The 2nd International ASEAN-English Language Teaching Conference

16 - 18 July 2019

The Zuri Hotel, Palembang, South Sumatera, Indonesia
PROCEEDING:
The 2nd International ASEAN-English Language Teaching Conference”

Theme:

“Towards the Internationalization of Higher Education Institutions: Challenges and Current Issues of English Language Education in ASEAN Countries”

Palembang, 16 – 18 July 2019
The Zuri Hotel

Publisher:

English Education Study Program,
State Islamic University of Raden Fatah, Faculty of Tarbiyah and Teaching Sciences,
Palembang, South Sumatera, Indonesia
Jl. Prof. K. H. Zainal Abidin Fikry No.3,5 Palembang 30126
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Host:
State Islamic University of Raden Fatah, Faculty of Tarbiyah and Teaching Sciences, Palembang, South Sumatera, Indonesia

Co-Host:
Jambi University, Jambi, Indonesia

Chair:
Hj. Lenny Marzulina, M.Pd.

Co-Chair:
Amirul Mukminin, S.Pd., M.Sc.Ed., Ph.D.

Keynote Speakers:
Prof. Karim Sadeghi, Ph.D. (Urmia University, Iran)
Heather A. Linville, Ph.D (Director of TESOL, University of Wisconsin)
Vahid Nimehchisalem, Ph.D (Faculty of Communication and Modern Language, University Putra Malaysia)
Dr. Yunisrina Qismullah Yusuf (Syah Kuala University Aceh, Indonesia)

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Thomas Luschei (Urban Leadership PhD Program, Claremont Graduate University, USA)
Judit Navracsics (University of Pannonia, Hungary)
Mohd Faiz Mohd Yaakob (Universiti Utara Malaysia, Malaysia)
Florante P. Ibarra (Central Luzon State University, Philippines)
Dian Erlina (State Islamic University of Raden Fatah, Palembang, Indonesia)
Annisa Astrid (State Islamic University of Raden Fatah, Palembang, Indonesia)
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A Message from Conference Chair:
“The 2nd International ASEAN-English Language Teaching Conference”

Assalamu’alaikum Warahmatullahi Wabarakatub,

The honorable Invited speakers, Guests, Presenters, and Participants of The 2nd International ASEAN-English Language Teaching Conference.

First of all, allow me to welcome all of you to The 2nd International ASEAN-English Language Teaching Conference. It is such a great honor to have you at this conference. The main theme of this ELT conference is “Towards the Internationalization of Higher Education Institutions: Challenges and Current Issues of English Language Education in ASEAN Countries”. From this conference, we hope that it can be a medium for language teachers, researchers, practitioners, students and policy makers to contribute and share their research and views on the challenges and trend issues related to English Language Education especially in ASEAN countries, and to draw conclusions for future practices and researches.

This conference also provides a platform for us to disseminate and discuss the research findings from all lecturers, teachers, and practitioners in the field of English Language Teaching. It is our expectation that the discussion from this conference will be beneficial as the source of information and as the guideline to create either policy or practice in English language teaching. Hopefully, all the participants will be involved in fruitful and meaningful discussion.

I also would like to show my gratitude to all the keynote speakers who have fulfilled our invitation and travelled to our country to deliver and exchange their ideas. My deep appreciation also goes to all the committee members who have wholeheartedly worked hard to make this event possible.

Once again, I wish you all a productive conference.

Wasalamu’alaikum Warahmatullahi Wabarakatub

Best regards,

Hj. Lenny Marzulina, M.Pd.
Conference Chair of The 2nd International ASEAN-English Language Teaching
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Speaking Anxiety: Concept and Causes

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Abstract
This literature review aims to address the current issues on EFL learner speaking anxiety and the causes of speaking anxiety. The critical review of relevant studies on the field of the causes speaking anxiety of EFL students' in learning English. In this review, the researcher present about the level and causes of speaking anxiety that faced EFL students when they learn speaking in the classroom. This paper hopefully can contribute to the betterment of teaching and learning, especially in understanding about the causes of speaking anxiety of the students in speaking English in the classroom in university of Indonesia. This paper also describes that there are four causes speaking anxiety, namely. 1) fear of mistake, 2) lack of vocabulary, 3) lack of confidence, 4) imropper grammar.

Keywords: speaking anxiety, EFL students

Introduction
English becomes the most essential language in the world. many people use it as a medium of communication and it is easier for people who come from different countries to make interaction and communication with other using English. According to Broughton, Brumfit, Flavell, Hill, and Pincas (2003) English is as international language, because it is dominant language used for daily international communication. Cylne (2008) explains that English is used both in a global sense for international communication between countries and in a local sense as a language of wider communicatin within multilingual societies. As a global communicatin, people use English for many activities, such as in politics, economy, science, culture and education. In short, English is very important to be mastered.

In Indonesia, English is one of the key subjects in the all of school. Hence, it has been taught in several levels of education; such as elementary school, junior high school, and senior high school. In the hope of that the students are ready to face the globalization era by studying in formal education. Sari and Saun confirm that English has become a compulsory subject and it must be learned from junior high school to senior high school in Indonesia (as cited in Marzulina and Saputra, 2017, p. 1). Komaria argues that among many foreign languages, English gets a place as the first foreign language to be taught and used in Indonesia based on the 1989 law on the Indonesia education system (as cited in Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018, p. 129). In short, English has important role in many aspect.

In learning English, there are four language skills that have to be mastered. Those language skills are speaking, reading, writing, and listening. Khameis (2006) states that the four skills (speaking, reading, writing, and listening) naturally appear together in every English class.
even in English as Foreign Language (EFL) class (as cited in Herlina and Holandyah, 2013, p. 108). Thus, all of four skills are integrated to each other.

Among those four skills, speaking is the one of important skill due to some reasons. The first reason was asserted by Ur (2000) that speaking is an important skill of all four language skills, because it is necessary for the effective communication. The second, Joyce (1997) believes that speaking is the important skill among other skills, because speaking skill is used for interactive process of constructing meaning that involves producing, receiving and processing information. In brief, speaking very important to be mastered.

Speaking is one of the most difficult skill to mastered by students in learning English. In speaking, student have to master many aspect, as follows; vocabulary, grammar, and pronunciation. According Naushin, states that in speaking, the learners need to emphasize spontaneous, open ended, and evolving. Speaking needs that learner not only should know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also they understand when, why and what ways to produce language. So, speaking is not focusing on linguistics aspect. It also focusing on how to produce language (as cited in Herlina & Holandyah, 2016, p. 108)

In speaking, people sometimes feel shy and nervous when they are speaking in front of their classmate, and this situation called speaking anxiety. Spielberger argues that anxiety is someone who feels of uneasiness, frustration, self-doubt, apprehension or worry (as cited in Horwitz & Cope, 1986, p. 125). Horwitz (1986) also supports that foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Anxiety is a feeling of fear that occurs continuously. Specifically, Horwitz (1986) explains that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. frustration, self-doubt, apprehension and tension.

Anxiety can give negative impact to someone personality if he or she cannot manage it. Mayer (2008) says that anxiety is normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007) argue that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance.

There are so many factors that influence EFL students speaking anxiety. Thornbury (2005) asserts that students' lack of vocabulary, lack of grammar, lack of confidence and avoid about making mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. There are 5 factors cause EFL students speaking anxiety: (1) low speaking due lack of grammar and vocabulary, (2) fear of negative response from other, (3) low self-esteem to speak English, (4) fear of being evaluated by teachers and (5) cultural influences to speak English due to more teacher centered-styles (Mukminin et al., 2015, p. 220).

Therefore, it is essential to find out the reasons of anxiety knowledge that can help people to understand about anxiety and can improve students' speaking English ability because the students know the level and causes of their speaking anxiety in the class. This critical literature review present and examines as a number of relevant topics that would be fruitful information for lecturer, policymakers, and other parties in their efforts to be better understand theoretical and practical issues of English teaching in Indonesia University.

Discussion

Concept of speaking

In this era, the students have to improve their skill actually in speaking skill. Richards and Renandya's (2002) assert a large percentage of the world language learners study English in order to develop proficiency in speaking. The tendency to prioritise the mastery of speaking is also reflected in the tendency of society to make speaking skills as a measure of mastery of English. Speaking skill become the highest trigger for the students' anxiety because through speaking the
students are directly to express their self in many situations. Ur (1996) argued that speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language.

At present, speaking can be a challenging task for many students because it needs interactions. The others skills can be practiced alone, but for speaking, the students cannot really speak alone, that is why students should make every effort possible to find somebody to speak with. In line with this point, Nunan (2000) supports that speaking skill is the most important aspect of learning a second of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. It can be said that being able to speak fluently is essential in students language learning to communicate both inside or outside the classroom.

In the context of speaking English, being able to speak to friends and even speak with foreigners, in their language which both of them understand is surely the goal of many learners of English. However, the biggest problem students face are to speak English. It can be stressful when they are expected to speak in the second or foreign language before the fluency is achieved.

Speaking is one of productive skill which is used in oral communication. In Speaking, speaker and listener involved in oral communication. Byrne (1984) explains that speaking is oral communication. This process occurs between speaker and listener and it involves productive and receptive skill of understanding. It can be concluded that speaking can be defined as a tool for oral communication between speaker and listener.

Speaking is one of the most difficult skill to mastered by students in learning English. In speaking, student have to master many aspect, as follows; vocabulary, grammar, and pronunciation. According Naushin, states that in speaking, the learners need to emphasize spontaneous, open ended, and evolving. Speaking needs that learner not only should know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also they understand when, why and in what ways to produce language. So, speaking is not focusing on linguistics aspect. Speaking is also focusing on how to produce language (as cited in Herlina & Holandyah, 2016, p. 108)

**Component of Speaking**

Speaking consists of some components which is useful to measure speaking ability. According to Haris, there are five components to measure students’ speaking ability (as cited, Dian, 2017, p. 85). they are as follows: (1) fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words, and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak, if someone can speak English without any pauses, such as; "ums" or "emm". It indicates that the quality of their fluency is smooth. When someone can give respond to another person” question without any difficulty in the conversation; it also means that his or her speech is effortless and smooth,. (2) pronunciation is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication such as different phonemes, rising and falling in intonation and stress (Harmer, 2001), (3) vocabulary defined as the words used in language, phrase, clauses, and sentences. If someone has many words to utter what they interest to say, they will be smooth to give some information or receive the information, (4) grammar refers grammar refers to the sentence structure and tenses. Heaton (1991) defines to the students’ ability to manipulate the structure and to distinguish appropriate grammatical form inappropriate ones. Besides that, grammar help the students to speak fluently, (5) comprehension is an understanding about what are they saying to the listeners in order to avoid misunderstanding information. In brief, these components above are important for the students to acquire English communication because it can be used to express ideas, feelings, and emotions to other people.

**Concept of Speaking Anxiety**

In speaking, people sometimes feel tension, fear of mistake and nervous when they are speaking in front of their classmate, and this situation called speaking anxiety. Speaking skill
become the highest trigger for the students' anxiety because through speaking the students are directly to express their self in many situations. Gurbuz (2014) states that speaking activities in front of class and on the spot performance produce the most anxiety from the students and learners experience more anxiety over speaking than other language skills. Anxiety is someone feel of uneasiness, frustration, self-doubt, apprehension or worry (Horwitz, 1986). However, speaking anxiety will appear depends on the students’ response to the anxiety that they face. Kayaoglu and Saglamel (2013) found that students speaking anxiety are causes by linguistic difficulties, such as vocabulary, grammar, and pronunciation.

Anxiety can give negative impact to the personality if he or she cannot manage it. Mayer (2008) says that anxiety is normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007) argue that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance.

The Cause of Speaking Anxiety

In speaking, there are some factor causes of speaking anxiety. The students’ anxiety usually come from some causes that influence speaking anxiety and one of these can happen when students are speaking. There are many factors that cause students speaking anxiety. Thornbury (2005) found the factor the cause of speaking anxiety. He divides it into four namely (1) fear of mistake is feeling of suppressed. In speaking, it becomes one of the main factors of students’ reluctance to speak in English in the classroom. In addition, Kurtus (2001) states that the cause of fear of mistake is that students are afraid of looking do not understand in front of other people and they are concerned about how others will see them. Chen (2010) states that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive a negative evaluation from their peers if they make mistake in speaking English, (2) lack of vocabulary. Vocabulary is a set of familiar words within a person language. In speaking, it also as a tool for communication and acquiring knowledge. Haris said that vocabulary is conveyed as a good indicator of second language proficiency, as well as one of the essential and fundamental component of communication (as cited Dian, 2017, p. 85). In addition, lack of vocabulary is one of the factors can make the students confused when they speak in front of their friends, they do not know and confused how to speak English well. (3) lack of confidence is a feeling where someone doubts his own abilities. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, the would rather keep silent while others do talking showing that the students are lack of confidence about communicating. In addition, Chen (2010) states that the main cause of student's confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they can not speak English well. From the explanation above, it can be concluded that there are factors cause of speaking performance. (4) improper grammar. One of the factors that can cause speaking anxiety is when students don't master grammar too much. Although, the grammar of speech is identical with grammar of writing, students still difficult to apply in speaking. Thornbury (2005) states that student demands during speeches at the right time with minimal planning opportunities result in a major obstacle to the type of complexity that can be achieved by the speaker. In other words, students will feel anxious when applying grammar in speaking because of spontaneous.

Public Speaking Class Anxiety Scale (PSCAS)

Public Speaking Class Anxiety Scale (PSCAS) is specifically chosen as an instrument to measure students' speaking anxiety levels. Public Speaking Class Anxiety Scale (PSCAS) was developed by Yaikong and Usaha (2012) from adopted from four previous scales: Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Howitz and Cope (1986); Personal Report of Communication Apprehension (PRCA-24) and Personal Report of Public Speaking anxiety (PRPSA-34) by Mccroskey (1970); and Speaker Anxiety Scale (SA) by Cleveneger and Halvorson (1992). There are consists of 17 items using 5 Point-Likert Scale, which ranges from 5
—strongly agree to 1 —strongly disagree. The possible multiple score of PSCAS were 85 and then subtracted by 17. Scores higher than 68 are categorized as high anxiety, between 68-51 as medium anxiety, and lower than 51 as low anxiety. However, during data coding, the score of items 4, 8, 10, 12 was reversed. The validity was tested to preliminary PSCAS and it was validated. While the reliability was 0.84 using Cronbach Alpha with 76 participants and it suggested that the scale is reliable.

**Conclusion and Suggestions**

In summary, in speaking, people sometimes feel tension, fear of mistake and nervous when they are speaking in front of their classmate, and this situation called speaking anxiety. Speaking skill become the highest trigger for the students’ anxiety because through speaking the students are directly to express their self in many situations. Gurbuz (2014) states that speaking activities in front of class and on the spot performance produce the most anxiety from the students and learners experience more anxiety over speaking than other language skill. Anxiety is someone feel of uneasiness, frustration, self-doubt, apprehension or worry (Horwitz, 1986). There are so many factors that influence EFL students speaking anxiety. Thornbury (2005) asserts that students' lack of vocabulary, lack of grammar, lack of confidence and avoid about making mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. There are 5 factors cause EFL students speaking anxiety: (1) low speaking due lack of grammar and vocabulary, (2) fear of negative response from other, (3) low self-esteem to speak English, (4) fear of being evaluated by teachers and (5) cultural influences to speak English due to more teacher centered-styles (Mukminin et al., 2015, p. 220). Therefore, it is essential to find out the reasons of anxiety knowledge that can help people to understand about anxiety and can improve students‘ speaking English ability because the students know the level and causes of their speaking anxiety in the class. It also revealed that speaking of anxiety usually come from some causes that influence their speaking and one of these can happen when students are speaking. Thornbury (2005) found the factor the cause of speaking anxiety. He divides it into four namely fear of mistake, lack of vocabulary and lack of confidence, improper grammar. Fear of mistake is feeling of suppressed. In speaking, it becomes one of the main factors of students’ reluctance to speak in English in the classroom. In addition, Kurtus (2001) states that the cause of fear of mistake is that students are afraid of looking do not understand in front of other people and they are concerned about how others will see them. Then, there is lack of vocabulary, it is one of the factors can make the students confused when they speak in front of their friends, they do not know and confused how to speak English well. The other cause is lack of confidence, it is a feeling where someone doubts his own abilities. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. The last is improper grammar, this factor is caused when students don't master grammar too much, it will make students feeling anxious in their speaking. Then, there is public speaking class anxiety scale (PSCAS) is specifically chosen as an instrument to measure students' speaking anxiety levels. There are consists of 17 items using 5 Point-Likert Scale, which ranges from 5 — strongly agree to 1 — strongly disagree. The possible multiple score of PSCAS were 85 and then subtracted by 17. Scores higher than 68 are categorized as high anxiety, between 68-51 as medium anxiety, and lower than 51 as low anxiety. Hence, to overcome the students’ anxiety, the teacher should apply the interesting method to teach speaking skills for students. The interesting method will stimulate students to enhance their anxiety in produce idea in speaking. In addition the teacher should create the comfortable situation of speaking class. It is because the comfortable situation can make the students reduce their anxiety in speaking. Hence, they will become relax in learning speaking skill in English.

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AN ANALYSIS OF THE CAUSE OF SPEAKING ANXIETY IN ORAL TEST: A CASE ON THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT RADEN FATAH STATE ISLAMIC UNIVERSITY, PALEMBANG

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Abstract
This study aimed to find out the major causes of speaking anxiety that was faced by student during oral test. Here, we used qualitative approach in order to conduct this research. In using qualitative research, the researchers investigated the students' view in order to gain the deep understanding about the characteristics of anxious students to know how reduce foreign language speaking anxiety during oral test. The participants in this study were the sixth semester student of English Education Study Program, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Raden Fatah Palembang. There were six students were interviewed in this study. As the data collection technique, the interview was used in this research. The interview was used to gain the accurate data based on the students' experiences in speaking anxiety during the oral test. The data analysis in this study was using thematic analysis. The findings showed that most of the participants feel anxious during oral test because they were anxious when they were face to face with the lecturer. The result of this study proved that the major causes of speaking anxiety during oral test were: 1) Fear of negative evaluation from the peers and even lecturers; 2) Lack of vocabulary; and 3) had bad grammar. Those causes could make them anxious in joining oral test.

Keywords: foreign language, oral test, speaking anxiety

Introduction
It had been known that English being as a Lingua Franca which meant connected people around the world in one language. Cook (2003) stated that English was a tool to communicate in every country as an international language. People use English for their international contacts in some countries (Crystal, 2004). So that, learning English should be emphasized because it was known as a daily international communication tool with other people from different countries. In fact, to implement the English there were many challenges that was faced by the EFL learners. For example, language foreign anxiety, that was faced by the EFL learners during speaking performance, such as presentation and oral test. Nunan (2000) stated that speaking was one of a learning key aspect in second or foreign language. This kind of practice created anxious feelings for language learners for whom English was not their first language (Cheng et al. 2014). The phenomenon of foreign language anxiety had been familiar in English language teaching. Horwitz (1986) observed that two basic and interactive skills of learning a foreign language, i.e. listening and speaking anxiety was mostly associated with anxiety. Anxiety belonged to the cognitive behavior rising from self-doubt and self-depreciation (Zhang, 2004). This circumstance could be a reason for influencing the speaking skill in students' performance. Here, we investigated what caused EFL learners feel anxious while doing oral test.

EFL learners were mostly uncomfortable if they did not master the material very well and it could attract both lecturers and peers attention. There were some causes of anxiety in oral test based on some experts. According to Horwitz, Horwitz & Cope (1986), many feelings were experienced by students when they were in an English classroom, such as apprehension, fright, even fear. Thornburry (2005) expressed that lack of vocabularies, improper grammatical, fears of
mistakes were some factors that had contribution in failure of speaking and causing an acute sense of anxiety when it came into speaking.

The results of several previous studies indicated some causes of anxiety that students faced in oral speaking. For example, Septy Indrianty (2016) found that students' anxiety in speaking was caused by three main sources of anxiety. Observation of class interaction and interview were obtained in her study. The results indicated that students experienced anxiety in speaking because of lack and preparation, being afraid of making mistakes, and will be laughed by his friends. Also, the result of Darmaida Sari (2017), there were four anxiety factors in speaking which caused students to be unwilling and anxious to speak English in the classroom, namely communication apprehension factor, test anxiety factor, fear of negative evaluation factor, and finally the anxiety about English classes factor. The fear happened in a situation where students have to speak in front of familiar audience or examiner.

Moreover, speaking used foreign language will be different from speaking in mother tongue, and it can influence students' performance in terms of oral test. More than half a foreign language students experienced some degree of anxiety (Worde, 2003). Anxiety can disturb complicated learning, test-taking, and effective thinking (Covington et al. 1986; Gregersen et al. 2014). Based on the exposure of these problems faced by students, and some preliminary studies that had shown how anxiety greatly affected and disturbed students when doing oral test.

We were paying attention to the EFL learners about the factors of anxiety and their anxious that they faced in doing oral test because it was a part of condition in learning and especially in oral test. Therefore, we were interested in conducting a study about the causes of anxiety in oral test that faced by sixth semester at State Islamic University of Raden Fatah Palembang, South Sumatera for addressing the following research questions: What makes students feel anxious when they are speaking during oral test by the Sixth Semester Students of English Education Study Program of UIN Raden Fatah Palembang?

**Literature Review**

**The causes of language anxiety**

According to Hakim (2019, cited in Schwartz, 1972; cited in Scovel, 1991), language anxiety is related to the learners' consciousness and a crucial internal stimulus such as individual self-perceptions about other people (peers, teachers, and lecturers). It could be noticed in various situations that require communicating in the target language and expressing one's individual ideas using the foreign language. Among other reasons, language anxiety could be possibly caused by an incompetence to use the target language and, also, a lack of knowledge and material (Hakim, 2019 cited in Sparks & Ganschow, 1991; cited in Horwitz, 2001). Overall, it may be caused by the linguistic difficulties language learners face while learning and using the target language, so the EFL learners faced anxious while doing oral test.

Within a social context, language anxiety may be caused by external stimuli (Hakim, 2019 cited in Schwartz, 1972; cited in Scovel, 1991) and could include diverse social and cultural settings, predominantly situations where second language (L2) and foreign language (FL) learning takes place. The target language is, in other words, an alternative communicative tool, and, consequently, as in any human interaction, there is a tendency in some individuals to experience anxiety (Hakim, 2019 cited in Gardner 1990; cited in Horwitz & Young, 1991). The public assumption about the identity of the L2/FL speakers, the power relations and hierarchies between/among them, and many other issues and factors (such as gender discrimination) could play a crucial role in causing language anxiety. Investigating the factors that cause anxiety helps language teachers or lecturers to lessen fear and nervousness whether in the classroom setting or in oral testing that contributes to learners' ability to acquire the target language.

**Anxiety in oral test**

Oral test and written test may have their own difficulties and challenges. In oral test, there was an speaking anxiety during the test and it can be looked clearly because anxiety was a normal phenomenon and innate natural factor. Mayer (2008) said that—anxiety was describe as a
state of intense agitation, misgiving, tension, and dread, occurring from a real or perceived threat of impending danger. Anxiety referred to a fleeting state or a response to a specific anxiety-provoking stimulus such as an important test (Spielberger, 1983; cited in Horwitz, 2001). In another definition given by Spielberger (1983), anxiety was —the subjective feeling of tightness, foreboding, nervousness, and worry associated with an arousal of the autonomic nervous system. Doing oral test in another language, especially in English as a foreign language, made the students more and more anxious than doing the oral test in their mother tongue. In psychology, Hilgard, Atkinson, & Atkinson (1971); cited in Scovel, (1991) stated that anxiety was a psychosomatic concept generally defined as a condition of anxiety and fear and a vague apprehension usually linked to an object and or phenomenon. Ellis (1994) stated that many circumstances can produce or stimulate students' anxiety in learning English. These conditions included speaking in public, examinations and participation in front of the class. In oral test, the students needed to speak up about their opinion and their answers about the question directly in front of their teacher. The students also were tested one-by-one, so there was no time to think too much about the answers. Besides thought about the answers, the learners also thought about what kind of sentences they will say because they were afraid if what they said was impolite.

**The causes of anxiety in oral test**

There were plenty causes of anxiety in oral test and it was different from one person to another. A student who was not fluent in speaking English can suffer from stress and embarrassment (Thornbury, 2005). It will be something embarrassing if the student cannot answer the question exactly or had wrong sentences in explain their ideas. According to Bailey (1983) as cited by Gass and Selinker (2001) —anxiety depends on the circumstance in which students found themselves. On the other hand, language anxiety could be possibly caused by an inadequacy handling the target language and also a lack of knowledge (Sparks & Ganschow, 1991; cited in Horwitz, 2001). Although the students had well-prepared about their material before conducted the oral test, but if they hesitated with what their ability in speaking, it will be disorganized. Han (2010) argued that the students speaking ability and aural comprehension can be influenced by lack of confidence in speaking English. Also, Boonkit (2010) stated that odd reasons to take into consideration might be lack of confidence in terms of anxiety about making errors. Thus, students were affected by various determinants such as concentration, self-confidence, limited time, and the attitudes of the examiners during the test (Paker & Höfl, 2012).

In some cases, EFL learners felt anxious because they were afraid and felt threatened because of negative evaluation of speaking when they answered the question while doing oral test in front of both lecturers and peers. According to Horwitz (1986), Fear of negative evaluation was an extension of the second part of foreign language anxiety because it was not limited to test-taking situations; rather, it may happen in any social, evaluative situation, such as interviewing for a job or speaking in foreign language class.

**Methodology**

**Research design**

A qualitative approach was used in conducting this study. The most important reason of using qualitative design was that this design was an appropriate way to explore and gain more information about the causes of speaking anxiety among English Education Students while doing oral test. This study used purposeful sampling techniques to select the participants. According to Creswell (2012) purposeful sampling is used to select the participants and sites to obtain or comprehend the central phenomenon that emerges.

**Research site, sampling and participants**

To investigate the causes of speaking anxiety that faced by students during oral test, the participants who were interviewed in this research were six students that came from English Education Students in the sixth semester of State Islamic University of Raden Fatah Palembang. The member is who produce the data and representative the population of the research (Setiadi, 2006).
**Data Collection**

In collecting the data, One-on-One interviews were used to the six participants who were from different classes. Interview was one of collecting data techniques in qualitative research. We used face to face while doing the interview with participants and used Open-Ended questions. Most of the participants answered the questions for less than five minutes. According to Creswell (2012), the One-on-One interviews was a process of collecting the data in which researcher inquired the questions and recorded the answers of contributor in the research at the time. This aims were to make the participants who did not hesitate to speak and share their ideas comfortably while answered the questions so it made the researcher was easy to understand what their problems in doing oral test. In this study, we interviewed the students to figure out what can make them felt anxious in speaking when faced the oral test.

**Data analysis**

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we organized the data where the data were classified per-folder per-participant. After that, we transcribe the data which was changed the record into text. Finally, we analyzed by hand about students’ comments into themes that focused to gain the information about students’ anxiety in doing oral test. The data from the interview were transcribed, categorized and interpreted answering the research questions. The transcripts were given back to the participants to make sure that it was exactly what the students said and meant. Finally, the data were coded and categorized by using thematic data analysis (Cohen and Manion, 1994 and Kvale, 1996). Here, we categorized the result of interview into themes.

**Establishment of trustworthiness**

In this study, we used member checking to increase the accuracy of the study. Member checking was known also as respondent validation or participant validation. According to Doyle (2007), member checking was used to validate, verify or assess thee trustworthiness results. Moreover, member checking occurred when the researcher asked participants to review both the data collected by the interviewer and interpretation of that interview data.

**Findings**

The findings presented the data from interview was meant to answer the question: What makes students feel anxious when they are speaking during oral test by the Sixth Semester Students of English Education Study Program of UIN Raden Fatah Palembang? Based on thematic analysis that we conducted based on Creswell (2012), we found three themes which reflected five problems faced by students in speaking during oral test by the Sixth Semester Students of English Education Study Program of UIN Raden Fatah Palembang.

**The causes of speaking anxiety when students during oral test**

After collecting the data in order to find out the factors faced by the students in speaking during oral test, we found that there were three factors. The themes and codes gained from thematic analysis were listed in Table 1.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fear of negative evaluation from peer and lecturer.</td>
<td>A. The students were anxious if their peers or lecturers will give negative comment of their performance in answering the questions.</td>
</tr>
<tr>
<td>2. Lack of vocabulary</td>
<td>A. The students had difficulties to</td>
</tr>
</tbody>
</table>
According to themes and codes that were listed above, it could be concluded that there were three factors that caused speaking anxiety in oral test.

**Fear of negative evaluation from peers or lecturers**
Students felt anxious when they could not answer the question because they are fear to get a negative feedback from peers or lecturers. Based on the interview, as stated by R 2:

“While doing oral test together with peers, of course I was afraid of their negative evaluation to my answer” (Personal Communication, May, 8 2019)

It meant that the students will be not confident if they cannot answer the questions well. These statements proved that negative evaluation from peers or lecturers could influence their oral test performance. They only focused on peers’ negative evaluation rather than prepared the correct answer.

**Lack of vocabulary**
Lack of vocabulary was the first factors that caused speaking anxiety in oral test. These factors emerged because the EFL learners felt that oral test take a tense and stressful situation and make them are under pressure. Lack of vocabulary was a condition when students could not make a sentence in order to convey their ideas. The next factor that caused speaking anxiety was lack of vocabulary, as stated by R 5:

—The factors are because of lack of vocabulary, and the material had not mastered well. So, we were afraid of making mistake.‖ (Personal Communication, May, 9 2019)

So, we could infer from the respondents’ statements lack of vocabulary can be one of factor that influenced in speaking anxiety. Lack of vocabulary affect the students could not express their answer that knew and difficult to make sentences. These EFL learners felt nervous when speaking English which led to forgetfulness of things they had known, and reluctance to speak in English even when they knew with certainty that what they would present was correct because they cannot convey their ideas.

**Using bad grammar**
The last factor of speaking anxiety in oral test was using bad grammar. As stated by R 3:

—In my opinion, the main factor that makes me anxious is using inaccurate grammar.‖ (Personal Communication, May, 8 2019)

Of course it will affect their performance in oral test because if they used bad grammar, they could not make utterances correctly. They would be anxious if they wasted the time infront of the lecturer but they cannot answer anything.

So, the major causes of speaking anxiety that faced in oral test are three factors because the communication apprehension could make the EFL learners difficult in speaking fluently and correctly.

**Discussion**
Based on the findings that described above, we found that the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang produced three factors of
speaking anxiety in oral test, they were fear of negative evaluation from the peers and lecturers, lack of vocabulary, and not mastering the material. The first factor in speaking anxiety in oral test was fear of negative evaluation from the peers or lecturers. This result of study was consistent with the result of other studies (e.g., Indrianty, 2016) indicating that Fear of negative evaluation, apprehension about others’ evaluations, avoidance of evaluative situations and the expectation that others will evaluate them negatively is the third type of anxiety. It may occur in any situation. Students may be ashamed to the evaluations-real or imagined- of their peers. In case of foreign language learner, the fear occurs in a situation where students have to speak in front of familiar audience or examiner. Students concern about opinion from important people such as teachers, friends, or parents. In addition, the participants mostly being fear if their performance assessed negatively by others. It is relevant to the research conducted by Zhiping & Paramasivam (2013) stated that the participants said that fear of negative evaluation by teachers and peers as another in oral test concern as an important source of anxiety. They feared humiliation of being corrected in public especially if accompanied by disparaging remarks by the lecturer. They were also overly concerned with other people’s opinions and had apprehension about other people’s evaluation.

Moreover, to answer the question without anxiously, of course the participants must have lots of vocabulary to create the answer the second factor faced by the students when doing oral test was lack of vocabulary. Based on the data from interviews, the students founded it will be difficult to make utterances if they were lack of vocabulary. Lack of vocabulary also affected to confuse them in order to deliver their ideas. Same as the result of Chaterin & Hutabarat (2019) the fact that those participants viewed that vocabulary is one of the most important factors that make them feel anxious when they are asked to speak English in front of the class. It is shown that besides using correct grammar, lack of vocabulary knowledge could lead English learners to feel anxious to speak English. Wherein the participants need to master a lot of vocabulary in order to communicate well by using the suitable and correct grammar that can be understood by many people. This means that vocabulary is a crucial factor that makes the participants success or not in oral test. If the participants feel anxious in answering the question, it can be concluded that they have inadequate vocabulary knowledge. Furthermore, the fact that those participants viewed that vocabulary is one of the most important factors that make them feel anxious when they are asked to speak English in oral test. It is similar to Indrianty (2016) said that lack of vocabulary was identified as a main cause for students’ anxiety in oral English test. So, lack of vocabulary could affect the students in order to make utterances to answer the question in oral test.

In this study, the third factor that affected speaking anxiety in oral test was using bad grammar. Because when the students wanted to convey their idea with bad grammar, it would not make sense to the answer that they exactly wanted. With this regard, Purpura (2004 cited in Chaterin & Hutabarat, 2019) mentioned that using correct grammar is challenging for the participants. Meanwhile, the use of grammar is one of the most important elements in English especially when speaking English; the speakers must have sufficient knowledge on English grammar, so that their peers or lecturers can comprehend what the speakers are saying. As the result from Chaterin & Hutabarat (2019), after making a careful analysis, she found out that most of the participants stated that they did not know how to properly form the word to yield a correct grammar. This caused them to become anxious when speaking English in front of the class or with others. Students feel embarrassed to talk to the teacher, and their peers in English. Besides, the findings of the study were also consistent with the findings of other studies (Sari 2017) these students feel like someone is observing them watching out for them to make mistakes in their grammar, this causes the students to be anxious when asked to speak English. Students feel that their English language is not as good as the ability of their peers. This indicated that students would be anxious to make utterances with incorrect grammar because they thought that the examiner would notice to their grammar.

We could infer that from the literature and the participants’ answer, there are major causes that are interrelated each other such as fear of negative evaluation from peers and
lecturers, lack of vocabulary, and using bad grammar. These major causes happened when the participants are highly anxious rather than confidence.

Conclusion and Recommendations

Based on the findings, this study employed the causes of speaking anxiety that students faced in oral test. After analyzing the data gained from the interview, there were three causes of speaking anxiety in oral test could be caused by fear of negative evaluation from both lecturer and peers lack of vocabulary, and also not mastering the material.

As mentioned above, there were three major causes of speaking anxiety in oral test that we found. This study only focused to find out the factors that caused students' anxious in oral test without giving the solution to reduce the students' anxiety in oral test. We hope that the next researcher who want to conduct the similar research will explore more participants to make sure that this phenomenon occurs in students in general, so we can gain more information and other factors about the causes of speaking anxiety in oral test. Also, we expected that the next researcher can give the solution to reduce speaking anxiety that students face while oral test.

References


The purposes of this study were to analyze the types of errors, and to find out the occurrence frequency of each error types of conditional sentence type II made by the Sixth Semester Students of English Education Study Program at Raden Fatah State Islamic University, Palembang. The method used in this research is qualitative method. The qualitative design applied in the research is a case study. This research was also conducted by using error analysis base on surface taxonomy. In this study, the data were collected using tests for 10 students from the sixth semester with the criteria as GPA below 3.5. The result shows that students committed three types of errors, namely omission, addition, misformation. From those errors, the students' errors are as many as in misformation. Furthermore, omission and addition.

Keywords: error, error analysis, frequency of occurrence, types of error

Introduction

English is a part of international language. It is commonly used all over the world and it becomes one of the reasons why many people learn English. According to Brown (2000), there are four basic skills required to master English, namely listening, speaking, reading and writing. However, English consists of several elements that cannot be separated from one another, such as grammar, vocabulary and pronunciation. As a tool of communication, English can be used to share, to give and to exchange information and opinion. Basically, there are two ways to share, give and exchange information and opinion, namely speaking and writing. To have good communication both in speaking and writing English, people need to learn grammar. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words. Grammar is the rules that should be obeyed, because grammar has important role in communication. Using grammar incorrectly can lead miscommunication. Moreover, grammar involves some linguistic constituents. One of them is conditional sentences. It is important to use conditional sentences, because consciously or unconsciously people often use conditional sentences in their daily life to dream, to imagine and to wish. However, in using or constructing the conditional sentences sometimes the students make some errors. According to Norrish (1983), the difficulty of conditional goes back to the reliance of one situation on the fulfillment of another.

Penston (2014) said that conditional sentence is divided into three types: First is type 1 for future conditional, next is type 2 for present conditional and the last is type 3 for past conditional. However, the only one type that exactly has the same meaning between Indonesian language and English is type one. Meanwhile, type two and type three have different meaning and condition. Therefore, learners may do errors and mistakes when forming a word uses conditional sentences type two. In addition, learners need to understand the structure and function of conditional sentences type two in order to interpret meaning.

The writer would like to analyze students' errors in using conditional sentences type two, entitled —An Analysis on Students' Errors in Using Conditional Sentences Type II (A Case Study
on the Sixth Semester Students of English Education Study Program at Raden Fatah State Islamic University, Palembang). Throughout this paper, we want to know what types of errors are encountered by the students in using conditional sentences type two.

**Literature Review**

**The definition of conditional sentence**

Maurer (2006) stated that conditional sentence describes situations that occur (or do not occur) because of certain conditions. They consist of two clauses, the if-clause and the main clause. If suggests that situation is real – that is, the situation is or was true, or may have been or may become true. In the sentence *if it rains I shall stay at home.* —If it rains is the if-clause, and —I shall stay at home is the main clause.

**Conditional sentence type II**

The if-clause is in the simple past or the past continuous tense, the main clause uses would and the infinitive, or would be and the present participle (Verb-ing). Conditional sentence type 2 is used to talk about actions or situations that are not taking place in the present or future, but we can imagine the probable result. For example, *If we didn't live in a big city, we would not have to breathe polluted air every day.* (In truth, we live in a big city)

Second conditional uses present unreal conditional to talk about unreal, untrue, imagined, or impossible conditions and their results. Use the simple past form of the verb in the if-clause, if the verb is be, use were for all persons. Use could, might, or would + the best form of the verb in the result clause.

**The definition of error**

The identification of an error is more than explaining the definition of error. However, as language experts give attention to the differences between an error and a mistake, it is necessary to review it. James (1998) defines error as —an instance of language that is unintentionally deviant and is not self-correctible by its author.

A mistake is both intentionally or unintentionally deviant and self-correctible. In simple words, when the learners make mistake they do not recognize it and even if they know about the error they do, they cannot correct it by themselves. Otherwise, when the learners do a mistake, and we show the mistake they did, they can correct it by themselves. In other words, Norrish (1983) differentiated error and mistake in the term of learning: whether someone has learnt or not about something. If the learners do incorrectly about something that they have not learnt before, they do error. Otherwise, if the learners do incorrectly about something that they have learnt, they do mistake.

Furthermore, Brown (2000) stated that mistakes refer to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. It means mistake can be self-corrected when attention is called. To distinguish between an error and mistake, Ellis (2003) suggests two ways. The first one is to check the consistency of learner’s performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

From the definition above, it can be concluded that an error made by a student because they might not know what the correct form and believe what they are writing or speaking is correct.

**The definition of error analysis**

Spada (2006) stated that Corder and his colleagues set up the field of Error Analysis (EA) in Second Language Acquisition (SLA). They stated that the key factor of EA, which causes the learners’ error has been the misunderstanding of the rules of the new language. EA is a type of linguistic study that focuses on the errors’ learners make. It consists of a comparison between the
errors made in Target Language (TL) and within that TL itself. In Spada (2006) stated that Corder presented a completely different point of view. He stated that those errors are —important in and of themselves. In his opinion, language learners” errors that are systematically analyzed make it possible to be determined and reinforced in the teaching-learning process. EA emphasizes —the significance of errors in learners” interlanguages system. The term interlanguages introduced in Fisiak (1981) stated that Selinker refers to the systematic knowledge of an L2 which is independent on both the learner’s L1 and the TL. Fisiak (1981) stated that Nemser referred to it as the Approximate System and the Idiosyncratic Dialect or Transitional Competence. To be able to do Error Analysis properly, we have to be able to differentiate it from other analysis as Contrastive Analysis and Transfer Analysis.

**Types of errors**

There are some types of errors based on surface strategy taxonomy. Surface strategy taxonomy emphasizes on the way surface structures are changed. Students may omit the necessary item or add unnecessary one, they may misform items or misorder them. The errors which they made are not a result of laziness or sloppy thinking, but the use of temporary principle to produce a new language. It is a part of the cognitive process. So, it is logical if students make errors. 

There is further information about errors that may be made by students.

**Omission**

According to Fitri Rahmawati (2014), omission errors are the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example, in the sentence "Mary is the president of the new company." The words Mary, president, new, and company are the content morphemes that carry the burden of meaning. If the sentence to be like this, —Mary president to be like this” It could deduce a meaningful sentence, while if the sentence to be like this one, “Is the of the” the last example, it cannot be understood by the speaker.

**Addition**

According to Fitri Rahmawati (2014), addition is the presence of an item which must not appear in a well-formed utterance. It means that the learner adds unnecessary items in their sentences. Additional is categorized into three types, namely double markings, regularizations, and simple addition. Double markings are two items rather than one are marked for the same feature. For example in sentence, —he doesn't knows my family or we didn't went there. Regularization is a marker that is typically added to a linguistic item is wrongly added to exceptional items of the given class that do not take a marker. For example, the verb —eat does not become eated, but ate; the noun sheep is also sheep in the plural, not sheeps. Simple addition is the use of an item which should not appear in a well-formed utterance. For example, the fishes doesn't live in the water (for the 3rd person singular) or a this (for article).

**Misformation**

According to Fitri Rahmawati (2014), misformation is the use of the wrong form of the morpheme or structure. As in additions, Misformation has three types error. There are regularizations, archi-forms, and alternating forms. Regular marker is used in place of an irregular one, as in runned for ran, gooses for geese, mouses for mice. Archi-forms are the selection of one member of a class of forms to represent others in the class. For example, learners may also select one member of the class of personal pronouns to function for several others in the class, me hungry. Alternating forms define as fairly free alternation of various members of a class with each other. For example in the case of pronouns: Masculine for feminine (vice versa), as in he for she Plural for singular (vice versa), as in they for it Accusative for nominative case (vice versa) her for she In the case of verb I seen her yesterday
Misordering

According to Fitri Rahmawati (2014), misordering is the incorrect placement of a morpheme or group of morphemes in an utterance. In simple words, put the words in utterance in the wrong order. For example, in the utterance "He is all the time late" (all the time is misordered). In declarative sentence "I don't know what is that" (is is misordered)

Procedure of error analysis

In this section, the writer will review the procedure for error analysis (EA). In Spada (2006), Corder identified the steps of error analysis. Those are:

Collection of a sample of learner language

The earliest step for an EA is to collect a sample of learner language. In order to do this, Corder in Ellis (2003) distinguishes two kinds of elicitation of errors. There are: clinical elicitation where the informant is asked to produce data, experimental elicitation where special instrument are designed to elicit the data.

Identification of errors

An error can be defined as a deviation from the norms of the target language. This definition raises a number of questions. They are: should grammaticality serve as the criteria? For example, an utterance may be grammatically correct but pragmatically unacceptable. Then, should there be a distinction between errors and mistakes? Should errors be identified as overt and covert errors? Should infectious uses of the L2 be considered erroneous? After indicating the possible difficulties of applying above definitions to actual data, Corder in Spada (2006) proposes the following procedure for identifying errors:

1. Normal interpretation, which occurs when the analyst is able to assign a meaning to an utterance on the basis of the rules of the target language and in such cases an utterance is "not apparently erroneous"; although it may still be right "by chance";
2. Authoritative interpretation, which involves asking the learner (if available) to say what the utterance means and, by doing so, make an "authoritative reconstruction";
3. Plausible interpretation, which can be obtained by referring to the context in which the utterance was produced or by translating the sentence literally into the learner's L1.

Description of errors

Ellis (2003) states that two descriptive taxonomies can be used in describing errors: linguistic taxonomy and surface strategy taxonomy. Firstly, errors of morphology, syntax, and vocabulary can be categorized under a linguistic taxonomy. Secondly, surface strategy taxonomy indicates how the surface structure is altered through operations as omissions, additions, misinformation, or misordering. Indication of the learner's cognitive process in reconstructing the L2.

Explanation of errors

As Ellis (2003) states, explanation of errors is an EA stage where the source of the error is sought. From a wider perspective of explaining the learner errors, Corder in Spada (2006) suggests that the error sources can be: psycholinguistic sources that concern the nature of L2 knowledge system and learner difficulties in target language production; sociolinguistic sources that involve the learner's ability to adjust his/her language in accordance with the social context; epistemic sources that concern the learners' lack of world knowledge, and discourse sources that involve problems in the organization of information into a coherent "text". Form a more specific viewpoint; Corder in Spada (2006) states that the explanation of errors is a matter for the psychology of second language learning process.

Evaluation of errors

The final stage in error analysis is to evaluate the errors. Errors can be evaluated as global errors that affect overall sentence organization, or local errors that affect single elements in a
sentence (i.e. morphology). Ellis (2003) indicates to this point and states that studies concerning error evaluation have addressed three main research questions. They are: are some errors judged to be more problematic than the others? ; are there differences in the evaluations made by Native Speakers (NS) and Non Native Speakers (NNS)? ; What criteria do judges use in evaluating learners’ errors?

Ellis (2003) also states that error evaluation studies have often been pedagogically motivated and error judgment essentially affects the ways in which errors are prioritized and dealt with by the teachers. Depending on who the judge is, teaching priorities may change. For example, as Ellis (2003) states, NSs judge lexical errors to be more serious than grammatical errors, whereas NNSs appear to be especially hard on morphological errors.

Methodology

Research design

We conducted this research using qualitative methods with a case study approach. According to Creswell (2012), the historical origin of qualitative research design comes from anthropology, sociology, humanities, and evaluation case studies is one of the qualitative research approaches used in which researchers develop an in-depth analysis of a case. , often a program, event, activity, process, or one or more individuals . The most important reason for using qualitative design is that this design is the right way to find out the frequency of occurrence of each type of error from type II conditional sentences made by Students.

Research site, sampling, and participants

This research was conducted at the English Language Education Study Program at Raden Fatah State Islamic University, Palembang. The subject of this study were the sixth semester of the English Language Education Study Program at Raden Fatah State Islamic University, Palembang. There were 10 students in the English language education department who were willing to participate in this study. In this study, participation selection was taken based on the criteria for a GPA below 3.5.

Data collection

Data collection instruments in this study only used tests on sixth-semester students of English language education study program of Raden Fatah State Islamic University, Palembang. In this study, we conducted a test to determine the type of occurrence of each type of error from type II conditional sentences made by students of The sixth semester of the English Language Education Study Program at Raden Fatah State Islamic University Palembang. The test 5 items test for transformation.

Data analysis technique

To analyze the data, the author uses an error procedure based on Ellis (2003). First, the collection of learner language samples.data collection using the GPA criteria below 3.5. After doing the test, compare the wrong answers with the right ones. As Ellis said that "to identify errors we must compare the sentences produced by students with what seems to be the" right "sentence that is normal in the target language that suits them". Next, an error description. After errors are identified, the author can describe and classify them into types of errors.

Findings

The writer has given the test about conditional sentence type II to 10 students of Sixth Semester Students of English Education Study Program at Raden Fatah State Islamic University Palembang. This test consists of 5 items test for transformation, which asked students to construct conditional sentences type II. After conducting the test, the writer analyzed the data to find out the errors that students made.
After collecting the data in order to find out the students’ errors, we found that there were three types of errors out of 4 types of errors that existed based on Surface Strategy Taxonomy by Dulay, Burt, and Krashen (1982). The themes and the codes gained from thematic analysis were listed in Table.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td>The students committed errors by omitted the important part in the structure of the sentence.</td>
</tr>
<tr>
<td>Addition</td>
<td>The students committed errors by adding the verb.</td>
</tr>
<tr>
<td>Misformation</td>
<td>The students committed errors by misforming the use of the form of the structure of conditional sentence type II.</td>
</tr>
</tbody>
</table>

**Omission**

Omission occurs when the learner omitted necessary item of word. The students committed errors by omitted the important part in the structure of the sentence. For example:

“If I good, I could go to school”. (Committed by student 4).

In this sentence, the student omitted the verb —felt which important part in the structure of the sentence.

**Addition**

Addition occurs when the learner added unnecessary item of word. The students committed errors by adding the verb. For example in the sentence:

“Luke would went go abroad if he liked flying”. (Committed by student 1).

In this sentence, the student added the word —went which it should be omitted. Another example:

“If be bad been any mobile phone, I could contact him.” (Committed by student 6).

In this sentence, the student added tobe —been which it should be omitted.

**Misformation**

Misformation occurred when the students use the wrong form of morpheme or structure. The students committed errors by misforming the use of the form of the structure of the conditional type II. For example in the sentence:

“If I am a millionaire, I can give you some money” (Committed by students 2 and 7).

Another example in the sentence:

“If Vina is not very big headed, her classmates will like her.”(Committed by student 10).

In these sentences, the students misform the use of the form of the structure of the conditional type II. In the conditional type II, the students should use the —simple past tense to form the sentence. However, they use simple present tense.

**Misorder**

Misorder occurred when the students put an utterance in wrong order. This type of error is not found in the students.

**Discussions**

Conditional sentence type 2 is the conditional sentence that used to talk about actions or situations that are not taking place in the present or future, but we can imagine the probable result. Based on the Surface Strategy Taxonomy, there are 4 types of errors. Those are: omission,
addition, misformation, and misorder. Dhoifurrohmaniyah (2014) stated that the students made errors in using conditional sentences almost in three types of conditional sentences (omission, addition, and misformation). This theory same to Prayoga (2011) that stated there error that found in the students was omission, addition and misformation. Based on our result of data analysis, we found that the Sixth Semester Students of English Education Study Program at State Islamic University of Raden Fatah Palembang, South Sumatera Indonesia contributed three types of errors. Those are omission, addition and misformation. According to Dewi Rumaidah (2011) the errors of student in omission are caused by the students omitted the verb —had, to be —wouldl, and the word —hadl. Same as our result of the research, the omission is caused by the student omitted the verb —feltl. In the addition, the errors are caused by the students added infinite word —tol, verb Igol and to be —beennl. Same as our result in addition that caused by the students added the verb —wentl and to be —beennl and the last in misformation, the errors are caused by the students misform the tense or structure of the sentence —have knowl that should be —have knownl. Same as our result in misformation that caused by the students misform the tense or structure of the sentence such as —aml that should be —wasl. This theory same to Prayoga (2011) that stated there error that found in the students was omission, addition and misformation.

This research supports the previous research because we found out the same errors in each type. Such as in the omission, we found the same cause of error that is by omitting the verb. In the addition, we found the same cause of error that is by adding the verb and to be. In the misformation, we found the same cause of error that is by misforming the tense or structure of the sentence.

Conclusions and Recommendations

This study is to identify and classify the types of errors, to determine the type of occurrence of each type of conditional sentence type II made by sixth Semester Students of English Education Study Program at the Islamic State University of Raden Fatah Palembang. The method used in this research is a qualitative method. The qualitative design used in this study is a case study. This research is also carried out using error analysis procedures starting from data collection, error identification, error description. In this study, data was collected based on student criteria for GPA below 3.5. Then the test is used as primary data to find out the types of errors students make. From this study, it was found that students' mistakes in using type II conditional sentences were in three categories; they are omission, addition, misinformation.

Error is a natural and inevitable part of the learning process, however, better way in teaching and learning process must still be found in order to minimalize the students' error. There are some suggestions for the teacher regarding to anticipate the students' error. Before explaining the main learning subject, the teacher should explain supporting materials that is needed by the students; in the case of conditional sentence type II, the teacher should explain first some supporting materials such as past form, simple past tense, and past future tense. Instead of translating to mother language, which is Indonesian, the teacher had better give the context of the sentence. So, the students will get clear understanding and not become confused by the absent of the equivalent in their mother language. The teacher should also facilitate the students in practicing the form. The teacher should also give more encouragement to the students when they are practicing using the form. Then, for the students, these are some suggestions that they could do. The students should be more seriously studying conditional sentence. They should be familiar with using conditional sentence in order to apply in correctly. They should practice conditional sentence by themselves without teacher. They should be more diligently studying conditional sentence.

References


AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN LEARNING GRAMMAR IN AN EFL CONTEXT

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Abstract
The aim of this study was to find out the factors that caused of students difficulties in learning grammar at English department of UIN Raden Fatah Palembang. We conducted this research by using a qualitative research method. The participants were EFL students at English Department of UIN Raden Fatah Palembang. The data collected by using an interview with the participant. The interview sessions were audiotaped and transcribed. We analyzed this research by using thematic analysis. The findings showed that there are two things that the factors that caused of students difficulties in learning grammar: 1. laziness, 2. External factors; lecturer and friend.

Keywords: factors of students difficulties in learning grammar, efl students at english department, grammar

Introduction
Language in general is a system of speech sounds that are used to communicate by the user community. Good language develops based on a system, namely a set of rules that are followed by the user. The language itself functions as a means of communication as well as a means of integration and adaptation. Language is also a communication tool in the form of a sound symbol system produced by human utterances. Language consists of words or a collection of words. Each has meaning, that is, the abstract relationship between words as symbols and objects or concepts represented by a collection of words or vocabulary by linguists arranged alphabetically, or in alphabetical order, accompanied by an explanation of their meaning and then recorded into a dictionary.

In the era of globalization, English is an international language that is used as an introduction to communication between nations. The stipulation of English as an international language, people will tend to choose to master English so that they do not lose in international competition. Many people try to learn and master their own ways which aim to master English. In formal education or school institutions, English is a very important lesson to be taught, in order to deal with the rapid development of globalization. In the learning process, students will be taught about several skills in English such as reading, writing, speaking, listening and also following with grammar.

There are some definition of difficulties in learning from experts. Sugihartiono, dkk (2007)said that learning difficulties are a disorder in one or more of the basic psychological processes that include understanding and use of speech or writing. Mulyono Abduurrahman (1998) said that learning difficulties point to a group of difficulties that are manifested in the form of real difficulties in proficiency and use of listening, speaking, reading, writing, reasoning or in the field of mathematics. In other words, students are said to have difficulty learning if the learning achievements achieved are not in accordance with their intellectual capacity. According to Syaiful Bahri Djamarah (2008) said that learning difficulties are a condition where students cannot learn naturally, due to threats, obstacles or disruptions in learning. Learning difficulties appear as a real condition of disability in people who have average to superior intelligence in various conditions. These conditions can affect self esteem, education, work, socialization or all
daily activities. In this case, we would like to focus on the factors that caused difficulties in learning grammar.

There are some definitions of grammar quoted from experts. Larsen-Freeman (2000) defines grammar as rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition of grammar by Thornbury (1999), grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. Swan (1995) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Crystal (2004) expresses that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Abu Jeld (2004) clarifies grammar as the sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers. Based on the experts' definitions of grammar above, it can be concluded that grammar is rules of how words and their component parts are combined to make sentences.

According to Michael Long (1987) he said that comprehensible input itself is not enough to make people capable of speaking English. Grammar teaching needs to be given because it will make it easier for students to master and understand English. From the results of his observations of students who learn grammar and students who learn languages naturally, Michael Long concludes that in the initial stages those who learn grammar make more mistakes, which are not done by those who learn naturally; like "He haves Lunch" which is supposed to be "He has lunch". But in the long run, people who learn grammar will be easier to become proficient than people who learn naturally. Learning languages naturally will indeed be more useful for the level of English that is used daily for simple communication. But for those who want to master English for a higher level, for example for further study abroad or for work purposes, then they inevitably have to learn grammar. This is important because standard English tests such as TOEFL, GMAT, or GRE require grammar knowledge to be able to complete the test properly. Likewise with the world of work, someone will seem unprofessional if he uses broken English in formal communication.

Grammar is very important for English language learners since it is one of the important aspects to master communicative skills. According to Widdowson (1990), a learner can be said as mastering a language (having competences) if he fulfills two main requirements, namely accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learner can use the target language. According to Greenbaum (1991), the important of grammar is justified by several reasons. Grammatical knowledge is necessary for recognition of grammatical structures which is often essential for punctuation, and is helpful in the interpretation of literary and non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis. A study of the grammatical resources of English is useful in composition, particularly in helping the writer to evaluate the choices available to him when he comes to revise an earlier written draft. Greenbaum (1991) notes that studying grammar is rather based on a practical consideration. He explains that learning how to use a dictionary (for the pronunciation of words, for example) is less difficult for students than to refer to a grammar book. The ability to use a grammar book requires a certain amount of grammatical knowledge, which is provided by instruction; this instruction includes learning different word categories and acquaintance with grammar rules. Moreover, Swan (1995) emphasizes the importance of grammar mastery to support the good use of language. In addition, Harmer (1991) declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures. Azar (2007) highlights the significance of teaching grammar as one important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write.
intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric. Ellis (2006) writes grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and or production so that they can internalize it.

The grammar application at school is to teach them how to speak correct English according to the rules. English is currently being studied by students since kindergarten. But for grammar learning itself begins to be taught during elementary school. they were taught grammar in English that was correct but for that it was not easy because their mother tongue was still influenced by Indonesian which was different from English. And that will also happen in the next step in middle school. To apply the steps to learning grammar is very important. Because at this stage students must understand the level of grammar that is more complicated than before. If teachers cannot teach them carefully, tenses, regular and irregular verb usage errors will be carried out until they are in the next stage. In teaching grammar, we must be able to ensure that students know when they should use the correct tenses in sentences or in the text. Grammar tests are tests that are worthy to be tested because in standard English tests such as TOEFL, GMAT, or GRE, grammar knowledge is needed to be able to complete the test properly.

Thus, the difficulties of EFL students in learning grammar are important things that need to be analyzed. Teachers must respond quickly to students' difficulties in using English grammar rules. This is because if students continue to experience difficulties it will have an impact on their TOEFL score or level of understanding of English grammar. Analyzing grammar difficulties is the right thing to do for students English Department, because supposedly as English students the correct use of grammar rules is no longer a difficulty. Therefore, we were interested to analyze the factors of students difficulties in learning grammar at English department of UIN Raden Fatah Palembang to answer the following research questions: 1.) What the factors that caused of students difficulties in learning grammar?

**Literature Review**

**Definition of grammar**

Definition of grammar according to the dictionary version of Jhon M. Echols: Grammar: (kb) 1. Grammar, 2 Grammar book. While the notion of grammar according to the Oxford learner's pocket dictionary is: book that describes the rules for forming words and making sentences. According to Harmer (2003) grammar is an explanation of the way in which words are changed and combined in sentences in a language (grammar is a description of ways in which words can change and forms can be combined into sentences in that language). Grammar is one of the most important aspects of translation. Apart from the general definitions as above, there are some linguists who define grammar with different styles such as Greenbaum and Leech Leach (1982) define grammar as —Reference to the mechanism according to which language works when it is used to communicate with order people. Grammar is a mechanism for putting words together, but we have said little about sound of meaning.

According to Michael Long (1987) he said that comprehensible input itself is not enough to make people capable of speaking English. Grammar teaching needs to be given because it will make it easier for students to master and understand English. From the results of his observations of students who learn grammar and students who learn languages naturally, Michael Long concludes that in the initial stages those who learn grammar make more mistakes, which are not done by those who learn naturally; like "He haves Lunch" which is supposed to be "He has lunch". But in the long run, people who learn grammar will be easier to become proficient than people who learn naturally. Learning languages naturally will indeed be more useful for the level of English that is used daily for simple communication. But for those who want to master English for a higher level, for example for further study abroad or for work purposes, then they inevitably have to learn grammar.
**Definition of learning difficulties**

Learning difficulties are a translation of the term English learning disability. Learning difficulties are a multidisciplinary concept used in the fields of education, psychology, and medical science. The following are definitions of learning difficulties according to experts:

Rumini et al (Irham and Wiyani, 2013) suggest that learning difficulties are a condition when students experience certain obstacles to follow the learning process and achieve learning outcomes optimally. Learning difficulties are things or disorders that result in failure or at least a disturbance that can hinder learning progress. (Hamalik, 1983).

In line with the above opinion according to Blassic & Jones (Irham & Wiyani, 2013) learning difficulties experienced by students indicate a gap or distance between expected academic achievement and academic achievement achieved by students in fact (actual achievement). Based on the explanation above, it can be concluded that learning difficulties are obstacles experienced by students in the learning process that cause students to get less than optimal results in the learning process.

According to Abdurrahman (2003) Broadly speaking, the difficulty of learning can be classified into two groups, namely; 1) Learning difficulties related to development (developmental learning disabilities), namely learning difficulties related to development include motor disorders and perceptions, difficulty learning the language of communication, and learning difficulties in adjusting social behavior, 2) Academic learning difficulties (academic learning disabilities), namely learning difficulties that include the failure of academic achievement in accordance with the expected capacity. These failures include mastery of skills in reading, writing, or mathematics. The difficulties studied in this study are learning difficulties related to the development of motor disorders and perceptions, learning difficulties in language, and learning difficulties in adjusting social behavior.

**Factors of learning difficulties**

Ahmadi and Supriyono (Irham & Wiyani, 2013), explain the factors that cause learning difficulties can be classified into two groups, namely the following:

1. Internal factors (factors from within man himself) which include:
   a. Physiological factors
      Physiological factors that can cause learning difficulties arise in students such as the condition of students who are sick, unwell, weakness or disability, and so on.
   b. Psychological factors
      Psychological factors of students who can cause learning difficulties include the level of intelligence in general is low, talent for low subjects, lack of interest in learning, low motivation, and poor mental health conditions.

2. External factors (factors from outside humans) include:
   a. Non-social factors.
      Non-social factors that can cause learning difficulties for students can be in the form of learning equipment or learning media that are not good or even incomplete, the condition of the study room or building is not feasible, the curriculum that is very difficult for teachers to master and mastered by students, during the learning process who lack discipline, and so on.
   b. Social factors.
      Social factors that can also cause emergence student problems such as family factors, school factors, playmates, and the wider community environment.

**Methodology**

**Research design**

We conducted this study by using the qualitative research method with case interviewed. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case,
often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to explore an analysis of students difficulties in learning grammar in an EFL context.

**Research site, sampling, and participant**

In this study, we investigated the students at English department of UIN Raden Fatah, South Sumatra, Indonesia in academic years 2018/2019. There were six students at English department of UIN Raden Fatah Palembang who were willing to participate in this study. In this study, the participants were six students of English department of UIN Raden Fatah Palembang. At the beginning, we planned to have 10 students; however, only six students were willing to participate in our study. One of the reason why we did a reduction in participants because there were too many participants and adjusted to the research requirement.

**Data collection**

The data of the present study were collected through one following data collection technique; doing conducting interviews (Creswell, 2012). In this research, we conducted the interview in order to explore an analysis of students difficulties in learning grammar in an EFL context based on the result and knowledge they get from classroom. We used face to face interview with participants. In this study, we interviewed the learners whom we interviewed to clarify the reasons of analysis of students difficulties in learning grammar.

**Data analysis and trustworthiness**

In analyzing data, we applied thematic analysis. We followed the step proposed by Creswell (2012). First, we collected the detailed data from Interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded types an analysis of students difficulties in learning grammar in an EFL context. The last, we made the interpretation in qualitative research of the findings and results.

In this study, we use peer debriefing to enhance the accuracy of the study. This method used the workmanship system of two people where the thoughts of each individual will be equated in one informations. In this case, we used technique where we worked together to find results that will be described in findings.

**Findings**

The findings presented of one following thing : (1) what the factors that caused of students difficulties in learning grammar at English department of UIN Raden Fatah Palembang. From thematic analysis that we conducted based on Poerwandari (2005), we found two themes which reflected of the difficulties in learning grammar in an EFL context.

**The factors that caused of students’ difficulties in learning grammar in an EFL Context**

After collecting the data in order to find out the factors that caused of students difficulties in learning grammar in an EFL context of English department at UIN Raden Fatah Palembang, we found two factors of difficulties in learning grammar. The themes and the codes gained from thematic analysis were listed in Table 1.
Table 1. Themes and codes for factors that caused of students’ difficulties in learning grammar in an EFL context.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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<tbody>
<tr>
<td>1. Laziness</td>
<td>A. Some students have procrastination to do the task.</td>
</tr>
</tbody>
</table>
| 2. Lecturer and friend | A. Lecturer: Some students have factors that caused difficulties in learning grammar from the way the material is delivered by the lecturer.  
                      | B. Friend: Some students tend to have friends who have bad influences as do naughty friends. From the influence of these naughty friends decreases the interest in learning from these students. |

Based on the themes and codes listed in the table 1, it could be inferred that there are two types of causes of difficulties in learning grammar in an EFL context. 1) Laziness included internal factors because laziness arises from within itself, 2) lecturer and friend included in external factors because it is not caused by itself passing from the influence of the environment as well as lecturers and friends who can influence the factors causing difficulties in learning grammar.

**Laziness.**

After analyzing the data gained from the interview, we found that the internal factors are the factors which appear from ourselves. Psychologically, it influences the students learning activities and its result. Internal factors include student’s ability, habit, laziness, eagerness (Muhibbin Syah, 2006). Such as the participant 6 said

“I became lazy when I was alone, the point is I am lazy when I am alone, lazy to learn” (Personal Communication, May 7 2019)

So from the results of the interview with participants 6 it shows that laziness is indeed coming from itself which is included in these internal factors. In learning grammar, we need the strong spirit because learning grammar requires frequent practice and needs to be practiced so as not to forget easily. Therefore, students have to maintain their eagerness in order they they keep consistent in its learning.

**Lecturer and friend.**

After analyzing the data gained from the interview, we found that the external factors are the factor that appear from the environment. External factors includes family environment, society environment and school environment. Lecturer included the nature of the school environment and friend included in the social environment such as said by Muhibbin Syah (2006). The lecturer’s behavior can be a factor as well. Sometimes certain lecturer teaches their subject strictly. It makes their students stress. Consequently, the students can not digest its subject maximally. So that their achievement are not quite satisfy. Such as the participant 4 said

“It usually depends on the lecturer who teaches, if the way of delivering the material is easy to understand, relaxed, funny then I am easy to understand, but otherwise if the delivery method is convoluted or boring then I will not understand the material delivered”. (Personal Communication, May 7 2019)

Discussions

Based on the results of data analysis, we found that there are the factors that caused students of the English Department at UIN Raden Fatah Palembang to have difficulty in learning English grammar as the context of EFL students. From data collection through interviews that have been conducted, we found two factors that caused for students difficulties to learn English grammar. Based on the six samples of students English department at UIN Raden fatah Palembang, we were interviewing them to find out what were the factors that caused difficulties in learning English grammar. Interviews were obtained by audiotaped their voices and making transcribed from interviews. After the interview, it can be concluded that the factors that caused them difficulties in learning English grammar: 1) Internal factors; laziness 2) External Factors; lecturer and friend.

Based on the research we did it was similar to the expert Muhibbin Syah (2006) that he also found that grammar learning difficulties were divided into internal and external factors. Internal factors include student's ability, habit, laziness, and eagerness. External factors include family environment; parents, environment society; friend and school environment; lecturer or teacher. In our research there are also internal factors which include laziness and external factors which include lecturer and friend. Other research also found in Ita Widyawati (2012) also found the same factors namely internal and external factors but in the division of aspects it was different from our study. In her research internal factors include cognitive, affective and psychomotor aspects while in our study internal factors include laziness. And in other studies there are also such as in the study of Megayanti (2016) also found the factors that cause difficulties in learning grammar, in which there are intrinsic and external factors. The division in the factor is the same as our research but in the mention of the name of the factor is different. However, the contents and explanations remain is the same.

Conclusion

Based on the findings of this study, there are some important information about the analysis of factors that caused students difficulties in learning grammar of English department at UIN Raden Fatah Palembang, South Sumatra, Indonesia. There are two factors that we found that caused students to be difficult in learning English grammar, namely: 1) Internal factors; laziness, 2) External Factors; lecturer and friend. This research is also expected so that students are not lazy to learn grammar. Learning English grammar must be based on actual rules so that when they are speaking, writing essays, or answering questions related to grammar remain in the right corridor. Thus, it can help students become accustomed to using excellent English grammar and correctly. It is also recommended for students to diligently read books about English grammar or books that are related to English grammar and often to practice certainly will help smooth students in their application. In addition, when they are answering questions English grammar will be easier because they had often practiced before. Applying the correct application of English grammar according to its rules in the daily life will have a huge influence on the process of learning English grammar itself.

References


AN ANALYSIS ON THE STUDENTS' ERRORS IN USING GERUND BY THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM: AT CASE RADEN FATAH STATE ISLAMIC UNIVERSITY, PALEMBANG

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Abstract
The aim of the study was to find out which one the categories of gerund is still error made by student's of Sixth semester of English Department at Raden Fatah State Islamic University in using gerund. The method that used in this research was qualitative descriptive analysis. We used optional test about gerund (gerund as subject, gerund as object and gerund as preposition) as an instrument. We took six students of Sixth semester students as a sample. The data was collected by analyzing the students' test about using gerund. In this research covered third main categories of gerund. There are 5 questions about gerund as subject, 5 questions about gerund as object and 5 questions about gerund as preposition. After we have done the research, the result was found out the errors in using gerund of gerund as preposition, gerund as object, and gerund as subject. However, mostly the error of using gerund is in the gerund as preposition. Most of the errors occurred because they still do not understand about gerund and how to use it.

Keywords: Error analysis, gerund, student's error and causes of error.

Introduction
This mini research was conducted to find out what kinds of errors are made by the students of the Sixth semester student of the English department State Islamic University Raden Fatah Palembang in using gerund and its causes. The reason why this topic is interesting to be discussed because it is inevitable that in learning English as a foreign language the students usually get problems due to the differences between Indonesian and the target language. Because of this the students will probably make errors during the process of learning.

Basically, learning a language is may be something which is scared by students because they felt difficult to learn it. That is caused each language has its own system which is different from that in the students' native language. The differences in the system of the language may bring about learning problems for the foreign language learners. So, the teacher is expected to pay attention to the difficulties which may be found by the students. Therefore, the writer wants to know how far the students have mastered the language, particularly the grammar dealing with gerund. We choose the problems of gerund because one of the language forms that the English Department students have to be learned is gerund. Since there are various uses of gerund, the writer assumes that many errors may be made by the students. Then, by analyzing the students' learning problems, the writer tries to help the students to minimize their errors in using gerund in writing skill, or in those dealing with grammatical matters.

Literature Review
Error Analysis
Based on dictionary, error is something you have done which is considered to be incorrect or wrong, or which should not have been done. In addition, an error is a form in student language that is inaccurate. While error analysis is such a method used to text or document the errors that appear in student language, determine whether those errors are systematic, and what that caused them. Error analysis also may be carried out in order to; identify
strategies which learners use in language learning, try to identify the causes of learner errors, obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials. Ellis (1997) explains that:

There are several steps to analyze learner errors as following:

a. Identifying errors
   The first step in analyzing learner errors is to identify them. To identify errors have to compare the sentences learners produce with what seem to be the normal or 'correct' sentences in the target language which correspond with them.

b. Describing errors
   Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories.

c. Explaining errors
   The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. Errors are to a large extent, systematic and to a certain extent, predictable. Errors can have different sources. Some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the second language simpler. They also over generalize forms that they find easy to learn and process.

d. Error evaluation
   Where the purpose of the error analysis is to help learners learn second language, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says.

Learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Moreover, Richard says that studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students has most difficulty producing correctly and which error type distracts most from a learner's ability to communicate effectively.

Error analysis is a tool to help the researcher checked the grammatical error made by students especially using tenses in narrative text. According to Hourani (2008) Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. It means that error analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Errors are very usual in writing paragraph or essay, so errors analysis is needed by the teacher to correct the student's essay.

Mistakes and Errors

According to Ellis (1997) explains that errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error), grammar, (syntactic error), misunderstanding of a speaker's intention or meaning (interpretive error), production of the wrong communicative effect for example through the faulty use of a speech act or one of the rules of speaking (pragmatic error). Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows and also caused by aspect of performance; lack attention, fatigue, carelessness.

Concept of surface strategy taxonomy

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that high lights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or
misorder them. Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.

**Omission**

Omission is a part of errors that usually the writer omitted or change the words. For example. My aunt is very beautiful if the writer omitted become my aunts very beautiful. According to Sompong (2014) Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one. It means that when students make a paragraph, sometimes they omit the part of sentences and if the teacher did not make a clear.

**Addition**

According to Dulay (1982) Addition is the opposite of omission. They're characterized by the presence of item, which must not appear in a well-formed utterance. It means that addition is a part of errors that should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing a paragraph. Moreover, addition has some categories.

**Misformation**

According to Dulay (1982) Misformation errors are characterized by use of the wrong of the morphemes or structure. It means that misformation a part of errors that the teacher found in writing a paragraph of the students that using the wrong structure in arrangement sentences. Moreover, according to Sompong (2014) this category has a relation with adverbials, interrogatives, and adjectives. It means that misformation is an element that focused on the structural sentences in students writing.

**Gerund**

In learning a language, we often get some words that have the same meaning but different functions. In the English and Indonesian grammar we also find verbs that occupy the function of nouns. A verb may function as a noun, and in English it can be formed by adding the suffix –ing to the verb that is called gerund Azar (2003). In Indonesian, there is no change in Zandvoort (2000) mentioned the –ing form may be used as verbal noun that is as nouns with verbal meaning and it is called gerund. While, Kurniady (2004) gerund is that form the verb which ends in –ing, and has the force of a Noun and a Verb. Similarly to Pyle (2001) says that a gerund is a verb + ing that is used as a noun or a part of noun phrase. Then, Azar (2003) also states that a gerund is the – ing form of a verb. It is used as a noun. A Gerund is a verb from which ends in – ing, but which is used in a sentence like a noun Richards (2002). Meanwhile, gerund phrase is composed of the Gerund and any words organized with it.

From the definitions gerund above, the gerund is a verb which has a function as a noun or gerund is a verb that is used as a noun. Gerund is formed by: verb + ing (noun). Then, in learning gerund, there are classified the types of gerunds. The classification the types of gerund according the experts are different. Based on Izzan and Mahfuaddin (2011) the types of gerund divided into eleven parts, those are; 1) gerund as a subject, 2) after prepositions, 3) after possession words, 4) after certain adjectives, 5) as apposition, 6) as complement, 7) after certain phrases, 8) after the certain verbs, 9) after the passive verbs, 10) after the certain verbs with possession words, 11) after the certain words but it should together with the object.

In addition, Thomson and Martinet (2000) explained the gerund has exactly the same form as the present participle: running, speaking, working etc. It can be used in the following ways; 1) as subject of a sentence: Dancing bored him ; 2) as a complement of a verb: Her hobby is painting ; 3) after preposition: he was accused of smuggling ; 4) after certain verbs ; 5) in noun compounds: a driving board (a board for driving off). The gerund here carries the main stress. But most of all, those are have the same explanation about that, but the differences on how and the way them explaining the gerund.
Making erroneous when learning process is naturally. Many students often rather silence than making some wrong thing to say. Based on Fitikides (2002), he revealed the common mistake in using gerund divided in five different parts, those are: (a) gerund as a subject (b) gerund as object and (c) gerund as preposition.

Based on the previous explanations above, there are many errors when using gerund. Students who learn language can avoid the error when learning process. The error that students made it is one of implications from the creativity. The writer hopes that this research will reveal the other of errors in using gerund beside the examples that have mention above Ellis (2002) states that errors analysis is a procedure used by both researcher and teacher. It involves collecting samples of learner's language. Identifying the error in sample, describing these errors, classifying them according to their hypothesized causes and evaluating their seriousness. Similarly, Corder (2001) says that error analysis has two functions. The first is a theoretical one and the second is a partial one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. The partial aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher. Corder also states why error analysis is useful. He mentions error significant in the different ways: (1). To the teacher; they show a student's progress, (2). To the researcher: they show how a language is acquired and what strategies the learner uses, and (3). To the learner himself; he can learn from these errors.

A good language use should be correct in grammar and spelling which give emphasis and ease to the reader. That is why the error analysis is needed to assure whether writing is good or not. Writers should understand what is meant by an error when they are going to identify the error. According to Brown (2000) says that the cause of errors can be divided into 2 categories, such as: (a.) Interlingua errors that are error caused by interference of the learner's mother tongue. A different class of error is presented by sentences. (b). Intralingua errors that is cause of errors resulting from complicated system of the target language itself.

**The Gerund as a Subject** Gerund can be as a subject or the beginning of the sentences. Thomson and Martinet (1986) clarified gerund can be the subject of a sentence when an action is being considered in a general sense.

Example: Knowing her has made him what he is.

Gerund as the subject of the sentence, as in the following examples:

a) Playing tennis is fun. Playing is a gerund. It is used as the subject of the sentence. Azar, (1999)

b) Hunting tigers is favorite sport in this country.

The gerund, like a noun, is the subject of a verb, but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb. Gerund can be a subject in sentences, the position of the gerund as a subject is in the beginning of the sentence. Thus, gerund appears as a noun with form verb plus –ing in the beginning of the sentence. Furthermore, every gerund that begins in sentence it must be a singular.

**The Gerund as Direct Object**

Gerund are used in another way, gerund can be serve as direct object of transitive verbs. Azar described (1999) gerunds are used as the objects of certain verbs. Meanwhile, Muhammad (2006) explained gerund as an object gerund is always being the object of a transitive verb. As the object, gerund takes the position after the verbs. For gerund as the object, we can check by using question what.

**The Gerunds after Preposition**

Preposition is words which connected between one noun with another noun. Allen (1987) mentioned all preposition are followed by a gerund, except to. After to we sometimes find the infinitive, as if the to were the infinitive particle. There are many kinds of preposition, those are: in, at, on, with, without, about, for, from, by, after, before, behind, under, above and so on. According to Azar (1985) a preposition is followed by a gerund, not an infinitive. Example in
sentence: Kate insisted on coming with us. The preposition (on) is followed by a gerund (coming)

**Methods**

**Research Design**

This research conducted in Raden Fatah State Islamic University, Palembang. In this research, the writer use qualitative descriptive method. To get the data, the researcher prepares all the steps that relating with the research. The purpose of this study were to find out how much percentage of error in using gerund. In this research study, the researchers used simple random sampling. According to Creswell (2012) that the most popular and rigorous form of probability sampling from a population is simple random sampling. In simple random sampling, the researcher selects participants the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled who will be representative of the population. The population that the writer use in this study were the English students of Sixth semester. The researcher took 6 students as sample for this research by using random sample.

**Data collection**

The instrument and the procedures of data collection were used giving a tests and interview. There are four steps in this research as follows: planning, implementation, interviewed and reporting. In addition, researchers use instrument to get the data and interview about the gerund to the participants. In conducting the research, the researchers needs the source of data for observing, those are; population and sample. After the researchers got the sample for this research, the writers used the test as instrument. The type of data was the errors of the students in using gerund. The researchers made the work sheets for measuring the knowledge of the respondents in grammatical structure at the level of gerund. The form of the test was multiple choices. That form was chosen by writers because it is suitable and easier to analyze the errors of the students in using gerund. Based on the test, the researchers will identify, classify and analysis the numeral scores of the results of the test. After the students did the test, the researchers has gotten the instrument of students’ answer sheets. The researchers began to find out the errors of using gerund made by the students.

**Data Analysis**

To make a conclusion or answer the question of the research, the researcher makes some procedures. First, the researchers analyze the student's answer sheet and focused to analyze using the function of gerund. Second, the researchers classified the types of errors using gerund. Third, the researcher describe it the analyze with using qualitative descriptive method.

**Findings**

The writer has given the test about use of gerund to six students of sixth semester students of english education study program at Raden Fatah state Islamic University Palembang. The writer analyze the data to find out the errors that students made. After collecting the data in order to find out the students error we found that there were three types of errors. The themes and the codes from thematic analysis were listed in table.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omission</strong></td>
<td>When students answer the sheets, sometimes they omit the part of sentences and if the teacher did not make a clear.</td>
</tr>
</tbody>
</table>
Addition

In this section, students add the another word but that word is not gerund. For example the students add the word —to after gerund.

Misformation

Teacher found misinformation in using gerund. The students did not using gerund (-ing), they still use infinitive in using gerund.

The theme and codes describe in table 1 were explained as follows:

Omission

Omission occurs when the learner omitted necessary item of word. The students committed errors by omitted the important part in the structure of the sentence. For example: Gerry is good —singing and everybody like his voice

This sentences omission because student ommited the word —inl as prepositio. The correct answer of this sentence sample is —at singingl because the preposition between the word good is —atl.

Addition

Addition occurs when the learner added unnecessary item of word. The students committed errors by adding the verb. For example in the sentence: The patient should avoid —To Wearingl cosmetics during the skin recovery

This sentences addition because student added word —to which should not be added. In this case, student added —to that should be deleted.

Misformation

Addition occurs when the learner added unnecessary item of word. The students committed errors by adding the verb. For example in the sentence: If you had finished —Eatl snacks, clean the trashes.

This sentences addition because student did not using gerund in the word —eatl. The correct answer add –ing (eating).

From the explanation above researchers assumed that the students still do not know what is gerund exactly. From the answer sheets of the student, we found that some of students still answer the question use —to infinitive. Although, the writers have already tell that the questions are about gerund. There are some participants still choice to-inf even though the questions are about gerund. Some students also claimed that they do not know what is gerund exactly. They just know gerund is verb-ing. In addition, when the researchers ask them what kind of functions of gerund, they said they do not know. Some students said they are forget. The participants forget about the functions of gerund so that they still confused to answer the instrument especially in the question.

In making questions about gerund, researchers not only put it but also researchers use trick to flam the students. Which means, if the students want to answer that question, the students must to have to know whether this sentence have already verb and subject or whether the sentence appropriate to using a subject or verb. Some of students did not look at the sentence. They just choose the answer which have v-ing.

Discussions

After we analyzed the data we found that the student’s of sixth semester almost entirely made errors in using gerund as preposition. This problem was found by the researchers based on the result of errors analyzed with the test. Our result in this study we found that the errors of using gerund are: ommision preposition, addition infinitive and misinformation of using gerund. While the most error in using error is gerund as preposition.

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Our research result were also similar with theory of Widyawati (2018) she claimed that the most of errors in using gerund is gerund as preposition. She also claimed that the error of using gerund are: omission in preposition, addition infinitive and misinformation of using gerund. On the other hand, the result's study by Waddah (2014) claimed that the most of error of using gerund is gerund as object but her theory also claimed that the errors of using gerund are: omission verb-ing, addition infinitive and misinformation of using gerund. Meanwhile the result's study by Lubis (2017) also claimed that the most of error of using gerund in his study is gerund as object but her theory was same as another researcher.

This research supports the previous research because we found out the same errors in each type. Such as in the omission, we found the same cause of error that is by omitting the preposition. In the addition, we found the same cause of error that is by adding infinitive. In the misinformation, we found the same cause of error that is by misformation the gerund.

Conclusion and Suggestions

Based on the result of this study we can conclude that some of students even students of sixth semester of english education program still do not understand and do not know about gerund while they studying about gerund when they were at school and in the previous semester. Moreover, the most of error that they made was gerund as a verb. They still do not understand about preposition phrase, adjective phrase and so on.

From the conclusion above we have a suggestion for the students who still do not understand about gerund while they are sixth semester in english study program. I suggest that keep learning about grammar whatever the material about. Keep memorize the previous subject especially about grammar (gerund, concordance, if conditional and so on) because it can improve writing and speaking skill. We know that error is a natural an inevitable part of learning process. However as a teacher or as a learner we have to keep learning. There are some solution for teacher when teach the material of gerund such as explain using simple explanation that can make student remember what gerund is.

References


STUDENTS DIFFICULTIES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE: A CASE OF MAN 2 PALEMBANG

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Abstract
The aims of the study was to find out the difficulties faced by students in learning English as a foreign language, then to find out the solutions to solve the difficulties faced by those students. We employed the study by using qualitative case study research design. The participants of this study were six students at MAN 2 Palembang. The data collected by using interview. We used thematic analysis as our data analysis techniques. The findings show that there were some of the difficulties faced by students in learning English: 1) Difficulty how to pronounce. 2) Lack of confidence in speaking English in public. 3) Difficulty in listening to English texts. 4) Grammar mistakes by students. 5) Lack of vocabulary. There were some solutions for students in faced difficulties in learning English as a foreign language: 1) Students must practice how to pronounce English word. 2) Students must be confidence. 3) Students must be practice in listening. 4) Students must be learn more about grammar. 5) Students must be increase vocabulary.

Keywords: foreign language, learning english, students difficulties

Introduction
In Indonesia, as well as many other countries, it is necessary for students to learn at least three languages. They are mother language, national language and appropriate foreign language. English has been taught and used as a foreign language in Indonesia over sixty five years. According to Jayadi (2004) points out that English as a foreign language is being made as a compulsory subject in secondary schools throughout Indonesia in 1945 soon after the Indonesian Independence Day, August 17, 1945. Meanwhile, at Indonesian primary schools, formal ELT education began since early nineties and English has been taught at primary schools students starting in Grade Four as a local curriculum only (Cahyono and Widiati 2004). However, the recent policy of curriculum Indonesia (curriculum 2013) has just removed English at elementary school in order to increase Indonesian students' awareness and ability to study their national language.

A learner brings their own person to the act of knowing, their subjectivity. When engagement occurs, they become a more or less transformed person. Their horizons of knowing and acting have been expanded. Learning happens everywhere and all the time. It is an intrinsic part of our human natures. Education, however is learning by design, in community settings specially designed as such the institutions of early childhood, school, technical or vocational, university and adult education. Education also sometimes takes informal or semiformal forms within settings whose primary rationale is commercial or communal, including workplaces, community groups, households or public places.

There have been at least eight curriculum reforms that have been introduced and implemented in Indonesia secondary schools until nowadays. Despite these efforts most Indonesian students still face the same issues in English learning. Most of students are far than successful in both and in oral and written English, unless those who take extra English course outside the formal classroom. According to Lie (2007) he also insists the same issue and she points out —In spite of the many years of English instruction in formal schooling, the outcome
has not been satisfying. Very few high school graduates are able to communicate intelligibly in English.1 The similar issue in the teaching of English as foreign language encountered in Indonesia also probably happens in other countries where English is taught as foreign language.

Moreover, the ability to communicate effectively in English is very important because as an international language English functions to communicate in foreign cultures. However, it may be very difficult for some students to learn and use English, and may show little progress over time. English as a foreign language (EFL), refers to the use of English by speakers with various native languages. Students learn English as a foreign language for their respective needs. Students have difficulty in learning English according to their respective abilities. This study investigate the answer to the following question: What the difficulties faced by student in learning English?

**Literature review**

The aim of this project is to explore the experiences of several students at MAN 2 Palembang and their difficulties in learning English as a foreign language. The information collected from available research provides a basis for understanding and helping to suggest reasons for the difficulties experienced by students. by conducting interviews with students providing information about things that challenge students in learning English as a foreign language.

**English as a foreign language**

English as a foreign language is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. *English as a Foreign Language* (EFL) corresponds roughly to the Expanding circle.

**Distinction between EFL and ESL.** Although ESL and EFL are often used interchangeably, there are unique differences between the two. ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language.

In the case of learning a foreign language, it is difficult to learn a new language can pose a risk to success in a more fundamental effort that affects everyday life (Comstock & Kamara, 2003). It is important that EFL students who do not make expected progress, determine the most likely reasons for the learners’ predicament and make recommendations and, if necessary, provide accommodations to help them overcome the barriers to learning (Comstock & Kamara, 2003). Since effective language learning involves a variety of skills, abilities, practices, and resources, there may be a combination of reasons for the lack of necessary and expected progress. It is important to determine the possibilities and possible causes because there is no expected progress in such students, it is not only for the purpose overcome the possibility of problems, but also for the self-image of students, confidence and motivation to continue the process of learning English as a foreign language.

According to Brown (2004), states that typically in an EFL or ESL context literary texts are mostly taught to advanced level for university students or other high level adults’ proficiency. It is no surprise that the use of literary texts as part of authentic texts are likely absent in the EFL curricula of secondary schools in Indonesia. This occurs probably because students seem to lack the grammar and cultural knowledge necessary to understand the complex nature of literary texts. When presented with canonical literature or text for young adults, many EFL students at EFL secondary schools can feel overwhelmed, frustrated, discouraged and anxious. In search of other forms of authentic texts, children’s literature can be accepted by students.

**Foreign language learning difficulties**

Two colleague-researchers, in particular, According to Ganschow and Sparks (1998) have demonstrated the relationship between phonological/orthographic or phonemic coding and FL learning difficulty. In their review of nearly two dozen studies, mostly from their own previous research, (Ganschow, Sparks, and Javorsky 1998) examined: (a) native language skill and FL
aptitude differences, (b) FL grades, (c) students' self perceptions, (d) teachers' perceptions, and (e) parents' perceptions of FL learning, (f) FL proficiency, and (g) factor analyses in order to determine the relationship between native language skill and FL aptitude.

The findings from the (Ganschow, 1998) study supported the belief that students who showed FL learning problems would also exhibit native language learning differences that affected their learning of a foreign language, and that problems with one language skill such as phonology/orthography were likely to impact negatively on both the native language and the FL. Further, they speculated that good FL learners had significantly stronger native oral and written language skills and FL aptitude (e.g., as measured by the Modern Language Aptitude Test [MLAT], Carroll & Sapon, 1959, as cited in Ganschow 1998), and that the majority of FL underachievers would have the most difficulty with phonological/orthographic aspects of FL learning (Ganschow, 1998).

Methodology

Research design

We conducted this research using qualitative methods with a case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, humanities, and evaluation case studies is one of the qualitative research approaches used where researchers develop in depth analysis of a case, often programs, events, activities, processes, or one or more individuals (Creswell, 2012). The most important reason for using qualitative design is that this design is the right way to explore the daily behavior of students.

Research site, and participants

In this study, we investigated the ability of several students in MAN 2 Palembang to learn English, and the difficulties they experienced when learning English as a foreign language. There were six students who were willing to participate in this study. In this study, the participants were six English tenth grade students.

Data collection

Data from this study were collected through data collection techniques by conducting interviews (Creswell, 2012). In this study, we conducted research to find out the difficulties experienced by students in learning English as a foreign language. Face to face interviews were conducted with several students who were willing to participate in our research. We use several questions related to research questions, to clarify the difficulties faced by students in learning English as a foreign language.

Data analysis

In analyzing data, we applied thematic analysis. We follow the steps proposed by Creswell (2012). First, we collect interview data (interview transcription). We enter data into computer files and file folders after copying raw data into the text. The second, we started coding all data. In this process, we read all the transcriptions and began coding data related to the research question. After collecting data from interviews, we code the type of questioning. The last, we made interpretation in qualitative research of the findings and results.

Findings

This finding presents the following two things: (1) the difficulties experienced in the process of learning English and (2) solutions to overcome these difficulties. First, from the analysis conducted, we found five types of difficulties faced by students in learning English. Second, we found five solutions that could help students overcome their difficulties so that their ability to learn English as a foreign language increased.
**Student difficulties in learning English as a foreign language**

After collecting data to find out the difficulties experienced by students, we found that there were five difficulties in learning English. The themes and codes obtained from thematic analysis are listed in Table 1.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in how to pronounce</td>
<td>Most of students had difficulty learning English in the correct pronunciation of words.</td>
</tr>
<tr>
<td>Lack of confidence in speaking English in public</td>
<td>Most of students lack confidence when they speak English in public. Some of students had a problem with shyness in speaking English.</td>
</tr>
<tr>
<td>Difficulty in listening</td>
<td>Most of students had difficulty in listening to English conversations with rapid of speech.</td>
</tr>
<tr>
<td>Grammar mistakes by students</td>
<td>Most of students had difficulty in grammar when they writing and speaking. One of students felt difficulties because of the differences in the Indonesian and English grammar structure.</td>
</tr>
<tr>
<td>Lack of vocabulary</td>
<td>Most of students had difficulty because they lack mastery of vocab.</td>
</tr>
</tbody>
</table>

Based on the themes and codes listed in table 1, it can be concluded that there are five difficulties faced by students of MAN 2 Palembang in learning English as English.

**Difficulty how to pronounce**

Based on data collected from interviews, we found that one of the difficulties faced by students in learning English as a foreign language is the difficulty of how to pronounce English words. In this case, the difficulty of the pronunciation of English words is caused by not understanding the pronunciation properly and correctly. For example, one of the students DPA said,

"I am often wrong when I pronounce the English words, because I do not know how to pronounce it, for example the articulation, intonation and stress." (Personal communication, 8 May 2019).

Meanwhile, other AN students, NSM also had similar opinions.

Students experience difficulty in pronunciation of words because they do not understand the act or result of producing the sound of speech, including articulation, stress, an intonation, often with reference to some standard of correctness or acceptability.

**Lack of confidence in speaking English in public**

Based on data obtained from interviews, we found that most students lacked confidence when speaking English in public. They also say that sometimes they feel anxious and shy when
speaking English, they are afraid to be ridiculed if they speak in English and if they are wrong in saying it. For example, a student named MSP said,

"Sometimes I feel less confident if I speak English in front of many people such as classmates. I was afraid to speak English, so I stammered when I spoke English because I was afraid of being ridiculed by friends when I was wrong in speaking English. So, I had difficulties in learning English because I am lack confidence to speak English." (Personal communication, 8 May 2019).

Meanwhile, other students with the initials AN, DPA, RG, KA and also shared similar opinions. The way that people see and feel about them self can be considerably influenced by their communications with others. The people have a problem with shyness.

**Difficulty in listening to English**

Based on data obtained from interviews, we found that some students had difficulty listening to English conversations with a high level of speed and many vocabularies that were not yet known. For example, a student named RG said,

"When I listen to English conversations sometimes I do not understand the meaning because of two main factors, namely the number of vocabularies that I do not know and the native speaker speaking speed."(Personal communication, May 8, 2019).

Meanwhile, other students with the initials MSP also shared similar opinions. Furthermore, sometimes English conversations are so fast when spoken by native speaker, making it difficult for listeners to understand the words they hear.

**Grammar mistakes by students**

Based on data obtained from interviews, we found that some students often make mistakes in the structure of English grammar. The meaning of the right words, correct grammar spelling and correct syntax and grammar contractions must be obtained to get good handwriting (Cain and Oakhill, 2007: 41–76). Studying grammar, especially the use of punctuation is one of them the most difficult task for students. In line with the interview data, there was a student whose initials NSM said,

"understanding the structure of English is difficult because there are many English word structures that need to be memorized and grammar that are different from Indonesian."(Personal communication, May 8, 2019).

**Lack of vocabulary**

Based on data obtained from interviews, we found that lack of vocabulary was the main problem faced by students in learning English. Therefore the lack of vocabulary has an influence on the performance of EFL students in listening, understanding reading and conversation classes, and in expressing their ideas and feelings, especially in composition, and academic debate classes. For example, students with the initials KA said,

"I often have difficulty learning English in every skill, because I don't know much about vocabulary, this makes me feel far behind the lesson compared to my friends who already know a lot of vocabulary."(Personal communication, May 8, 2019).

Meanwhile, other students with the initials AN, DPA, RG, MSP and also shared similar opinions. Similarly, based on interview data, we found that most students had difficulty in memorizing and mastering vocabularies.
The solutions for students in faced difficulties in learning English as a foreign language

After collecting data, to find out a solution that can help students overcome difficulties in learning English as a foreign language, we found five theme solutions and five code solutions. The themes and codes obtained from thematic analysis are listed in Table 2.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must practice how to pronounce</td>
<td>Most of students must be practice more in how to pronounce English</td>
</tr>
<tr>
<td>English word.</td>
<td>word.</td>
</tr>
<tr>
<td>Students must be confident.</td>
<td>Students must be increase self-confidence in public. Do not mind</td>
</tr>
<tr>
<td></td>
<td>of satire or ridicule that arises from people.</td>
</tr>
<tr>
<td>Students must be practice in listening.</td>
<td>Students must be focus when listening to English texts.</td>
</tr>
<tr>
<td>Students must be learn more about</td>
<td>Students must be learn more about tenses, noun, verb, adjective,</td>
</tr>
<tr>
<td>grammar.</td>
<td>determiner, preposition, conjunction.</td>
</tr>
<tr>
<td>Students must be increase vocabulary.</td>
<td>Students are recommended to bring the dictionary.</td>
</tr>
<tr>
<td></td>
<td>Students must memorize vocabularies more every day.</td>
</tr>
</tbody>
</table>

Based on the themes and codes listed in table 2, it can be concluded that there are five solutions for students in faced difficulties in learning English as a foreign language in MAN 2 Palembang.

**Students must practice how to pronounce English word**

Based on data obtained from interviews, we found one solution that could overcome the difficulties in how to pronounce English words. Most of students must be practice more in how to pronounce English word. As the students from the initials MSP said,

"to overcome the difficulties I experienced, I continued to practice how to pronounce English words by listening to English music and continuing to practice" (Personal Communication, May 8, 2019)

Meanwhile, other students with the initials AN and DPA also shared similar opinions.

**Students must be confident**

Based on data obtained from interviews, we found a solution that can overcome the difficulties in learning English, namely speaking English in public. Students must be increase self-confidence in public and do not mind of satire or ridicule that arises from people. as students of the initials RG, said

"I overcome my lack of confidence by practicing speaking English in front of the mirror, after which I continued to increase my confidence and not think too much about other people's words" (Personal Communication, May 8, 2019)

Meanwhile, other students with the initials MSN, DPA, and MSP also shared similar opinions.
**Students must be practice in listening**

Based on data obtained from interviews, we found a solution that can overcome difficulties in learning English, namely difficulty in listening, as a student with the initials MSN, said:

"I often don't focus when listening to people speaking English because the atmosphere is too crowded, so I try to be more focused when listening to activities wherever I am" (Personal Communication, May 8, 2019)

Meanwhile, other students with the initials KA also shared similar opinions.

**Students must be learn more about grammar**

Based on data obtained from interviews, we found a solution that can overcome the difficulties in learning English, namely lack of grammar understanding, as a student with the initials DPA, said:

"When I was studying English, sometimes I had a lot of mistakes in the grammar section, especially during the exam, I tried to overcome the solution by learning more about grammar and its structure" (Personal Communication, May 8, 2019)

Meanwhile, other students with the initials RG and MSP also shared similar opinions.

**Students must be increase vocabulary**

Based on data obtained from interviews, we found a solution that could overcome the difficulties in learning English, namely the lack of mastering vocabulary. Students are recommended to bring the dictionary and students must memorize vocabularies more every day, as students with AN initials, said:

"Vocabulary is of many types, it becomes difficult for students to learn English because vocabulary is one of the important things in learning English, to be able to master many vocabularies, the solution is to memorize vocabulary every day and can also be an English course" (Personal Communication, May 8, 2019)

Meanwhile, other students also shared similar opinions.

Pronunciation is viewed as a sub-skill of speaking. Generally, if we want to change the way a learner pronounces words, we have to change the way they think about the component sounds of those words. This goes not just for individual sounds, but for bigger elements of speech, such as syllables, stress patterns and rhythm. Despite this, the teaching of pronunciation remains largely neglected in the field of English language teaching. Pronunciation is viewed as a sub-skill of speaking. Generally, if we want to change the way a learner pronounces words, we have to change the way they think about the component sounds of those words. This goes not just for individual sounds, but for bigger elements of speech, such as syllables, stress patterns and rhythm. Despite this, the teaching of pronunciation remains largely neglected in the field of English language teaching. Pronunciation is viewed as a sub-skill of speaking. Generally, if we want to change the way a learner pronounces words, we have to change the way they think about the component sounds of those words. This goes not just for individual sounds, but for bigger elements of speech, such as syllables, stress patterns and rhythm. Despite this, the teaching of pronunciation remains largely neglected in the field of English language teaching. Pronunciation is viewed as a sub-skill of speaking. Generally, if we want to change the way a learner pronounces words, we have to change the way they think about the component sounds of those words. This goes not just for individual sounds, but for bigger elements of speech, such as syllables, stress patterns and rhythm. Despite this, the teaching of pronunciation remains largely neglected in the field of English language teaching. Pronunciation is viewed as a sub-skill of speaking. Generally, if we want to change the way a learner pronounces words, we have to change the way they think
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Discussions

Based on the results of data analysis, we found that the students difficulties in learning English in MAN 2 Palembang contributed five difficulties faced by students in learning English as a foreign language, they were Difficulty how to pronounce, Lack of confidence in speaking English in public, Difficulty in listening to English texts, Grammar mistakes by students, Lack of vocabulary. The results of this study was supported by theories Darti and Andi (2016), Doqaruni (2013), Aws Muayad (2018), Rohmatillah (2015), who claimed that there were students difficulties in learning english as a foreign language.

Furthermore, from the results of data analysis by using thematic analysis, we also found that there were several the difficulties in learning English, difficulty in how to pronounce English words. In this case, the difficulty of the pronunciation of English is properly and correctly. Then, lack of confidence in speaking English in public. Some of students had a problem with shyness in speaking English. In line with the result from Doqaruni (2013) about self confidence, He found that his students, at first, seemed passive and reticent during the class activity. The result showed that an instructional methodology stressing peer collaboration as a tool for increasing the ability of the students to speak is likely to result in confidence.

Furthermore, our result is the difficulties in learning English is listening. Students had difficulty in listening to English conversations with rapid of speech. In line with the result from Darti and Andi (2016) that listening is very difficult skill for students who study foreign language. It was based on three factors influencing their listening; they were listening material, listener factor, and physical setting. Therefore, accents, pronunciation, speed of speech, insufficient vocabulary, different accent of the speakers, lack of concentration, and bad quality of recording were the major problems encountered by students English Education Department.

Another difficulties is grammar mistakes. We found that some students often make mistakes in the structure of English grammar. Most of students had difficulty in grammar when they writing and speaking. One of students felt difficulties because of the differences in the Indonesian and English grammar structure. This result was similar with the result from Aws Muayad (2018) he found the dominant difficulties in English grammar learning was still a complex issue for Iraqi students. The difficulties and problems faced by students in learning the
rules of English should not be ignored. Arab students face many problems reading and writing in English.

The other difficulties based on the finding is lack of vocabulary. The lack of vocabulary has an influence on the performance of EFL students in listening, understanding reading and conversation classes, and in expressing their ideas and feelings, especially in composition, and academic debate classes. This result was similar with the result from Rohmatullah (2015). She found kinds of difficulties faced by the students were (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary.

**Conclusion and Recommendations**

Based on the finding of this study, we concluded that students in MAN 2 Palembang developed difficulties learning English as a foreign language. Students, most of them have difficulties in Difficulty how to pronounce, Lack of confidence in speaking English in public, Difficulty in listening to English texts, Grammar mistakes by students, Lack of vocabulary. And we found some solutions for students in faced difficulties in learning English as a foreign language there are students must be practice how to pronounce English word, Students must be confidence, Students must be practice in listening, Students must be learn more about grammar, Students must be increase vocabulary.

Based on the conclusion about the results of this study have the following implications:
1. Theoretically the existence of this research is expected to be useful as a scientific study that can be further developed, about efforts
2. Practically this research has implication, namely:
   a. For students of English foreign language, the results of research that show the difficulties students faced in learning English as a foreign language.
   b. for parents the students of this study can be input so that learning process of English does not only occur at school but also at home.

**References**


TEACHER'S AND STUDENT'S BELIEFS OF EFFECTIVE WAYS IN LEARNING ENGLISH AT SMPN 24 PALEMBANG

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Abstract
The aim of the study was to find out the teacher's and student's beliefs in learning English. We conducted this research by using a qualitative research method. The participants were 6 Students and 2 English language teachers of SMP 24 Palembang. The data were collected by using an interview with the participant. The interview sessions were audio taped and transcribed. We used thematic analysis as our data analysis technique. The findings show that the teachers belief of effective ways in learning English were clear explanation, being active, friendly teacher, comfortable classroom atmosphere. Then second findings show that the students belief of effective ways in learning were learning by using a picture, detail's explanation, giving a reward and memorizing.

Keywords: Effective ways in learning English, learners' beliefs, teachers' beliefs.

Introduction
In today's world, the global spread of English is unprecedented and unparalleled (Seidlhofer, 2011). English has become the preferred language of choice for international communication in a variety of domains, thus gaining the status as a lingua franca. As such, English language skills have been recognized in Korea as essential skills to acquire in order to be successful in a globalized society. English is a core element of the secondary school curriculum, and college students study English to find good jobs after graduation. From a young age, Korean children spend many hours every week studying English and often go to private English academies and institutes to improve their English language skills (For a critical review of Koreans zeal for English education, see Kang, 2014). Similar to Japan (Takeuchi, 2003), books on how to study English are abundant in bookstores. In short, there is a keen interest in what it takes to be a successful language learner.

A teacher always has their own beliefs about the effective ways in learning English then he or she will turn it to be their strategies in teaching. Teachers used to be learners, so they can learn the experiences of learning, how supposed to be good teachers for their students as their experiences about the kind of teacher they like to be faced. But students of language learners may have their own perspective of effective ways in learning English differently. By find out these beliefs will help the teacher to determine which the effective ways in teaching will be applied during the learning process related to the students beliefs. Then it will motivate the student to join the learning process.

These conditions cause the beliefs of teachers and students of effective ways in learning are important to find it out. Apart from teachers' beliefs, understanding learners beliefs is also important for profiling the effectiveness of a classroom environment since learners have their own agendas in the language lessons they attend (Nunan, 1989: 176). In other words, learners bring particular beliefs into classroom and they contribute to the effectiveness of teaching and learning environment.

Richards and Lockhart (1994, cited in Maiklad, 2001:86) identify nine different areas in the belief systems of English language learners:
- Beliefs about the nature of English: the significance and difficult aspects of the language
Beliefs about speakers of English: their attitudes towards native speakers of the language
Beliefs about the four language skills: listening, speaking, reading and writing.
Beliefs about teaching: effective and ineffective teaching methods
Beliefs about language learning: ways to learn a language, and useful activities and approaches
Beliefs about appropriate classroom behaviour: appropriate forms of classroom interactions and behaviours
Beliefs about self: their own abilities to learn a language
Beliefs about goals: their goals of language learning

These areas show that learners hold beliefs about different issues related to classroom environment. These beliefs play important roles in determining the effectiveness of classroom environment where the congruency between learners' and their teachers' beliefs affects the quality of teaching procedure because it might not be probable to expect learners to be motivated in a learning process which mismatches their beliefs. In this respect, Richards (1998) highlights that learners' and teachers' beliefs might be different and this causes misconceptions about teaching in various areas. In similar vein, Bada and Okan (2000, cited in Maiklad, 2001) revealed that learners tend to be more motivated to methods or activities that are congruent with their beliefs.

The aim of the study was to find out the teacher's and student's beliefs in learning English.
To address this, the current study seeks for answers to following research questions:
A. What is teachers beliefs of effective ways in learning English?
B. What is learners beliefs of effective ways in learning process?

Literature review

Beliefs and Effective Ways in Learning
Beliefs are foci points of research studies aiming to understand individuals intentions for particular points because beliefs are propositions which are held consciously or unconsciously and accepted as true by individuals (Borg, 2001). In this vein, investigating beliefs provide a deep insight into individuals inner world. This is also emphasized by Hancock and Gillard (2004) highlighting the role of beliefs as guiding individuals intentions for action.

This function of beliefs determined the scope of studies in the field of education where teachers' and students' beliefs are investigated with the aim of understanding individuals' thoughts and behaviors. In this respect, Shave son and Stern (1981) asserted that what teachers do is governed by their thoughts and teachers' decision making are determined by their theories and beliefs. In this context, regarding the characteristics of any teaching procedure being comprised of various decision-making processes, investigating teachers' beliefs are significant to understand the reasons behind providing a particular teaching environment.

Type up the literature about effective ways in learning Teaching excellence.

Effective instructors commonly pride themselves on having positive student interactions in and out of the classroom, provide prompt feedback, and encourage teamwork amongst students (Hammer, Piascik, Medina, Pittenger, Rose, Creekmore, Solits, Bouldin, Schwarz, & Scott, 2010). The most impactful teachers also obtain and implement constructive feedback, and use different techniques to encourage active learning oriented towards students becoming self-directed, independent, and critical thinkers (Hammer et al 2010). Exceptional instructors are culturally sensitive, respectful, passionate, and charismatic. They challenge students to work to their potential by setting high, yet reasonable expectations, emphasizing open communication, and asking higher-order thinking questions that stimulate discussion. Committed to their craft, they practice teaching as an art that requires modification and mastery.
Evaluating teaching excellence.

Three predominant sources for teaching excellence assessment include students, colleagues, and the teacher. Students complete evaluations at the end of the semester to provide formative and summative feedback about the course and its outcomes. Colleagues provide constructive feedback for their peers by acknowledging strengths, as well as areas for further improvement. Self-evaluation requires self-reflection and enables the instructor to assess his or her growth over time in order to highlight and acknowledge improvement (Hammer et al., 2010).

Best practices.

According to researchers from Flinders University (2013), several aspects of teaching in Australia warrant evaluation, including a myriad of best practices that educators can use to enhance student-learning outcomes. The primary evaluative aspect is assessing the quality of classroom teaching. University instructors must be skilled, knowledgeable, informed, and prepared in order to create optimum learning experiences (Flinders, 2013). The most effective teachers deliver concrete, explicit, and engaging instruction, implement evidence-based classroom management and teaching strategies, and build strong relationships with their students (Macsuga-Gage, Simonsen, & Briere, 2012). Instructional Delivery. Teachers must prioritize the material they address to ensure that it meets the course's learning objectives. Effective teachers focus on core topics and sequence information to cover basic material before introducing new topics. Additionally, they organize activities in strands, presenting content through small segments of instruction over several days, rather than planning one activity to address the entire concept. They assign students activities that promote understanding of skills and knowledge (Macsuga-Gage et al., 2012). They focus on engaging students to build their communication and social skills, learn how to work interdependently, and enhance their self-efficacy. Effective instructors use specific praise, reinforcements, and constructive feedback to give students a holistic understanding of a topic.

Utilize empirically supported classroom management practices.

Mastery instructors engage in self-management and consultation, tracking their usage of classroom management skills and developing action plans to modify their practices based on data (Macsuga-Gage et al., 2012). Through consultation, instructors work with colleagues to collect and implement data to gauge student strengths and weaknesses, and then use protocols to turn weaknesses into strengths. The most effective teachers monitor progress and assess how their changed practices have impacted student outcomes (Macsuga-Gage et al., 2012).

Communication.

Effective communication is a fundamental component of good teaching. An instructor's communication skills during lesson delivery is a distinguishing factor in student learning outcomes. According to Meyers (2004), students' perception of instructor credibility holds much clout. Credibility includes competence (instructors' knowledge), character (honesty and integrity), and caring (ability to express concern about a student's welfare) (Meyers, 2004). Research shows a significant and positive relationship between instructors' credibility and their ability to communicate effectively with perceived teaching effectiveness and student motivation (Meyers, 2004). Students who perceive instructors as highly credible see them as more effective and competent, and report higher levels of motivation. Effective communication also increases according to an instructor's degree of enthusiasm, a classroom environment's level of stimulation, and the use of challenging questions to provoke critical thinking skills (ETS, 2013). According to Sidelinger (2010), perceived instructor clarity and non-verbal immediacy were strong predictors of students' willingness to participate in class and engage in self-regulated learning. Sidelinger (2010) also found that students who take ownership of their assignments, communicate effectively with their instructor, and feel engaged and stimulated, experience a greater degree of student involvement and more positive students outcomes. Instructors can adopt a variety of practices to improve their
communication skills. Charismatic instruction engages and stimulates student attention and participation, which positively impacts student outcomes. Preparing well-developed lessons with specific, illustrative examples, varying speaking tones, and integrating experiential and hands-on activities can energize students and boost their engagement. Instructors who are effective communicators are aware of the variety of learning modalities that can address differences in students’ learning styles when they struggle to understand course content and its applications. Open communication builds rapport and allows instructors to connect with students both personally and professionally. Research demonstrates that students who feel that they can talk honestly and openly with their instructor are more academically successful (Drummond, 1995). Such communication enables students to feel comfortable and safe in learning situations, and frames questions as positive rather than punitive. It is critical for faculty to create a learning environment that encourages students to be authentic and willing to ask questions without fear of criticism or negatively impacting their grade.

Methodology

Research design

The study employed a qualitative approach, using interviews as its main concern. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which there searcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). Two representative teachers and six learners from SMP 24 Palembang were selected to participate in the interview meetings. The students were selected randomly. At the beginning, we planned to have 6 teachers as the participants however, only 2 teachers were willing to participate in this study.

Research site, sampling and participants

The interview sessions were audiotaped and transcribed. There was a structured interview consisting of 1 main question and 3 supporting questions to elicit teachers and students belief of effective ways in learning English. The interview questions asked to the participants to describe their beliefs of effective ways in learning English. For the supporting the data the participants also were asked the reason for their beliefs, how the way their teachers taught in class room then did they enjoy the way of the learning process then which difficulty that usually they faced in learning English.

Two representative teachers and six learners from SMP 24 Palembang were selected to participate in the interview meetings. The students were selected randomly. At the beginning, we planned to have 6 teachers as the participants however, only 2 teachers were willing to participate in this study.

The interview was conducted in an informal situation. The condition was set as usual as possible to make the students comfortable. In this study, Participants consents for the interview were taken verbally and recorded by tape-recorded for 10-15 minutes. The interviews were conducted in Palembang language. The first language was used to make participant understand the questions and be able to give much information to the interviewer.

Data collection

The data were collected by interviewing the participants with open-ended questions. According to Creswell (2012), An open-ended question response to a question allows the participant to create the options for responding.

According to Fraenkel, Wallen, and Hyun (2012), qualitative data were collected in the form of words or pictures rather than numbers. The kinds of data collected in qualitative research included interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people.
**Data analysis**

We used thematic analysis as our data analysis technique. Thematic analysis is often the go-to method in most qualitative research. It provides an easily interpretable and concise description of the emergent themes and patterns within a dataset, usually as the foundational phase of interpretation. Perhaps the most widely used steps for conducting thematic analysis come from an article by Braun and Clarke (2006). They provide a six-step process for identifying, analysing, and reporting qualitative data using thematic analysis.

1. Familiarising yourself with your data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

**Findings**

The findings presented the two following things: (1) the teachers' beliefs of effective ways in learning English and (2) the students' beliefs of effective ways in learning English.

A theme can be identified at the level. Produce a complex list of themes, models or indicators. Qualifications that are usually related to that theme or things between or combination of those mentioned. These themes are possible. Interpretation of phenomena. A theme can be also be found at the latent level. No explicitly visible but underlying or shadowing (the underlaying phenomenon). Themes can be obtained inductively from information raw or obtained deductively from theory or research beforehand (Poerwandari, 2005)

**The teachers beliefs of effective ways in learning english**

After collecting the data in order to find out the teachers' beliefs of effective ways in learning english, we found that there were four beliefs of effective ways in learning English. The themes and the codes gained from thematic analysis were listed in Table 1.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear explanation</td>
<td>Simple but clear explanation is very important, sometime indirectly teachers explain the material with high words which difficult to be understood.</td>
</tr>
<tr>
<td>Being active</td>
<td>Asking a question everytime feel compose of the material. More question, more knowledge we get then we have the high understanding.</td>
</tr>
<tr>
<td>friendly teacher</td>
<td>When the students love the teacher then th lesson will the next thing that the students will love. Being friendly with the teacher of the lesson will make the student brave to ask question and enjoy the learning prose.</td>
</tr>
<tr>
<td>comportable classroom atmosphere</td>
<td>The atmosphere also giving a effect for effective learning. Quite situation, comportable situation will help the students enjoy the learning prose.</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in table 1, it could be inferred that there were four beliefs for teachers about effective ways in learning english. Those codes were concluded by the result of the interview section.
Based on the data collected from the interview, we found that some factors:

**Clear explanation.**
The way teacher explain the material is very important. Because students will understand the material easily by the way their teacher explanation. Teacher belief's of effective ways in learning english is by clear explanation, this statement was supported by the teacher 1:

—yeah, i feel so easy to understand the lesson when i was student if my teacher explain the material clearly. That is why now i am trying with my best to explain my material as clear as possible by simple word. Because they are some teacher that did not notice that they explain the material too complicated. We cannot deny that, they were students which have a low understanding level.” (Personal Communication, May 8 2019)

**Being active**
Teacher 1 add that effective ways in learning can be gained by being active in learning proses, asking a question or share the experience. Then the teacher can find out which part of material is compusing the student. This statement was supported by her statement :

“effective in learning can not cause by one side that is teacher’s side but also by student’s side. Student should be being active in class room during the learning proses. If the student just stay quite in class room, did not asking any question or asking reexplain from the teacher, this case will cause the learning ways were not effective.” (Personal Communication, May 8 2019)

**Friendly teacher.**
Teacher should be friendly, asking a student which part they don’t understand, give all the student chance to ask a question. Let the student share their opinion and experience.

This statement was supported by the teacher 1:
"Hmm.., as my experience when i was student, Student usually feeling afraid to the teacher, sometime they feel shy to ask any question. Teacher should understand this case then being friendly to the student, asking which part they don’t understand."

**Comportable classroom atmosphere**
Teacher's beliefs of effective ways in learning english is by confortable class room atmosphere, this statement was supported by the teacher 2:

“for me my self i would like to prepare the have good class room situation to understand the lesson, example that i learn in hot class room atmosphere then all student were being noisy the bow can i enjoy the lesson. Moreover, English is not my mother thongue, if i can not focus of the lesson, i will lost the concentrate then i will not understand what was my teacher saying.” (Personal Communication, May 8 2019)

**The students beliefs of effective ways in learning english**
After collecting the data, in order to find out the students' beliefs of effective ways in learning english, we found four themes and four codes. The themes and the codes gained from thematic analysis were listed in Table 2.
Table 2. Themes and codes for the students' belief of effective ways in learning English

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using a picture</td>
<td>Picture makes the materials more attractive. It interests the student to learn it. It will cause a bored when all the page full of the material without any picture.</td>
</tr>
<tr>
<td>Detail's explanation</td>
<td>Simple but clear explanation is very important, sometime indirectly teachers explain the material with high words which difficult to be understood.</td>
</tr>
<tr>
<td>Memorizing</td>
<td>By memorizing, it can help the students understand the pattern of sentences and right spelling of words.</td>
</tr>
<tr>
<td>Giving a reward</td>
<td>A reward can be a motivation for students to learn English. By giving score when they can answer the question will motivate their selves to find the answer of the question.</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in table 2, it could be inferred that there were four beliefs for students about effective ways in learning English.

Based on the data collected from the interview, we found that some of the factors:

**Using a picture**
Student's belief of effective ways in learning English is by using pictures, this statement was supported by the student 6:

“I got confused when studying without seeing the picture, I want to learn English by seeing a picture then there are some words the the way to pronounce it.” (Personal Communication, May 10 2019)

**Detail's explanation**
Student's belief of effective ways in learning English is by detail's explanation, this statement was supported by the student 5:

"I want my teacher explain the material clearly to me, because sometime I still don't understand about the material." (Personal Communication, May 10 2019)

**Memorizing**
Student's belief of effective ways in learning English is by memorizing, this statement was supported by the student 3:

"The best way in learning is memorizing first before continue to the material in course book. Memorise the vocabulary, formula of the tenses after that continue to the course book and the teacher can explain the material." (Personal Communication, May 10 2019)

**Giving a reward.**
Student's belief of effective ways in learning English is by giving a reward to the students, this statement was supported by the student 1:

"The effective way to learn English are the teacher must be spirit and giving score to the student who can answer the question that she or he gave." (Personal Communication, May 10 2019)

**Discussion**
Based on the result of data analysis, we found that the teacher and learners at SMP 24 Palembang, show that the teachers belief of effective ways in learning English were clear.
explanation, being active, friendly teacher, comportable classroom atmosphere. Then second findings show that the students belief of effective ways in learning were learning by using a picture, details explanation, giving a reward and memorizing. Based on the result of this research we found the different result between this research with other researches.

We compare our result with other result by other researcher and we did not find any similar result of the study. First researcher, Mehmed sersan uztozun, (2011) the result of his study showed that the teachers' and students' belief of effective ways in learning English that English should be learned with the objective of developing learner's communicative skills. In doing so, they highlight the significance of developing student's pronunciation skills and integrating four language skills and teaching grammatical structures meaningfully.

Another researcher also found different result, Allison Paolini,(2015) found that the students belief of effective ways in learning are 'The instructor was prepared,' 'The instructor was available,' 'The course was organized well,' 'The instructor clearly communicated expectations,' or 'The instructor was enthusiastic.'

The other researcher also do the same research but found different result also, Macsuga-Gage, Simonsen, & Briere,( 2012) found different result in their study which their result showed that teachers' and student belief that effective way in learning are by classroom management and teaching strategies, and build strong relationships with the students.

**Conclusion and Recommendations**

Based on the findings of this study, the findings show that there are 4 beliefs from teachers and 4 beliefs from learners of effective ways in learning english and Then the second are the students belief of effective ways in learning were learning. By thematic analysis we found that The findings show that the teachers belief of effective ways in learning english were clear explanation, being active, friendly teacher, comportable classroom atmosphere. Then second findings show that the students belief of effective ways in learning were learning by using a picture, detail's explanation, giving a reward and memorizing.

This research only focused on find out the the teachers' and students' belief of effective ways in learning english without find out the relation between teacher and student belief . We hope the next researcher want conduct the similar research find out the relation between teachers' and students' belief.

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AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN NARRATIVE TEXT: A CASE STUDY ON THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT RADEN FATAH STATE ISLAMIC UNIVERSITY

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Abstract
The purposes of this study were to analyze the types of errors and to find out the occurrence frequency of error past tense of narrative text made by the second Semester Students of English Education Study Program at State Islamic University of Raden Fatah Palembang. The method of study is a qualitative method. The qualitative design applied in the research is a case study. In this study, the data were collected using tests writing the narrative text of the use past tense for 10 students from the second semester in Raden Fatah State Islamic University. This research was also conducted by using error analysis based on surface taxonomy. The result of the study that there were four types of errors made by the student. They were an error of omission, addition, misformation, misodering.

Keywords: Error Analysis, Narrative Text, Past Tense

Introduction
This study researcher focuses to research an error analysis on the use of past tense in narrative text. Besides, this chapter discusses the background of the study, the statement of the research problem, the objectives of the study, the significance of the study, the scope and the limitation of the study, and definition of key terms. Globalization era brought a big effect to all level in society and we as a society must be prepared to encounter all of the changes in all sector. Thesector such as economy, education, technology, etc. Besides, the effect of the changes of globalization is a system that organizes society's life. There are many institutions and company uses English as their language because English is one of the international languages that became standard to create communication in the world. Thus, English is very important to learn. If we want to understand the English language, we must master four skills. They are speaking, listening, reading, and writing.

Moreover, there are many schools in Indonesia applied a new system in their school to encounter global changes. One of the system in their school is how to master English well with creating English day program or anything method. The not only system that changed by the government, but the curriculum of education in Indonesia also suitable for student's necessary and now almost schools in Indonesia use the 2013 curriculum. Then, the new curriculum in Indonesia can answer the global challenges faced by all of the levels of society. Therefore, a school in Indonesia can create graduation who reliable and students have a high competition to build their country.

According to Khasanah (2015) In the implementation of the 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching-learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in the teaching-learning process. In such a way, the evaluation procedures will be used to know the product of the teaching-learning process and student's achievement. So, the teacher just becomes a facilitator for students and give attention to every student's skill. Therefore, the teacher has to aware of providing student to
master English in four skill that consists of speaking, reading, listening, and writing because of the four elements are very influential in the English learning process.

Moreover, tense is a part of grammar and the function of the tenses is to explain the accident in the story happened. According to Abdullah (2006) a tense is a tool that English speaker use to express time in their language so you learn to think like a native speaker. Thus, students have to understand the part of tenses in writing paragraph or essay. One of the tenses is Simple past, these tenses explain the accident that happened in the past time. Furthermore, simple past used a regular and irregular verb or they can use the verb be (was, were). According to Azarin Wati (2011) The simple past is used to talk about activities or situations that began and ended in the past.

In this study, the researcher focuses to research an error analysis on the use of simple past in narrative text and this study is related with writing skill of students because writing skill is different from other skill in English learning process. Writing is one of four skills in English and important since writing can make us express anything in a paper, writing can help us to remain our idea after we read information. The most important, we can share the information with other people. Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified (Laird, 2014). Therefore, we need accuracy to make a paragraph because the information that we deliver to the reader an easy to understand.

**Literature Review**

**Concept of writing**

Writing is making hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. Writing has to be able in using written language to give an idea or message. Supported by Siahaan, The written productive language skill is called writing. It is the skill of researcher to communicate information to a reader or group of reader. According to Byrne (2011) writing can be said to be the act of farming these symbol making marks on a flat surface of some kind. However, writing is clearly much more than production of graphic symbol just as speech is more than the production of sound. The symbols have to be arranged; according to convention to form word, and word have to arrange to form sentences.

It means that writing is not about produce the words but also the symbols that have to be arranged well. Harmer states that writing should be done with understanding from the past in order to inform and express what happened. It should be well-organized in order to be understandable for readers. A good writing can deliver information for the reader, so that it should be well-organized and easy to understand for the reader. Because of this writing ability, the human glories of other beings become more real. By writing, humans are distinguished from animals. Here, the writing of one level is superior to the speech-Fluently phrase. The reason is that the speak can only be accessed and heard by an audience present in an event, while the information in writing allows it to accessed by both present and distant people. Writing has five processes to become a good paragraph. Therefore, the writer should follow steps of writing that become provision in writing. The element is prewriting, outlining, Drafting, revising, and editing.

**Prewriting**

Prewriting is a technique in writing that use general topic or the collecting idea from the writer. The purpose of these strategies is we can imagine what the topic that would be written and we can also make a draft from our idea. According to McLean (2012) Prewriting is the stage of the writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen). It means that prewriting is a topic idea that would be basic to write information and it's still abstract. After that, the writer can organize their idea on the paper as a draft or outline. Prewriting also has four strategies that can help the writer. There are choosing a topic, using experience and observation, reading, and free writing.
Choosing a topic

Choosing a topic is a strategy where the writer decided what the theme that would be written. —The first important step is for you to tell yourself why you are writing (to inform, to explain, or some other purpose) and for whom you are writing (Mc Lan, 2012)

It means that the writer has to know the reason why he wants to write. Then, they choose the topic before the writer began to write. Moreover, the writer can make a plan about the scientific work that would be made by the writer.

Using experience and observation

Using experience and observation can become an alternative way for the writer to begin their writing. Moreover, the writer can use their experience during their life as a unique topic and help them to more easily in writing. Besides, the purpose of observation is to guide the writer choose interesting topic based their experience that has been happened.

Reading

Reading is a strategy in prewriting where the writer search references to support their scientifics work. Moreover, the purpose of reading in this strategy is to support their idea or topic that have been chosen by the writer. Therefore, reading can make the topic of writing has a progress to become systematic paragraph.

Outlining

After the prewriting technique has done, the writer has to make an outline before they began their scientific work. Moreover, outlining is a process where the writer to write a keyword that would be the object of scientific work. The purpose of the technique is to help the writer to write a systematic paragraph and focus on a topic that has been chosen by the writer. Moreover, the writer just writes the point of the topic.

Drafting

After the prewriting technique has done, the writer has to make an outline before they began their scientific work. Moreover, outlining is a process where the writer to write a keyword that would be the object of scientific work. The purpose of the technique is to help the writer to write a systematic paragraph and focus on a topic that has been chosen by the writer. Moreover, the writer just writes the point of the topic.

Revising and editing

Revising and editing are important to process in writing where the writer would be checked their scientific work. In this step, The writer read again the topic of scientific work and match with the content of sentences written by the writer. Besides, the writer tries to edit their work if there are error mistake like grammar and revise to become correct grammar.

Concept of narrative text

The narrative text is a text that explained about telling the story and telling the chronological that happened. The purpose of this text is entertained by the reader and this text can also bring the reader in the story. This text usually telling about fabule, legend, myth, fairytale. Moreover, the explanation would be continued in the next point.

The narrative text is a famous text in English learning activity. Then, narrative text is a paragraph or essay that tells a story or chronological the accident. The content of the narrative was made very interesting because this text aims to entertain the reader. Moreover, the reader can bring out in the story and they can imagine that the story really happened in reality. According to Asmiyah (2011)Narrative text usually focus on the specific participant or character, describe certain events or phenomenon in detain. It means that narrative text explained a phenomenon that has been finished in last time with including figures and the character that supported them in the story.
In addition, this theory almost same with syarif (2014) Narrative text is the story that happened in the past. From the definition by an expert, we can know if the narrative text is a story that made to entertain the reader. Moreover, the reader can feel the story from the characteristic there. Besides, to make the reader interesting with the topic, the writer has to make the story with an illustration. Therefore, the reader can feel the story like in real life.

The narrative text has some example. They are fable, legend, myth, fiction. The example of the narrative is very unique. Moreover, there are many authors made a novel, poem, and short story. However, the accident in the narrative story is fiction but the reader felt interesting to read the story because the story can help them from their busy daily activity.

**Part of narrative text**

**Orientation**
It is about the opening paragraph where the characters of the story are introduced (Contains an introduction to the character, place, time of the story (What, When and Where)

**Complication**
Where the problems in the story developed. Complication consists of a paragraph that explain the beginning of the problem. This beginning of this problem also initiated a series of plots (storytellers) which would then lead to conflict, climax and anti climax stories. Generally, the complication contains interaction between actors.

**Resolution**
Where the problems in the story are solved. In this section, there is a solution that ends the storyline. Every problem that arises must have a solution, it can be closed with a happy ending or tragic or sad ending.

**The example of narrative text**

**Orientation**
Once upon the time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all the housework.

**Complication**
One day an invitation to the ball came to the family. Her stepsisters did not let her go. So, Cinderella was very sad. The stepsisters went to the ball without her.

**Resolution**
Fortunately, the good fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince felt in love with her then he married her. They live happily ever after.

**Concept of error and mistake**
Brown states that a mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system correctly, while an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter
language of the learners. The error of performance will characteristically be unsysmatic and the error of competence systematic. As Miller adds that it would be useful therefore here after to refer errors of performance as mistake reserving the term to refer to the systematic errors of the learners from which we are able to reconstruct his knowledge of the language to date.

Error and mistake theoretically are two different phenomena. An error is caused by the lack of knowledge of the language rules, while mistake is the result of imperfection in producing speech due to fatigue, inattention and slip factor. So the different between error and mistake is that error is ungrammatical utterance which refers to language competence, and mistake is imperfectness of utterance which refers to language performance. Meanwhile, according to Dullay et.al, the distinction between performance error (mistake) and competence error (error) is extremely important, but it is difficult to be determined without careful analysis. So that, they define error as any deviation from a selected norm of language performance, no matter what the characteristics or caused of the deviation might be.

**Concept of error analysis**

Learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Moreover, Richard says that studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students has most difficulty producing correctly and which error type distracts most from a learner's ability to communicate effectively.

Error analysis is a tool to help the researcher checked the grammatical error made by students especially using tenses in narrative text. According to Hourani (2008) Error analysis is an essential source of information to teachers. It provides information on students’ errors which in turn helps teachers to correct students’ errors and also improves the effectiveness of their teaching. It means that error analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Errors are very usual in writing paragraph or essay, so errors analysis is needed by the teacher to correct the student's essay.

**Concept of surface strategy taxonomy**

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that high lights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.

**Omission**

Omission is a part of errors that usually the writer omitted or change the words. For example. My aunt is very beautiful if the writer omitted become my aunts very beautiful. According to Sompong (2014) Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one. It means that when students make a paragraph, sometimes they omit the part of sentences and if the teacher did not make a clear.

**Addition**

According to Dulay (1982) Addition is the opposite of omission. They’re characterized by the presence of item, which must not appear in a well-formed utterance. It means that addition is a part of errors that should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing a paragraph. Moreover, addition has some categories.
**Misformation**

According to Dulay (1982) Misformation errors are characterized by use of the wrong of the morphemes or structure. It means that misformation a part of errors that the teacher found in writing a paragraph of the students that using the wrong structure in arrangement sentences. Moreover, according to Sompong (2014) this category has a relation with adverbials, interrogatives, and adjectives. It means that misformation is an element that focused on the structural sentences in students writing.

**Misordering**

Based on Dulay Statement (1982) This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives, and adjectives, yielding errors as in: He every time come late home.

**Concept of simple past tense**

The *Simple Past* is used for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context. Regular Verbs add -ed to the base form, or -d if the verbs ends with -e. Irregular verbs can change in many different ways. The verb form is the same for all persons. Uchiyama states The simple past tense usually means that this action ended in the past. Simple past can be used for most past actions; we can use it for actions that happened quickly, actions that happened over time, or actions that were habits in the past. The simple past indicates that an activity or situation began and ended at a particular time in the past.

**Methodology**

**Research design**

We conducted this research using qualitative methods with a case study approach. According to Creswell (2012) the historical origin of qualitative research design comes from anthropology, sociology, humanities, and evaluation case studies is one of the qualitative research approaches used in which researchers develop an in-depth analysis of a case, often a program, event, activity, process, or more individuals(Creswell, 2012). The most important reason for using qualitative design is that this design is the right way to find out the frequency of occurrence of each type of error from narrative text writing made by Students The second semester of the English Language Education Study Program at Raden Fatah State Islamic University Palembang.

**Research site, sampling, and participants**

This study was conducted in English department of UIN Raden Fatah Palembang. We choose the second semester of the English Language Education Study Program at Raden Fatah State Islamic University Palembang. There were 10 students in the English language education department who were willing to participate in this study. In this study, participation selection was taken based on the criteria for a GPA below 3.5.

**Data collection**

To collect the data of this study, the researcher had some procedures to answer the problem that made by students in using past tense in writing narrative text are the researcher tried to collaborate with an English teacher to give narrative text writing test for students. we collected the qualitative data by asking the student to make a writing narrative text.

**Data analysis technique**

To make a conclusion or answer the question of the research, the researcher makes some procedures. First, the researcher analyzed the student's assignment and focused to analyze using past tense with a writing test. Second, the researcher classified the types of errors on surface
taxonomy. Third, the researcher described her analyzed with using qualitative descriptive method and using the formula to help answer the research.

Findings
The writer has given the test about use of past tense in narrative text to 10 students of Second Semester Students of English Education Study Program at Raden Fatah State Islamic University Palembang. The writer analyzed the data to find out the errors that students made. After collecting the data in order to find out the students' errors, we found that there were three types of errors out of 4 types of errors that existed based on Surface Strategy Taxonomy by Dulay, Burt, and Krashen (1982). The themes and the codes gained from thematic analysis were listed in Table

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omission</strong></td>
<td>When students make a paragraph, sometimes they omit the part of sentences and if the teacher did not make a clear, the students would use incorrect grammar in writing a paragraph.</td>
</tr>
<tr>
<td><strong>Addition</strong></td>
<td>In this section, students make a paragraph with abbreviate the utterances in writing a paragraph. Which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context. Regular Verbs add <strong>-ed</strong> to the base form, or <strong>-d</strong> if the verbs ends with <strong>-e</strong>. However the student sometime didn't use add <strong>-ed</strong> but they use Verbs.</td>
</tr>
<tr>
<td><strong>Misformation</strong></td>
<td>Teacher found in writing a paragraph of the students that using the wrong structure in arrangement sentences. This sentence that made by student had wrong structure (live) student should write (Lived) because verb 2 should add <strong>d</strong> or <strong>ed</strong>.</td>
</tr>
<tr>
<td><strong>Misodering</strong></td>
<td>The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives, and adjectives.</td>
</tr>
</tbody>
</table>

The theme and codes describe in table 1 were explained as follows

**Omission**
Omission occurs when the learner omitted necessary item of word. The students committed errors by omitted the important part in the structure of the sentence. For example:

*The gnome cry and than a Prince revive Snow White.*

This sentences omission because student ommited (when) as a conjunction, the sentence above could be used past continuous, so the sentence need conjuction (when) and student also ommited (was) after subject.

**Addition**
Addition occurs when the learner added unnecessary item of word. The students committed errors by adding the verb. For example in the sentence:

*The goat meet the wolf than Goat running from the wolf.*

This sentences addition because student added phrase or morpheme which should not be added. In this case, student added —Than‖ that should be deleted.
Misformation
Addition occurs when the learner added unnecessary item of word. The students committed errors by adding the verb. For example in the sentence:

*Once upon a time, live a bunch of animal.*

This sentence that made by student had wrong structure (live) student should write (Lived) because verb 2 should add *d* or *ed*.

Misordering
Misorder occurred when the students put an utterance in wrong order. For example:

*He see a house with garden in the back yard with cucumber*

This sentence misordering because student wrote incorrect places of sentences and student sould using *(Frightening animal)*. He saw a house with cucumber garden in the back yard of house.

Discussion
After we analyzed the data and gave a conclusion if the second semester almost entirely made errors mistake in their writing especially made narrative text. This problem was found by the researcher based on the result of errors analyzed with the test. Based on the Surface Strategy Taxonomy, there are 4 types of errors. Those are: omission, addition, misformation, and misordering. Our research was in line with Hourani (2014) stated that the students made errors in using past tense in narrative text (omission, addition, and misformation). This theory same to Syahrul (2011) that stated there error that found in the students was omission, addition and misformation. Based on our result of data analysis, we found that the Second Semester Students of English Education Study Program at State Islamic University of Raden Fatah Palembang, South Sumatera Indonesia contributed three four of errors. Those are omission, addition, misformation and misordering.

Our research results were also similar with Dulay (2011) the errors of student in omission are caused by the students omitted the verb *—had* to be *—would*, and the word *—had*. Same as our result of the research, the omission is caused by the student omitted the verb *—felt*. In the addition, the errors are caused by the students added infinite word *—to*, verb *—go* and to be *—been*. Same as our result in addition that caused by the students added the verb *—went* and to be *—been* and the last in misformation, the errors are caused by the students misform the tense or structure of the sentence *—have know* that should be *—have known*. Same as our result in misformation that caused by the students misform the tense or structure of the sentence such as *—am* that should be *—was*.

Our research results were also similar with Prayoga (2011) that stated there error that found in the students was omission, addition and misformation. This research supports the previous research because we found out the same errors in each type. Such as in the omission, we found the same cause of error that is by omitting the verb. In the addition, we found the same cause of error that is by adding the verb and to be. In the misformation, we found the same cause of error that is by misforming the tense or structure of the sentence.

Conclusions and Recommendations
This study is to identify and classify the types of errors using past tense made by second Semester Students of English Education Study Program at the Islamic State University of Raden Fatah Palembang. The method used in this research is a qualitative method. The qualitative design used in this study is a case study. This research is also carried out using error analysis procedures starting from data collection, error identification, error description. In this study, data was collected based on student criteria for GPA below 3.5. Then the test is used as primary data.
to find out the types of errors students make. From this study, it was found that students' mistakes in using past tense were in four categories; they are omission, addition, misinformation and misordering.

There are some suggestions for the teacher regarding to anticipate the students' error. Before explaining the main learning subject, the teacher should explain supporting materials that is needed by the students; in the case of conditional sentence type II, the teacher should explain first some supporting materials such as past form, simple past tense, and past future tense. Instead of translating to mother language, which is Indonesian, the teacher had better give the context of the sentence. So, the students will get clear understanding and not become confused of the absent of the equivalent in their mother language. The teacher should also facilitate the students in practicing the form. The teacher should also give more encouragement to the students when they are practicing using the form. Then, for the students, these are some suggestions that they could do. The students should be more seriously studying conditional sentence. They should be familiar with using conditional sentence in order to apply in correctly. They should practice conditional sentence by themselves without teacher. They should be more diligently studying conditional sentence.

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THE EVALUATION OF ENGLISH TEXTBOOK “PASSPORT TO THE WORLD” FOR JUNIOR HIGH SCHOOL STUDENT GRADE 7 BASED ON RAJANS’ THEORY

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Abstract

The aim of this research was to find out the compatibility of the English textbook entitled —Passport to the World for Junior High School Grade 7. We used descriptive analysis research to describe the analysis of the materials in English textbook entitled —Passport to the World for Junior High School Grade 7. The data were analyzed by steps, (1) presenting the materials (2) comparing the materials (3) judging whether materials of English textbook appropriate with the indicator of good materials design suggested by Rajan or not (4) drawing conclusions. The result of the analysis showed that the compatibility of language skills developed in the text book were good in developing language skills as suggested by Rajan. The compatibility of the impressionistic was fair. The compatibility of the listening skills were good. The compatibility of the speaking skills were good. The compatibility of the reading skills were fair and the compatibility of the writing skills were good. The result of the evaluation of the English Textbook entitled —Passport to the World for Junior High School Grade 7 was good material to support the learning process.

Keywords: Compatibility, Rajans' perspective, textbook analysis

Introduction

Curriculum is one of the main sources that are useful for standards of competence, basic competence, learning materials, learning activities, indicators, and time allocation (Rahma, Fahmawati Isnita, 2013). This curriculum is made by government to improve the quality of education. As a teacher, we should help to achieve the purpose of the curriculum. One example is to use a textbook that complies with the provisions of the curriculum in the learning process. Then, we should be transferred to the material that is useful for the learner future. Students will not produce anything important (Solekah, Musabani Yati, 2014). In addition, textbooks also have an important role in the learning process. The role of the textbook in the learning process is as a reference material by students and as an educational tool to determine the teaching method or technique to be used.

Textbooks have many implications for teachers and learners in teaching and learning processes. In a textbook there is relevant information thoroughly and completely and textbook also can be used as a reference or reference material by students in the learning process. Besides, the textbook is very important for teachers and learners. Textbook can be used as an educator's helper to determine teaching methods or techniques to be used. Therefore, teachers are highly recommended to use textbooks for teaching processes, including in teaching English. Usually, the teacher uses the material contained in the textbook to determine the right teaching method for students so students can understand the material presented easily. As a teacher, we should use good material that is appropriate with the learners need. There are many English textbooks that teachers can use for teaching English. The researchers want to evaluate "Passport to the World" for Junior High School Grade 7 with the indicator of a good material design suggested by Rajan. Good materials teach but they can motivate a learner to learn. Your materials will work like
MAGIC if they are: Motivating and meaningful, authentic and appropriate, graphic and graded, interesting, interactive and integrated, contextualized and creative (Rajan, 2003).

1. Motivating and Meaningful.
   a. Motivating means that the materials can motivate the learners to learn themselves. The materials can make the learners' awareness to learn.
   b. Meaningful means that the materials can be useful to the learner's future and suitable with the learners need.

2. Authentic and Appropriate
   a. Authentic means that the material is original.
   b. Appropriate means the materials suitable with the learner's level. The material is not too easy and also not difficult to the learners.

3. Graphic and Graded
   a. Graphic means the materials consist of diagram, graphic, table etc.
   b. Graded means that the materials systematically arrange from the easy to the difficult, from simple to complex and from the most general to most detail.

4. Interesting, interactive and integrated
   a. Interesting means that the materials can be interested to the learners.
   b. Interactive means that the materials can create interactive and can create communication.
   c. Integrated means the materials consist of four skills (listening, speaking, reading and writing) and also developing language with vocabulary, grammar, and pronunciation.

5. Contextualized and Creative
   a. Contextualized means that:
      1) The materials suitable with place and time
      2) The materials up to date
   b. Creative means that the materials can open the learner's new horizon.

We were interested to evaluate the compatibility of the English textbook entitled—Passport to the World— for Junior High School grade 7 whether good or not based on Rajan's perspective and find out how many kinds of criteria suggested by Rajan in the textbook and describe the content of the textbook is good by Rajan's perspective.

**Literature Review**

In presenting the learning English materials, the teachers need supporting material to facilitate the delivery of material to the students. Then, the students can easily understand the material that was submitted by the teacher. Many things can help teachers in presenting the material when teaching learning process. Tomlinson (1998) states that materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

The most common form of material for language instruction is through textbook. Buckingham (1985) in Tarigan (1993) argues that textbook is a book which usually used by teachers to support the teaching learning process in school and university.

Textbook should appropriate to the students’ needs. To know the material is good or not, evaluation can be useful for identifying the quality of the textbook. Evaluation is the collection of analysis and interpretation of information about any aspect of a programmed of education or training as part of a recognized process of judging its effectiveness, its efficiency, and any other outcomes it may have.

Textbook evaluation can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.

Cunningsworth (1995) and Ellis (1997) have put forward three different types of material evaluation. First, _predictive_ or _pre-use_ evaluation, probably the most common form, is
designed to examine the future or potential performance of a material. Second, 'in-use' evaluation examines a material that is currently being used. The third type is 'retrospective' or 'post-use' (reflective) evaluation of a material that has been adopted in an institution.

McDonough and Shaw (2003) have distinguished between two types of material evaluation. The internal evaluation addresses those issues related to the presentation of content and skill, the grading and sequencing of the materials, as well as the compatibility of tests and exercises with learners' needs. The external evaluation takes into account the criteria such as the context in which the materials are to be used, the presentation and organization of language into teachable units, and the author's perspectives on language and methodology. McDonough and Shaw (2003) also highlighted some situations that evaluating materials is necessary and helpful. The first situation is when teachers are given the choice to adopt or develop their materials. The second one is when the teachers are just consumers of the peoples' products. Some degree of evaluation is needed in both of these circumstances.

The criteria used in the evaluation of the material are good adapted from Rajan's perspective. It contains: 1) Motivating and meaningful, 2) Authentic and appropriate, 3) Graphic and graded, 4) Interesting, interactive, and integrated, 5) Contextualized and Creative.

Methodology

Research design

We conducted this study by using a qualitative method with descriptive analysis research. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and the evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012).

Research site

We were not conducted this study in the some places or sites, because we were not researching participant but objects.

Research object

The object of this study was the materials of English Textbook entitled —Passport to the World for Junior High School Grade 7 written by Ida Kusuma Dewi, Djatmika, and Agus Dwi Priyatno.

Data collection

The data of the study were collected by using document. The data of the research is English textbook entitled —Passport to the World for Junior High School Grade 7 written by Ida Kusuma Dewi, Djatmika, and Agus Dwi Priyatno.

Data analysis and trustworthiness

In analyzing the criteria of the textbook, we used in-depth approach. In-depth approach is analyzing textbook based on the content of the textbook. From the content analysis, the textbook has 4 skills are namely listening, speaking, reading, and writing. We analyzed the data by steps: (1) presenting the materials (2) comparing the materials (3) judging whether materials of English textbook appropriate with the indicator of good materials design suggested by Rajan or not and (4) drawing conclusions.

Findings

The English textbook that we used consists of 10 units. Each unit consists of 4 skill, they are listening, speaking, reading and writing. We intents to analyze all of the content in the English textbook with the indicator of good material design by Rajan. Good material design by Rajan consists of MAGIC, they are motivating, meaningful, authentic, appropriate, graphic, graded, interesting, interactive, integrated, contextualized and creative.
This book consists of 4 skills, they are listening skill, speaking skill, reading skill, and writing skill. The results of this research are:

a. Motivating

This indicator means that the materials can motivate the learners to learn themselves. We found 4 English skills that were appropriate with the indicator. They were listening skill, speaking skill, reading skill, and writing skill. In the listening skill, we found this material that appropriate with the indicator of motivating. This material can make the learners enjoyable to complete the task. This task can add the learners' knowledge about people famous. They can motivate the learners based on the information of the object.

Listening practice 1
Listen to the recording. (Tape Script 10.1) take notes of the person.

- **Leonardo DiCaprio**
  - 
  - 
  - 

- **Angelina Jolie**
  - 
  - 
  - 

- **Rafael Nadal**
  - 
  - 
  - 

- **Fatin Shidqia Lubis**
  - 
  - 
  -

The speaking material that we found in the textbook can make the learners learn about asking and giving expression about profession. This material included the information about people profession. It can help the learners to know how to be an important person, such as pilot, teacher, and others.

**Activity 2**
Ask your friends about their parents' professions. Use the following expressions:

You : What is your father?
Your friend : **My father is a teacher.**

You : What is your mother?
Your friend : **My mother is a housewife.**

In the reading material we found a good material that can motivate the learners to know the expression of forgiveness such as sorry for keeping you wait, I apologize for eating all the fruits, and each others. Check the expression
Read the following expressions to ask for forgiveness. Pay attention to the words in bold.

- Sorry for keeping you wait.
- Please accept my apology for breaking your brown vase.
- I am so sorry for ignoring your message.
- I apologize for eating all the fruits.
- Forgive me for breaking your glass.
- Sorry for not coming to your party last night.

Then, in the writing material that we found in the textbook can motivate the learners to learn about writing a memo. This material can make the learners write their memo to help them remember about their assignments or something that they should do.

Activity 6
Fill in the blanks in the following memo using the suitable words in the box.

To : -------
From : -------
-------------------------------, Udin. I am borrowing your pen without permission. I will return it soon.------
May 12, -------

b. Meaningful

We found 4 English skills that was appropriate with this indicator. There are: listening skill, speaking skill, reading skill and writing skill. This listening material was appropriate with the indicator of good material suggested by Rajan because it can help the learners to learn about uncountable and countable noun and it was useful for the learners’ future to distinguish between countable and uncountable noun.

Listening practice 2
Listen to the dialog (Tape Script 9.2). Answer the questions below.

1. What does the man buy now?
2. How many erasers does the man buy?
3. How many envelopes does the man buy?
4. Does the man buy a pencil?
5. How many pencils does he have?
6. What else does the man buy? How many?
The speaking material that we found in the textbook that was appropriate with the indicator can help the learners to learn about asking a question, such as where, what, who and others.

Activity 5
Complete the dialog below. Practice them with friend.

Mother : ______ are they in the picture, Donny?
Donny : They're football players, Ma’am.
Mother : ______ are they from?
Donny : They are from England.
Mother : ______ are their names?
Donny : They are Wayne Rooney and Joe Hart.
Mother : Are they ______ players?
Donny : Yes, Ma’am. They are very good players. They are famous, too.
Mother : ______ are their positions?
Donny : Rooney is a striker and Hart is a goalkeeper.

In the material of reading skill in the textbook we found the material that was appropriate with the indicator can help the learners to be a discipline person and it can make the learners to manage their daily activities as like as the example.

Activity 8
Read the text about Tutut’s daily activities. Write a caption for each picture below the text. The first one has been done as an example for you.

Tutut is very busy every day. She gets up early at half past four and does the morning praying. She makes her room tidy and takes a bath after that. She has breakfast with the family at six. She goes to school at half past six and gets to school at seven o’clock. After school, Tutut takes a nap for an hour. She wakes up at three and does the afternoon praying. She helps her mother preparing dinner in the evening. After dinner, Tutut studies. She gets to bed at nine o’clock.

The material of writing in the textbook is appropriate with the indicator of good material suggested by Rajan. It can help the learners to write a good memo for their friend or someone that they can tell directly.
Activity 7
Write a memo to your friend to say sorry for not bringing the pen you borrow.

To: 
From: 

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Activity 7
Read the text. Complete the grid.

His complete name is Cristiano Ronaldo dos Santos Aveiro, but many people know him as Cristiano Ronaldo. He is now 31 years old. He is tall, about 189 cm. He has a good-looking face. He is famous football player. He is from Portugal, but he has played for different teams: Manchester United in England, and Real Madrid in Spain. He is very diligent and hardworking. He plays as a striker, but he very often also helps the midfield players. He has little spare time. If does, he usually watches movie from his DVDs. He is very rich. He earns 21 million EUROS a year or about 318,000,000,000 rupiahs!

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Cristiano Ronaldo dos Santos Aveiro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Name</td>
<td>Cristiano Ronaldo</td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
</tr>
<tr>
<td>Position in team</td>
<td></td>
</tr>
<tr>
<td>Physical Appearance</td>
<td></td>
</tr>
<tr>
<td>Personal Characters</td>
<td></td>
</tr>
<tr>
<td>Leisure activities</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td></td>
</tr>
</tbody>
</table>

c. Authentic
We found that the material of the textbook that was appropriate with this indicator were reading skill and writing skill. In the reading skill and writing skill we found that the material was coming from the native speaker.

d. Appropriate
We found 4 English skill that appropriate with this indicator. There are: listening skill, speaking skill, reading skill and writing skill. In the listening skill, we found that the material was appropriate with the learners' skill. It means that the material was not too easy and not too hard for the learners. They just filled the blank with the information of the speaker.
Listening practice 3
Listen to the recording (Tape Script 6.7). Fill in the time of each activity.
Aisya’s Daily Activities

<table>
<thead>
<tr>
<th>Time of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up</td>
</tr>
<tr>
<td>take a bath</td>
</tr>
<tr>
<td>have breakfast</td>
</tr>
<tr>
<td>leave for school</td>
</tr>
<tr>
<td>arrive at home</td>
</tr>
<tr>
<td>have an organ lesson</td>
</tr>
<tr>
<td>have dinner</td>
</tr>
<tr>
<td>go to bed</td>
</tr>
</tbody>
</table>

In speaking skill, we found that this material was not too hard for the learners because they just need to learn about asking for the time.

In reading skill, we found that this material can help the learner to learn about describing someone and it was appropriate with the learners skill because they just describe a physical appearance of someone.
In this writing material, we found that the material was appropriate with the learners. It can help the student enjoyable describing someone, from their physical appearance until their daily activities. It can make the learners make their daily activities become discipline.

e. Graphic

We found 3 English skills that was appropriate with the indicator. They are listening skill, speaking skill and writing skill. We found listening materials that was appropriate with the indicator such as train table. It can make the learners manage their daily activities and pairs their activities with the appropriate time.

While in the material of speaking in the textbook, we found that the learners can collect people profession that they do not now before. So they can add their knowledge about people profession.

Last, in the material of writing we found a material about shopping list. In this material an instruction was the guide to make something proper. Meanwhile it can help reminding what the learners will buy at the shop or market.
f. Graded

We found 4 English skill that was appropriate with this indicator. They were listening skill, speaking skill, reading skill and writing skill. In the textbook the material of listening skill that was appropriate with this indicator was in the first task they just give a question about the recording audio and the next task was pairing the profession and the appropriate jobs.

While the example of speaking skill material that was appropriate with this indicator because this material was started from easy to hard. This dialog showed expressing gratitude. It helped the learner to say thank and the responses of someone help.

Then, in the reading material, we found that first the learner just read the announcement and answer the question, but the learner should complete the announcement by themselves.
We also found this indicator in the writing skill material was graded. It was from writing a name of thing that was appropriate with the picture, then making an announcement about something lose.

g. Interesting

This indicator means that the learners are interesting with the material. We found 4 English skills that were appropriate with the indicator. They are: listening skill, in listening skill we found a material about reading and writing dates. It was interested to the learners because the learners can learn about date, month, year, and remember an even in English.

Speaking skill, in this material we found an interesting material that was appropriate with the indicator. This material becomes interesting for the learners because the learners can try to speak with each other to ask a question about their birthday or the dates or even.
Reading skill, in this material we found an appropriate material with the indicator. It was making an announcement. The learners can learn how to make an announcement to inform others about something lose or something found.

Writing skill, in this material we found an interesting material that was appropriate with the indicator. It was interesting because the learners can try to write their daily activities including the time and make the learners become more diligent and discipline person.

h. Interactive

Interactive means that the material can create interactive learners and communicative learners. We found 2 English skills that were appropriate with the indicator. The first was speaking skill, this material can make the learners become more active and make a good communication with each other. They can improve their speaking skill from asking and giving response of the question.
Second, writing skill, we found that this material was appropriate with the indicator because this material can make the learners’ daily activities become discipline. The learners can manage their activities with the timetable.

i. Integrated

We were not found this indicator in the textbook because the materials of the textbook were not appropriate with this indicator. This indicator means the materials consists of 4 English skill (Listening, Speaking, Reading, and Writing) and developing language with vocabulary, grammar and pronunciation.

j. Contextualized

Contextualized means that the materials is suitable with the time and place or up to date to the learners. We found 2 English skills that was appropriate with the indicator. They are: listening skill, in this material we found this material was suitable with the place and time of the learners. This material gave the learners information about signs. The learners can interpret the meaning of the signs that the learners met in public place.

And in writing skill, we found that this material can make the learners got a new own recipe and the learners tried to transfer their knowledge through their own recipe.
Do you like juice?
What juice do you like? Orange? Guava? Mango? Or Mixed? Can you make a glass of juice? Please write the instructions to prepare a glass of mixed fruit juice?

k. Creative

Creative means that the material can open the learners’ new horizon. We found 3 English skills that were appropriate with the indicator. They are: listening skill, we found that the learners can imagine what people say in the recording and interpret to the picture.

Then writing skill, we found that the learners can share their information with each other through a letter. They can describe their physical appearance or achievement and others.

Then, speaking skill, we found that the learners can improve their speaking skill with this game. They can communicate the information of mysterious guest each other and guess it.
Discussion

After analyzing the materials in the textbook entitled—Passport to the Worldl for Junior High School Grade 7, we found 10 criteria of 11 criteria of material design suggested by Rajan which is compatible with materials in the textbook.

Based on the research finding, we analyzed the materials of the textbook entitled—Passport to the Worldl for Junior High School Grade 7 compares with criteria material design suggested by Rajan. According to Rajan (2003), motivating means that the materials can motivate the learners to learn themselves and can make the learners awareness to learn. Then, we found in this textbook there are four skills were appropriate with this indicator. It means that this textbook was motivating.

The second indicator was meaningful, it means that the material can be useful to the learner future and suitable with the learners’ need. We found that there are any four skills that was appropriate with this indicator those are speaking skills, reading skills, writing skills, and listening skills. Next indicator was authentic. Authentic means that the material is original. We found that there are any two skills, reading and writing skills. The materials mentioned about the native speaker such as Cristiano Ronaldo and Angelina Jolie. The next indicator was appropriate. Appropriate means the materials suitable with the learner's level. The material is not too easy and also not difficult to the learners. In this indicator, we found four skills. Graphic means the materials consist of diagram, graphic, table, and others. We found three skills that were appropriate in this indicator in each instruction.

Graded means that the materials systematically arrange from the easy to the difficult, from simple to complex and from the most general to most detail. We found four skills that was appropriate in this indicator. Interesting means that the materials can be interested to the learners. We found four skills that was appropriate with this indicator. Interactive means that the materials can create interactive and can create communication. In this material, we found two skills were appropriate with this indicator those are speaking skills and writing skills. Contextualized means that the materials suitable with place and time and the materials up to date. We found there are any two skills, those are listening and writing skills that was appropriate with this indicator. The last, we found creative indicator in this material in three skills, those are listening, speaking, and writing skills. Those skills were appropriate with this indicator.

This result of this study was congruent with the results of other studies (e.g. Akbar, 2015; Asri, 2013; Rosari, 2014) indicating that there are any 10 indicator of 11 indicator available in this English Textbook. Finally, the indicator that was not available in this textbook is integrated because integrated means the materials consist of four skills (Rajan, 2003), meanwhile in this material we found that the instruction was not built with four skills. Moreover, we found in that every activity, this textbook only included one or two English skills such as listening and writing, reading and writing, reading and speaking, and others.

Conclusion and Recommendation

After doing several analysis of materials in textbook entitled—Passport to the Worldl for Junior High School grade 7, we can draw the conclusion that the compatibility of the materials in the textbook with the criteria of material design suggested by Rajan was ten (10) criteria found of
eleven (11). They are Motivating, Meaningful, Appropriate, Authentic, Graphic, Graded, Interesting, Interactive, Contextual, and Creative. Based on the criteria of material design suggested by Rajan, we stated that English textbook entitled —Passport to the Worldl for Junior High School grade 7 was very good textbook. It has proven in this research analysis that it found 10 of 11 criteria means that only 1 criteria left, the indicator was Integrated.

This study was expected for the English teacher that should be able to choose a suitable textbook for the students and should be able to select textbook that are innovative. So, the students will be interested in learning and be able to understand the material. It is also recommended for the researchers to study more not only in compatibility of the textbook suggested by Rajan, but also in other aspects such as grammatically, contextual learning, vocabulary, and others.

References


AN ANALYSIS OF STUDENT'S DIFFICULTIES IN LEARNING PRONUNCIATION AT RADEN FATAH STATE ISLAMIC UNIVERSITY PALEMBANG

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Abstract
The objectives of the study was to find out kind of students' difficulties, factors that made them difficult in learning pronunciation. We used a qualitative method in this study. The subjects were the sixth semester students of English Education Study Program at UIN Raden Fatah Palembang. The data were collected by using interview. All data were analyzed by using thematic analysis. Our findings showed that there were five kinds of difficulties faced by students in learning pronunciation: (1) Mother tongue; (2) Lazy to find out the right sounds; (3) The sounds are too difficult to pronounce; (4) Forgotten; (5) The words are different to pronounce. There are six factors that cause students difficulties in learning pronunciation: (1) Native language; (2) Age; (3) Exposure; (4) Innate phonetic ability; (5) Identity and language ego (6) Motivation and concern for good pronunciation.

Keywords: difficulties, factor, english pronunciation, uin raden fatah palembang.

Introduction
Language is an important tools in communication. By language human beings can take an interaction to each other to understand what are they talking about. From the definition above, it can be said that language is used by people to express their thoughts, feelings, ideas, and experiences toward others. When we use language to express our experiences toward others, we can do these by speaking. Speaking is an activity where people communicate with other people who are involved as a speaker and listener.

All around the world, there are a lot of people with strong desire to learn and speak English with correct pronunciation. In Indonesia, there is a large number of interested groups in the subject; among them are the students of English language at Raden Fatah University. However, there are many barriers that hinder them to speak with good English pronunciation. Many studies have demonstrated that the errors made by the speakers of other languages, who speak English, are something systematic rather than random. Moosa (1972) and Homeidan (1984) demonstrated that Indonesia students face problem in the pronunciation of sounds which the students are not familiar with.

In term of speaking, there are some micro skills. One of them is pronunciation. Pronunciation is the way a certain sound or sounds are produced and pronunciation stresses the way sounds are perceived by the listener. Pronunciation is a very important aspect master. Pronunciation plays an important role in learning English. In order to be understandable, people should deliver their speech with proper English pronunciation. Learning pronunciation is quite difficult for Indonesian students since they have been used to speaking their mother tongue since childhood. Moreover, English is greatly different from Indonesian language in its pronunciation system. The common problem of learning English pronunciation is caused by the differences between the sound systems of the two languages.

Six students of English Education Study Program at UIN Raden Fatah Palembang often face some difficulties in pronouncing. It is based on our experience being a student in the English Department of UIN Raden Fatah Palembang. Theoretically, the students may know the
rules of pronouncing properly, but they seem to find it difficult to pronounce it orally. From the description above, we would like to conduct a research on the problems faced by the English Department students of UIN Raden Fatah Palembang pronouncing. We would like to find out the difficulty of pronunciation and the factor that influenced the difficulties in pronunciation.

**Literature Review**

**Concept of Pronunciation**

Pronunciation has been seen as the Cinderella of language teaching due to its complexity. Kelly (1969). It is believed that only few learners can ever attain native-like pronunciation in the foreign language, especially those who learn to speak a second language after puberty. Lenneberg (1967). Research in pronunciation is a hot issue in second language acquisition (SLA), and a great of researchers attempted to find the affecting factors for pronunciation. Among these studies, some studies focus on the learning age's affecting for SLA (Harley, 1986; Mackay, Flege, & Imai, 2006), some studies addressed the length of residence in the target language country (Flege, Bohn, & Jang, 1997; Flege & Liu, 2001), and other studies focus on the frequency of using L2 (Flege, Mackay, & Meador, 1999).

Kenworthy (1987) listed the factors that affecting native-like pronunciation. These variables include native language, age, exposure, innate phonetic ability, identity and language ego, motivation, and concern for good pronunciation. Incontestably, it is not easy to give an intact list for affecting factors in pronunciation.

Among innumerable researchers, age seems the indispensable topic for pronunciation. Most of the research (e.g., Flege, 1999; Moyer, 1999; Piske Mackey & Flege, 2001) have been used as evidence to support the Critical Period Hypothesis (Lenneberg, 1967). The general consensus was the younger the better. Younger children learn L2 more easily and quickly than older children (Mayberry & Lock, 2003; Ellis, 2008; Larsen-Freeman, 2008). However, most of these studies concentrated only on immigrant communities.

The influence of psychological factors in SLA have examined by other studies, such as the capacity of the learners' working (van den Noort, Bosch, & Hugdahl, 2006). Some studies consider the factors other than age (Moye, 2004; Scovel, 1988), and focused on the differences of individual language learners in second language phonological competence.

However, some factors have not been explored extensively in L2 pronunciation research, for example phonological memory. Recent research has demonstrated that acculturation may play a prominent role in learners' language acquisition (Hamers, 1994; Toohey, 2001; He, 2006). Among these studies, some researchers argue that attitudes towards the target language and target community may affect L2 proficiency (e.g., Hamers, 1994; Toohey, 2001) while others indicate that learners' attitudes do not affect L2 proficiency. Also, Norton & Toohey (2001) reported that social factors may influence children' L2 acquisition. But, it has not been examined the specific effects of social identity on language learners' L2 pronunciation accuracy.

Researchers and linguists have pointed some linguistic factors such as Native language, student age, exposure, innate phonetic ability, identity and language ego and motivation and concern for good pronunciation. These factors are known as linguistic factors, which are the main topic of this research; so all of them will be discussed separately in detail as follows:

**Native Language Interference**

General consensus is that learners' native language plays a central role in the precise acquisition of pronunciation in a new language. That is to say, learner's first language is a significant factor to account for foreign accents and influences the pronunciation of the target language. It often relates to interference from the mother tongue, and to cause errors in aspiration, stress, and intonation in the target language, for example, Chinese is a tone language while English is a highly stressed language.

Rivers (1968) pointed that all learners had experiences that they meet a great difficulty in understanding what foreigner said. This is not because of their lack of knowledge of vocabulary, language structure or grammar, but because the sounds they produce seemed peculiar and the
voice rose and fell in unexpected places. Most teachers’ experiences and research studies show that the learners’ first language plays a major influence on learning the sound system of another language (Nation & Newton, 2009). That is to say, every language in the world has different varieties and different accents. —Needless to say, learners of a language speak the target language in a different way; sometimes slightly different and sometimes highly different than the native speakers’ do, which we call foreign accent, the nature of which is determined to a large extent by a learner’s native languagel (Avery & Ehrlich, 1987).

When beginning to acquire a new language, the learner generally tries to employ existing phonological categories from the native language. That is to say, if a particular sound which does not exist in the native language can therefore make a difficulty for learners to find a similar sound in their mother tongue. As if a sound does exist in the native language, but the place of articulation or the manner of articulation of the sound is quite different between two languages, it is also the difficult for learners. Many researchers attempt to find the differences in the processing of the target language pronunciation by comparing the sound systems between the target language and learners’ native language. The results showed that the more differences the sound systems have, the more difficulties the learner will face, but not means impossible. To sum up, if a learners native language has the similar sounds with the target language, it will be easily for him/her learning.

Students’ Ages

The importance of age as a main factor in SLA field is widely recognized. The general consensus goes like that the younger the better when acquiring a new language and the more accurate her/his pronunciation will be in the target language. Biologically, it has determined period of life when language can be acquired more easily and beyond the period language learning is increasingly difficult to acquire.

Critical Period Hypothesis (CPH) was proposed by Lenneberg in 1967, which claimed that there is a critical age period for language learning(perhaps around puberty). If learners do not learn a foreign language before a certain age, they maybe cannot obtain a better pronunciation than those who learn a foreign language at a proper age. As Nation and Newton (2009) stated.

Usually, if the learner began to speak in the second language before the age of six there will be little or no accent. If the learner began to speak between the age of seven and eleven, the learner is likely to have a slight accent. If the learner began to speak after age of 12, the learners almost always have an accent.

Both positive and negative perspectives for CPH have been given by different researchers. A vast amount of research has been supported CPH and regarding age as primary factor in SLA. It is accepted by most people that it is difficult to have a native-like pronunciation for learners who learn a foreign or second language after puberty. Oppositely, some research (Snow & Marian, 1978; Johnson & Newport, 1989) suggested that —children and adults L2 learners pass through different developmental states in second language learning. Learning depends on the cognitive maturity and neurological factorsl (Bista, 2009) —

In fact, the CPH was offered as an explanation for why many adults trying to learn a second language seem to have a hard time achieving native-like pronunciation. Indeed, some researchers indicated that as few as 5 percent, or fewer, adult learners could ever achieve anything like native-like fluency in a second language (Miller, 2004). For the relationship between age and pronunciation will be still controversial.

Exposure to English

Exposure, it is difficult to define (Brown, 2007). Generally, it relates to the length of time that the learners live in a target language environment. It does not matter the place or country the learners stay, but depends on how much they use English in their daily life. The more they spend their time for listening and speaking English, the better their English pronunciation will be.
According to Krashen (1982), learners acquire a L2 primarily from input, which learners receive a large amount of comprehensible input before speaking.

Children of immigrants may be given as an example. Since these children start their second language learning process in the target language speaking environment, they have more advantages than the children who try to learn the target language in their motherlands because there are differences between the language using and learning. Relates the factor to learners' age, it seems that if young children are exposed to more than one language before the age of puberty, they seem to acquire all languages equally well since it has been claimed that children are better at language learning than adults.

However, it does not simply mean that learners who live in the target language country will have good native-like pronunciation. On the one hand, the key point is whether the learners grasp every opportunity using the target language and take full advantage of the environment. If the learners have been living in an English-speaking country, then the learners will have many opportunities to listen to and to use English since they will be surrounded by the English speaking environment. In addition, it's very important that they have the desire to associate with native speakers and get to know the new culture and customs.

On the other hand, it should be bear in mind that there are many people who live in an English speaking country, but spend much time within a non-English speaking environment or stick to their native-speaking group even though they are in English speaking country. For this reason, it is not merely exposure that matters, but how the learners respond to the opportunities. Senel (2006) stated that, Exposure can be a contributory factor, but it cannot be a whole and necessary factor for the development of pronunciation. If a learner is aware of the necessity of being exposed to the target language, she/he should make use of its opportunities. If the learner does that, she/he will be more successful in case of improving his/her pronunciation.

**Innate Phonetic Ability**

Often referred to as having an —earl for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this —knackl is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

**Identity and Language Ego**

Pronunciation is also affected by learners' learning identity and attitudes. —The strongly determine the accuracy of learners' pronunciation are a person's 'sense of identity' and feelings of group affiliation (Buranavityawut, 2000). Each learner brings different attitude for the target language and the target language community, and it can support or hinder pronunciation skills development.

If a learner has some prejudices or a negative attitude to the target language and community, it will bring bad influence for his/her language learning. For example, some people do not believe that it is necessary to learn a second language, and they think language learning will influence the learners' cultural development in a negative way, and their culture will be imposed on the target language community. Contrarily, if a learner has a positive attitudes and opened-mind for the target language or target culture, it will promote his/her pronunciation development easily and accurately and more have a native-like accent. As Cenoz and Garcia Lecumberri (1999) pointed out, —in many cases, speakers tend to adopt more or less successfully the pronunciation they value as more positive or the pronunciation they identify with for both their first and second languagel (Guiora & Schonberger, 1990).

**Motivation and Concern for Good Pronunciation**

Motivation is seen as one of the keys that influence the rate and success of language learning (Dörnyei, 1998). Motivation is descript as an inner drive, impulse, emotion, or desire that moves one to a particular action. It is said high learning motivation can facilitate language learning and lower learning motivation can influence language learning rate.
It is remarkable that some factors such as intelligence, aptitude, and self-confidence have much contribution to the formation of motivation. For example, to motivate the less intelligent learners will be more difficult than those learners who have better intelligent because these learners cannot appeal to their needs.

Typically, there is intimate relation between motivation with and attitude. According to Gardner and Lambert (1972), motivation can be divided into two basic types, which are instrumental and integrative motivation. The former relates to the utilitarian gains, such as getting a better job, going to a good university, passing an exam. The latter involves positive attitudes toward the target language and target language community, or wants to become a member of the target language community. Gardner and Mac Intyre (1991) claimed that instrumental motivation and integrative motivation can promote language learning.

Therefore, if the learner has highly motivation to have a better pronunciation, they will become more eager to take part in the activities and pay more attention to discriminate the sounds of the target language, and grasp any opportunities for using the target language.

**Methodology**

**Research design**

In this study we conduct by using a qualitative method with case study approach. The aim of the study are to investigate and know about the difficulties or problems that faced by English Education Study Program at UIN Raden Fatah Palembang students meet when they learn English pronunciation. This study is to recommend some suggestions for teachers and students to overcome these problems or difficulties. Teachers need a greater appreciation of the pronunciation difficulties faced by students and the reasons for these difficulties. This method was chosen since we finds that it is the most appropriate method to be used in collecting the data to answer the research question.

**Research Site, sampling, and participants**

In this study, we interviewed students at English Education Study Program at UIN Raden Fatah Palembang in sixth semesters. In this study, the participants were six students from sixth semester at English Education Study Program at UIN Raden Fatah Palembang.

**Data collection**

The data of the present study were collected through interviews (Creswell, 2012). In this study, we interviewed six students whom we observed in order to clarify the reasons of those difficulties of learning pronunciation, we interviewed participants by face to face.

**Data analysis**

In analyzing data, we applied thematic analysis. We started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded the types of questioning strategies and the reasons of implementing each type based on what was proposed by Richard and Lockarts (1994). The last, we made interpretation in qualitative research of the findings and results.

**Establishment of Trustworthiness**

In this study, we used member checking to validate the accuracy of our research finding gained from qualitative data collection. Member checking is defined as sharing either a brief summary of the findings or sharing the whole findings with the research participants. Member checking can be done during the interview process, at the conclusion of the study, or both to increase the credibility and validity (statistics) of a qualitative study. The interviewer should strive to build rapport with the interviewee in order to obtain honest and open responses. During an interview, the researcher will restate or summarize information and then question the participant to determine accuracy. Member checks completed after a study are completed by sharing all of the findings with the participants involved. This allows participants to critically analyze the
findings and comment on them. Methodological member checking is a technique that uses different method on the same object study (Lincoln, Guba 1987).

**Finding**

This section presents about the data which derived from the interview. Regarding to the students response toward problem or difficulties in learning pronunciation and factors that cause students difficulties in learning pronunciation, it can be concluded that students response have a religion. In this study we found five themes factors that cause difficulties of students in learning pronunciation.

Table 1. *Themes and code for students difficulties in learning pronunciation*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Tongue</td>
<td>A. The miss pronunciation affected by their mother tongue accent</td>
</tr>
<tr>
<td>Lazy</td>
<td>A. Lazy to find out the correct sounds</td>
</tr>
<tr>
<td>Forgotten</td>
<td>A. Most Students could not memorized the correct sounds</td>
</tr>
<tr>
<td>Difficult Sounds</td>
<td>A. Some of English sounds does not exist in Bahasa</td>
</tr>
<tr>
<td>Phonetic Symbols</td>
<td>A. Most of the students does not know the correct symbols</td>
</tr>
</tbody>
</table>

*The students Mother Tongue Effect*

After analyzing the data gained from the interview in order to find out the reasons that cause students difficulties in learning pronunciation we found that there were five factors first was mother tongue. Because English is foreign language for students, mother tongue became the crucial factor that cause the difficulties in learning pronunciation.

One of student said:

“I think it’s difficult to follow the accent like a native because my tongue it’s really hard to follow it”.

(Personal Communication, 6th of May, 2019).

From the explanation and student assumption, we can conclude that students pronunciation was strongly influenced by their pronunciation of their mother tongue (L1).

*The students Motivation Effect*

Students motivations is the one factors that effected students difficulties in learning pronunciation. It is said high learning motivation can facilitate language learning and lower learning motivation can influence language learning rate. Therefore, if the learner has highly motivation to have a better pronunciation, they will become more eager to take part in the activities and pay more attention to discriminate the sounds of the target language, and grasp any opportunities for using the target language. And when the students lazy to find out the correct sound it can influenced their ability in learning pronunciation.

The on of student said:

*I’m lazy when there is a new word that I haven not even heard, so I don’t know how to pronounce it”* (Personal Communication, 6th of May, 2019).

From the explanation and student assumption, we can conclude that students pronunciation was strongly influenced by their pronunciation of their motivation.
The students' Ability Effect

Phonetic symbols of English was a part of pronunciation which make the students pronounce english word easier, if students difficult in memorizing and understanding phonetic it made the pronunciation learning process became difficult to learn.

One of student assumed:

“Sometimes I forget the pronunciation of a word, because the word has to be remembered”. (Personal Communication, 6th of May, 2019).

The Difficult sound

English sound was different from Bahasa and it hard for students to pronounce like a native because of their mother tongue. And the difference sounds of English and Bahasa was the one factor that affected in learning pronunciation.

One of the student assumed:

—Sometimes, the sounds of words are difficult to pronounce. (Personal Communication, 6th of May, 2019).

The Different Phonetic Symbols

Phonetic is the more neutral about sounds as phenomenon in physical word and physiological substance, anatomy, neurological and psychological in human which produce the sounds.

The other student said:

“The words are difficult to pronounce, letters and reading methods are very different, so I don't know.” (Personal Communication, 6th of May, 2019).

In this study we found six themes factors that cause difficulties of students in learning pronunciation.

Table 2. Themes according to Kenworthy (1987) and codes for student factors difficulties in learning pronunciation

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Language</td>
<td>A. Almost six students have difficulty in pronunciation because of their mother tongue</td>
</tr>
<tr>
<td>Age</td>
<td>A. All the six students learn the pronunciation lately.</td>
</tr>
<tr>
<td>Exposure</td>
<td>A. All the student does not expose or find out the correct answer</td>
</tr>
<tr>
<td>Innate Phonetic Ability</td>
<td>A. all the students does not mention their difficulties in innative phonetic ability</td>
</tr>
<tr>
<td>Identity and Language Ego</td>
<td>A. Almost the students lazy to find out the correct sounds and words are difficult to pronounce B. The words are difficult to pronounce, letters and reading methods are very different and it is hard to be remembered</td>
</tr>
<tr>
<td>Motivation and Concern to Have a Good Pronunciation</td>
<td>A. All the students they have no motivation for learn good pronunciation for themselves</td>
</tr>
</tbody>
</table>
Native Language

After analyzing the data from the interview, we found there are five factors of six that influenced in learning pronunciation. We discussed the finding as follows native language, all the six students have difficulty in pronunciation because of their mother tongue and the sounds are too difficult to pronounce, so they hard to pronounce like a native. It often relates to interference from the mother tongue, and to cause errors in aspiration, stress, and intonation in the target language.

The student assumed:

“I think it’s difficult to follow the accent like a native because my tongue its really hard to follow it.” (Personal Communication, 6th of May, 2019).

Age

The importance of age as a main factor in SLA field is widely recognized. The general consensus goes like that the younger the better when acquiring a new language and the more accurate her/his pronunciation will be in the target language. All the six students forget how the correct sounds to pronounce the word because they learn the sound earlier.

The student assumed:

“I think because I’m old so I often forgot the pronunciation of the word.” (Personal Communication, 6th of May, 2019).

Exposure

Relates the factor to learners’ age, it seems that if young children are exposed to more than one language before the age of puberty, they seem to acquire all languages equally well since it has been claimed that children are better at language learning than adults. All students does not speak English in daily and use mother tongue which they usually use because their environment dose not use it and not usual listen the correct sound.

One of the student said:

“If I lived in a community where people were English well, and also with good pronunciation I am sure my pronunciation was good”. (Personal Communication, 6th of May, 2019).

Innate Phonetic Ability

Often referred to as having an “ear” for language, some people manifests a phonetic coding ability that others do not. All the students does not mention their difficulties in innative phonetic ability.

Identity and Language Ego

Each learner brings different attitude for the target language and the target language community, and it can support or hinder pronunciation skills development. Almost the students lazy to find out the correct sounds and words are difficult to pronounce, letters and reading methods are very different and it is hard to be remembered.

One of the student said:

“I feel so lazy to find out what the correct pronounce from word” (Personal Communication, 6th of May, 2019).

Another student said:

“Sometimes I forget the pronunciation of a word, because the word has to be remembered”. (Personal Communication, 6th of May, 2019).
Motivation and concern to have a good pronunciation

Motivation is described as an inner drive, impulse, emotion, or desire that moves one to a particular action. All the students they have no motivation for learning good pronunciation for themselves.

One of the student said:

“It is too difficult to learn how to pronounce it, so I'm lazy to find out the correct pronunciation”.

(Personal Communication, 6th of May, 2019).

Discussions

From the table above, we analysis the data and we found that the data there were the most difficulties faced by students in learning pronunciation such as mother tongue, lazy, could not memorized the symbol, the sounds was different from Bahasa. And according to Kenworthy (1987) listed the factors that affecting native-like pronunciation. These variables include native language, age, exposure, innate phonetic ability, identity and language ego, motivation, and concern for good pronunciation. Incontestably, it is not easy to give an intact list for affecting factors in pronunciation.

We analysis the data and we found that the data there were the most difficulties faced by students is the sounds are too difficult to pronounce. Another difficulties is difference a phonetic symbol with the sound to pronounce. This result was in line with Herman (2016) who found the students’ difficulties in pronouncing the English sounds are too difficult to pronounce the word and different symbol to pronounce.

After that we analyze and the result showed students have no motivation for learn good pronunciation for themselves. Motivation is described as an inner drive, impulse, emotion, or desire that moves one to a particular action. It is said high learning motivation can facilitate language learning and lower learning motivation can influence language learning rate. This result was in line with Abbas Gilakjani (2011) who found the factor that affecting the students difficulty is motivation.

Another difficulties that faced by students are forgot about the correct pronounce some words, the influence of mother tongue which they usually use in daily activity. For the last difficulties that faced by students is the influence of age that they have learn about pronunciation of word. who found the factor that affecting the students difficulty such as motivation and mother tongue. This result was in line with Mei Zhang (2009) who found the factor that affecting the students difficulty is mother tongue and forgotten.

Conclusion and Suggestion

Pronunciation can be one of the most difficult parts for a language learner to master and one and one of the least favourite topics for teacher address in the classroom. There are many factors and reasons why the student feel so difficult in learn pronunciation. Based on the finding of this study, there are five difficulties that face by students in learning pronunciation. The first is the words are too difficult to pronounced, second is the sounds are difficult to pronounced, third forgotten the correct pronounce, fourth mother tongue, and the last is lazy to find out the correct pronounce. Those, there are six factors by Kenworthy (1987) that cause students difficulties in learning pronunciation, included native language, age, exposure, innate phonetic ability, identity and language ego, motivation, and concern for good pronunciation.

For the teachers, be able to focus on the student needs, level and ability, incorporate pronunciation into their oral skills. Pronunciation must be viewed as more that correct production of individual sounds and isolated words. Instead, it must be viewed in crucial and integral part of communication that should be incorporated into classroom activities. Teacher can help students by highlighting elements such a sounds, syllables, stress, and intonation. Once the students understand the function of these elements, they will know what to focus on pronunciation and can build upon this basic awareness. Teachers can actively encourage the students actual production, build pronunciation awareness and practice through classes gradually.
building skills in listening and speaking in both formal and informal situation. It can be concluded that with careful preparation and integration, pronunciation can play an important role in supporting the learners overall communicative power.

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TEACHER'S DIFFICULTIES IN TEACHING PRONUNCIATION: A STUDY CASE AT BROTHERHOOD ENGLISH COURSE PALEMBANG.

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Abstract
Teaching pronunciation was classified as the most important aspect of language. It needed amount of time to practice with the student. The aim of this study was to find out the factors of the difficulties that faced by teacher while teaching pronunciation. The qualitative method was used by us in this study. The participants of this study were English teachers of Brotherhood English Course Palembang. This study used interview as the data collection technique. The interview was used in order to gain accurate data and deep information from the teachers based on teachers' difficulties in teaching pronunciation. All the data that already collected were analyzed by thematic analysis. The finding showed that teachers felt some difficulties in teaching pronunciation caused by some factors; (1) mother tongue; (2) the different phonetics symbol of English and Bahasa; and (3) student's ability in understanding phonetic symbols.

Keywords: pronunciation, teachers' difficulties

Introduction
In this world, there are a lot of people with strong desire to learn and speak English with correct pronunciation. However, there are many difficulties that cause them to speak with good English pronunciation. Pronunciation is considered as an integrated and integral component of second/foreign language learning, as it influences learners' communicative competence and performance (Maniruzzaman, 2008). Different teaching approaches assign different levels of importance to pronunciation as an aspect of language learning. While most language courses are focused at providing students with communicational knowledge, others mostly deal with grammar. Regardless of the teaching method that is predominantly used, pronunciation is often considered unimportant. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

This paper tries to discuss a problem of incorrect pronunciation by teachers and its negative impact on learners. The discussion will include EFL teachers' perception on the importance of pronunciation mastery, theoretical relevance of teaching correct pronunciation for young learners, the result of a survey on the incorrect pronunciation on certain words which are often incorrectly pronounced, the possible linguistic causes of incorrect pronunciation, and the possible solutions proposed to tackle the problems. Therefore, we were interested in conducting a research addressing the following research questions: (1) what are the difficulties that faced by teachers in teaching pronunciation in brotherhood Palembang?
Literature Review

The definition of pronunciation

Pronunciation is one aspect that important in learning English. Meanwhile, pronunciation is the manner how to pronouncing the sound correctly. In Oxford dictionary (2008, p.352) defined that pronunciation is way in which a language or particular word or sound is spoken. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.

According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otolowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds. Besides that, AMEP Research Center (2002) stated that pronunciation refers to the production of sounds that we use to make meaning. Szynalski (n.d) in http://www.antimoon.com/stated that there are three levels of English pronunciation; (i) Level 1: people often don't understand what you want to say. You use the wrong sounds in English words, (ii) Level 2: people can understand what you want to say, but they have to concentrate to understand you, (iii) Level 3: People can understand you easily. Your pronunciation is clear and pleasant. Based on some the statements above, it can be concluded that pronunciation is an important component in learning English and have to extra ability to be mastered it. Therefore, pronunciation cannot be underestimating in learning English.

Teaching pronunciation

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students; otherwise, the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication.

When people say, for example, —soap—I in a situation such as a restaurant where they should have said —soup,— the inaccurate production of a phoneme can lead to misunderstanding. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students’ seventh language and environment. As Daniel Jones states that: The difficulties of pronunciation are: The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows: 1) He must learn to recognize readily and with certainty the various speech-sounds occurring in the language, when he hears them pronounced; he must more even learn to remember the acoustic qualities of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper places in connected speech; 4) He must learn the proper usage in the matter of the ‘sound-attributes’ or ‘prosodies’ as they are often called (especially length, stress and voice pitch); 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.

Pronunciation goals

The goal of English pronunciation should be more realistically focusion clear and comprehensible pronunciation (H. Douglass Brown, 2004). At the beginning levels, the teachers
want the learners to beat the difficulty which pronunciation detracts from their ability to communicate. At the advanced levels, pronunciation goals can focus on elements that enhance communication; intonation features that go beyond basic pattern, voice quality, phonetic distinctions between registers, and other refinements are far more important in the overall stream of clear communication than rolling the English or getting a vowel to imitate perfectly a native speaker. Pronunciation is probably one of the hardest in English to learn it, because learning pronunciation takes a lot of time and effort to improve understanding how to pronounce correctly. In speaking English the communication between the speaker and the listener has mutual relationship. It affects each other. It means that in order that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Speaking clear involves clear pronunciation. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with incorrect pronunciation it can make misunderstanding in meaning.

According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to Hinoftotis and Bailey (1980, as cited in Celece-Murcia & Goodwin, 1991), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding.

In level 3, people understand the speaker and the speaker's English is acceptable to listen to. Scovell (1988) called it comfortable intelligibility and it should be the aim of English pronunciation. Therefore, the important question is this: what shapes acceptable pronunciation? A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. According to James (2010), the aim of learning pronunciation for some learners is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation. Morley (1994) expressed that an accent that is too different from a known standard can become confusing; therefore, it is suggested that learners' accents become close to a standard variety. If a speaker has a heavy English accent, this may cause negative judgments about his/her personality and competence. If learners need not to pronounce like native speakers of English and at the same time they need to have an accent that is near to a known standard, then what English models can a teacher use with his/her students? James (2010) answered the above question and stated that there are different kinds of models that can be found for teaching and learning English pronunciation. One can turn on his/her TV and find channels such as CNN International, BBC, or Sky News. These channels help one hear many different people from Germany, France, and the other non-English-speaking countries. All of these channels have acceptable pronunciation and this will facilitate the process of persons' understanding. According to Yates and Zielinski (2009), much attention to English pronunciation indicates that pronunciation has a key role in learning English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their EFL learners, nobody will certainly do it. This is the responsibility of EFL teachers to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their EFL classes. EFL teachers should explore new ways of indicating, practicing, and giving feedback on English pronunciation that are actually appropriate for learners to learn English pronunciation easily and effectively.

According to Hismanoglu (2006), pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. Although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. The problems of pronunciation instruction have been
demonstrated by some researchers. Morley (1991) said that it is necessary for teachers to teach English pronunciation in ESL and EFL classes although many teachers do not pay attention to it in their instruction.

**The difficulties of pronunciation**

Jones finds out few difficulties regarding pronunciation. Students have to make the foreign sounds with their own organ of speech. Moreover, it is also a difficult that students must learn to use the sounds in proper places with accurate usage of pitch, stress, and length. To overcome the problem, the necessity of ‘ear-training’ i.e. if the learners’ ear is good by nature, learning pronunciation can be successful. The possession of a good ear involves (1) ability to discriminate between sounds, (2) ability to remember the acoustic qualities of foreign sounds, and (3) ability to recognize foreign sounds with ease and certainty. Hence, nonnative speakers, who want to achieve fluency and accuracy in speaking, should concentrate on some techniques related to speech mechanism and that will help them to pronounce the sounds of English. In learning English pronunciation there might be some aspects that make the learner of foreign language make an error. The effect is not only because English is not their native language but also because of some factors.

**Factors affecting the learning of pronunciation**

**Accent**

An accent is—the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially (Crystal, 2003, p. 3). Accentedness, a—normal consequence of second language learning (Derwing & Munro, 2005, p. 383), is a—listener’s perception of how different a speaker’s accent is from that of the L1 community (p. 385). Many adult learners of English have foreign accents that identify them as nonnative speakers. Some linguists support the idea, known as the Critical Period Hypothesis, that a learner needs to begin learning the language before age 7 to develop native-like pronunciation (Lenneberg, 1967). However, more recent research suggests that environment and motivation may be more important factors in the development of native-like pronunciation than is age at acquisition (Marinova-Todd, Marshall, & Snow, 2000). An understanding of the features of learner accents and their impact on intelligibility can help teachers identify and address characteristics of learner pronunciation (Derwing & Munro, 1997). The primary aim is that students be understood. Good pronunciation is needed for this, but a—perfect accent is not (Harmer, 1991).

**Stress, intonation, and rhythm**

Munro and Derwing (1999) observed that even heavily accented speech is sometimes intelligible and that prosodic errors (i.e., errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (i.e., errors in single sounds). For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm (Crystal, 2003; Low, 2006; Munro & Derwing, 1999). Languages have been classified as either stress timed or syllable timed. In stress-timed languages (e.g., British and American English, German, Dutch, Thai),—stressed syllables fall at regular intervals throughout an utterance (Crystal, 2003, p. 245), and rhythm is organized according to regularity in the timing of the stressed syllables. That is, the time between stressed syllables is equal because unstressed syllables are spoken more quickly and vowel reduction occurs. For example, the sentence —Tom runs fast! is made up of three stressed syllables, as indicated by the letters in boldface. The sentence —Meredith can run fast! is made up of six syllables, but only three of them are stressed. The unstressed syllables—e-, -dith, and can are spoken quickly and vowel reduction occurs, so the time between the stressed syllables tends to be equal, and both sentences take approximately the same amount of time to say. In syllable-timed
languages (e.g., some nonnative varieties of English, such as Singapore and Malaysian English, and languages such as Tamil, Spanish, and French), syllables are said to be equal in timing (Crystal, 2003). All syllables are nearly equally stressed, vowel reduction does not occur, and all syllables appear to take the same amount of time to utter. Recent phonetic research has shown that languages cannot be strictly classified as syllable timed or stress timed. A more accurate description is that they are stress based or syllable based; that is, they are not completely in one category or the other, but tend to have more stress-timed or syllable-timed features (Low, 2006).

Stress-based rhythm is achieved through the presence of reduced vowels for unstressed syllables in a sentence. Function words (e.g., articles, helping verbs, prepositions) typically have reduced vowels instead of full ones, and the reduced vowel version is known as a weak form. For example, in the sentence “Bob can swim,” the words Bob and swim have the major stress, and can, which is unstressed, is pronounced [kin]—its weak form. The distinction between stress- and syllable-based languages is important, especially if an adult English language learner speaks a first language that is different rhythmically from stress-based British or American English. An understanding of whether a learner's first language is stress based or syllable based will help a teacher plan appropriate pronunciation exercises. In examining the role of stress—the degree of force used in producing a syllable (Crystal, 2003, p. 435)—in intelligibility, Field (2005) asked trained listeners to transcribe recorded material when the variables of word stress and vowel quality were manipulated. He determined that when word stress is erroneously shifted to an unstressed syllable, without a change in vowel quality, utterances are significantly less intelligible than when only vowel quality is manipulated. Native and nonnative English speakers responded similarly when judging the intelligibility of words with misplaced word stress. O'Brien (2004) reported the results of research on the importance of stress, intonation, and rhythm for a native-like accent in German. Native speakers of German were asked to rate American university students reading aloud in German. It was found that the native speakers focused more on stress, intonation, and rhythm than on individual sounds when rating speech samples as native-like.

Implications of this research for classroom instruction are that teachers need to spend time teaching learners the rules for word stress, intonation, and rhythm in English, as well as focusing on individual sounds that may be difficult for the learners in their classes.

Methods

Research design

This study was conducted by using the qualitative approach method. Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). We used the qualitative approach because by using this approach, we could find the appropriate way to search and gain information from the participants, in this case were English teachers of Brotherhood English Course Palembang about the factors that caused the difficulties that faced by the teachers in teaching pronunciation. We used convenience sampling technique to select the participants. According to Creswell (2012), in convenience sampling the researcher selects participants because they are willing and available to be studied.

Research site and participants

To find out the factors of the difficulties in teaching pronunciation that faced by English teachers, the participants who were interviewed in this study were four English teachers from Brotherhood English Course Palembang. This study conducted in Brotherhood English Course.

Data collection

In this study, we collected the data by using One-on-One interview that was used to the four participants. According to Creswell (2012), the One-on-One interviews was a process of collecting the data in which researcher inquired the questions and recorded the answers of contributor in the research at the time. We used Open-Ended questions to the participants in
order to explore their answers of the questions given. The purpose of the interview was to gain deep information from the participants.

**Data analysis and trustworthiness**

To analyze the data from conducted the interview to the four participants who had given thirteen questions, we applied thematic analysis. In analyzing the data we followed the steps by Creswell (2012). First, we organized the data where the data were classified per-folder per-participant. And then, we transcribe the data we collected in which we change the record data into the text. Finally, we analyzed by hand about teachers’ answer into themes that focused to gain the information about teachers’ difficulties that faced by English teachers of Brotherhood English Course Palembang while teaching pronunciation.

**Findings**

The findings of the research answers the research problem in this study; finding out what are the factors of teachers’ difficulties in teaching pronunciation.

| Table 1. Themes and codes of factors that cause the difficulties in teaching pronunciation |
|---|---|
| Themes | Codes |
| 1. The students’ mother tongue effect | A. The mispronunciation of students affected by their mother tongue accent |
| 2. The different of Phonetic symbol between Bahasa and English | A. Some of phonetic symbols of English don’t exist in Bahasa |
| 3. Students’ ability in understanding phonetic symbol of English | A. Most of students could not memorizing the phonetics symbols of English |

**The students’ mother tongue effect**

After analyzing the data gained from the interview in order to find out the reasons that cause teachers’ difficulties in teaching pronunciation, we found that there were three factors; first was mother tongue. Because English is foreign language for students, mother tongue became the crucial factor that cause the difficulties. Second was the different of Phonetic symbol between Bahasa and English and third was students’ ability in understanding phonetic symbol.

The other teacher said

"the difficulty in teaching pronunciation is normal due to the mother tongue factor of our students that influenced their pronunciation. " (Personal Communication, 8th of may, 2019).

The first language is also understood as the language that was first obtained and the dominant language used.

From that explanation and teacher’s assumption, we can conclude that students’ pronunciation was strongly influenced by the pronunciation of their mother tongue (L1), this situation obviously affected the mastery of their foreign or second language (L2). It can be said that English is very inconsistent in pronunciation of a vocabulary.

**The different of Phonetic symbol between Bahasa and English**

Phonetic is the more neutral investigation about sounds as phenomenon in physical word and physiological substance, anatomy, neurological, and psychological in human which produce that sounds.
The other teacher said

“The difficulties happened because some English symbol were not exist in our language, so there were some symbol in English did not exist in Bahasa Indonesia, for example in Bahasa Indonesia vowel sound A was pronounce as A but in English there were some ways to pronounce A sound like long A, short A, etc ”. (Personal Communication, 9th of may, 2019)

Students’ ability in understanding phonetic symbol of English

Phonetic symbols of English was a part of pronunciation which make the students pronounce English words easier, if students difficult in memorizing and understanding phonetic it made the pronunciation learning process became difficult

One of the teacher assumed

“Students’ ability in understanding phonetic symbol of English is one of the factor that common happen because phonetic of English are so many and it”s very different as Babasa. Students are confusing about this”. (Personal Communication, 9th of may, 2019)

Discussions

Based on the findings, we found that the difficulties that faced by English teachers in teaching pronunciation caused by some factors, the main factor was the students’ mother tongue that affect their pronunciation of English word. This result was similar to the research by Avery and Ehrlich (1992). They claimed that the sound pattern of the learner’s first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. Avery and Ehrlich point out that the sounds system of the native language can influence the learners’ pronunciation of a target language. Our result also similar to the Nation & Newton (2009) they stated that in the case the language background of the students, most teachers’ experiences and research studies show that the learners’ first language plays a major influence on learning the sounds system of another language.

The other factor that we found was the different phonetic symbol between Bahasa and English made the teacher felt difficulty in teaching pronunciation to the students. Students’ pronunciation largely depends on the pronunciation they hear on a daily basis. This result was similar to Jenny Collins (2015), she stated that first of all, not all students are able to perceive the phonological differences between their native language and english, especially if they are not in contact eith english outside their classrooms. They find it difficult not only to engage in speaking activities, but to comprehend the lessons as well. If they are immersed in a community where most of the individuals speak English with a non-native accent, this will surely influence their own pronunciation. Moreover, if the teacher has a non-native accent, it will affect students’ pronunciation as well. Of course, the teacher can teach English if teacher's accent is not native perfect. But it is teacher's responsibility to strive to improve teacher's pronunciation as much as teacher can. It is also vital for teacher to encourage students to seek out native input, either by joining activities or groups with English speakers or spending some time in an English-speaking country. Students must be proactive in their hopes to secure the right English pronunciation, but teachers are the coaches in this endeavor. These are the two sides of the pronunciation coin – partners working together to achieve a common goal. One can't achieve it without the other.

And the last factor that we found was the lack of students’ ability in understanding phonetic symbol of English. This result was similar to Yusti Arini (2009) in her research, she found that the difficulty in teaching pronunciation affected by students problem in understanding and remembering sounds of phonetic symbols in english that is the sound which is right to say in a word or sentence, and in what context is the sound spoken. Our result was also similar to the result of in the previous research by Cepnehb in 2011, he found that the third difficulty is entirely
different: it is that of knowing and remembering the distribution of the speech sounds. In other words, which phonemes are the right ones to employ for any given word or sentence, and in what order they occur.

Conclusion and Recommendations

Based on the results that we got in discussion, we can conclude that Pronunciation is one aspect that important in learning English. Meanwhile, pronunciation is the manner how to pronouncing the sound correctly. In teaching pronunciation, teachers of English at Brotherhood English Course faced some difficulties that caused by some factors; (1) mother tongue; (2) the different phonetics symbol of English and Bahasa; and (3) student's ability in understanding phonetic symbols.

This study was conducted only in one place in Palembang, It is recommended for the next researcher to study about the teachers' difficulties in teaching pronunciation in various place of Palembang. And this research only focused to find out the factors that cause the teachers' difficulties in teaching pronunciation without giving the solution to reduce the teachers' difficulties in teaching pronunciation. We hope the next researcher who want to conduct the similar research can give the solution to reduce the teachers' difficulties in teaching pronunciation which are not explained in this study.

References


THE STUDENT'S ANXIETY IN SPEAKING ENGLISH: A CASE OF ENGLISH EDUCATION STUDY PROGRAM AT UIN RADEN FATAH PALEMBANG

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Abstract
The aims of this study were to find out the type and the level of speaking anxiety in speaking English faced by sixth semester students. This research conducted by using quantitative research method. The participants were sixth semester students of Raden Fatah State Islamic University Palembang. The data were collected by using questionnaire which adopted from the Foreign Language Anxiety Scale (FLCAS) designed by Horwitz and Cope. It consists of 33 statements which have three categories such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer. based on research analysis, it was found that the level of student's speaking anxiety. The dominant type of speaking anxiety was fear of speaking test.

Key words: foreign language anxiety scale, speaking anxiety, student's anxiety.

Introduction
English as a foreign language is extensively used in education system in Indonesia from the primary up to tertiary level. All of them have different goals in learning English. One of the main goals of learning English is to enable students to communicate in English. Therefore, they need to be able to use English to send the message accurately and fluently in order that the message can be received correctly. In short, the students should be able to use English in communication.

In learning English, there are four basic skills that students should master; they are listening, speaking, reading, and writing. Speaking is one of the most important skills to be mastered by students of English as a foreign language (EFL). As stated by Harmer (2007), speaking the way to construct words and phrases with individual sounds, use pitch change, intonation and stress to convey different meaning.

Speaking is one of English skills. Most students face problem in speaking English. They does not have a good self confident, they are poor in vocabulary use, they are lack both in pronunciation and fluency. The students' mark in speaking skill is less satisfied in the English department of UIN Raden Fatah Palembang. Speaking skill will be mastered after listening. Furthermore, reading and writing skills will be mastered by students of English as a foreign language (EFL).

As stated by Harmer (2007), speaking is the way to construct words and phrases with individual sounds, use pitch change, intonation and stress to convey different meaning, and speaking skill is the fundamental in English for the students of English Department. Ideally, the students of English Department are able to convey ideas and opinions fluently. Sapir (1921) defines that language is purely human and non – instinctive method of communicating ideas, emotions, and desires by means of voluntary produced symbols. It means, they have to deliver their ideas clearly in order the people are able to meet the meaning correctly.

The success of mastering foreign language can be said when people are capable to carry out the conversation at ease. Therefore the students must enhance their speaking ability along with the other skill. But then, to speak in foreign languages students are certainly will experience...
various obstacles. The obstacles can be the lack vocabulary mastery, problems in pronunciation and fluency.

According to Horwitz and Cope (1986) language anxiety is a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning process. Mac Intyre & Gardner (1993) define that language anxiety as the feeling of tension and apprehension specifically associated with second language context including speaking, listening, and learning. Anxiety is a speaking in front of the class. Anxiety will give negative influence toward students' behaviors. The lack of courage in speaking will definitely impede students to get success in foreign language classroom.

Anxiety can be classified as trait anxiety, situation-specific anxiety, and state anxiety. Trait anxiety can be relatively stable in individuality trait, the students who have anxious trait is possibly feel anxious in a variety of condition. Situation-specific anxiety occurs in specific type of situation or event such as public speaking, test-taking, or class participation. In the other words, state anxiety is occurs temporarily at particular situation. Further, many previous researchers have been revealed some factors that causes language anxiety.

It can be from students' self-perceptions, social environments, cultural differences, and classroom environment (Tseng, 2012). Those researches indicate that anxiety has an enervating effect on language learning process. By those all of anxiety factors, learning foreign language seem quite difficult for students. Thus, based on the problem the writer wants to analyze the level of students' anxiety and figure out how the students' speaking ability can be answered from their anxiety level. The subject of this research in the sixth semester in English Department of UIN Raden Fatah, the following research question: (1) What is dominant type of students' speaking anxiety? (2) What is the dominant level of students' speaking anxiety?

Literature review
The Nature of Speaking

Speaking is one of the four language skills in English Language. It is a productive skill in the sense that a speaker produces sounds of the language. Basically, speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say. Brown (2003) states speaking is one of the communication skills in English which has closely relationship with listening in pragmatic view of language performance.

Through the speaking skill, it is much more complex than other skills which involve both a command of certain skills and several different types of knowledge. The kinds of knowledge that speakers bring to the skill of speaking comprise extra linguistic knowledge, such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, and speech acknowledge, and knowledge of grammar, vocabulary, and phonology. Thus, mastering the speaking English means understanding a lot of parts of English. Thornbury (2006) states the are some factors of speech condition whether make speaking easy or difficult which is divided into three types as well as cognitive factor, affective factor, and performance factor. The explanation follows then.

a. Cognitive Factors

1) Familiarity with the topic: the greater the familiarity, the easier the speaking task; this is why it is generally easier to talk about your job, or your family, than it is to talk about something very removed from your day-to-day life.

2) Familiarity with the genre: giving a lecturer or a speech will be harder if you are unfamiliar with those particular genres.

3) Familiarity with interlocutors; generally speaking, the better you know the people you are talking to and the more shared knowledge you can assume, the easier it will be.

4) Processing demand; if the speech event involves complex mental processing, such as that involved in describing a complicated procedure without recourse to illustrations, it will be more difficult than if not.
b. Affective Factors.

1) Feeling towards the topic and/or the participants; generally, if you are well disposed to the topic you are talking about, and/or the other participants, the easier it is likely to be.

2) Self-Consciousness: being 'put on the spot' can cause anxiety which will have a negative effect on performance; likewise, knowing (or believing) that you are being evaluated can be prejudicial.

c. Performance Factors

1) Mode: speaking face-to-face, where you can closely monitor your interlocutor's responses and where you can use gesture and eye-contact, is generally easier than speaking over the telephone, for example.

2) Degree of collaboration: giving a presentation on your own is generally harder than doing it with colleagues because in the former case you can't count on peer support.

3) Discourse control: on the other hand, it is often easier if you can control the direction events, rather than being subject to someone else's control.

4) Planning and rehearsal time: generally, the more time to prepare, the easier the task will be: telling a joke is usually easier the second time round.

5) Time pressure: if there is a degree of urgency, it is likely to increase the difficulty for the speaker.

6) Environmental conditions: trying to speak against a background of loud music on in poor acoustic conditions difficult as well as in the classroom.

The Nature of Anxiety

Psychologically, anxiety is one of the important aspects in neurotic and psychotic developing. It is the feeling of fearing about something unconditionally which can be not classified the reasons of that situation specifically (Hidayat, 2011).

Anxiety is generally a response to perceptions of a present or future threat depression is often as reaction to negative outcomes that have already occurred. Thus, it is possible that some public speakers experience the greatest degree of anxiety before and during the speech, followed by increased feelings of depression after the speech has ended, especially if their perception or evaluation of the speech performance is negative. In addition to post-speaking depression, a persistent underlying depressive trait may negatively affect a speaker's preparation and performance, further contributing to anxious feelings about the entire speaking experience. The negative effects of depressive thoughts have been explained using learned helplessness theory.

Saputra and Safaria (2012) states there many definitions mentioned by experts. Definition of anxiety mentioned by psychoanalyst, Freud, express anxiety is a reaction to threat of pain and other part outside as the self-warning which cannot be controlled at that time. Priest states anxiety is a condition whenever thinking about something unpleasant happens. In addition, Davis and Polladino state anxiety is a common feeling that has characteristics of cognitive behavior or psychological symptoms. 19% of men and 31% of women have anxiety experienced. Spilberger in Saputra and Safaria (2012) states there are two forms of anxiety as follows then.

1. **Trait Anxiety**, a tendency in a person to feel threatened by a number of conditions those are actually harmless. Anxiety in this category is more due to the personality of the individual does have potential anxiety than other individuals.

2. **State Anxiety**, the temporary emotional state and condition in a person characterized by a tense and anxious feeling that is felt consciously and subjective and leaves the activity of the autonomic nervous system, as a condition related to special environmental situations.

Speaking Anxiety

Speaking is a part of communication which has some factors. One of the factors contains of psychological is an affective factor. Tuan, (2015) states having low motivation, lack of self-confidence and feeling anxiety are included in affective factors. Abramson in Witt (2011) states
that speaking anxiety hold because of previous negative experiences and/or perceived lack of control over external circumstances; some depressed individuals feel that whatever they attempt to do in the future will be futile. Student speakers with depressive thoughts, for example, might perceive an upcoming speech performance as doomed to failure, given past experience in similar contexts and/or low internal expectancies for success there are several factors affect student have speaking anxiety. Depressed individuals are likely to make negative internal attributions and blame anticipated or perceived failure on their own inability to succeed or in this case, to make an effective public speech.

Methodology

Research design, research site, sampling, and participants

This study employed the quantitative research method with case study using the questionnaire approach. Quantitative method was chosen this study aims at providing into the case of speaking anxiety in the students sixth semester at English Department of UIN Raden Fatah, especially speaking English anxiety. According to Creswell (1994) that quantitative research is a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistics). It is more important reason of using quantitative design to test appropriate way to find out or test this case in accordance with the phenomenon.

Descriptive research was used in this research. This kind of research describes and measures the phenomena or set of variables as they exist naturally. This research used the quantitative descriptive method. Bungin (2001) states that quantitative descriptive designed in qualitative research whether it is not the real qualitative research as the construction of the content is influenced by quantitative data. The instrument in this research was the questionnaire adapted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz. This research was conducted to the sixth semester students of English Education Study Program of English Department of UIN Raden Fatah Palembang.

Data collection

The data were collected through fill the questionnaire technique and spread the questionnaires of all students in the class by the sixth semester, whereas collecting data from only one level (Creswell, 2012). This research conducted the spread the questionnaires to find out more detail how the researcher used the questionnaire strategy to the students sixth semester and how the respond it consist of 33 questions multiple choice consist of strongly agree, agree, neutral, disagree and strongly disagree.

FLCAS Questionnaire used in this research were 33 items of questionnaire developed by Horwitz et al. (1986) called FLCAS (Foreign Language Classroom Anxiety Scale). FLCAS questionnaire used to gain the data from the respondents and to measure students’ level of anxiety in language class. This close-ended questionnaire presented in form of Likert's scale, which is consist of 1-5 options of answer. This scale provided five responses ranging from —Strongly Agree (SA), —Agree (A), —Neither Agree nor Disagree (NA), —Disagree (D), and —Strongly Disagree (SD). In FLCAS, there are three components of language anxiety which are including in its questions.

- The eight items for communication apprehension were 1, 9, 14, 18, 24, 27, 29, and 32.
- The five items related to test anxiety were 2, 8, 10, 19, and 21, and
- The nine items related to fear of negative evaluation were 3, 7, 13, 15, 20, 23, 25, 31, and 33.

The other 11 items were placed in a group which could be described as anxiety of second language classes (Na, 2007 cited in Azizifar et al., 2014).

Data Collection Procedure

In collecting the data, the researcher used FLCAS questionnaire developed by Horwitz et al. (1986) and the score of students” speaking test. FLCAS is the most well-known instrument to
measure the level of students' anxiety. Many previous researchers that studied language anxiety were using this questionnaire to gain the data on their research, such as Aida (1994), Cheng (2012), Mayangta (2013), and Faridian et al. (2014). Firstly, the FLCAS questionnaire was administrated to all participants through google form, who were briefed about the research's purpose. fifteen minutes was given to the participants to answer the questions.

**Data Analysis**

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making (Wikipedia). To figure out the level of students' anxiety while in speaking performance, the researcher done the scoring and categorize each student based on their responses in FLCAS questionnaire.

**Research Findings**

Based on the data analysis, it was found that the level of speaking anxiety of the sixth semester students of English Department of UIN Raden Fatah was in the 687. It was found that the dominant type speaking anxiety was in fear in speaking test. They are really feared of the consequences of failing the speaking the speaking class and feared about forgetting things while oral. they are feared failing of sepaking class because they felt that they have inability in spaking English, poor of vocabulary, un-confidence, and other negative thinking which make them can be failed.

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**a. The types of speaking anxiety of sixth semester students in English Education Study Program of UIN Raden Fatah Palembang**

The sample of this research is one class of English Education Study Program of UIN Raden Fatah Palembang which have 30 students. It was analyzed into three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer. The total point was found of the research is 2.025 points. Through the data analysis for three types, the most dominant type faced by fourth students in English Education Study Program UIN Raden Fatah Palembang was fear of speaking test type with the percentage was 44%. In the second position of speaking anxiety type was communicative apprehension with being percentage was 34%. The last one was fear of feedback by peers and teacher with the percentage was 22%.

**b. The level of speaking anxiety of sixth semester students in English Education Study Program of UIN Raden Fatah Palembang**

The table indicates that the level speaking anxiety as low, middle and high level. There were 30 students in significantly different. With the average score was 687 in positive statement. beside that, the high requency level with average score as 2.025 in negative statements. From
above it conclude that the dominant level of speaking anxiety of students the sixth semester at English Department of UIN Raden Fatah is high level.

The levels of speaking anxiety can be classified into three levels such as low, middle, and high level. There were significantly found the difference range between them. There were 3 students in low level with the average score was 68, 75 points. In the medium level had 5 students with the average score was 101, 81 points. Besides that, the high level had the same frequency with the low level which had 22 students in the low level with the average score as 127, 25 points. The lowest score was 63 points and the highest score is 140 points. Through the total points based on the level above, it can be concluded that the dominant level of speaking anxiety faced by the semester students of English Education Study Program UIN Raden Fatah Palembang is in the medium level. The percentage of students' speaking anxiety with high level 65%, medium level 15% for, and also low level 20%.

Discussion

Based on the result of data analysis, the researcher found that students' anxiety in speaking English level at English department of UIN Raden Fatah Palembang was in high level with the percentage 65% and type of students' speaking anxiety dominant to fear of speaking test. However, the result different from the earlier research examined by Ula (2016) define the level of students' speaking anxiety in 29% has different grade and class while the dominant type the same with this research. From the total of 17 respondents, only 5 students (29%) experience the —Anxious level and the most of the respondents are in the normal level of anxiety. It can be seen although these students are having anxiety feeling, but their score are good enough. The researcher found that in this case, anxious feeling might not occur when they are performing speaking in test situation. However, this research has 30 respondents but the students's speaking anxiety in high level.

Another researcher, Mitha (2018) found that the level of students' speaking anxiety was in the middle level with the percentage 45% in one department the dominant type of students' anxiety is fear of feedback by peers and lecturer. Most of students feel anxiety in the level of middle whether happened since they were in the first semester until the fourth semester it similar to the respondents of this research The level of their anxiety can be reduced during the learning process activity by the time. Thus, in the fourth semester, the level of their speaking anxiety was in the middle level.

Meihia Liu (2006) found that students' speaking anxiety level was 55% that the dominant type faced by the students was in fear about speaking test. They really feared of the consequences of failing the speaking class and feared about forgetting things while perform. They really feared of failing of the speaking class because they felt that they have inability in speaking English, lack of vocabulary, un-confidence, and other negative thinking which makes them can be failed. They also fear about the consequence about failing whenever they do the bad performance in the speaking test, for example forgetting the topic of speech. However, they could reduce their anxiety if they have time to prepare the speech. students feared they would not understand all the language input was also consistent with communication apprehension. Students agreed with statements get upset when I don't understand what the teacher is correcting and the dominant type is fear of feedback by peers and lecturer. Also similar to this research. The researcher also calculates the data manually, not using SPSS program.

Conclusions and Suggestions

Based on the finding discussed, it can be conclude the sixth semester students at English Department of UIN Raden Fatah Palembang high level of speaking anxiety. Among the three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer, the dominant type of speaking anxiety was fear of speaking test. However, after having the deep interview about their speaking anxiety, the research showed that all types in speaking anxiety were in the relationship. The reasons of having anxiety because the students felt fearing about the consequence of failing in the speaking test.
Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by student, teacher and future researcher to improve the quality of English teaching and learning especially in speaking skill.

It is suggested that for teacher or lecturer should be aware of foreign language anxiety in English class, because anxiety has become important factor which affects student's language learning process. Therefore, it is necessary for English teacher (lecturer) to knowing the level of students' anxiety at the beginning in order to treat the students properly during the learning process.

For Student, is definitely has anxiety feeling in different level. For the students who have high anxiety, they need to get involved to reduce anxiety in classroom. The students should cooperate with one another in order to create a comfortable environment in the class. The students with low anxiety level should not ridicule other students with high anxiety they should to help them when they get difficulties.

References
TEACHER DIFFICULTIES IN TEACHING DESCRIPTIVE WRITING TEXT AT SENIOR HIGH SCHOOL NUMBER 1 IN PEMULUTAN

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Abstract
This study was conducted to investigate the teachers' difficulties in teaching writing descriptive texts of English teachers at one of senior high school number 1 in Pemulutan, South Sumatera. The participants of the study were six English teachers at a senior high school number 1 in Pemulutan. This was a descriptive case study using qualitative method as the approach. The data in this study was collected using techniques: interview. This study procure results. In teaching writing descriptive texts, the teachers faced some difficulties. Those difficulties were related to the students, to the teachers and to the writing itself. Finding of this study showed some difficult that make it for English teachers to teach writing: 1) students difficult to stringing word, 2) students lack of vocabulary, 3) student lack of grammar.

Keywords: difficulties in teaching, lack of grammar, lack of vocabulary

Introduction
English is a universal language that is used by most developing countries in the world. Therefore many students all over the world study it, so that they are involved in the teaching and learning process of English. But as a foreign language, English is not easy to learn because there are four language skills that must be mastered by students. They are reading, speaking, listening and writing. Besides those four skills, the students also have to learn grammar, spelling, vocabulary, and pronunciation. Those are taught to support the development of four language skills.

Based on the four language skills, writing is believed to be more difficult than others. It can make students lazy to make it. They should open their mind to develop the title, and then develop main idea to form the phrases, sentences and paragraph. Students also should have enough vocabulary if they want to make good writing. Nunan (1993) said that writing emerged in societies as a result of cultural change which creates new communicative need. Writing skill is very complex activity because it needs many aspects to be mastered, for example vocabulary, grammar and idea.

Writing is one of the ways we can use to communicate to each other. Fairbarn & Winch (1991) stated that writing is about —transferring meaning by selecting words and putting them together in a written or pointed form. Thus, the writing product has to be easily understood by the readers, in order to convey then message and to make a good communication.

In foreign language mastery, writing is known as a complete task that needs enormous time and skill to master. According to Harmer (2004), different from the other language skills, writing tends to be a well-formed and pre-organized one. Furthermore, Brown (2001) argued that writing is a culturally specific and learned behavior. It means that writing skills are needed to be learnt (or taught) and depends on the cultural context of the learner. For that reason, most of the foreign language teachers think that teaching writing is difficult.

Reid's study (2009) found that one of the problems of teachers teaching writing is that the teacher himself has a problem with writing. Quoting Brookfield (1995), Reid also stated that —the best teachers are probably those who have achieved their skill mastery, knowledge, and intellectual fluidity only after periods of struggle and anxiety. It means that writing teachers have
to go through a long period of time, and have a considerable amount of experience, to furnish their mastery of writing and teaching writing, and to perfect their techniques both in writing and in teaching it.

The previous study found that the difficulties faced by writing teachers may come from internal problems (the teachers themselves) and the external factors (the environment of the teaching). The internal difficulties may stem from the teachers' qualification (including their mastery of writing and their preferences to teach writing). The external factors may include the problems posed by the government (school policy, curricula), the school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability), and the society (the lack of support and understanding of how to help teachers improve the students' ability) (Reid, 2009; Supriatna, 2012; Wang, 2010).

These difficulties are what the teacher face when teaching English writing to their students. This study will investigate about the difficulties encountered by the teachers in teaching English writing to 10th grade students, especially in teaching writing descriptive texts. we were interested in conducting a study on investigating English teachers' question difficulties that the teachers face in teaching writing descriptive texts at one Senior High School in Pemulutan, South Sumatera for addressing the following research questions: What are difficulties faced by the teachers in teaching writing descriptive texts?

**Literature Review**

**Definition of writing**

Writing is considered the most difficult skill in language teaching and learning process. The difficulties can come up from the different structure and rules between Bahasa Indonesia and English. With structural differences between Indonesian and English, the learners are still influenced by their mother tongue (first language or L1) on the acquisition of the new language (target language or L2) which can make the learners find difficulties in using correct structure, or forms in English writing. Corder (1967) also states that learners acquire the rules of language in a predictable order; some rules are acquired earlier and others later.

According to Nunan, (2003) Writing are physical and mental act. - Its about discovering ideas, thinking about how to : – communicate - develop them into statements and paragraphs that will be comprehensible to a reader Writing has dual purpose- to express & impress. - Writers must select the most advantageous medium for their writing -Each types has a different level of difficulty which determined by its objectives. Writing is a process and also a product. - The writer creates, plans, writes various drafts, revises, edits and publishes. - The audience reads is a product.

Pincas states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work. Barli Bram defines that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what to writes should have something meaningful to convey.

Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text). What we want write should have something meaning to convey.

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar,
and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

As human societies emerged, the development of writing was driven by pragmatic exigencies such as exchanging information, maintaining financial accounts, codifying laws and recording history. Around the 4th millennium BC, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and presenting transactions in a permanent form. In both ancient Egypt and Mesoamerica, writing may have evolved through calendric and a political necessity for recording historical and environmental events.

**Student lack of vocabulary**

There are some problems teachers in teaching students, language that hinder students from practicing their writing in English class. The first is Vocabulary. Wehmeier (2005) stated that vocabulary is the list of words with their meaning especially in a book for learning a foreign language. Speaking English in any kinds of problems, vocabulary takes an important role in order to writing fluently. Vocabularies refer to the words we use when we write. The more someone mastering many vocabularies the more easier for them to write in English. It is caused by selecting vocabulary that is understandable and appropriate for audiences so the other people can easily know what the writer means. Students may get difficulties in mastering vocabularies that is why students cannot write properly.

**Student lack of grammar**

The second is grammar. According to Wehmeier (2005) grammar is the rules of language for changing the form of words and joining them into sentences. Learners not only need to know the rules of grammar but also how the rules are used in real communication. Grammar or language roles cannot be ignored in speaking because without knowing grammar, we will not know how to construct sentences correctly and it can cause misunderstanding of information. Besides that, grammar is the study of words and how they can be used to construct sentences, unknowing the correct English grammar might cause the students to not confident to speak English. The main problems that faced by teacher in teaching descriptive writing text are students mainly the difficulties in using verb, constructing sentences structures and tenses.

Some students do not understand well about the use of simple present tense, the used adjective clause. They also put the wrong arrangement on it. For example, the students make the wrong arrangement on adjective clause. Such as —hair brown, eyes small, skin black, mouth big. And for the simple present, they make mistake such as she has beautiful, and he has handsome. Students find it difficult to develop their idea, so they do not know to how to start writing. There are many of them got bad mark in writing. It will happen as the students do not understand the language feature of the text because the teacher do not applied other method in teaching, the teacher just focused on using material from the book and workbook. It makes the students not interested to the lesson. So, that they do other activities that are not related to the lesson. The situation in classroom becomes noisy and the students do not get a good atmosphere in the classroom.

**Methodology**

**Research design**

This study was conducted the teacher's by using a qualitative method. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches.
that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012).

This research attempts to investigate the kind of difficulties in teaching writing descriptive texts faced by the 10th grade teachers. The approach used in those research belongs to the qualitative approach because it first perfectly with the following description and explanation. According to Creswell (2007), in qualitative approach, a case is for a specific period time using a detailed and in-depth data collection, and produces the final result of a case description.

In this research, descriptive case study is used as the research design. Yin (2003) defined case study as—an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident. This research discussed one case (teachers’ difficulties) and displayed a brief description of the phenomenon based on the data collected.

Research site and participants

This study wa conducted in a senior high school number 1 in Pemulutan, South Sumatera. The school was chosen mainly because of its accessibility to the researcher. The teachers and students in the school might have a more difficult situation, in terms of supporting facilities, resources, and social context of schooling, compared to other schools in big cities. The participant in this study were six English teacher at senior high school number 1 in Pemulutan who taught the tenth grade study.

Data collection

The research data we collected through data collection techniques, we use face-to-face interview techniques directly with interview participants that we have chosen. The interview is a method of unilateral question and answer data collection that is carried out systematically and based on the research objectives. The unilateral question and answer means that the active data collector asks, while the questioned party actively provides answers or responses. In collecting the data, there are some procedures employed. The first step is preparing the instrument. The second step is making appointments with the respondents, and the final step is interviewing the respondents.

The instrument prepared before conducting research in the school is the interview script. The interview script is used to assist in conducting the interview. It contains some questions pertaining to the topic of teachers’ difficulties in teaching writing descriptive text. These questions serve as a guideline to interview the respondents, and when needed, there may be some questions removed from or added to this script.

The second step that needs to follow is making an appointment with teachers. In the meeting with the respondent, the nature and purpose of this study were explained and the respondents’ genuine participation in this study was asked. Both teachers agreed to participate as respondents in this study. The teachers' permission was also asked so that the respondents could be observed while they were teaching the subject of descriptive text to the tenth grade students; particularly the writing of descriptive text. With their agreement, it was decided when and where the observation could be conducted.

The purpose of interviewing the respondents is to find out the difficulties, if any the teachers face in teaching writing descriptive text to tenth graders and to obtain information concerning what the teachers do to overcome those difficulties. The questions asked in interview were those that pertained to the research topic, e.g. the purpose of teaching writing descriptive text in the class, the difficulties faced by the teacher as a foreign language speaker teaching writing descriptive text, and the factors that make it teachers difficulties in teaching writing descriptive texts. Appendix 2 contains the complete list of interview questions.

Besides the question above, there were some questions added based on the situation and responses provided by the respondents to gain further information.
Data analysis and trustworthiness

In analyzing data, we applied thematic analysis. We followed the steps proposed by Miles-Huberman Analysis. Meanwhile, the data from the interview is transcribed to interpret the source of the difficulties and to find out the description of the implementation of the efforts they use to overcome those difficulties. Data that will help to answer research question, namely the difficulties faced by the teacher and the efforts to minimize them, are obtained.

Findings

The finding of this study best on the result of interview to the English Teacher at one of Senior High School in Pemulutan, South Sumatera. In this study we found the following things; teacher difficulties in teaching writing descriptive text. From thematic analysis we found three themes which reflected teacher difficulties in teaching writing descriptive text.

Teacher difficulties in Teaching Writing Descriptive Text

The themes and codes gained from thematic analysis for teacher difficulties in teaching writing were listed in Table 1.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
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<tbody>
<tr>
<td>Students lack of vocabulary</td>
<td>Many students just have a little vocab and the students always find difficulties to develop vocabulary.</td>
</tr>
<tr>
<td>Students lack of grammar</td>
<td>The students find the problems in grammar and the students are still confused to translate from Indonesia language to English.</td>
</tr>
<tr>
<td>Students difficult to stringing word</td>
<td>Students confused how to make the first sentence.</td>
</tr>
</tbody>
</table>

Based on the themes and codes listed in table 1. It could be described there were three types of teacher difficulties in teaching writing descriptive text in senior high school. The data shows teacher difficulties in teaching writing descriptive text when the students lack of vocabulary, lack of grammar and difficult to stringing word.

After analyzing the data from interview we found that the teacher difficult to solve students problem. Teacher had difficult to teach writing descriptive text because students lack of knowledge about writing descriptive text such as lack of vocabulary, lack of grammar and students difficult to stringing word. During the interview teacher assumed, “as a teacher I difficult to teaching writing descriptive text for the students, because the students lack of vocabulary, lack of grammar and the students difficult to stringing word because in writing descriptive text the student needs to know a lot of vocabulary, grammar and skill to stringing words.”

Discussion

Based on the result of data analysis, we found some difficulties faced by students in writing descriptive text that made students have difficulties. Among of them are lacks of vocabulary, lack of grammar, and difficult stringing word. The student lack of vocabulary, make student just have a little vocab and the students always find difficulties to develop vocabulary. They can think in Indonesian, but in English they can not develop it. It is because of lack the less of their vocabulary. another types teacher difficulties in teaching writing descriptive text is lack of grammar, the students find the problems in grammar and the students are still confused to translate from Indonesia language to English. When the teacher asks the students to write the descriptive text, they do not pay attention to the structure of the sentence. Teacher difficulties teaching students that stringing word. The students confused how to make the first sentence and
still confused to differ identification description. It makes the students can not develop their paragraph. The problem of making descriptive text, especially in the language feature. As we know, the descriptive text has social function, generic structure and language feature but the students yet full of knowledge in the language feature like the use of tenses (structure).

This research is in line with the results of the Wehmeier's (2005) research on the difficulty of teachers descriptive writing text such as lack of vocabulary, lack of grammar and describing text. Wehmeier (2005) assumed, selecting vocabulary that is understandable and appropriate for students so the author people can easily know what the writer means, grammar is study of words and how they can be used to construct sentences, not knowing the correct English grammar can cause students not to write properly and the students confused how to make the first sentence and still confused to differ identification description. It makes the students can not develop their paragraph. The problem of making descriptive text.

This result supports the previous study by Raharjanto (2016) he said, The students always find difficulties to develop their vocabulary. They know how to write in Indonesian, but they can not develop it in English. It is because of the less of their lack of vocabulary. And then the descriptive text has social function, generic structure and language feature but the students yet full of knowledge in the language feature like the use of tenses (structure). The students find the problems again in the structure of the sentence. When the teacher asks the students to write the descriptive text, they do not pay attention to the structure of the sentence.

The next is based on the result of Pitri (2015) She found three types of teachers difficulties in teaching writing text such as students get difficulties in mastering vocabularies that is why students cannot write properly, unknowing the correct English grammar might cause the students to not confident to writing English. The main problems that faced by EFL students mainly the difficulties in using verb, constructing sentences structures and tenses and then Students find it difficult to develop their idea, so they do not know to how to start writing. There are many of them got bad mark in writing. It will happen as the students do not understand the language feature of the text.

We conclude that the result of the research on teachers difficulties are the same, The findings of this study are expected to give the information concerning the difficulties faced English teachers of teaching writing text at a senior high school in Pemulutan. This information is critical for teachers to help them to minimize the difficulties of teaching writing descriptive texts and improve their mastery in teaching writing texts. Besides for the teachers, the findings of the study are expected to give contributions for the students in learning writing descriptive texts.

**Conclusion and Suggestion**

Concerning the teachers’ difficulties in teaching writing a descriptive text, there are at least conclusions to be drawn from this study. The difficulties faced by teachers in teaching writing a descriptive text in SMA 1 Pemulutan, South Sumatera are related to the students (students' English and writing skills), to the writing (the inherent difficulties of writing), The Problems Faced by The Teacher. There had some problems faced by teacher in teaching writing descriptive text in SMA Pemulutan. First, is about student's vocabulary. Many student just have a little vocab and the students always find difficulties to develop vocabulary. They can think in Indonesian, but in English they cannot develop it. It is because of lack the less of their vocabulary. The second is about grammar. The students find the problems in grammar and the students are still confused to translate from Indonesia language to English. When the teacher asks the students to write the descriptive text, they do not pay attention to the structure of the sentence. The third, is students difficult to stringing word. The students confused how to make the first sentence and still confused to differ identification description. It makes the students can not develop their paragraph.

From the findings, there are few things that can be suggested to the teachers to improve the teaching of English, especially writing descriptive text. Teachers needs to stay current with the students' needs and conditions by updating their knowledge and skill, not only the English
skill but also other skills that could have in teaching English. Finally, in terms of generalizability of the wider scope of research.

References


PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING: 
A TEACHER PERCEPTION OF SMK MUHAMMADIYAH 3 PALEMBANG

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Abstract:
The aim of the study was to find out how the teachers were developed themselves in improving their professionalism in teaching English at SMK Muhammadiyah 3 Palembang, South Sumatera. The method used in this research is qualitative method. The sample consisted of four English language teachers and having varied educational and academic experiences. The data were analyzed by steps, (1) preparing the questions, (2) interviewing English language teachers at SMK Muhammadiyah 3 Palembang, (3) drawing conclusions. The result of this study showed that there were some ways to develop teachers' professional development; 1) conducting research; 2) joining workshop IT.

Keywords: professional development, teacher's growth, teacher perception

Introduction
The purpose of the study was to find out how the teachers were development themselves in improving their professionalism in teaching English. To meet the changing needs of learners in the modern world, teachers have to pursue professional development. They have to do this by assessing their teaching beliefs and practices. They also need to take the responsibility for their professional development in their teaching. Teacher professional development is considered as an essential factor for teachers to function successfully. On the other hand, teacher professional development has to be viewed as an absolute necessity not only for professional reasons, but also for moral ones. Teachers have a moral obligation to be the best professionals they can. They do nature learners' minds and expose them to skills and current techniques that will make them successful and thoughtful learners. The role that teachers have to play in their societies is crucial because teachers shape future generation and help create a better tomorrow for learners, themselves and all the society. As professional development is important for any career, it is equally important for any career, it is equally important for any career, it is equally important for all the teachers. Teaching material, techniques and methods are constantly being updated and changed. This implies that teachers’ education alone will not be enough to serve them throughout their career. Fullan (1991) defines professional development as —The sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement.

Teachers always have something new to learn, something else to share with others or another strategy or resource to create. This is the true nature of the profession: disseminating, learning and reflecting. Teachers have to be given the time to learn frequently and in supportive manner. This provides them with regular improvement and will be useful for them and their learners. It was found that an inspiring and informed teacher in the most important school-related factor influencing students’ achievements. So it is critical to pay close attention to teachers training and developing as well as giving support to both new and experienced teacher. As a teacher of English for a long time, the researcher feel that it is very important to investigate the idea of teacher professional development. Teacher development constitutes the base for the process of English language teaching, the following research questions: How the teachers develop their professionalism in teaching?
Literature review

The definition of professional development

Professional development of teachers in general, and in our case ELT teachers in particular, has a tremendous effect in every society. In Killion's words (2008), "Evaluating professional development enables program managers and participants to make data-based decisions about useful evaluation results from a desire to improve both the program and its results…" (p. 140). As teacher quality takes center stage in education reform, evaluation strategies are helping teachers at all career stages grow professionally (Danielson, 2001).

In an ever-altering world where almost nothing can be taken on faith for long, the education has also been exposed to some essential changes (Wallace, 1991). Learners' cognitive ability is not the only factor affecting on the learning quality in the classroom, teachers' role in creating motivating learning environments is essential (Brophy, 2004; Dornyei, 2001). This is the teachers' responsibility to create and increase learning chances in different ways, fulfilling both academic and social roles (Kumaravadivelu, 2003). Teachers' role leads to improvements in quality of education and it is really important in changes to teaching methodology and especially EFL teachers who have to meet the standards of English as an international language (Hargreaves, 1994). With evidence that teacher quality is a primary determinant of educational outcomes, teacher evaluation has gained prominence among strategies to reform education (Danielson, 1996). Educators have discovered that they can use a long-neglected requirement—teacher evaluation—to support teacher quality.

Using formative feedback based upon a common framework of essential teaching practices could be of great value to a community of teachers committed to improving their craft. Charlotte Danielson (1996) in her seminal work, Enhancing Professional Practice, pointed out that "Research has clearly demonstrated that the effects of reflection improve teaching. Using a framework to guide such reflection enhances the value of the activity and makes teaching more purposeful, thoughtful, and rewarding".

While the current literature describes the complexities of being a professional teacher, these descriptions are mostly theoretical in nature and informed by general observations rather than empirical research. To determine what teachers think about effective teaching and professionalism, we conducted a research with English teachers and high school learners. The intent of this study was to analyze the recent educational literature and existing rubrics and frameworks that focus on the practice of effective teaching, and from such analysis construct a list of core, essential practices of high quality teaching and learning that cut across all content areas and grade levels. This study was designed to synthesize existing research, rubrics and frameworks and produce a list that is common, succinct and observable.

A study of teachers' early professional experience in New Brunswick, Canada revealed that the most difficult teaching roles in the school are routinely assigned to novice professional teachers. They have to teach subjects in which they often have little background, inadequate resources are provided for them, left to work in isolation, not only administrators but their closest colleagues are disturbing early professional experience (Betts, 2006). Based on these problems, Halford (1999) points out that "teaching is a profession that eats its young" (p. 14). Hargreaves (2003) believes that, "teaching has a long history of isolation" (p. 109). Palmer (1998) asserts that "we pay a high price for that privatization. The growth of any craft depends on shared practice and honest dialogue among the people who do it" (p. 141). Hargreaves (2003) commented that teachers have to reprofessionalize in order to gain back their place again among society's most respected intellectuals, in order to prepare today's learners for tomorrow's society. By working in groups, sharing practice, collaborating with parents, and being involved in whole-school development planning, new skills are developed and teachers becomes re-professionalized as their levels of professionalism become extended (Hall, 2001).

Relevant studies

Atikler (1997) conducted a research on the relationship between the action research and self-development of English language teachers in accumulating knowledge of teaching situation,
developing teaching skills and enhancing awareness of personal and professional aspects of teaching. His findings indicated that the participants experienced self development in terms of knowledge, skills and awareness of teaching practice.

Renyi (1998) conducted a survey of CPD opportunities, interviewed teachers, conducted focus group discussions with the teachers who took charge of their professional development opportunities. The findings revealed that they viewed CPD as a continuous need throughout their careers in keeping up with changing knowledge, changing students, and a changing society.

Bailey, Curtis, and Nunan (1998) utilized journals, videotaping, and teaching portfolios with teacher educators. They concluded that CPD is a matter of self development just as teachers cannot do the learning for the learners, teacher educators cannot do the learning for pre- or in-service teachers. They argued that use of any of these activities could lead to effective professional development.

Investigating the effectiveness of action research, Özdemir (2001) analyzed the changes and improvements it brings to teaching. The data were collected through a research journal, an observation checklist, and action research reports written by the teachers. The researcher observed a positive change in their teaching style, a change in their views, perspectives, beliefs and ideas regarding language teaching, an awareness of other views and ideas by accessing the existing literature in the field. They concluded that action research contributed to teachers' professional self development and they were able to overcome the current problems in their classes through the application of some techniques and strategies.

ORC International (2001) carried out a research on 38 teachers from primary and secondary schools engaging them in discussion groups. The research showed that the teachers wanted to explore new ideas through discussions with teachers in their own and other schools. Also the participants valued sharing good practice very high and they were able to organize limited resources more effectively. The main problems expressed regarding CPD were the availability of resources and administrative support.

Lam, Yim, and Lam (2002) found that a considerable percentage of teachers did not welcome their peers to their classrooms and peer collaboration for staff development is rarely practiced in Hong Kong. If classroom teaching is observed or discussed, it was mostly for the sake of staff appraisal. The educators faced two challenges: Detaching the discussion and observation of classroom teaching from staff appraisal and securing a niche for it in the practice of staff development.

Al-Manwari (2003) concluded that the most common PD activity done by the teachers in the Omani schools was peer observation. Also, Al-Hashami (2003) explored the professional development needs of Omani teachers and stated that the current training hours for teachers are not adequate. He suggested that an additional allocation of time for PD be provided by the institutions.

In Álvarez and Sánchez's (2005) study, the researchers found that the teachers were aware of their teaching practices and of the need to update themselves continuously. In CPD, the participants had a chance to share pedagogical ideas and improve their teaching skills. In activities, the teachers played the role of learners, a technique that was meaningful for them as they became aware of teaching issues that affect learners.

Ariza and Ramos (2010) conducted an action research study and found that the teacher study group (TSG) allowed the participants to make connections between theory and practice, and provided them a space to receive colleague support for problematic areas in their own teaching contexts. Also the researchers found that the TSG helped the participants to become more reflective about their teaching practice.

**Method**

**Research design**

This study used a qualitative approach in order to obtain teachers perception on professional development. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is
one of the qualitative research approaches that is used in which the researcher develops an in depth analysis of a case, often a program, even, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to explore everyday behavior; the behavior of teacher and students in classroom, especially in the professional development of teachers in teaching English.

**Research site and participants**

To find out the teachers professional development, we did research at SMK Muhammadiyah 3 Palembang in order to gain the way of the professionalism development of the teacher. This study used purposeful sampling to select participants. There were four teachers at SMK Muhammadiyah 3 who were willing to participate in this study. In this study, the participants were four English teachers. At first, we planned to have 6 teachers, each teachers teaching in a different major; however, only 4 teachers were willing to participate in our study. One reason is outside the city.

**Data collection**

In collecting the data, we used interview protocol with one-on-one and face to face in order to obtain the data. Based on the participants view, interview provided the detail information from the participants because we wanted to find out the way how to improve the development of teachers professionalism in English language. We interviewed to the four teachers of SMK Muhammadiyah 3 Palembang that had given five questions and the participants mostly answered the questions for 35 minutes.

**Data analysis and trustworthiness**

To analyze the data, we applied thematic analysis. We followed the steps proposed by Cresswell (2012). First, we organized the data where the data were classified per-folder per-participant. After that, we transcribe the data which was changed the record into the text. Finally, we analyzed by hand about teachers’ comments into themes that focused to gain the information about professional development in English language teaching in doing interview. The data from the interview were transcribed, categorized and interpreted answering the research questions. The transcripts were given back to the participants to make sure that it was exactly what the students said and meant. Finally, the data were coded and categorized by using thematic data analysis (Cohen and Manion, 1994 and Kyale, 1996). Here, we categorized the result of interview into themes.

For the trustworthiness, we used member checking to increase the accuracy of the study. Member checking was known also as respondent validation or participant validation. According to Doyle (2007), member checking was used to validate, verify or assess the trustworthiness to review both the data collected by the interviewer and interpretation of that interview data.

**Findings**

The findings presented the data from interview was meant to answer the question: How the way teachers develop their professionalism in teaching?. Based on thematic analysis that we conducted based on Creswell (2012), we found two themes which reflected 4 teachers in speaking juring by SMK Muhammadiyah 3 Palembang.

After collecting the data in order to find out the ways by the teachers in interviews test, we found that there were two factors. The themes and codes gained from thematic analysis were listed in Table 1.
According to themes and code that were listed above, it could be concluded that there were two ways in doing professional development in English language teaching.

**Conducting research**

In order to develop their professionalism, most of teachers conducted research. As stated by one of the teachers:

“I prefer to conduct research because it can add my experience and knowledge to develop my professionalism in teaching” (Personal communication, May, 8 2019).

This meant that by conducting research, teachers can develop their professionalism in teaching.

**Joining IT Workshop**

Besides conducting research, the teachers answer that joining IT workshop can increase their knowledge and their speaking performance as what the teachers stated:

— Another way is joining IT workshops. It is very helpful for my professional development” (Personal communication, May, 8 2019).

By joining IT workshop, the teacher can apply the easiest methodology in teaching, so that the students can understand them.

**Discussion**

Based on the findings, we found that two ways to develop teachers' professionalism. The first was conducting research. It was different from Ridho (2015)in his research he found the ways to develop the teachers professionalism was continuing to the higher level of education. But, this result was supported by Ningsih (2018) developing teachers professionalism can be done through conducting the research which the systematic activity in order to increase the practical study continuously.

Another result revealed that by joining IT workshop could enhance the teachers' professional development. Because teachers could It was same as Ningsih (2018) in her reserch, there is one of the program that teachers can do in order to develop their professionalism is joining academic and IT workshop. Same as the result of Yates (2007) in his study stated that while the current study focused on teacher professional learning which is just the first link in the chain for the enactment of changes in teachers' pedagogical knowledge and practice and subsequent improvement in student learning outcomes (Ingvarson et al., 2005), the need for the content of the PD to have a specific focus rather than more general PD activities also identified by Snow-Renner & Lauer (2006) is affirmed in the survey results, with teachers rating their experiences of ICT and curriculum based activities as contributing significantly to their professional renewal. Which means that by experiencing of ICT, teachers could gain the contribution in their professional development because they were accustomed to the ICT by joining the IT workshops. While joining IT workshops or another workshop, teachers were demanded to produce a product or outcomes that will be apply in teaching and learning activities.

### Table 1. Themes and codes Corresponding Categories for Teachers based on Interviews

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting Research</td>
<td>A. Most of the teachers conducted research in order to develop their professionalism.</td>
</tr>
<tr>
<td>Joining IT workshop</td>
<td>A. Most of teachers gaining themselves in joining it workshop.</td>
</tr>
</tbody>
</table>
Conclusion

Professional development of teachers in general, and in our case ELT teachers in particular, has a tremendous effect in every society. In Killion's words (2008), "Evaluating professional development enables program managers and participants to make data-based decisions about useful evaluation results from a desire to improve both the program and its result. Another definition was professional development is a way for teachers to enhance their knowledge base of particular instructional and developmental strategies to employ with students (Mertens, Flowers & Caskey, 2009).

Based on the discussion, we could conclude that there were two ways to develop teachers' professionalism in teaching; 1) by conducting research and 2) joining IT workshop. By conducting research, teachers will know whether they were professional or not. Joining IT workshop also could increase the teacher's professionalism development as well. This study only conducted in one school of Palembang. It is recommended for the next researcher to study about teachers' professionalism development in various school of Palembang.

References


AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING RECOUNT TEXT (A CASE AT STATE ISLAMIC UNIVERSITY OF RADEN FATAH PALEMBANG)

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Abstract
The aimed of this study was to find out the grammatical errors made by students of English Education Study Program Four in Academic Year 2016 in writing recount text. The method of this study used a qualitative research. The qualitative design applied in the research is a case study. This research was also conducted by using error analysis base on surface taxonomy. The participants of this research were 10 students. The instrument that used to collect the data was written test, students were given essay test about recount text. The data analysis of this study used thematic analysis. The result shows that students committed four types of errors, namely omission, addition, misformation and misordering in writing recount text. From the result, we found the students errors are as many as in omission.

Keywords: Errors, Grammar, Past tense, Recount text, and Writing.

Introduction
Writing is one of language skills. Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. Sometimes, many students write text, but not many of them are able to write the text based on the correct structures and features of the text itself. Recount text is one of the text genres that the students have to learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. To start writing recount text is not easy. The students should express the beginning of the story as interested as possible so that the story is interesting to read. In other case, the students often make error at grammar because all sentences must be in past form.

The aims of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Recount text also represents variable, which can be used to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense. Considering the phenomena above, we had conducted research on Students English Education Study Program Four in Academic Year 2016. We wanted to know the students ability in writing recount text by given essay to the students for write their past experiences. Writing recount text is one of writing skills that should be acquired by the students. The generic structures of this are orientation, record of event and reorientation. Orientation refers the student ideas or statement about a topic or information that want to be shared with the readers. Records of event consist of core points of problem that are told in order sequences. The reorientation is a summary of the events. In this writing, the students wrote the events that they used to experience. The students wrote recount text by following the sequence of generic structures in the form of the past tense.

This research focuses on the qualification of analysis four types of errors, namely omission, addition, misformation and misordering in writing recount text. Based on the research background above purpose of this research in finding out the errors made by Students English Education Study Program Four in Academic Year 2016 in writing Recount text.
Literature Review

The definition of error

Corder as quotes by Kinsela (1978) states that — an error is typically produced by people who do not yet fully command some institution a listed language system. Based on Corder (1973), errors are breaking the rule, due to lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence they tend to be not correctable. According to Brown in order to analyze a learner language, it is important to understand the distinction between errors and mistakes. A mistake refers to a performance error that is either a random guess or a slip, seeing as a failure to use a known system correctly. Mistakes can happen in both native and second language are the result of some sort of temporary breakdown, hesitations, slip of the tongue, random ungrammaticalities, or imperfection in the process of producing speech and can be recognized and corrected by native speakers. However, errors are idiosyncrasies in the language of the learner. They are actually deviation from adult grammar of a native speaker. It shows the competence of the learner. Then mistakes are referred to performance errors in which the learner knows the system but fails to use it while errors are the result of one's systematic competence. It means that the learner's system is incorrect.

The definition of writing

Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information. As Ann Brown states that Writing is important in our lives and as a communicative act that transmit information and link people together. Related to the opinion, Raymond points out that, writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. According to Widdowson, He states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling and later information) and beyond the sentences rank (organizing and integrating information into cohesive and coherent paragraph or text). What we want write should have something meaning to convey.

The definition of recount text

Recount is unfolding of a sequence of events over time Derewianka (1990). It is about recreating past experience in using language to keep the past alive and to interpret the experience. Since recount tells about the past experiences, it uses past tenses. A recount describes events, so plenty of use is made of verbs (action words) and of adverbs to describe or add more detail to verbs.

According to Anderson (2010) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

Derewianka (2004: 18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such us next, after, when then, after, before, first, at the same time. It describes events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more details are often chosen to add interest or humor to the recount).

Types of errors

Error types based on surface strategy taxonomy: Surface strategy taxonomy emphasizes on the way surface structures are changed. Students may omit the necessary item or add unnecessary one, they may misform items or misorder them. The errors which they made are not a result of laziness or sloppy thinking, but the use of temporary principle to produce a new
language. It is a part of the cognitive process. So, it is logical if students make errors. There is further information about errors that may be made by students.

**Omission**

Omission errors are the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example, in the sentence

*Mary is the president of the new company.*

The words *Mary, president, new, and company* are the content morphemes that carry the burden of meaning. If the sentence to be like this,

*Mary president to be like this*

It could deduce a meaningful sentence, while if the sentence to be like this one,

*Is the of the*

The last example, it cannot be understood by the speaker.

**Additions**

Addition is the presence of an item which must not appear in a well-formed utterance. It means that the learner adds unnecessary items in her/his sentences. Additional is categorized into three types, namely double markings, regularizations, and simple addition.

a. **Double markings** Double markings are two items rather than one are marked for the same feature. For example in tense, he doesn’t knows my family or we didn’t went there.

b. **Regularizations** Regularization is a marker that is typically added to a linguistic item is wrongly added to exceptional items of the given class that do not take a marker. For example, the verb eat does not become eated, but ate; the noun sheep is also sheep in the plural, not sheeps.

c. **Simple additions** Simple addition is the use of an item which should not appear in a well-formed utterance. For example, the fishes doesn’t live in the water (for the 3rd person singular) or a this (for article).

**Misformation**

Misformation is the errors in the form of the use of verbs. As in additions, Misformation has three types error. There are regularizations, archi-forms, and alternating forms.

a. **Regularizations** Regular marker is used in place of an irregular one, as in runned for ran, gooses for geese, mouses for mice.

b. **Archi-forms** Archi-forms are the selection of one member of a class of forms to represent others in the class. For example, learners may also select one member of the class of personal pronouns to function for several others in the class, me hungry.

c. **Alternating forms** Defines as fairly free alternation of various members of a class with each other. For example in the case of pronouns: Masculine for feminine (vice versa), as in he for she Plural for singular (vice versa), as in they for it Accusative for nominative case (vice versa) her for she In the case of verb: I seen her yesterday

**Misordering**

Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance. In simple words, put the words in utterance in the wrong order. For example, in the utterance, He is all the time late (all the time is misordered) In declarative sentence I don’t know what is that (is is misordered).

**Methodology**

**Research design**

In this research, We used a qualitative method which used the procedures of error analysis. The describe technique was an analysis which is aimed to describe an analyze the errors
that made by the students of English Education Four in Academic year 2016 at UIN Raden Fatah Palembang.

**Research site, sampling and participants**

This study was conducted in English Department of UIN Raden Fatah Palembang. There was one class with 10 students. We chose English Education Study Program Four in Academic Year 2016 to be observed because based on the result of students we want to know the grammatical errors in writing recount text.

The sample of this research based on simple random sampling. The participants in this research was one class that consist of 10 students, which consist of 10 female. We took an English Education Study Program Four in Academic Year 2016 as their sample because we want to know the error of students English Education Study Program Four in Academic Year 2016.

**Data collection**

In this research, we used a test to know the common error of word order that appeared in recount text writing made by the students English Education Study Program Four in Academic Year 2016. Conducting research needs process or some steps. We did some procedures to conduct their research as a process. The procedure aware elaborated below: therefore, before conducting the researcher already prepare an instrument or test for the students. The instrument or test consists of instruction to composed a recount text. We did our research in the class. We gave explanation to the students, which the topic was recount text. Then we gave instruction and guidelines how doing the writing test. In collecting data, then we asked the students to write recount text about 150 until 200 words with the experienced in the past in 60 minutes. Then the researcher distributed the test papers to all students. After all the data collected the researcher analyzed them.

**Data analysis technique**

We had analyzed the writing test to find the errors of word, especially in past tense and noun phrase in recount text. We explained the error by using the student's writing test then we interpreted all of the data described. And then we makes a conclusion of this research. We uses qualitative research in this study which the method of this study used thematic analysis.

**Findings**

We had given the test about writing recount text to 10 students of English Education Study Program Four in Academic Year 2016 at State Islamic University of Raden Fatah Palembang. This test about writing recount text which in writing recount text there is arrangement in making the correctly recount text that is orientation, events and the last is reorientation. After conducting the test, we had analyzed grammatical error from the data that has been collected to find out the errors that students made. After collecting the data in order to find out the students' errors, we found that there were four types of errors that existed based on Surface Taxonomy. The result of this identification can be seen as the following table.

<table>
<thead>
<tr>
<th>Themes Based on Dulay Burt and Krashen (1982)</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misformation</td>
<td>The students made the errors in the form of the use of verbs. Some example of misformation are</td>
</tr>
<tr>
<td>Omission</td>
<td>The students forgot to add necessary items in the sentences. They omitted the use of</td>
</tr>
</tbody>
</table>
to be articles, verb, and s or es. For example, I'm interested to go there, —we stay in hotel, and — we continue to a shop.

Addition

The students add unnecessary items in the sentence. They add unnecessary to the articles and nouns. For example, I was took..., I we were prepared to pray, and —we visit in village.

Misordering

The students made incorrect placement of a morpheme or group of morphemes in an utterance. For example, land don't forget we take a picture together, their they had big party, and — he every time comes late homel.

Based on the themes and the codes listed in table, it could be inferred that there were four types of grammatical error, misformation, omission, addition, and misordering. They are in lined to the types of grammatical error proposed by Fitria Rahmawati (2014) the surface strategy taxonomy.

Misformation

Based on the data collected from the test of the writing recount text of six semester of English Education Study Program Four in Academic Year 2016, we found out that the types of grammatical error made by students were the misformation. In this case, The students made the errors in the form of the used of verbs. The data gained from the test of the students were they admitted that they writing recount text errors in the form of the used of verbs. For examples:

- then we take a rest.
- last friday my friend and I have a travel to a mountain Denpo.
- we drink coconut ice.
- The food is so delicious.
- We left Bandung and go back to Palembang.
- Many visitors come there.
- We do our activity smoothly.
- I was go there with my aunt.
- The water is fresh.
- We on the way.

Omission

Based on the data collected from the test of the writing recount text of six semester of English Education Study Program Four in Academic Year 2016, we found out that the types of grammatical error made by students were the omission. In this case, The students forgot to add necessary items in the sentences. They omitted the use of to be, articles, verb, and s or es. The data gained from the test of the students were they admitted that they writing recount text forgot to add necessary items in the sentences. For examples:

- I just wait for the order.
- I check my assignment before having holiday.
- the native people also friendly.
- Finally we came and join that event.
- When I want resume the list.
- Every time I join the trip.
- My grandmother and my cousin visit my hometown.
- I clean our room.
Addition

Based on the data collected from the test of the writing recount text of six semester of English Education Study Program Four in Academic Year 2016, we found out that the types of grammatical error made by students were the addition. In this case, the students add unnecessary items in the sentence. They add unnecessary to the articles and nouns. The data gained from the test of the students were they admitted that they writing recount text add unnecessary items in the sentence. For examples:

- *there is was one expensive DVD player.*
- *my friends are graduated on that day.*
- *we go there by a bus.*
- *My friends are graduated on that day.*
- *I and my friend was earned money.*

Misordering

Based on the data collected from the test of the writing recount text of six semester of English Education Study Program Four in Academic Year 2016, we found out that the types of grammatical error made by students were the misordering. In this case, the students made incorrect placement of a morpheme or group of morphemes in an utterance. The data gained from the test of the students were they admitted that they writing recount text incorrect placement of a morpheme or group of morphemes in an utterance. For examples:

- *and don’t forgot we take a picture together.*
- *I more took picture.*
- *so we were very tired and bought juice.*

Discussions

Based on the result of data analysis, we found that the Students of English Education Study Program Four in Academic Year 2016 at State Islamic University of Raden Fatah Palembang, South Sumatera, Indonesia contributed four types of errors out of the four types that existed based on Surface Strategy Taxonomy. Those are omission, addition, misordering and misformation. Based on the data from the test, the most errors that students committed is in the misformation that occurred when the students made the errors in the form of the used of verbs. This type of errors is the dominant type of errors which found in this research.

This result supports the previous study by Anna Dewanti (2014). (who stated that the highest errors that students made were misformation. She also stated that the students made errors in using past tense in writing recount text almost in four types of writing recount text (omission, addition, misorder, and misformation).

In this research, referring to previous research about an analysis of grammatical error in writing recount text by Dewi Kusniati Soliha (2017) was found the students made an error in their essay writing recount text, such as omission, addition, misformation and misordering. Based on the result of the research of Dewi Kusniati Soliha, the students made the most error in misformation, and followed by omission, addition and misordering. So we found that our result support the previous study by Dewi Kusniati Soliha.

The next is based on the result of Zulida Sa’diah (2017), She found four types of errors made by the students in using simple past tense in writing recount text based on surface strategy taxonomy, they were omission, addition, misformation and misordering. Then, Zulida Sa’diah found the most errors made by the students is misformation and then omission, addition and the last is misordering. Based on discusses of previous study, we can concluded that our result of this study had the same result because the most error was found is misformation.

Conclusions and Suggestions

This study was identify and classify the types of errors, to determine the frequency of occurrence grammatical errors in writing recount text by the Students of English Education Study Program Four in Academic Year 2016 at the Islamic State University of Raden Fatah.
Palembang. Based on the finding and the discussion, we had a conclusion that the total of errors in writing recount text made by the students of English Education Study Program Four in Academic Year 2016 in their recount text writing were 99 errors. These errors were found in the types of omission, addition, misformation and misordering. The types of error made by the students mostly misformation in writing recount text.

Based on the result of the study, we had some suggestions for English teacher and students as follows: for the English teacher they should improve their teaching methods by using effective teaching technique. They should give more practices to the students in order to make them understand the materials better and reduce the errors in their sentences. For the students they should learn more about past tenses to avoid or committing errors. The students should learn to use the rules of grammar in sentences or paragraph. The students should more careful and pay more attention to the grammar material when they write a recount text.

References


STUDENT'S SELF-EFFICACY IN SPEAKING ENGLISH AT SENIOR HIGH SCHOOL AL-FATAH PALEMBANG

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Abstract
This research is aimed at finding out the correlation between students' academic self efficacy and their engagement in speaking class and finding out how far students' academic self efficacy contribute their engagement in speaking English class. thirty one students of MA AL-Fatah Palembang were selected as sample of this research by using purposive sample. To collect the data, the researcher used two kinds of questionnaire; students' academic self efficacy questionnaire by Pintrinch and De Groot (1990) and Engaged Learning Index by Schreiner and Louis (2006). The result showed that the coefficient correlation of two variables was 0.384 and it was significant where r-value is (0.384) > r-table (0.254). It was also found that students' academic self efficacy contributed 14.8% to their engagement in speaking English class. So, it can be concluded that self efficacy is a factor in determining quality of student's engagement in learning process.

Keywords: self-efficacy, speaking skill, corelation, speaking involment.

Introduction
People tend to have different drives to speak English. There are encouragaments and barriers that make people want to express their ideas in English. Particularly in Indonesia where English is learned as a foreign language, people do not commonly communicate with English in the community. Some people may feel hesitant to speak English in front of other people who do not use it. On the other hand, some others have their own encouragement, so they are willing to speak English. The same issues are arising in English language learning at non-speaking English school, where most learners often seen passive and reticent in speaking English in the classroom (Hamouda, 2012).

In connection with the issue above, some experts argue that there are diverse factors that influence students to speak English. Dornyei (2005) and Riasati (2012) indicate some factors that might encourage learners to speak English such as students' motivation, personality, content and context, as well as learners beliefs on their communication competence. On the other hand, Hamouda (2012) highlights some causes that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, in comprehensible input, shyness, comparison with peers, low self-belief on their speaking capability, and lack of confidence.

Students beliefs on their capability either positively or negatively influence their willingness to speak. For that reason, this study intentionally highlights students beliefs on students speak English is their self-efficacy or what so called as self-belief (Bandura, 1997, Mahyuddin, Elias, Cheong, Muhamas, Noordin & Abdullah 2006).

Self-efficacy is referred to individuals beliefs in his capabilities and it gives effect to the efforts he puts to achieve desirable performance. As defined by Bandura (1997), self-efficacy is the belief in one's capabilities to organize and execute the courses of actions to attain designated type of performance. In other words, self-efficacy can be seen as the confidence that people have in their ability to do the things that they try to do, accomplish the goal and perform task competently (Dornyei, 2005). It is believed that self-efficacy can determine how people feel think,
and behave, as well as the choices they make in specific situation (Bandura, 1994). Thus, the beliefs that students hold about their ability in English speaking can either encourage or make them hesitate to speak English in front of others in the classroom.

Dodds (2011) conducted a correlation study on self-efficacy and language performance among Chinese immigrant newcomers in Canada. She found that there was a significant positive correlation between English-speaking self-efficacy beliefs and English speaking performance among the participants. It is stated that the participants who had strong beliefs in their abilities to perform certain speaking tasks were subsequently able to perform those tasks to a high degree.

However, Idrus and Salleh (2007) state that study relates to students self-efficacy with regard to speaking English skill remains under-discussed, especially in Asia. Many studies that have been done on self-efficacy in second and foreign language learning settings are focused only on reading and writing skill (Schunk & Swartz 1993). Hence, it is interesting to see the application of self-efficacy concept in speaking English in Indonesian context. Moreover, this study is essential in order to provide students and English teachers with an alternative idea on how to enhance students beliefs on their speaking ability and boost their speaking performance in the classroom.

**Literature review**

**The concept of speaking**

Speaking skill is a vital element to interact with others. Speaking is a spoken productive language skill. It is about how the students produce the language orally.

According to Harmer, speaking refers to the students produce pieces of language and sees how its turns out that information are fed back into the acquisition process. Therefore, speaking focused on output where the learners attention is on conveying ideas and messages to another person. As Jones comments that in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world or simply being together.

Brown (2001) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Brown (2007) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. In their discussion on the nature of spoken language.

Brown and Yule in Nunan (1989) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs.

Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989) successful oral communication involves:

a. the ability to articulate phonological features of the language comprehensively
b. mastery of stress, rhythm, intonation patterns
c. an acceptable degree of fluency
d. transactional and interpersonal skills
e. skills in taking short and long speaking turns
f. skills in the management of interaction

g. skills in negotiating meaning

h. conversational listening skills (successful conversations require good listeners as well as good speakers)

i. skills in knowing about and negotiating purposes for conversations

j. using appropriate conversational formulae and fillers.

Brown (2001) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategies devices-pauses, fillers, self-corrections, backtracking to enhance the carry of the message.
8. Use grammatical word classes (noun, verbs, etc) system (eg, tense, agreement, and pluralization), word order, pattern, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other non-verbal cues among with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

The concept of self-efficacy

Albert Bandura is credited with pioneering the self-efficacy theory – a set of ideas that form a part of his social-cognitive theory of personality. The theory was an outcome of the thought process that people generally tend to engage in activities that they believe they will be successful at and shy away from activities that they know will lead to failure.

According to this theory, people who have high levels of self-efficacy tend to feel that they can perform very well at an activity and therefore attach more value to it. According to Bandura, humans normally self-regulate in order to achieve certain targets or to foresee how they
They do this through a process of first identifying a goal and then modifying their strategy and effort level to ensure that a goal is attained.

Self-efficacy regulates on how people feel, think, motivate and behave when confronted with a new or similar task. Therefore, understanding the level of self-efficacy in a person will help us understand how and to what extent an individual will get involved in a task and what the outcome could possibly be. Self-efficacy is task specific and can vary depending on the activity. For example, a person may have a high self-efficacy for running marathons but a low self-efficacy for dancing.

**High self-efficacy**

The benefit of higher self-efficacy levels is that an individual starts to challenge himself by raising the level of the targets that he sets for himself. Because of his inherent belief in his capability to perform, he is even more likely to successfully accomplish these targets.

**Low self-efficacy**

People with lower self-efficacy levels are more likely to doubt themselves and their ability to successfully reach their targets. This leads to a failure in putting in the required amount of effort to reach the goal and ultimately leads to failure in carrying out the desired behavior.

**Development of self-efficacy**

There are various factors that influence the development of self-efficacy.

**First factor**

Prior experience, which deals with how earlier attempts at completing a task influences how an individual perceives his ability. If an individual has been successful in his previous attempts, he will have high self-efficacy. If he has failed in his first attempt, there is lower self-efficacy than if he fails after repeated attempts. When a person realizes that putting in more effort leads to his success and not just luck, his self-efficacy becomes stronger.

**Second factor**

Vicarious experience is also the factor that where one observes or hears what others who have completed the task have to say about their experience. This increases one's motivation level.

**Third factor**

Dealing with various levels of stress, anxiety or boredom is considered as the third factor called as 'arousal of emotion'. The right level of stress can motivate a person and influence his self-efficacy. The final and the least influential factor is verbal persuasion where verbal arguments are used to help convince a person that he is likely to succeed at a task.

**Types of self-efficacy**

According to Maddux, there are two types of self-efficacy. When a person is confident of completing fundamental aspects of a task successfully, it is termed as task self-efficacy. Here, the confidence is born out of the efforts that he has put in to improve himself. When there is confidence in one's ability to complete the task, irrespective of how challenging the conditions are, it said to be coping self-efficacy.

**Application of theory**

**In sports**

Self-efficacy can be built by increasing participation in sports. Athletes who have high self-efficacy generally push themselves to work harder, train harder, develop better strategies and to become more focused.
**In health**

Low self-efficacy in patients can be spotted by their failure to follow prescribed diets and exercise regimens. This generally leads to worsening of their health conditions. Self-efficacy is used to predict to what extent, patients are likely to comply with instructions to improve their health like changes in lifestyle for example.

**Methods**

**Research design**

This is a quantitative study. The design used in this research is ex post facto design. There is no treatment in this research. This research was conducted at MA AL-Fatah Palembang. There is one class from one grade as the sample of the research. The sample was taken through purposive sampling. The researcher took the students with high competency in speaking English.

**Data collection**

In collecting the data, the researcher used two kinds of questionnaire. A set of self-efficacy questionnaire was taken from Pintrinch and De Groot (1990) while for collecting data students' engagement the researcher used Engaged Learning Index developed by Laurie A. Schreiner and Michelle C. Louis (2006). In this research, the researcher used two kinds of validity: content and construct validity while for the reliability, the researcher used Cronbach Alpha to find the reliability of the instruments. From the calculation of reliability analysis of academic self efficacy questionnaire, the alpha is 0.750 For the Engaged Learning Index used for students' engagement questionnaire, the calculation of reliability analysis of questionnaire shows that the alpha is 0.740.

The researcher correlated the self efficacy score with the result of students' engagement in order to determine whether there is correlation or not by using Pearson Product Moment Correlation. The data were analyzed both by using SPSS. After that, simple regression was implemented to find how far the contribution of academic self-efficacy to students' engagement.

**Data analysis**

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making (Wikipedia). To figure out the level of students' self efficacy while in speaking performance, the researcher done the scoring and categorize each student based on their responses in SEQ-C questionnaire.

**Findings**

To get data the researcher administered two kinds of questionnaire: academic self efficacy questionnaire and students' engagement. Academic self efficacy questionnaire was administered to find out students' level of self efficacy and students' engagement to find out the students' engagement quality in speaking English class.

From the academic self efficacy questionnaire, it is found that 80.12% students have high self efficacy, 8.91% students have average self efficacy, and 0% student has low self efficacy. The self efficacy level of students from three different classes, who had highest score of competence, was high or in good level of academic self efficacy. This finding also was supported by Bandura (1997) who explain there are four main sources of self efficacy; they are mastery experience, vicarious experience, social persuasion, and emotional state. The three classes as sample of this research were the classes which had the highest score among other classes and most of students in these classes had high level of academic self efficacy. The students might obtain academic self efficacy from two kinds of process, which were mastery experience and vicarious experience. By their successes experience in facing every assignment, they had strong sense of belief on their competence if they were faced with difficult condition. Besides that, the vicarious experience factor may happen. Some students who had confidence not quite high enough on their
competence would boost their sense of self efficacy on their ability by seeing their friends, which they think have the same ability of success.

The researcher administered Engaged Learning Index which consisted of three subscales. It was obtained the highest mean level of engagement is the meaningful process subscale. From the table, it can be seen that the result of three subscales of engagement show the quality of students' engagement in speaking English class was not quite good. The percentage of score shows among 50-60% students actively participated or highly engaged in speaking English class.

The students as the sample of this research show good competence in speaking English. The students' score shows that they can pronounce the word correctly, use English in correct grammatical structure, and comprehend what they speak. However, there are still some students not actively engaged in speaking English even though they have good competence because they are afraid if they will get bad response from their friend. The score of students' engagement shows their level of engagement is in average level. The three subscale scores show the quality of students' engagement was not good enough because it did not reach 80% point. It means there are quite many students being disengaged in learning.

In order to know the coefficient correlation between those two variables, the researcher analyzed the data by using SPSS. The following table shows the computation result of the two variables.

<table>
<thead>
<tr>
<th></th>
<th>Self. Efficacy</th>
<th>Students. Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correlation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self. Efficacy</td>
<td>Pearson 1</td>
<td>.384**</td>
</tr>
<tr>
<td></td>
<td><strong>Correlation</strong></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Students. Engagement</td>
<td>Pearson .384**</td>
<td>1</td>
</tr>
<tr>
<td><strong>Correlation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>61</td>
<td>61</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

From the calculation above, the researcher found that the coefficient correlation between students' academic self efficacy and their engagement in speaking English class is 0.384 at significance level 0.01. It means that the correlation between those two variables is weak positive correlation. It can be assumed that from the result, it can be seen that self efficacy had relationship with students' engagement in speaking English class. It was also proved when the researcher calculated for contribution value that showed students' academic self efficacy contributes 14.8% to their engagement in speaking English class.

**Discussion**

Based on the result of data analysis, the researcher found that the coefficient correlation between students' academic self efficacy and their engagement in speaking English class is 0.384 at significance level 0.01. It means that the correlation between those two variables is weak positive correlation. It can be assumed that from the result, it can be seen that self efficacy had relationship with students' engagement in speaking English class. It was also proved when the researcher calculated for contribution value that showed students' academic self efficacy contributes 14.8% to their engagement in speaking English class.

As Gibbs and Poskit (2010) claimed that with high self efficacy, relationship with teacher and pairs, relational learning, disposition to be learner, motivation and interest, personal agency, goal orientation, and academic self regulated will be better in students' engagement in classroom. Based on that statement, the researcher concluded that a good quality of student's engagement in speaking English class was contributed 14.8% by academic self efficacy and another 85.25% was influenced by other factors, and the result is <0.01.
And then based on konturo (2012) interpretation, the strength of correlation is moderate or enough correlations. In addition, the writer got p value = .002 where the significance <0.5 which mean that the accepted hypothesis was the alternative hypothesis.

Another study carried by Angraini, setiyadi, and sudirman (2014) also reached the same conclusion. The result show that the coefficient correlation of two variables: self efficacy and student in english speaking class was 0.384 and it was significant where r-value is (0.384) > r-table (0.254).

According to the explanation of coefficient correlation above, it could be concluded that the students' academic self efficacy affected their engagement in speaking English class. It was proved by the coefficient correlation and regression value.

Conclusions

Based on the data analysis and discussion, the researcher comes to the following conclusions:

1. There is significant correlation between students' academic self efficacy and their engagement in speaking English class. The statistical analysis of students' academic self efficacy and their engagement in speaking English class shows that the value of coefficient correlation ($r$) = 0.384. Thus, prediction can be put forth that when the students have high level of academic self efficacy, their engagement in speaking English class tend to be better.

2. For the contribution value, it was found that the coefficient influences value is 0.148 at significant level 0.01. It means that students' academic self efficacy contributes 14.8% to their engagement in speaking English class of students of MA AL-Fatah Palembang.

3. The students' engagement in speaking English class of students MA AL-Fatah Palembang highly engaged in cognitive engagement or meaningful processing. It means that most of students of MA AL-Fatah Palembang highly engaged on meaningful process which represents cognitive processing of new information and effort to relate new material to pre-existing knowledge or experiences, as well as placing a priority on what is learned, thus engaging them in the learning process.

4. Having good competence in speaking English class does not mean students would actively participate in every single activity in learning process. There are many reasons causing student's engagement in speaking English class, one of them is self efficacy.

Suggestions

Based on the conclusions above, the researcher proposes some suggestions concerning the research finding as follow:

1. For teachers, besides teaching material and technique in speaking English class, they should also be aware to the psychological factors, like self efficacy and students' condition while they are learning. A good teacher is a teacher who gives optimal attention to not only the students' score but also their student's psychological condition while they are learning.

2. The teacher should be able to give more opportunities which invite them to have interaction with the teacher itself and their friends during learning process. The opportunity should be available for every single student not only for some students. So, they can use those opportunity as their practice in using target language.

3. For teacher after giving the opportunities to the students to use target language, he/she should not forget to motivate them. Actually they have already had high sense of belief about their competence but sometimes they are still afraid to use English to have communication with the teacher and friends. Besides that social persuasion also can improve or boost the student's confidence.

4. For further research, the one who is interested in studying student's engagement will be better to find out the effect of students' condition to their engagement in learning process, because this research found that student's condition (like student's mood and level of tiredness) obstruct student's engagement. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on student's condition aspect.
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THE FACTOR OF DIFFICULTIES ENCOUNTERED BY NON-ENGLISH DEPARTMENT STUDENTS IN SPEAKING ENGLISH

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Abstract

This research was mainly to explore what are factor Non-English department students difficulties in speaking English. In this research we employed the study by using qualitative case study research design. The subjects of this research were 6 of Non-English department students of Raden Fatah State Islamic University Palembang. To collect the data we used an interview with the participant. The interviews sessions were audio taped and transcribed. This research used thematic analysis as our data analysis techniques. We found the results of this research showed English speaking difficulties faced by Non-English department students of Raden Fatah State Islamic University Palembang for the reasons such as inhibition, feel that don't need nothing to say, the mother tongue use, and lack of motivation when speaking, little knowledge about vocabulary. The important recommendation from us that Non-English department students of Raden Fatah State Islamic University Palembang should more practice Speak English. In addition, they also have to read a lot of books and dictionaries to increase their vocabulary knowledge.

Keyword: difficulties, non-english department students, speaking

Introduction

Speaking is one of language major skills. Speaking is regarded as the most demanded skill on learning a language. Tarigan (1990) defines that speaking is a language skill that is developed in child life, which is produced by listening skills, and at that period speaking skills is learned. It is clear that the way of communication which cannot be separated from daily life.

Speaking has been only implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991) state that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. Students' skills in conversation are the core aspect, it becomes a successful language learning, thus, language function as a system for expression meaning, as Nunan (1991) states that the successful in speaking is measured through someone's ability to carry out a conversation in the language. This is obvious that there are many proponent factors that influence speaking success and there are many obstacle factors why it is not running well.

Speaking problems are some problems that make someone lacks of speaking ability. According to Doris and Jessica (2007) language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the barriers to speaking abilities. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems.

Other problems for students to become a good English speakers are the psychological problems. Xinghua (2007) states that psychological problems are those problems which often interfere with your emotional and physical health, your relationships, work productivity, or life adjustment such as nervousness, lack of self confidence and afraid to speak. These problems may affect students performance in their speaking.
Students Non-English department in UIN Raden Fatah Palembang, they may face certain factor problems that keep themselves cannot speak English better. With this research, the researcher wants to find out factor Students difficulties by Non-English department in UIN Raden Fatah Palembang. The researcher also has research conducted towards this study. During the pre-research, the researcher indirectly interviewed the students and asked as if they have problems with their speaking abilities, more than a half of the students give different opinions about their problems speaking English. Several students had their minds, but when it came to speak, they have no idea at to Say, they are not confident with their grammar, afraid of being criticized, lack of vocabularies, nervousness, worry, and anxious. In order to find out factor Students difficulties by Non-English department in UIN Raden Fatah Palembang, the researcher intended to conduct a study to find the affected students' speaking difficulty.

**Literature Review**

**Speaking as a communication**

Lustig and Koester (1996) have defined a communication as a symbolic process in which people create shared meaning. In this point of view a symbol refers to the words we emit when interacting with our peers, and whose aim is that transmitting meaning, that is, perceptions, thoughts, feeling, knowledge, skills and experiences. They also said that —communication is interpretive in nature and people actively attempt to understand and organize their experiences in the world.

Hymes (1972) in Supiatun (2012) proposed the term ―communicative competence‖ in contradistinction to Chomsky's notion of linguistic competence. The latter emphasized the ability of speakers to produce grammatically correct sentences, and the former includes linguistic competence and socio-cultural dimensions. For Hymes, communicative competence enables learners to —convey and interpret messages and to negotiate meanings interpersonally within specific context.

**Factors influence speaking**

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, non-linguistic elements such as gestures and body language/posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech. In addition, "there is tremendous variation cross-culturally and cross-linguistically in the specific interpretations of gestures and body language" (Brown 1994:241). Furthermore, different cultural assumptions about the purposes of particular interactions and expected outcomes of encounters also affect communication.

**Students’ common difficulties in speaking**

English speaking is not easy for students, because they must study hard if they want fluency and good comprehension to speak therefore they must learn more about Vocabulary, Pronunciations, Grammars and they must have willingness.

Based on Chens' research (2009) entitled: —A Pilot Study of some ROCMA Cadets' Difficulties in English Speaking! students' common difficulties are they did not confident, limited fluency and limited vocabulary.

**Speaking ability**

According to Brown (Islamiyah, 2007) speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure and discourse.
Harris (1969) in Wijarwadi (2008) stated that speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. Five components are generally recognized in analyzing speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an understanding of what both the tester and the testee are talking about or the ability to respond to speech as well as to initiate it.

Methodology

This study employed qualitative research design using thematic analysis. According to Boyatzis (in Braun & Clarke, 2006) thematic approach is a method for identifying, analyzing and reporting on themes contained within a phenomena. According to Arnold (2006) thematic analysis is a method for identify, analyze and report on patterns or themes within a data. Therefore this method can regulate and describe detailed data in order to be able to interpret various aspects of the topic research.

According to Poerwandari (2005) the thematic approach is a the process used in processing qualitative information in a manner that is general aims to understand social phenomena or symptoms more focus on a complete picture of the phenomenon under review rather than detailing into interrelated variables and implemented systematically.

Then direct interviews about experiences and challenges / difficulties / problems found by Non-English department students in speaking English and the way students overcome difficulties in speaking English. The purpose of this directed interview is to develop a broad and deep understand rather than quantitative summary. The emphasis is on insight, responses and opinions. In this study, there were six participants involved in this interview, the participants were encouraged to express their opinions and explain their answers further. The responses from this interview focus were recorded and analyzed based on patterns or trends originating from data. At the end of the interview, everyone participants were grateful for their involvement.

Methods

Research design

This study I used qualitative method as a method of research in this analysis. Gay and Airasian (2006) state that the qualitative method is a research method involving the collection of data to answer questions about the current status of the research subject in the presentation of the data.

Data collection

To find out the difficulties of non-English department in speak English students, we collected qualitative data observing and interviewing 6 students who were not from English majors to explore the factors that made it difficult for students to speak English. interviews were conducted semi-structurally with one by one interview types.

Data analysis

In analyzing data, we applied thematic analysis. We followed the step proposed by Creswell (2012). First, we collected the detailed data from Interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded types an analysis of the factor of students difficulties in speaking English by Non English department . The last, we made the interpretation in qualitative research of the findings and results.

In this study, we use peer debriefing to enhance the accuracy of the study. This method used the workmanship system of two people where the thoughts of each individual will be equated in one information. In this case, we used technique where we worked together to find results that will be described in findings.
Findings

The research findings showed that the Non-English department students of Raden Fatah State Islamic University Palembang had some factor problems in speaking English. Based on the data analysis, it was found that the students faced speaking problem, such as: inhibition, nothing to say, a little tongue about vocabulary. Each finding is presented as below.

The students feel inhibited.

Based on the results of data analysis, it was found that students felt inhibited when they tried to speak in English. Inhibition refers to alertness and fear in responding to unknown people, objects and situations. students often feel shy and not confident in speaking English. That is evident from the following results interview.

Student 1
I think for me the hardest part is talking. I feel very embarrassed when I speak English because I rarely speak, I only listen because I'm very shy (personal communication, may 2 2019)

Student 2
I am ashamed to speak in front of people (personal communication, may 2 2019)

Student 3
I feel embarrassed if people see (personal communication, may 2 2019)

Student 4
I am not fluent in English, so I often feel less confident (personal communication, may 2 2019)

Student 5
I wasn't confident when I realized that my conversation partner couldn't understand what I'm really saying, or when I don't understand what else is the speaker said (personal communication, may 2 2019)

Student 6
I feel less confident because my English is not very good (personal communication, may 2 2019)

Shame is an emotional thing that many students feel at a time when they are must speak in English. This shows that shame can be a problem at student learning activities in speaking. In this research, students often feel embarrassed when trying to say something in English. They rarely speak English; they just listen to their friends because of them hesitate to talk. They feel ashamed to speak in front of their friends when each of them are staring at them. Therefore, they have difficulty speaking English.

The students had nothing to say.

Based on the results of data analysis, it was found that students did not have anything to say. They think that their language skills are not sufficient to express their thoughts. They often feel that they cannot think of anything to say because they have no ideas to express their feelings. This is evident from the results of the following interview.

Student 1
Often, I have no idea to say something in English when making a presentation (personal communication, may 2 2019)

Student 2
I have no idea to speak English because the topic is not interesting or foreign to me (personal communication, may 2 2019)
Student 3

*I don't know and have trouble answering my friend's question (personal communication, may 2 2019)*

It was found that students did not say anything when they spoke English. Students often think that they say nothing about a certain topic to talk. In fact, they are bored and feel that the conversation has nothing to do with anything they know. In other words, they don't have enough background knowledge about the topic being discussed. Students often complain that they cannot think of anything to say because they have no idea to express themselves. They have difficulty providing an answer when a friend asks them to say it in English.

**Students use mother tongue.**

Based on the results of data analysis, it was found that students used their mother tongue in speaking activities. Students often use their mother tongue (Indonesian or even Palembang) when they don't know how to say a few words in Indonesian English. This is evident from the results of the following interview.

Students 1

*I usually use Indonesian, or even Palembang, when speaking English, because we don't know how to say it in English (personal communication, may 2 2019)*

It was found that students use mother tongue to provide explanations when they do not know how to say a few words in English. In addition, they tend to use mother tongue when answering or asking questions to their friends because, indeed, they have a richer vocabulary in their mother tongue than in English. In addition, mother tongue is the language that is most familiar to students because they use it in their activities and daily lives.

**Low student motivation.**

Based on the results of data analysis, it was found that students were lacking motivation in speaking. The students have low motivation to speak English. They do not have the will to try to speak English in their daily lives. Could evidenced by the results of the following interview. I have low motivation in speaking.

Student 5

*When I talk to my friends; sometimes he tries to tell me to stop talking because I don't understand what I want to say (personal communication, may 2 2019)*

The interview results showed that students had low motivation to speak up. Motivation of students who are low in speaking can be seen in situations when students have no desire to speak English. As a result, not many non-English department students spoke English.

**Causes of student problems in speaking.**

Based on the results of data analysis, research findings indicate that students’ speaking problems are caused by several factors, such as: fear of making mistakes and being criticized, have limited background knowledge of the topic, lack of exposure to English, lack of vocabulary and mastery of grammar. Each finding is presented as follows.

**Fear of making mistakes, and being criticized, as the cause of ‘inhibition’**

Based on the results of data analysis, it was found to be afraid to make errors and criticisms are factors that cause students’ inhibition. Could evidenced by the results of the following interview.

Students 1

*I feel bumpted for fear of making mistakes (personal communication, may 2 2019)*
Student 2
If I make a mistake while speaking in English, friends will laugh (personal communication, May 2 2019)

Students 3
I feel hampered because we are afraid of being criticized by friends in the future (personal communication, May 2 2019)

Student 4
I am afraid of being criticized by friends in front of many people, so that it makes us embarrassed and reluctant to speak English (personal communication, May 2 2019)

The interview results indicate that students are afraid to make mistakes; As a result, they don't want to speak English. They are also scared make a mistake because their friends will laugh at them.

Having a limited background knowledge of topics as the cause of 'nothing to say'
Based on the results of data analysis, found factors that cause students 'say nothing' is limited background knowledge of students about the conversation in English. This is evident from the results of the following interview.

Student 1
I feel I don't need to say anything, I don't have an idea to speak English because what is being said is not interesting or I don't understand (personal communication, May 2 2019)

Having Knowledge of the Background of Limited Talks as the Cause of 'Nothing to Say'
Based on the results of data analysis, found factors that cause students 'nothing to say' is limited background knowledge of students about the conversation in English. This is evident from the results of the following interview.

Student 5
I don't feel I don't need to say anything, I don't have an idea to speak English because the conversation isn't interesting or I don't understand (Personal Communication, May 2 2019)

It was found that students don't have the idea of saying something in English because they do not have enough background knowledge about the conversation. In this condition, knowledge background affects speaking performance.

Lack of exposure to English, lack of vocabulary and mastery of grammar as the use from 'mother language used'
Based on the results of data analysis, found factors that cause students to use 'mother tongue' is a lack of lack of vocabulary and mastery of grammar. This is evident from the results of the following interview.
For me, using mother tongue is more likely caused by not knowing a certain word to target language (English).

Student 1
It's hard for me to memorize vocabulary. Some say, I forget vocabulary and do not know the meaning of words (personal communication, May 2 2019)

Student 3
Because my words are limited, I don't have the right words to express my words ideas in English. Apart from limited vocabulary, my problems are related to grammar. (personal communication, May 2 2019)
Student 5

This it's difficult for me to distinguish between Verb 1, Verb 2 and Verb 3 because Such grammar rules do not exist in Indonesian. So, really difficult for me (personal communication, may 2 2019)

Student 2

I don't remember the pattern when I have to use a do or a do or a do first and when I have to add to be „is, is, is, and is‘ in the sentence, so I get difficulty saying it in speaking English because if it's wrong a little can be different meaning (personal communication, may 2 2019)

It is clear that students often use mother tongue when they speak English. The use of mother tongue is more likely due to lack words they know in English. It's quite difficult for them to get constant exposure target language because people around when people speak English.

Doing activities that are not interesting as a cause low motivation

Based on the results of data analysis, it was found that the factors that caused it students who have 'low motivation' are uninteresting talks. This is evident from the results of the following interview.

Student 2

I have no motivation to speak. the condition of the conversation which sometimes I do not understand makes me lazy to speak English (personal communication, may 2 2019)

The interview results show that students have low speaking motivation because the conversation is not interesting or they don't know. Material and teaching The techniques provided by the lecturer do not appeal to them.

Discussion

Based on the findings, we found that the difficulties experienced by non-English department students in speaking were caused by several factors. inhibition, feel that you don't need nothing to say, the mother tongue use, and lack of motivation when speaking, little knowledge about vocabulary. almost similar to research by Herdiansyah (2012). He claim that the department faced in speaking was not happy with making mistakes The factor problems that most students faced in speaking was ‘having a lack of vocabulary’, ‘not being confident to speak’, “not being used to talking”, and “difficulty expressing words or sentences.’ The cause of problems most students faced was ‘being afraid of making errors’. There were two kinds of problems faced by the students in speaking that the researcher found in this study, namely, linguistic problems and non-linguistic problems. From the characteristics of success-ful language learners as proposed by Rubin and Thompson, it can be concluded that the strategies that were used by the students to solve their problems only a few matched with Rubin and Thompson (2001)’s ideas, so their efforts had not been enough. Based on the discussion, some suggestions have been proposed. The most important one, speaking skills do not stand alone but they are supported by the mastery of vocabulary, grammar, and pronunciation; accordingly.

Rahmania (2008) states that students lack of confidence and fear of making a mistake at their use mother tonguein every learning situation or environment, human psychology plays a significant role. The factor difficulties encountered by non-English department students (NEDS) in speaking English, which is divided into two aspects: linguistic and psychological aspects. It also aims to find the strategies used to overcome the difficulties. This research employs a case study with qualitative approach, involving 25 students of a college of nursing in Bandung. Questionnaire and interview are employed to gain the data. From the study, it is found that the major difficulties encountered by NEDS are in vocabulary and nervousness. Moreover, to overcome the difficulties encountered, this study find some strategies used by the students are for help, being quiet, smiling or laughing and taking risk.
Aditya (2004) states that students factor in speak is lack of motivation, nothing to be afraid of being laughed. English speaking is a language skill that is highly affected by human psychology. There are some psychological factors that hinder students from practicing their speaking in learning English.

The results that we found were factor difficulties in speaking that students felt inhibited when they tried to speak in English. Inhibition to alertness and fear in responding to own people, object and situation. the students have nothing to say, they think that their language skills are not sufficient to express their thoughts. they often don't think of anything to say because they have know ideas to express their feelings. students use mother tongue, the often use mother tongue in speaking when they don't know to say a few words in English. we found that students have low motivation to speak english, they did not have to try to speak english in their daily life.

Suggestions

For the students who want to speak English fluently and clearly, the researcher suggests the students to apply some solutions to improve their speaking skill. Firstly, the students try to build their self-confidence to speak English without worrying that they would make mistakes. Secondly, the students built their self-confidence by practicing in front of the mirror. The logic behind this solution was that by rehearsing with a mirror, the students did mental exercises and were able to see themselves in real time. In this case, the students chose a topic, set a timer for 2 or 3 minutes, and just talked. It also made them feel like they were talking to someone, so they could pretend that they were having a discussion. This definitely helped them to find out what kinds of words or sentences that they had trouble with. In addition, the students could reduce their being nervous by doing more practices to speak English by themselves in front of the mirror. Moreover, the students can listen to the English songs and watch English movies; it can help them improve their English, especially in learning speaking and listening.

Conclusion

Based on the research findings presented in the previous chapter, some conclusions concerning the factor problems of the Non-English department students difficulties in speaking English can be taken as follows.

The students had some problems in speaking English, such as; (1) the students felt inhibited, (2) the student had nothing to say (3) the students used mother- tongue, and (4) the students had low motivation. Then, the researcher also found that the students uncertain to speak English. It must be there were some causes that made the students uncertain to speak English. Secondly, the students’ problems in learning speaking were caused by some factors, such as; (1) being afraid of making mistakes and of being criticized as the cause of ‘inhibition’, (2) having limited background knowledge of the topic as the cause of ‘nothing to say’, (3) lacking exposure of English, lacking vocabulary and grammar mastery as the cause of ‘mother tongue used’, and (4) doing uninteresting in speaking ‘low motivation’.

Reference


STUDENT'S PERCEPTION OF QUIPPER FOR ENGLISH CLASS: A CASE STUDY OF SMK MUHAMMADDIYAH 3 PALEMBANG

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Abstract
This study was conducted to find out the students' perceptions on the use of online learning platform (Quipper) in the class at SMK Muhammaddiyah 3 Palembang. This study applied a qualitative research. 6 tenth grade students were chosen as the research participant. Instruments used in this study are interview guidelines were used to investigates students' perceptions in using Quipper in English language learning. In this study used thematic analysis as the data analysis techniques. The result of this study revealed that students have positive perceptions regarding the use of Quipper in English language teaching and learning. This study indicated that majority of students considered the use of Quipper in English teaching and learning is effective and efficient in terms of time. Although slow-speed internet is considered to be one of difficulties in using Quipper, most of the participants agreed that the online learning platforms can help them in practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson. Therefore, Quipper is a suitable online platform in assisting students in learning English and assisting teachers in teaching English.

Keywords: Perceptions, Students Perception, Quipper

Introduction
The use of online learning platform such as Quipper has been implemented by some teachers as an attempt in integrating technology into teaching and learning process in the classroom. The online platforms promote both inquiry based learning and independent learning since the online platforms facilitate interactions between teacher and students although they are not in the same room. Quipper as free of charge and user-friendly social learning platforms provide learners with various features that allow learners to interact and collaborate with teacher and peers as well as to access course provided by teacher. The teacher can distribute the assignment, set the submission deadline, and monitor students' progress. Moreover, the online platforms also allow parents to monitor their children's progress.

In Indonesian EFL context, studies related to the use of online learning platforms have been conducted by some researchers. Purnawarman, Sundayana, & Susilawati (2016) conducted a study to find out students' perception towards the use of Edmodo in teaching writing and how Edmodo can facilitate students' engagement. The result of the study showed that Edmodo can be integrated into GBA writing cycles. There are also some issues appeared in the study regarding the bandwidth, confusion in using Edmodo, incompatibility of smartphone applications, and students' lack responsibilities for learning. Moreover, a study conducted by Saptani (2017) involving three English teachers in Semarang, Central Java revealed that Quipper School provides abundant alternative materials that can be used in various learning activities. It also allowed an interaction between students and teacher and increased students' motivation in learning. Thus, the teachers participated in the study perceived Quipper School as a good media in teaching English.

In Indonesian EFL context, little research has been done to figure out students' perception towards the use of Quipper in English classroom in senior high school. Therefore, the study attempts to investigate student's perceptions towards the use of Quipper in English.
classroom and benefits of using the online learning platforms such as Quipper. Thus, the study seeks to achieve a forementioned purposes and the issues to be discussed in this paper will be summarized in the following research questions:

1. How do students perceive the use of Quipper in English classroom?
2. What are the benefits of using Quipper in English classroom?

**Literature Review**

**Perception**

*Nature of Perception*

Perception is the organization, identification, and interpretation of information through sensory sense. By perception, we know and understand about the kinds of phenomenon which exist in our environment. People have different perceptions on an object. It can be in positive or negative perceptions. Perception is a process which starts from the sense of organ. It is a process which related to the acceptance of information by human brain which happens during the process of interaction which is done by people with his or her environment (Slameto, 2010). People have different perceptions toward an object that will be discussed in this research is about the use of Quipper School, and the respondents who give the perceptions are students. Therefore, it can be conclude that perception is a process of human thinking about phenomenon after they get sensation from environment through the sense of organ.

*Process of Perception*

Perception is a process where the information enters to human brain. Through perception, people connect with the environment. It's done through five senses. The following steps show the process of perception by Walgito (2010):

1. **Stimulus**
   Perception appears because of response to the object or stimulus. The first step of perception is sensation. All of the sensation enters through human's senses. Sensation will influence the stimulus.

2. **Registration**
   The stimulus will be transferred by nerve to brain. Then it will be processed by brain. In this process, human being recognizes the stimulus.

3. **Interpretation**
   Stimulus entering into the brain interprets what the individual see, hear, feel, etc. Relation in this research is the perception given by the students as a result of stimuli.

*The Supporting Element of Perception*

There are three elements which give the important role in perception, and the elements are divided into 3 elements (Walgito, 2010).

1. **Object that is perceived**
   An object will cause stimulus and it will be received by humans sensory device.

2. **Receptor/Human sense/Sensory**
   Device Human sense or receptor is the device to receive stimulus. Besides that, there should be sensory nerve as a tool to continue every stimulus to the core of nerve composition called brain.

3. **Attention**
   Attention is needed to do perceptions. An individual has to focus on that particular object which may be different with other individual's concentration. By having different focus on the object, individual can have various perceptions. Those three things take important role in perception; object, receptor, and attention. If those things are not complete, there will no perception come to the individual itself.

**Student’s Perception**

Students are the main and the most important resource in the teaching and learning process. Students’ perception is necessary in a teaching and learning situation, it occurs when the
teacher interprets a given meaning to stimuli their classroom environment or in the students' classroom behavior (Ahmad, 2009). Several past research have shown that thought or perception plays an important part in teaching. Centra (2005) stated that students' perceptions of learning were highly correlated with their overall ratings of teaching effectiveness in teaching learning process. Therefore, it can be concluded that the effectiveness of teaching learning process, it can be done not only through assessment test but also through knowing students' perception.

**E-learning**

E-learning can be approached from 2 basic angles it can be seen either as an —educational processl or as a —set of tools supporting the educational processl (Kopecky, 2006). Consequently, there is a wide range of definitions that may differ according to the organization and the way of e-learning usage.

For the purpose of this study the term e-learning can be illustrated by comparing and combining the following definitions: "E-learning is understood as a multimedia support of educational process using modern information and communication technologies usually implemented through computer networks. Its main task is free and in time and space unlimited access to knowledge" (Kopecky, 2006).

Synchronous online e-learning requires a constant connection to the net while students communicate with their teachers in real time, which means they can chat, virtually telephone or video conference. Asynchronous online e-learning is presented by communication among participants who are not connected to a net at the same time. They communicate through sent messages in discussion forums or they send e-mails. Offline e-learning does not require a participant's computer to be connected to any net. Study materials are provided thanks to memory tracks, such as CD-ROMs, DVD-ROMs or disks. This is hugely used at basic and secondary schools where present education is joined with an e-learning multi-media support to create so-called blended learning (Kopecky, 2006).

The advantages of e-learning can be summarized as follows (Zlamalova, 2006):
1. Higher efficiency of education (flexibility, well-arranged structure with small units, multi-media elements);
2. Accessibility, so called just-in-time;
3. Individual attitude to a student;
4. Low costs of education (for a society as a whole, for educational institution and also for a student);
5. Easy up-dating of an educational content and used methods;
6. More possibilities for knowledge testing of a student;
7. High rate of interactivity;
8. Easy administration;
9. Increase in ICT skills of students and also teachers.

While the disadvantages of e-learning can be summarized as follows (Zlamalova, 2006):
1. Dependence on technology;
2. Incompatibility of components;
3. Unsuitability for certain types of courses;
4. Unsuitability for certain types of students;
5. Bad solution of interactivity (too much or absence);
6. High initial costs for an educator (to prepare and start the study).

**Quipper school**

*Definition of Quipper School*

Quipper School is one of the new e-learning media. This media was launched and could be accessed by teacher and students since 2014. Masayuki Watanabe as the CEO of Quipper School said that Quipper is the powerful, exciting and simple application that is designed for teachers and students.
Quipper school is an online learning application originally developed by Quipper LTD in London. Mostly, countries in this world use Quipper as e-learning media including Indonesia, Philippines, Mexico, Japan, the United Kingdom, India, Russia and Turkey. Therefore, there are some languages which are available on Quipper school including English, Japanese, Filipino, Bahasa Indonesia, Mexican-Spanish, and Thai. The user can understand the language easily because language in Quipper School is simple and adjusted.

This application is very friendly and ready to use. The process of registration and sign up are very easy with clear instruction. If the teacher and the student have Facebook accounts they can sign in with Facebook, if they don’t have Facebook they can sign in with e-mail.

The Basic Operation and Features of Quipper School

Quipper is available online at http://school.quipper.com. To start using Quipper, teachers and students have to sign up for an account. They can use their Facebook account or create a new. If school has already registered in the Quipper database, teachers can request to the Quipper ambassador at the school to assign their account into the virtual school classroom.

Quipper school has three main features —creation, —assessment, and —learning. —Creation is for setting up the learning classroom, including the material and the students. —Assessment is the feature for facilitating teacher to give the assignment to the students. In this feature the teacher can also choose the curriculum that is used. Feature for students is —Learning. If the teacher and the students difficult to understand the function of each menu, Quipper school provide the question mark as a help facility. The features in Quipper school are divided into two roles, role for teacher and role for student. Each role has different main menu.

The Strengths of Quipper School

According to Katz (2009), every year the students show the interesting of using technology in academic context. Furthermore, the students’ responses while using Quipper school in class are very positive. The students are comfortable learning with technology and also prefer to use it in the class.

The fact today, the students are more enjoy in using technology and also they are indicating to use technology inside or outside classroom (Katz, 2009). Most of the students like using digital in studying. Many schools also provide the things are needed in operating technology that makes the students easier to access the online class.

Students are strongly related with the use and experience in technology (Katz, 2009). The students do not need to study about the technology, because they are already able to operate the technology. The teacher also does not need to teach hard about the technology. The teacher directly continues to use the media.

The teacher has to consider the advantages the use of media. Surely, quipper school has many advantages. Here are the advantages of quipper school based on Rachmawati (2015) It provides the material and exercises with the interesting display and understandable for students. 2) It provides all the material of Senior High School students with the curriculum needed. 3) It can monitor all the activities including the score of the students. 4) The students can review the material whenever and wherever they are. 5) Teacher and students can interact directly through the massage that provided by Quipper school. 6) It can change the passive students to be the active students. 7) It is easier, cheaper and simple.

Unlike other similar web-based learning management platforms as Moodle, ATutor, Omeka and Dacebo that need installation on an existing a web server, Quipper provides teachers and students with a ready to use web based learning application (Mulyono, 2016). It is also supports teachers via virtual storage to give the material in form of Power Point presentations, PDF files, pictures and videos. Furthermore, it helps teacher maintain their teaching and learning activity and monitor their students’ learning without the problem of time and place. It is interesting that the use of the facilities in Quipper is completely free.
The weaknesses of Quipper School

According to Basuki (2007), every media has the weakness and the strength. The teacher has to consider both. Although technology change the style of learning process, it still influence some lacks in Indonesia. It is one of the obstacles of using e-learning media in learning process. Sulistyo-Basuki said in his journal, there are 6 lacks in Indonesia. Those are: e-learning can directly deliver in face-to-face without digital, e-learning will isolate the students, e-learning needs the master from teacher and students, the teacher has to expert in it, e-learning makes the students are uncontrolled, and e-learning is expensive learning. The lacks of technology will balance with the human perception.

The other obstacles faced to Indonesian students are low independence level, connection problem and difficulties in understanding the material (Nawang, 2012). From those obstacles can be divided into two major problems of using technology during learning process. There are infrastructure problem and cultural problem. Infrastructure problem is the tool that is used for e-learning and the problem of connection, the quantity of computer and the knowledge of the technology is still minimize. The cultural problem is the willingness of the students or teacher in using technology.

In line with Katz (2009), the teacher had to have the experience of using technology in teaching online class, it is really damage when the teacher does not really understand in online teaching. Teacher has to understand the material before the student. The teacher has to prepare well before teaching in online class.

According to Bullen and Beam in Muhammad Yazdi (2012), beside the obstacles that faced by Indonesian students, there are eight weaknesses of e-learning. a. E-learning can make less interaction between student and student. b. It can make the students ignore the academic and social attitude. c. Process learning will incline in training than education. d. The teacher will have added obligation, the teacher has to empower the material and also the technique of ICT (Information Communication Technology) e. The student who has no motivation for learning will be less motivation. f. Limit internet signal. g. Limit people who have the knowledge of technology. h. The language of computer is quite difficult.

Methodology
Research design, research site, sampling, and participants

A qualitative approach was used in conducting this study. The most important reason of using qualitative design was that this design was an appropriate way to explore and gain more information about students perception of Quipper for English class at SMK Muhammadiyah 3 Palembang. The participants who were interviewed in this research were six tenth grade students at SMK Muhammadiyah 3 Palembang. The researcher used convenience sampling techniques to select the participants.

Data collection

The study was conducted in May 3, 2019. It involved 6 tenth grade students of SMK Muhammadiyyah 3 Palembang. Interview were used to collect the data in the research. Interview was conducted to 6 students. In collecting the data, One-on-One interviews was used to the six participants who were from same classes. We used face to face while doing the interview with participants and used Open-Ended questions. According to Creswell (2012), the One-on-One interviews was a process of collecting the data in which researcher inquired the questions and recorded the answers of contributor in the research at the time. The interview which consists of six questions aimed to gain in-depth explanation and description on the use of Quipper in the classroom. Furthermore, the interview held to investigate students’ opinion about the benefits of using Quipper.

Data Analysis and trustworthiness

In analyzing data, we applied thematic analysis. Most of the participants answered the questions for less than five minutes. We followed the steps proposed by Creswell (2012). First, we
organized where the data were classified per-folder per-participant. After that, we transcribe the data which we record into text. Then, we analyzed by hand about students' comments into themes that focused to gain the students perception on the use of Quipper. The data from interview were used to provide description of students' perception on the use of Quipper and the benefits felt by students after using the learning platforms in English teaching and learning process.

Findings

This section presents and discusses the findings related to the research questions on students' perception on the use of Quipper in English classroom. The results of the study were obtained from six students of senior high school students. The students have used either Quipper in English classroom for at least one year. The students stated that the Quipper are mostly used for reading and listening. Besides, teachers usually utilize the Quipper to assign some tasks and tests.

Based on the interview, due to the practicality, some students think that online learning should be promoted in the classroom. They think that online learning is quite simple and practical. They mentioned that online learning can be easier because they do not need to hand-write their assignment. Using Quipper also bring new learning atmosphere and they do not get bored by doing the tasks given through the platforms. On the other hand, some other students emphasize that both online and conventional learning are important. They think that in some cases, direct explanation by teacher can be beneficial in helping them to understand the lesson.

The teachers can repeat some parts which could not be understood by the students and the students can ask their teacher to re-explain the lesson. The students also said that conventional learning allow them to interact directly with their teachers. They can ask things they do not understand and their teacher will directly answer those questions. The students stated that it is important for them to get response or feedback from teachers. However, students believe that teachers should implement both conventional and online learning during teaching and learning process and because the use of Quipper gave many benefits, students argued that it is better for teacher to use Quipper as supplementary learning tool. Students' Perceptions on the use of Quipper the data showed that students gave various responses toward the use of Quipper in the classroom. However, most of the respondents of the study perceived the use of Quipper in positive way.

Table 1. Theme and Code Students Perception of Quipper

<table>
<thead>
<tr>
<th>Theme</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quipper is very useful</td>
<td>Useful helping the students understand the lesson because of its practicality of how to study online</td>
</tr>
<tr>
<td>Quipper also brings a comfortable learning</td>
<td>Quipper online lessons can be easier because they don't need to write their own assignments and don't get bored by doing the assignment given</td>
</tr>
<tr>
<td>Help learn English faster</td>
<td>Can help students in practicing their language skills, especially reading and listening skills.</td>
</tr>
<tr>
<td>Quipper makes it easier to make assignments from the teacher</td>
<td>In Quipper School students can access all topics, read subjects, and do the assignment from the teacher</td>
</tr>
<tr>
<td>Internet connection problem</td>
<td>Main problem of using online learning platform</td>
</tr>
</tbody>
</table>

The themes and codes described in table were explained as follows:
Quipper is very useful

The data gained from the interview showed that the students perceptions about Quipper in English classroom is very useful. They think that online learning is quite simple and practical. They can learn particular lesson outside the classroom. The students mentioned that Quipper allow them to do the assignments given by their teacher at home or anywhere, anytime. Quipper allow the students to do the assignment during their spare time, anywhere, as long as they have sufficient internet connection.

For example, a student’s named SN said, "Quipper is very practical, easy to understand and easy to access if the internet connection is smooth"

And a students named TN said, —Quipper is very useful for English classes because Quipper provides as well as videos so we quickly understand the material being studied"

And the other students WR, DR, JAR and EFP, have similar perception about Quipper "When teachers give assignments, we can do assignments whenever and wherever"

Quipper bring a comfortable learning

Based on the data gained from the interview, the students feel that Quipper can motivate them to learn more. Using Quipper also bring new learning atmosphere and they do not get bored by doing the tasks given through the platforms.

For example, a student named EFP said, —with videos in Quipper we as a students feel more motivate when doing the task that teachers givenl and the other participants also shared similar opinions.

Help learn English faster

Based on the data gained from the interview, the students mentioned that the exercises in the Quipper help them to practice language skills and to acquire new English vocabularies. The students agreed that the listening task given by the teachers provide them with materials that can be used for practicing outside the classroom. Since Quipper expose them to various abundant reading materials, the students can obtain new vocabularies by reading the materials.

For example, a students with initial DR said, —I learn vocabulary more than usually because I enjoy learning with Quipper, there is different when I learn normally in the class and when I learn with Quipper, like there was passion in me when the assignment was given through Quipper"

Quipper makes it easier to make assignments from the teacher

Based on the data gained from the interview, the students mentioned that the Quipper materials provided by their teacher through Quipper are easily accessible. Quipper allow teachers to create and share materials to support students’ learning as well as to provide learning tasks to help them in practicing the language. The accessible platforms encourage students to learn in any location and at any time via computer, tablets, or smartphones.

For example, all of the participants have same perceptions about Quipper that easy to make assignments from the teacher, they said —There are rules that teachers explained about how to do assignments and collecting an assignments"
Internet connection problem

Related to the problems on using Quipper in English classroom, the participants involved in the study mentioned that the internet connection is the main problem appeared during the use of Quipper. The finding is supported by the result of the study conducted by Enriquez (2014) and (Ekmekci, 2016) which state that the access to the internet is the main disadvantage of using Quipper because while the platforms requires constant internet connection, not all students have a good access to internet connection. In addition, the small-sized screen, the slow-speed internet, and bandwidth appear as problems encountered by students who use Quipper in their class.

For example, a half of participants mentioned that internet connection is the main problem, they said —if we lost connection or connections is smooth we feel bored-

Discussions

The data presented showed that materials provided by teachers in Quipper can help students to improve their understanding towards the lessons. The students also mentioned that the exercises in the Quipper help them to practice language skills and to acquire new English vocabularies. The students agreed that the listening task given by the teachers provide them with materials that can be used for practicing outside the classroom.

Besides, since Quipper expose them to various abundant reading materials, the students can obtain new vocabularies by reading the materials. The findings is supported by Chapelle (2003) who states that enhancing students' linguistic input is one of the benefits that should be brought when teacher utilize computer technology in the classroom. The use of Quipper in the classroom also stimulates students' interest and engages them in new learning experience. They said that instead of reading the text in the paper, they read the text through the screen and it makes reading becomes more interesting.

It is in line with the result of the study conducted by Mustafa (2015) who stated that students do not feel bored when they learn through Quipper. Using social media tools can develop students' learning experience since they increased the level of students' engagement in improving students' educational outcomes (Cruz & Cruz, 2013 in Manowong, 2016). The platform also breaks their learning routine and it motivate them to interact and share information between peers. In addition, by using Quipper teachers and students can engage in interpersonal communication. The features of 'message' and 'announcement' facilitate teachers to interact with their students. Moreover, the interaction between students is facilitated through 'group work' feature (Mulyono, 2016). The role of Quipper in facilitating interaction also mentioned in the study conducted by Purnawarman, Sundayana, & Susilawati (2016). It is stated that when the students join groups and comment on posts, they realize that Quipper has facilitated them to communicate with their surroundings.

As previously mentioned, teachers utilize Quipper to give students assignment or test. It means that students use Quipper as one of evaluation tools. The online learning platforms can be an alternative effective assessment tool in language classroom. Furthermore, many students feel that online exam can reduce their anxiety during the test (Ekmekci, 2016). Moreover, students found that submitting their assignment or test in Quipper is quite easy. Besides, it does not require much time and effort.

In addition, the findings showed that students, who are considered as digital -natives, are motivated when teachers integrate technology into the classroom. Computer-based assignments are effective to discover students' understanding on certain concepts of the subject. Working with computer or smartphone will make students learn more quickly and are better motivated to learn (Koert, 2000 in Enriquez, 2014). The use of technology can gain students' interest because it satisfies their technology addiction. Students can be interested in learning because they like the fact that they utilize technology in the classroom (Mustafa, 2015).
Conclusion and Suggestion

The findings of the study indicate that students show positive response towards the use of Quipper. The students participated in the study perceive Quipper as a user-friendly learning tool which encourage them to interact with their teachers and peers outside the classroom. Quipper facilitate them with the features allowing them to work independently yet share their thoughts through group discussion.

Besides, students think that using Quipper in learning process is effective since it saves time and effort. They also think that Quipper is environment-friendly because it can save paper used for the assignments. Some benefits of using online learning platforms mentioned by the students. They think that the materials provided in Quipper can improve their understanding towards the lesson taught by the teachers. They also argue that the use of Quipper can help them in practicing their language skills, especially reading and listening skills. Because teachers mainly utilize Quipper to assign reading practice, students state that the Quipper can help them in gaining new vocabularies.

In addition, students feel that Quipper can motivate them to learn more. By integrating technology, they do not feel bored and experience new learning atmosphere. Therefore, we can conclude that since students perceive the use of Quipper in English classroom positively, Quipper could be explored as a supplementary learning tool.

Regarding the findings of the study, some recommendations are suggested. For teachers, since the use of Quipper is promising to be implemented in the classroom, teachers have to be more creative in choosing materials. The challenges encountered by teachers are selecting materials which not only meet students' need and development but also help students to achieve learning objectives. Teachers are also encouraged to be more interactive during the online learning process. It will be better if they can give immediate response and feedback on students' work regularly. Although students' difficulties in operating online learning platform do not appear as one of the problems in the study, it is recommended for teachers to show the students step by step in using the online platforms to ensure that their students will be able to operate the Quipper outside the classroom. Related to the internet connection as a main problem in using Quipper, school should provide internet facilities to support the integration of technology in the classroom. Finally, further studies involving more participants or different areas are suggested to be conducted to explore more not only about students' perception.

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AN ANALYSIS OF STUDENT'S DIFFICULTIES IN LEARNING LISTENING COMPREHENSION

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Abstract
The aim of this study was to find out the problems faced by students in listening comprehension. The Qualitative research method was used to analyse the problems. The research was conducted in State Islamic University of Raden Fatah Palembang. The population of this study was sixth semester students of English Education Department of Tarbiyah and Teacher Training Faculty Academic year 2018/2019. There were 6 students as the sample in this study. Data was collected by using interview and Thematic analysis was used to analyse the data. The results of analyzing students' difficulties toward listening comprehension showed that listening was very difficult skill for students who study foreign language. There were many factors influencing their listening comprehension: 1) listening material; accents, pronunciation, speed of speech, different accent of the speakers, bad quality of recording. 2) listener factor; insufficient vocabulary. 3) physical factor: lack of concentration. It was the major problems encountered by students English Education Department. Understanding students difficulties enable the lecturer to help the students developing the effective learning strategies and ultimately improve their listening.

Keywords: difficulties, listening, listening comprehension, strategies.

Introduction

Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and speaking. Listening is very important skill because it is the most widely used in daily life. Learning listening will help us to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because listening provides language input. As Rost in Hien (2015) stated listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students’ language development.

Teaching listening needs more attention in order to develop students’ language. In some cases of the language classroom, listening was considered to be the most difficult language skill for students because it needs more attention and concentration to comprehend the material that included understanding dialogue and monologue text. It could be said that listening is a complex process in which many things happen simultaneously inside the mind. Nevertheless, the lecturers hold a very crucial demand in learning process. The lecturer had ability to handle the students and the class circumstances. When the students find difficulties in their listening, it was naturally because they were studying. It became the lecturers’ responsible to solve the difficulties faced by the students. However, most lecturers did not pay attention about that. The teacher might assume that it was not important to do.

According to some previous research from Hamouda (2013), Abidin (2013), Anadapong (2011) who completed the related study, they concluded that in order to help students to improve their listening ability, language lecturer had to understand students’ listening difficulties in comprehending listening text, and instruct effective listening strategies to help the students to solve their listening difficulties. As well as the lecturer knows their students’ difficulties, students as subject have important role in developing their listening. Students successful in listening
depend on how they can know and solve their difficulties. If the students know the problems influence their listening, it would be easy to find the solution. They will study hard in order to improve their listening. Furthermore, Nurpahmi (2015) found that activating students’ prior knowledge can improve students’ listening skill.

In addition, analyzing students’ difficulties toward listening comprehension helped the students in listening test as well as TOEFL test. Many language learners found difficulties in listening TOEFL especially the students who completed their degree. For example, the students in English Education Department of State Islamic University of Raden Fatah Palembang, they were required TOEFL test which includes listening comprehension before getting their degree. Meanwhile, they encountered many problems in doing their listening comprehension of the test. There were some difficulties faced by the student such as the lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad recording. As Hamouda (2013) stated that factors causing students listening comprehension problem are categorized into different sources including problems related to the listening text, listening problems related to task and activities, listener's problems related to the listener and teacher's methodology. Thus, it was the way to find out the students’ difficulties from three main areas: listener factors, listening material and physical setting. Also, it became guidance for the teacher to overcome listening comprehension. Hence, coming up a study entitled: Analyzing Students’ Difficulties toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Raden Fatah Palembang.

Literature Review

Listening comprehension

Listening as Howat and dakin in Hien (2015) defined is the ability to identify and to understand what other are saying. The aim of listening comprehension to comprehend what the people said in English. As Chastain (1971) in Bingol stated the aim of listening comprehension is to understand the native conversation at normal rate in a spontaneous condition. This involves understanding a speaker accent and pronunciation, his grammar and his vocabulary and grasping his meaning. Helgesen and Brown (2007) Listeners are actively paying attention and working on understanding and interpreting what they hear. Listening is the process based instruction. It was called as metacognition.

Steinberg (2007) in Bingol mentioned listening process as —the ability of one individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it. Listening include some features. The most important features can be defined as: coping with the sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and environmental clues. Planning, exercises, listening materials, task and visual materials should be taken into consideration. The teacher should produce a suitable discourse while using recordings. A present purpose, ongoing learner response, motivation, success, simplicity, and feedback should be the things considered while preparing the listening comprehension. That is the way listening is a complex process. According to Buck (1978) Listening comprehension is a process, a very complex process, and if they want to measure it, we must first understand how that process works. Thus, listening comprehension is a complex process to identify and to understand dialog and monolog what the speaker said which used audio cassette or watched VCD in English.

Listening problems

Listening difficulties is internal and external characteristic that interrupt text understanding directly related to cognitive. Hamouda (2013) stated that factors causing students listening comprehension problem were categorized into different sources including problems related to the listening text, listening problems related to task and activities, listener's problems related to the listeners and lecture's methodology.
The difficulties that faced by the student would interrupt during the process listening comprehension especially those who learn English as foreign language in non-native setting. According to Lindsay, a major problem students have, in contrast to students studying English is that they have little or no experience in — real listening to fall back on, no memory of past learning or social experiences. The facts that they lived in non-English speaking country were major factor to their listening problems.

There are many experts have researched about students difficulties in learning listening comprehension. First is research by Hamouda (2013) found in his research entitled An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EFL Listening Classroom. This research uses quantitative and qualitative methods of data collection. This study was carried out with the participation of 60 first-year student majoring in English language and translation at Qassim University. Their ages range from 20 to 22 years old. Listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems. Data was gathered by means of questionnaires and interview. The research found that accent, pronunciation, speech of speech, insufficient vocabulary, different accent of speaker, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

Abidin (2013) in his research entitled English Listening Comprehension Problems of Students from China Learning English in Malaysia. The research used a qualitative method to collect data from three Chinese students taking English Listening Comprehension (ELC) in University Science Malaysian (USM). This study is a research report related to the problems encountered by China's students in ELC learning. The interview was conducted to investigate students" perspective through the main question concerning the problems of the Chinese students in their ELC self-learning process, in three steps, which include the pre-listening, while listening and post-listening. Findings from this study indicate that the main problem faced by the Chinese students is the lack of prior knowledge in English vocabulary, and this inhibits their understanding in the listening process. Moreover, the differences in the accent of the native speakers prohibit the proper understanding of the listening content, the short span of concentration, and the learning habits of Chinese students were discussed as the problems of the ELC learning.

Anadapong (2011) mentioned in his research entitled A Study of English Listening Problems and Listening Proficiency of Business at Bangkok University. This study was conducted with thirty of Business student at Bangkok University with the aim investigating their English listening problem and listening proficiency. Questionnaire, IELTS test, and Interview were used in this study us tools to collect data. As a result, the data was analyzed by using SPSS. The result of the study revealed that students that main reason caused listening problem for the students is the listening text. However, the factors that mostly caused listening problems were lack of practicing listening skill and lack of exposure to different kinds of listening materials.

Yousif (2006) mentioned in his research entitled Listening Comprehension Difficulties as Perceived. The study investigated lecture comprehension problems of first year students listening to lectures in a FL subject matter classroom. Data was collected regarding the lecture comprehension difficulties of these students by means of a short open-ended questionnaire and interview. The subjects of the study were 50 first-year students majoring in English in their second semester at Almajmah College of Education. They were admitted to the English department on the merit of acquiring 80% or more on the school certificate examination. The analysis of the data provides an index of linguistic, conceptual, discourse, acoustic, environmental and psychological variables that hinder effective comprehension. The results of the study have implications for both EFL teachers and subject matter lecturers in the particular setting in which it was conducted as well as in similar FL tertiary levels. They discussed several obstacles that impact comprehension. These are divided into three main areas: listener factors, speaker factors and text factors.
Methodology

Research design
We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.

Research site, sampling, and participants
In this study, we investigated students difficulties in learning listening at UIN Raden Fatah Palembang, South Sumatera, Indonesia in academic years 2018/2019. There were six students at the English education study program who were willing to participate in this study. In this study, the researcher used interview and Thematic analysis to gain the data. Interview process was held to know deeply about the students’ difficulties. Then, all of the result interview were analyzed using thematic analysis.

Data Collection
In collecting the data, the writer used interview to collect the appropriate data for this study. Interviews can be defined as a qualitative research technique which involves —conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation! (Boyce & Neale, 2006, P. 3).

The researcher uses semi-structured interview to gather information from the respondents. Semi-structured interview contains components of both, structured and unstructured interviews. In semi-structured interview researcher prepares a set of questions to be answered by all interviewees, however, additional questions might be asked during interviews to clarify and/or further expand certain issues.

Data Analysis
In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from observation (e.g., field notes) and interview (e.g., interview transcriptions). We put the data into computer files and file folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview and observation, we coded the types of questioning strategies and the reasons of implementing each type based on what was proposed by Richard and Lockarts (1994). The last, we made interpretation in qualitative research of the findings and results.

Establishment of Trustworthiness
In this study, we used member checking to enhance the accuracy of the study. Creswell (2012) explains that member checking is a process in which the researcher asks one or more participants in this study to check the accuracy of the account. This check involves taking the finding back to participants and asking them (in writing or in an interview) about the accuracy of the report. Meanwhile, member checking is primarily used in qualitative inquiry methodology and is defined as a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview (Barbour, 2001; Byrne, 2001; Coffey & Atkinson, 1996; Doyle, 2007; Lincoln & Guba, 1985). Therefore, in this study we used member checking methods to determine the accuracy of the data.

Findings
The finding of the research answers the question in this study. The result presented student difficulties toward listening comprehension. We found three factors influencing student listening comprehension, base on thematic analysis that we conducted by Creswell (2012). The
themes and the codes gained from thematic analysis were listed in Table 1 after the data was collected.

The Factors caused Students Listening Difficulties

After analyzing the data from the interview we found that there were some factors that causes students difficulties in listening comprehension.

Table 1. Themes and codes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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<tbody>
<tr>
<td>Listening Material</td>
<td>A. Most of students lose concentration if the recording is in a poor quality.</td>
</tr>
<tr>
<td>A. Most of students lose concentration if the recording is in a poor quality.</td>
<td></td>
</tr>
<tr>
<td>B. Some of students find the difficulties to understand listening texts in which there are too many unfamiliar words.</td>
<td></td>
</tr>
<tr>
<td>C. Most of students find it difficult to understand the meaning of words which were not pronounced clearly.</td>
<td></td>
</tr>
<tr>
<td>D. Some of the students lose my concentration if the recording was too long.</td>
<td></td>
</tr>
<tr>
<td>E. Some of the students find it difficult to understand when speakers speak to fast.</td>
<td></td>
</tr>
<tr>
<td>F. Some of students find it difficult to understand when speaker speak with a variety of accents.</td>
<td></td>
</tr>
<tr>
<td>Listener Factor</td>
<td>A. Some of students find it difficult to understand every single word of incoming speech.</td>
</tr>
<tr>
<td>A. Some of students find it difficult to understand every single word of incoming speech.</td>
<td></td>
</tr>
<tr>
<td>B. Some of students find the familiar pronunciation but cannot recognize the words.</td>
<td></td>
</tr>
<tr>
<td>C. Most of students find the difficult to understand the recorded material when they were unable to get things repeated.</td>
<td></td>
</tr>
<tr>
<td>D. Some of students stop listening when they have problems in understanding a listening text.</td>
<td></td>
</tr>
<tr>
<td>Physical Factor</td>
<td>A. Most of students feel nervous and worried when they not understand the spoken text.</td>
</tr>
<tr>
<td>A. Most of students feel nervous and worried when they not understand the spoken text.</td>
<td></td>
</tr>
<tr>
<td>B. Most of students feel difficult to concentrate with noises around.</td>
<td></td>
</tr>
</tbody>
</table>

The themes and codes described in table 1 were explained as follows:

Listening Material

Based on the data collected from the interview, researcher found that one of the factors which caused students feel difficult in learning listening was listening material. In this case the difficulties faced by students in listening material were poor recording quality, unfamiliar words, unclear pronunciation, long recording, speakers speak to fast, and the variety of accents.

The data gained from the interview showed that students who had poor recording audio claimed that they would lost their concentration if the recording is in a poor quality. They admitted that there were some words that they were unfamiliar with. Therefore, it made them difficult to follow the listening process. For example, one of student named LFY stated that,

―I lose my concentration if the recording is in a poor quality. I have no problem if the recording is in good quality.‖ Another student named FN said that, ―I find the difficulties to understand listening text in which there are too many unfamiliar words‖ (Personal Communication, May 2 2019)
Researcher also found that another students problem was unclear pronunciation. Two of students claim that the unclear pronunciation makes them difficult to understand the meaning of words which were not pronounced clearly. They also stated that it makes them difficult to understand the text. Two students named MA and LPO claimed that,

“I feel confused when the speakers are speaking unclearly. I also find it difficult to understand the meaning of word which are not pronounced clearly” (Personal Communication, May 2 2019)

Furthermore, base the interview data, some students felt difficult to catch the meaning of what was spoken by the native speaker. They assumed that the native speakers accent was more difficult to understand because the way native speaker speaks in English was different from the way foreign learner used, especially if the native speakers spoke at high speed. For example, one of the students named LPO said that,

“I find it difficult to understand when speakers with a variety of accents.” (Personal Communication, May 2 2019)

Other students named MA and MC said that,

“I find it difficult to understand when speakers speak to fast”. (Personal Communication, May 2 2019)

Meanwhile another three students also had the same opinion.

Listener Factor

Base on the data gained from the interview, researcher found that another factor which caused students feel difficult in learning listening was listener itself. Researcher found the difficulties that faced by students were the problem in understanding every single word, the familiar pronunciation but difficult to recognize the word, unrepeated audio recorded, and stop listening when they have problem.

The data collected from the interview showed that students who had difficulties in in understanding in every single word claimed that they would unable to understand the text if can’t understand every single words. One student named IS said that,

“I find it difficult to understand ever single word of incoming speech” (Personal Communication, May 2 2019)

Meanwhile another three students also had the same opinion.

It also found that the other students problem was that they familiar with pronunciation but they can’t recognize the word. Unfamiliar pronunciation also makes them over thinking and broke the concertation in listening the recording. For example, three students named FN, MC and LFY said in the interview,

“I found the familiar pronunciation but can’t recognize the words”, “when I find the familiar pronunciation but I cannot recognize exactly the word, it’s interrupt me in the middle of recording” (Personal Communication, May 2 2019)

The other students problem was unrepeated audio recorded, and stop listening when they have problem. Some students can’t catch the main passage from the audio if the audio not repeated. They will stop listen to the audio as well if they have problem in listen the recording. There were two students named IS and MC said,
—"I found it difficult to understand the recorded material if I’m unable to get things repeated”, “I stop listening when I have problem in the beginning of recording audio in which the problem broke my concentration”. (Personal Communication, May 2 2019).

In addition, the other students had the same opinion.

**Physical Factor**

Base on the data gained from the interview, researcher found the last factors which caused students feel difficult in learning listening was physical factor. Researcher found the difficulties that faced by students were the unconditional environment and anxiety. As the result of the problem from unconditional environment was noises around, and the result of the problem from anxiety were nervous and worried.

The data obtained through the interview were showed that students who have problem in unconditional environment and anxiety were difficult to focus on the listening section. One of the students named FN stated,

“*I feel nervous and worried when I don’t understand the spoken text*”. (Personal Communication, May 2 2019)

Another student named MA also said that,

“*it’s difficult for me to concentrate with noises around*”. (Personal Communication, May 2 2019)

Meanwhile the fourth students have the same opinion. In the line with it, the data showed from the interview student named LFY said that,

“*the class was not really noisy during the audio was played, but some students often showed their anxious reaction such as, changing their sitting position which become quite disturbing for other students concentration*”. (Personal Communication, May 2 2019)

**Discussion**

Based on the results of data analysis, we found that the difficulties in listening comprehension at UIN Raden Fatah Palembang. According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Yagang (1994) said that the material, the listener and physical factor are common problem in listening comprehension. Based on the data some of these problems are as follows: first problem related to listening material. The material itself may be the main source of listening comprehension problems. In particular, poor recording quality, unfamiliar word, difficult grammatical structures, and the length of the spoken text may present students with listening problems. this study was congruent with the results of other studies (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014) The problem are quality of recorded materials The quality of sound system can impact the comprehending of learners' listening. Another problem is the accent, Munro and Derwing (1999) expressed that too many accented speeches can lead to an important reduction in comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension. According to Underwood (1989), Listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech. fourth, it is not very easy for listeners to concentrate on the listening text. Sometimes a shortest break in
attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them.

Moreover, another factor that causes students problem in listening is the listener itself. Through the interview process the respondents reveal that their problems may arise from their inability to recognize the main word in listening comprehension and understand the spoken text from the first listening. Almost al of the student in the study have responded that that they often or always found it difficult to recognize the words they know because of the way they were pronounced. This result it also consistent with Ur's declaration (1984), which states that if a word is pronounced differently from the way it was said when it was learnt, the listener may not recognize it as the same word, or may even miss its existence completely. Another finding show that many students stop listening when they have problems in understanding listening text. This finding is in line with that reached by Jeremy harmy (2000) who reported that of some his students lost interest in listening and some event give it up. there are some barriers to effective listening comprehension process. The next problem that students faced in listener factor is students cannot repeat a recording section. Underwood (1989), said listeners cannot control the speed of speech. Then listeners can't have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. and listeners do not have high vocabulary knowledge.

The last is physical factor face by students in learning listening. The noise is become the main problem base the answer of participant. Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. With the noise come the corridor and other classes some students experience difficulties in listening to the teacher voices. Because of the noise in the classroom a grade number of students claim that they cannot be concentrated on listening to the recording material. If the listening task is carried out with noise around, it's for sure they will not have a good result in listening. First, they are distracted by the noise no matter how hard their try to focus on the task. Otherwise, the noise makes a complex of sounds indeed of the solo recording being played. This interrupts the students from hearing and focusing on the task.

Finally, the reason why the students feel difficult in learning listening is because three factors they are listening material, listener factors and physical factor. Therefore, we found this study support the Yagang theory which mention that the material, the listener and physical factor are common problem in listening comprehension

Conclusion

Some of students are unable to comprehend listening text. There are ten problems in students self-learning that were found in analyzing student’s difficulties, they were: lack of vocabulary, poor grammar mastery, accent, pronunciation, lack of concentration, speed of speech, anxiety, noisy, inability to apply listening strategy, and bad quality of recording. It is correct that the problems in listening comprehension faced by students not only from the listeners themselves but also from content material and environment of listening comprehension. Therefore, the students have to study hard and have more practice to improve their listening comprehension.

References


A GRAMMATICAL ERROR ANALYSIS IN SPEAKING OF THE FOURTH SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS

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Abstract
The purpose of this research was to find out the dominant grammatical errors made by the students in speaking. The qualitative research method with a case study approach was employed in this research. The research design used was the descriptive research. The participants of this research were the students of UIN Raden Fatah Palembang, South Sumatera. The purposive sampling method was used in choosing the six participants. The participants were the fourth semester students at English education study program. The collection of data we used here was the test by recording the students’ speaking performance. The participants were asked to speak about 3-5 minutes about themselves, their daily routine and about life in Indonesia or in the local area where they lived. The topic consisted of several points which were; 1) Place where they lived, 2) Knowledge of languages they had, 3) Things they liked, 4) Habits they had, 5) What Indonesian people like. Then, data was transcripted. Thematic analysis was used here. Based on the data analysis, it showed that the students had problems in producing verb group, error in subject-verb agreement, error in the use of articles, error in the use of prepositions, error in noun pluralization, error in the use of pronouns and error in the use of conjunction.

**Keywords**: Error Analysis, grammatical error, speaking

Introduction
As human and social beings, people need to communicate by using language. People use language as to exchange knowledge, opinions, feelings and beliefs to other individuals or other groups to socialize. It means that the success in communication process leads us to be able to choose one language that can be used in daily life because language is a characteristic of human being. As stated by Ariesca and Marzulina (2015) Language plays an important role in human life because by using a language, people can express their ideas, emotion, and desire. People use language to exchange those things since language is — a set of finite or infinite sentences, each finite in length and constructed out of a finite set of elements (Chomsky: 1957). Whereas based on Todd (1995), a set of signals by which we communicate is called language. Hence, people use language to communicate in order to exchange things to other people in daily life. English is one of the languages which is used by most of people around the world and it plays an essential role.

Today, English mastery becomes a requirement in all of work field, and most of the documents and information are served in English (Ardiansyah & Djohar, 2012). In Indonesia, English is mostly learned language by students in schools and university which the students have the variety of backgrounds and different motivation to learn it (Arib, 2017). Pitaloka (2014) states that English learning in Indonesia is not really effective caused some problems like teacher-oriented center, limited of time allocation, textbook issue, and used of big class. Thus, learning English is difficult for students in Indonesia whose mother tongue is not English.

In teaching learning English, the learners are expected to have the four skills in language. The language skills are listening, reading, writing, and speaking. One of the expert identified that speaking is a meaningful interaction between people Louma (2004). One of the possible reasons is that speaking requires complex skills, not merely conveying ideas verbally (Abrar et al. 2018). However, there are some difficulties that might be faced by EFL learner in speaking English.
Loubazid (2012) describes those difficulties are caused by lack of vocabulary, pronunciation, and grammar. Since English is recognized as a foreign language in Indonesia, it makes Indonesian learners are difficult to speak English fluently. Mukminin et al. (2015) revealed that the student's speaking skill is low in Indonesia. It is caused by the lack of vocabulary and grammar knowledge. Grammar knowledge is one of the most important aspects of being a professional in speaking skill. Based on teacher's perception, both teachers and students invariably face serious difficulties with regard to EFL grammar instruction (Al-Mekhlafi & Nagaratnam, 2011). English learning in Indonesia still focuses on the rules of English grammar. Based on the explanation above, speaking is important skill, but the EFL learners have grammatical problems to master the speaking skills. In addition, Astrid (2011) states that Indonesian students sometimes are easy to mention the rule of English grammar but when they deal with applying that skill in speaking, it will be so difficult for them. Thus, many EFL learners committed errors in their speaking. In fact, producing errors is an unavoidable thing in learning a language (Hassan & Sawalmeh, 2013; Tomkova, 2013). However, it cannot be seen as students' failure or mistake since it can be as proof that the students are in their process of acquiring a language (Corder, 1967), for example, the students of English Education study program of UIN Raden Fatah Palembang. Although they have focused on learning and majoring English, they also committed errors in their speaking, especially in grammatical aspect. Since they produce many errors, their speaking was sometimes difficult to understand. Hence, it is important to help the students to reduce their errors in speaking.

Furthermore, to diagnose the causes of problems, there is a systematic way called error analysis. In the field of error analysis, a number of studies have been conducted focusing on the grammatical error in speaking, such as Muhammad et. al (2013), Alahmadi (2014) and Amara (2015). The studies demonstrated how error analysis can be used to provide the information for teachers about the errors made by learners in their speaking. Several researchers have previously explored about error analysis in EFL and ESL. Amara (2015) found that the Arabic speakers in this study committed a great number of errors due to L1 transfer. Hojati (2013) revealed the advanced-level Iranian EFL students have some linguistic problem which is considered as error especially the ones corresponding to grammar and pronunciation. In addition, Tarawneh and Almomani (2013) indicated that most of Jordanian English students are unable to speak English accurately although many of them have learned a great deal of grammatical knowledge and vocabulary.

In Indonesia, it is and there is a few error analysis studies conducted in term of speaking skills. Therefore, grammatical error analysis is crucial issue and necessary to be searched. Thus, the researchers of this research discusses the grammatical error analysis in speaking of sixth semester students in English education study program located at UIN Raden Fatah. The aim of this study is to find out the dominant grammatical errors made by the students.

**Literature Review**

**Error analysis**

Error is the systematic deviations done by learners who do not understand the rules of the target language. It happens repeatedly and continuously as an unconscious process. Error reflects a lack of underlying competence in the language they learn (Novita, 2014). Brown (2007) claimed an error as a deviation which can be noticed from the adult grammar of a native speaker. It reflects the interlingua competence of the learner. When a learner learns a foreign language, the errors made by him are an indication of his level proficiency. Whereas, mistake deals with a language performance. The learners have known the correct rules, but they are unable to perform their competence. Brown (2007) declares mistake is a lack of performance either a random guess or a ‗slip’ in that its failure to utilize known system correctly. Mistakes can be caused by slip of the tongue and physical condition, such as fatigue, lack of attention, and strong emotion (Novita, 2014). In addition, Scovel (2002) gives more explanation that people who make mistake or slip tongue, there will be self-correction but it's vice versa for people who do errors. Errors are caused by two sources of errors. Brown (2007) states the source of errors can be classified as
follows: 1) Language transfer or interlingua interference; In this type, errors are caused by mother tongue interference. 2) Intralingua interference; This kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge.

In classifying the errors, taxonomy is needed. The taxonomies of error refer to the classification of error according to certain criteria. Dulay, Burt, and Krashen (1982) suggest that there are four kinds of error taxonomy as follow; 1) Linguistic Category Classification: this type of taxonomy carries the specification of error in terms of linguistic categories. Linguistic category involves the language levels of the error, its class, its rank, and its grammatical system. 2) The Surface Structure Taxonomy: this taxonomy is assigned based on the ways surface structures are altered. This is suitable for analyzing error in Writing. The classification of grammatical errors based on surface strategy taxonomy can be divided into (1) omission, (2) additions, (3) misinformation, (4) misordering. Here are the classifications of errors according to surface strategy taxonomy (Dulay, et al., 1982). 3) Comparative error; this is a taxonomy of error based on comparison between l2 structures errors and certain other types of construction. 4) Communicative Effect Taxonomy; it deals with error from the perspective of their effect on the listener and error. It deals with distinguish between errors that seems to cause miscommunication and those that do not.

In this research, the researchers focused on the dominant grammatical errors. Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes, noun, verb, adjective, adverb, and preposition (James, 1998). Syntactical errors are errors that affect texts larger than word, namely phrase, clause, sentence, and paragraphs (James, 1998). Syntactical errors cover phrase structure error, clause error, and sentence error. In analysing the error, the researchers need to be familiar with error analysis. Error analysis is a process of analysing the inappropriate words, sentence and error. As Brown (2007) defines that error analysis is a process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the system operated by learner. In addition, improving the quality of English teaching and learning process means the educational policymaker, curriculum creator, teachers should work together to evaluate, improve and redesign English teaching and learning curriculum (Azkiyah, & Mukminin, 2017).

**Types of error**

In this study, the researchers used the surface strategy taxonomy. This taxonomy is proposed by Dulay et. al (1982) which classified the errors to four divisions. The divisions are omission, addition, misformation, and misordering. Omission is missing a necessary item in a sentence (Wee et al., 2010), such as *He talking to his teacher. In this sentence, an item of verb was omitted. Addition is adding an unnecessary item (Nezami & Najafi, 2012), for example, *She didn't bought a new television. In the sentence, the past form of verb is used although there is an auxiliary that indicates the past tense. Misformation is using a morpheme incorrectly in a sentence (Abdullah, 2013), for instance I don't read that book yesterday. The sentence should be past tense since the meaning of the sentence is past event which is marked by adverb of time, e.g. —yesterday. Therefore, past form (didn’t) must be used instead of present form (don't). Misordering error occurs when the words are arranged incorrectly (Mustafa, et. Al: 2016), e.g. ... where is your house. The sentence should be where your house is.

**The concept of speaking**

Speaking is an interaction among people. Form and meaning of speaking are dependent on the context in which it occurs and speech is unpredictable (Dounough & Shaw, 1993). Cameron (2001) stated that speaking is an active use of language to express meanings which can make other people understand. He implies that in ELT process concerning on speaking, the learners need to choose the appropriate words in expressing the meanings so that the listeners can understand their speaking clearly. The aim of learning a language is to make the learners able
to communicate with others using the target language. Learning a new language is an overarching experience that involves the whole person: physically, cognitively, and emotionally. In this experience, language learners fluctuate between an understanding of themselves as speakers of their first language (L1) and their awareness of themselves as learners of a second language (L2), of how they ‘identify’ themselves (Sa’d, 2017). When people are speaking, they need an awareness of using and switching their first and second language. That is why speaking in English can be difficult for EFL learner. It is not only about grammar but also the English vocabulary also reflects the target culture, which is unfamiliar for Indonesian EFL (Fikriyansyah, 2017).

It is generally believed that speaking skill is one of the important skills that must be mastered by a language learner (Goh & Burn, 2012). According to Thornbury (2005), speaking is a speech production that becomes a part of our daily activities. He states that many people produce many words every day in order to express their idea and feeling. In addition, speaking is the process to deliver the speakers’ aim to the listener (Holtgraves, 2008). Thus, it is believed that learning speaking is very crucial since it makes the learners capable to express their ideas, purposes, and opinions using the target language.

**Methodology**

**Research design**

In this research, the researchers applied qualitative research because it was carried out in naturalistic settings, where researchers asked broad research question to explore, interpret, and understand the social context (Lodico, et al., 2010). According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012).

**Research site, sampling and participants**

In this research, the researchers would like to analyze the grammatical errors in speaking of the fourth semester students of English education study program at UIN Raden Fatah Palembang, South Sumatera, Indonesia.

The subjects of the research were students of the fourth semester of English education study program. They have taken all the language skill subjects including speaking course and grammar course. The researchers used the sampling by using purposive sampling method. There were six (6) students employed in this research.

**Data collection**

In collecting the data for this research, the researchers used test. Test in this research is the result of the recording of student’s speaking performance. The subjects were asked to talk and describe for 1-3 minutes about themselves, their daily routine and about the life in Indonesia or in the local area where they lived. The topic consisted of several points which were: 1) Place where they lived, 2) Knowledge of languages they had, 3) Things they liked, 4) Habits they had, 5) What Indonesian people like. This topic was adapted from Amara (2015). After recording the data, there was transcription process that made researcher easier to analyze the data. The process of transcription here was the researchers wrote all the words and sentences produced by students in their speaking performance which were recorded.

**Data Analysis**

In analyzing the data, the researchers applied error analysis method. This method involved collection of sample errors, identification of errors, and description of errors. This was collecting the data that would be processed and analyzed by using the thematic analysis or also known as coding analysis. In this research, the collection of the data was obtained through documentation. The documentation here was the recording of student's speaking performance. Then, the student's speaking performance was transformed into transcription, so it could be
continued to the next process. In identification error process, the researchers transcribed the students’ speaking performance and analyzed the errors, mistakes, and normal sentences. After the researchers identified the errors, the next step was to determine the dominant grammatical error by thematic analysis method.

**Establishment of trustworthiness**

To build the trustworthiness in this research, the researchers used member checking. Member checking is a process in which the researchers ask one or more participants in the study to check the accuracy of the account (Creswell: 2012). This check involves taking the findings back to the participants and asking them about the accuracy of the report.

**Findings**

The data of this research was gathered from the students’ speaking performance and the recording had transformed into transcript form. After that, the types of grammatical error was then analyzed by using the Surface Strategy Taxonomy as proposed by Dulay et. al (1982). The results are presented as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Error</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>24</td>
<td>38%</td>
</tr>
<tr>
<td>2.</td>
<td>Addition</td>
<td>22</td>
<td>35%</td>
</tr>
<tr>
<td>3.</td>
<td>Misformation</td>
<td>17</td>
<td>27%</td>
</tr>
<tr>
<td>4.</td>
<td>Misordering</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

According to the analysis of this research, 63 errors were found. Omission error was the most dominant, followed by addition and misformation. Misordering is not available in the grammatical error made by the students.

**Theme and codes**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td>The students forgot to add necessary items in the sentences. They omitted the use of to be, articles, verb and s or es.</td>
</tr>
<tr>
<td>Addition</td>
<td>The students added unnecessary items in the sentences. They add unnecessary to be, articles and nouns.</td>
</tr>
<tr>
<td>Misformation</td>
<td>The students used incorrect morpheme in the sentences.</td>
</tr>
<tr>
<td>Misordering</td>
<td>The students did not make grammatical error in misordering.</td>
</tr>
</tbody>
</table>

The themes and codes described in table 2 were explained as follows:

**Omission**

Based on the data collected from the test of the speaking performance of the fourth semester students of English education study program of UIN Raden Fatah Palembang, the researchers found out that the types of grammatical error made by the students were the
omission. In this case, the omission was the error in speaking when the students omitted the necessary items in the sentences they delivered. In short, the students' utterances were not completer as there were many items missing.

The data gained from the test of the students were they admitted that they spoke incorrect grammar. For examples, one of the student said,

"I know some language...".

The student omitted the plural form of the word "language". Therefore, the correct form of the sentence is

"I know some languages...".

This is because "some" indicates more than one and plural, thus it should be "languages". In addition to that, the other student said,

"Now, I am in fourth semester".

In this case, the student omitted the "the" article before the word fourth which is ordinal number. Thus, the correct form of the sentence is

"Now, I am in the fourth semester".

Article "the" is used to show the thing is specific and uses as the starting before the ordinal number. Moreover, one student also said,

"I like watch movie...".

In this statement, the student omitted the "to" infinitive before the verb "watch". Therefore, the correct form of the sentence is

"I like to watch movie...".

Addition

Based on the data obtained from the test of the speaking performance of the fourth semester students of English education study program of UIN Raden Fatah Palembang, the researchers found out that the other type of grammatical error made by the fourth semester students which consist of six students was the addition error. In this case, the addition was the error in grammatical. The error is when the students added unnecessary items in their utterances during the test. In other words, the students add the items which are not needed and not appropriately to be placed in their utterances.

The data gained from the test of the students were they made confusing statements. Some examples of the statements of the students were, one of the students said,

"...I like always check Instagram and Youtube because I learn additional English...".

In this example, the student added unnecessary word "like" before the word "always". Therefore, the correct form of the sentence above is

"...I always check Instagram and Youtube because I learn additional English...".

The other example is,

"Indonesian people is simple people and friendly and I have small family."
Here, the student added unnecessary noun before the be_is which is actually very clear in the sentence. Thus the correct form of the sentence is

‘… Indonesian is simple people and friendly and I have small family”.

Furthermore, one student also said,

‘Arabic and English and local language”.

In this utterance, the student above added excessive word of _and_, the conjunction. The correct form of the sentence above is

‘Arabic, English and local language”.

Misformation
Based on the data collected from the test of the speaking performance of the fourth semester students of English education study program of UIN Raden Fatah Palembang, the researchers found out that the last type of grammatical error made by the students were the misformation. In this case, the misformation was the error in speaking when the students used the morpheme incorrectly and inappropriately in the sentences they delivered.

The data gained from the test of the students were they spoke with incorrect grammar. For examples,

‘My activities is studying at Raden Fatah Palembang”.

In this case, the word _activity_ is incorrect as it is in the form of plural and the sentence is in present progressive tense. Thus, the correct form of the sentence above is

‘My activity is studying at Raden Fatah Palembang”.

The other examples are “

“Since I study at Palembang, so I live in Palembang….”

The sentence here used the wrong preposition. The correct form of the sentence above is

“Since I study in Palembang, so I live in Palembang….”

And "My activity is study at UIN Raden Fatah Palembang“, here the sentence is incorrect, therefore the correct form of the sentence is

“My activity is studying at UIN Raden Fatah Palembang”.

Discussion
Based on the results of data analysis above, the researchers found that the grammatical errors of the fourth semester English education study program students at UIN Raden Fatah Palembang, South Sumatera were three types. They were omission, addition, and misformation. However, there are four types of grammatical error of the Surface Strategy Taxonomy as proposed by Dulay et. Al (1982). The frequency of omission is 24 which is 38%, addition is 22 which is 35% whereas misformation is 17 which is 27%.

The first type of error in this study is omission. Omission is missing a necessary item in a sentence (Wee et al., 2010). After analyzing the data, it was found that omission errors can be identified into several categories, namely omission of auxiliary _be_, to infinitive,

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Conclusion and Recommendations

Based on the findings of this study, the grammatical errors produced by the fourth semester students of English education study program of UIN Raden Fatah Palembang were omission, addition and misformation. The frequency of omission is 24 which is 38%, addition is 22 which is 35% whereas misformation is 17 which is 27%. The misordering is not available based on the speaking performance of the students. Therefore, the most dominant of grammatical error produced by the students according to this research are omission, followed by addition and the least is misformation.

It is suggested that EFL teachers and facilitators to pay more attention to the grammatical aspects and give corrective feedback to the learners. Furthermore, the students should pay attention to the English grammar rules in their speaking, do grammar drills and always practicing. It is recommended that the future researchers promote the study on types of taxonomy of error analysis. Moreover, this research also can be referencing points to review the curriculum for speaking skill lesson at university level especially English education study program.

References


L2 WRITING STRATEGIES OF UNIVERSITY STUDENTS

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Abstract
This paper reports an investigation into writing strategies of Raden Fatah university students learning English as a second language. The method of this study is qualitative. The participants were taken from sixth semester students of English Education major based on the highest and lowest scoring of Academic Writing. The data collection in this study was only using interview. The data analyzed by using Thematic Analysis. The students interviewed reported using diverse strategies of writing. It was also found that all of the participants reported doing some pre-writing activities, and having awareness of their own writing problems. The findings of the study also revealed that the highly proficient student writers reported using more metacognitive strategies such prewriting, planning, drafting, pausing and reading, revising and editing than less skilled one, because they have inability with vocabulary, mechanism and organizing the content. Limitations of the study are discussed. Suggestion for future study are presented. Implications for writing instruction are also examined.

Keywords: high proficiency, less proficiency, L2 learning, qualitative study, writing strategies.

Introduction
Writing can not be separated from students especially for university students which all activities every semester always there writing activities. Writing into Indonesian as L1 or mother tongue is used and familiar but when the students write into English as L2 or second language, it will be a great challenge to produce a coherent, fluent, understanding easily so that the meaning of the words each paragraph will be delivered. In the same manner as Nunan (1999) states that the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing. As students enter higher education, they understand that writing plays an essential role in academic setting sit helps the students to do key assignments, enhance their performance and functioning, and extend their knowledge (Graham & Perin, 2007). It's means that in universities, they are required to learn the core components of academic writing, rhetorical structure, lexicon and conventions of writing in order to produce formal essays and reports at the university level. These writing skills enable the students to make headway into their specialized field because they can forge academic relationships within their disciplines through their academic writing ability (Hyland, 2004). Mastery of writing ability is of principal importance for all of the students to successfully perform writing tasks.

Writing is the relationship with consideration of many motivational, cognitive, cultural and social factors. Learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies. Its development largely relies on the use of the writing strategies and techniques. And can helping students to develop their writing ability is the identification of the problems they face in their writing, and the use of pedagogical interventions which raise their metacognitive awareness about writing. One of the important factors that appear to play an important role in the development of different skills of language is learning strategies. The competencies that L2 learners need to attain to achieve proficiency in L2 writing are the ability to produce lengthy texts that have appropriate metadiscourse features (e.g.,
exemplifiers, connectives, hedges) and varied and sophisticated vocabulary and syntactic structures (e.g., see Buckwalter & Lo, 2002; Grant & Ginther, 2000).

Although writing is a difficult skill, it can be helped through knowing the strategies in writing. Moreover, one of the important factors that appear to play an important role in the success of writing is using writing strategies. In addition, language learning strategies have been shown to be a significant factor in influencing the success of the language learning. The language strategies are conscious techniques that the students use to solve problems in their language learning process (Brown, 2000). Various taxonomies of language learning strategies have been proposed by SLA scholars and researchers (Cohen, 1998; O’Malley and Chamot, 1990; Wenden and Rubin, 1987). Some of these taxonomies such as Oxford’s (1990) strategy system and O’Malley and Chamot’s (1990) strategy taxonomy have received much attention in L2 learning. Oxford’s (1990) strategy taxonomy which encompasses six categories includes cognitive strategies, metacognitive, memory, compensatory, social, and affective strategies.

Research has also focused on documenting the link between L2 writing proficiency and writing strategies. Most of the research addressing the relationship between writing proficiency and writing strategy use has shown that writing proficiency is closely related to writing strategy use (Arndt 1987; Chien, 2012; Mu, 2005; Raimies 1985; Bai et al., 2013; Sasaki, 2000, 2002; Victori, 1999). For instance, Chien’s (2012) study into writing strategies of 40 EFL university students revealed that students who had high writing proficiency used significantly more planning, revising, and reviewing strategies than those with low writing proficiency. Similarly, in a large scale study of Singaporean ESL students, Bai et al. (2013) found that ESL writing strategies (e.g., planning, revising, and evaluating) were significantly correlated with English language proficiency.

SLA researchers also investigated how L1 writing strategy use is related to L2 writing strategies (Alhaisoni, 2012; Cumming et al., 1989; Keck, 2006; Skibniewski, 1988; Whalen & Menard, 1995). With few exceptions, research targeting the relationship between L1 and L2 writing strategies reveals that L1 writing strategy use is closely associated with L2 writing strategies. The close relationship between L1 and L2 writing strategies may buttress the role of L1-L2 transfer of writing strategies. Previous research also indicates that students’ command of L1 writing has a significant relationship with their command of L2 writing (Sasaki & Hirose, 1996; Schoonen et al., 2003, 2011). For example, Sasaki and Hirose (1996), in their investigation of 70 Japanese university students learning English as a foreign language, found a significant relationship between L1 (Japanese) and L2 (English) writing proficiency. In a more recent study, Schoonen et al. (2011) examined the relationship between L1 and L2 writing proficiency among 400 Dutch EFL students, and found that students’ L1 (Dutch) writing proficiency significantly predicted their L2 (English) writing proficiency. Therefore, it seems logical to conclude that L1 writing ability play an important part in determining L2 proficiency.

Many research attempts in the area L2 learning strategies have mainly focused on successful learners. Researchers believe that the students with high proficiency in writing will use various strategies to make a quality writing than less proficient students one. Dornyei (2005) stated that the students who are good at language learning tend to have a bigger repertoire of strategies than less proficiency students. It’s mean that strategies in writing ESL is important to do and knowing because writing is one of the essential skills that university student need to be master in order to achieved their academic goals and another goals such as job. Indeed, in Indonesia especially in South Sumatera, writing is always there each semester, it was indicated that writing is important. Therefore, we were interested in conducting a study on investigating writing strategies on English second language at English Education Major of State Islamic University of Raden Fatah Palembang, south sumatera for addressing the research question is what are strategies used by university students in English writing as second language?

Literature review

Writing and writing strategies

Writing is a complex and demanding task to both native and nonnative speakers. Learning writing skills requires mastery in cognitive, social, cultural, and linguistic competencies
Foreign or second language (L2) learning strategies are specifications, behaviors, steps, or techniques students use often consciously to improve their progress in apprehending, internalizing, and using the L2 (Oxford, 1990b). L2 writing is a complex process of discovery which involved planning, reading or rereading the texts, revision, and final editing. According to Hsiao and Oxford (2002), strategies can—pave the way toward greater proficiency, learner autonomy, and self regulation (p. 372). Writing strategies are classified into rhetorical strategies, metacognitive strategies, cognitive strategies, and social/affective strategies (Riazi, 1997; Wenden, 1991). Therefore, it is necessary to explore explicit classification of ESL writing strategies from theoretic stance so that ESL learners can easily access to and acquire to facilitate their writing. To explore explicit classification of ESL writing strategies from theoretic stance so that ESL learners can easily access to and acquire to facilitate their writing. However, as Hsiao and Oxford (2002) noted, —exactly how many strategies are available to learners to assist them in L2 learning and how these strategies should be classified are open to debate.

Taxonomy of writing strategies

Writing strategies are classified into rhetorical strategies, metacognitive strategies, cognitive strategies, and social/affective strategies (Riazi, 1997; Wenden, 1991). Rhetorical strategies refer to the strategies that writers use to organize and to present their ideas in writing conventions acceptable to native speakers of that language. Metacognitive strategies are those that writers use to control the writing process consciously. Cognitive strategies refer to the strategies that writers use to implement the actual writing actions. Social/affective strategies refer to those that writers use to interact with others to clarify some questions and to regulate emotions, motivation, and attitudes in the writing.

Methods

Research design

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to get more information about their strategies used in English writing as second language.

Research site, sampling, and participants

In this study, we investigated English writing strategies in English Education of State Islamic of Raden Fatah in Palembang, South Sumatera, Indonesia. The students of sixth semester. There are six students. The interviewees were female and ranged in age from 19 to 21 years. The 3 interviewees had low proficiency in writing and 3 had satisfactory level of writing proficiency (medium to high ability). The writing proficiency of the participants was assessed via scoring that they had from writing 1-3 from third semester to fifth semester.

Data collection

The researcher met the purposefully-selected students individually and explained the purposes and the details of the interview. Each interview took 10-20 minutes. The interviews were about the strategies ESL students use in their writing, and how they develop their writing ability. All interviews were conducted according to an interview protocol that was developed for this study. To suit the needs of the participants, the time and place for the interview was arranged according to students’ preference and convenience. After explaining the purposes of the study, the participants were told that participation in the study is voluntary. The interviewees were also told that the interviews would remain totally confidential, and only would be used for the purposes of this study. Interview was the only instrument used for data collection in this study.
Data analysis and trustworthiness

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded the types of questioning strategies and the reasons of implementing each type based on (Riazi, 1997; Wenden, 1991) taxonomy of L2 writing strategies (Rhetorical, cognitive, metacognitive, social and affective strategies) which was synthesized from previous L2 writing strategy. The last, we made interpretation in qualitative research of the findings and results.

In this study, we used member checking to enhance the accuracy of the study. Creswell (2012) explains that checking the accuracy of the account involves taking the findings back to participants and asking them (writing or in an interview). Therefore, in this study we used member checking methods to check and make sure the data is fair and appropriate with the participants.

Findings

The finding presented about the strategies that student used in writing english as their second language. From thematic analysis that we conducted based on Creswell (2012), we found six themes which reflected taxonomy of L2 writing strategies based on (Riazi, 1997; Wenden, 1991) such as rhetorical, cognitive, metacognitive, social and affective strategies which was synthesized from previous L2 writing strategies research. The themes and the codes gained from thematic analysis were listed in Tables below which the first one is for 3 students with high proficiency and the second one is for low proficiency.

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Based on the themes and the codes listed in two tables above (high and low proficiency, it could be inferred that there were five types of writing strategies emerged from all of participants are interviewed although not all participant used all of strategies in the process of writing english as second language. It is in line to the taxonomy of writing strategies proposed by (Riazi, 1997; Wenden, 1991) including metacognitive, cognitive, rhetorical, social and affective strategies.

**Metacognitive strategies.**

After analyzing the data gained from the interview, we found that the metacognitive strategies used by the students were in the writing english as second language. For students with high proficiency, they can plan what will they do before writing. In other words, all of the interviewees refereed to stages and steps they follow in their writing (systematically). Instances such as,

"I usually start with ..., first I write down the key points, I often make an outline..., after reading the title, I brainstorm the ideas...." (Personal Communication, May 11 2019)

They were indicative of planning and the, they also said that

—they put attention each paragraph which being focus, it can say as monitoring and also they stated that after i have done , i check it again, and sometimes I change it to and I put new ideas." (Personal Communication, May 11 2019)

They were indicative of revising. It contrast with the student with low proficiency which they don't have a planning, monitoring and revising in writing because they confused how to make a good paragraph. One of interviewee stated:

—i always confused how write well and i don't have a planning before writing it’s why i always pause after one paragraph because i don’t have outline as my guide.” (Personal Communication, May 11 2019)

**Cognitive strategies.**

One of the important themes that emerged from the interviewees' descriptions about their strategies is cognitive strategies. For example one of the participants' comments are a clear illustration of cognitive writing strategies:

"I usually try to remember words, synonyms, good structure, and use them in my essay; I want to use the new words that I learned from books. Similarly, another interviewee explained: I always use memorized expressions in my sentences, in my writing. I use my knowledge.... I use vocabulary and phrases that I learned”. (Personal Communication, May 11 2019)

It indicated that the students with high proficiency used their cognitive skill than the student with low ability one because they confused to develop their ideas into paragraph. One of the poor ability writers' comments evidenced her inability in organizing her writing into appropriate paragraphs:

—I have some ideas when I write. I cannot write them in paragraphs. I write the first paragraph and I think a lot it is very difficult to add again”. (Personal Communication, May 11 2019)

Probably the students with low writing ability only focus on word-level and sentence-level problems, and are not able to consider the paragraph content.

**Rhetorical strategies.**

One of interviewee with poor ability stated that in process writing they write in Indonesian
as mother tongue and translate it into ESL. one of them give comment:

‘when i write into writing academic, firstly, i write in Indonesia then i translate it into english, i need more time to translating from my language to english’. (Personal Communication, May 11 2019)

From them, we summarized that they need much time in writing because they have think in indonesia after that translating it. It contrast with the student with high proficiency because they think in english not translating from indonesia to english.

Social and affective strategies.
The interviewees also mentioned the use of social and affective strategies. One of the participants that have high proficiency stated that:

—I usually ask my friends or teacher to help me in the problems I face in my writing! another one said “after write, i ask my friend to give their comment as feedback to me because i need it to revise it”. (Personal Communication, May 11 2019)

One of the participants with low proficiency stated that

—sometimes I got mixed up when I write, I took few moments to rest and then I start. (Personal Communication, May 11 2019)

All students reported that they use internet for their writing and assignments. As one of the interviewee explained, internet is an authentic source for developing writing.

—I can find a lot of good essays about everything in internet, the essays were written by native English, by English teachers by…, and it can help me how to write my essay. It is very good”. (Personal Communication, May 11 2019)

Discussions
Based on the results of data analysis, we found that the student of English at UIN Raden Fatah in Palembang, South Sumatera Indonesia contributed five types of writing strategies as second language proposed by(Riazi, 1997; Wenden, 1991), they were Rhetorical strategies refer to the strategies that writers use to organize and to present their ideas in writing conventions acceptable to native speakers of that language. Metacognitive strategies are those that writers use to control the writing process consciously. Cognitive strategies refer to the strategies that writers use to implement the actual writing actions. Social/affective strategies refer to those that writers use to interact with others to clarify some questions and to regulate emotions, motivation, and attitudes in the writing.

From the findings, it found that the student with high proficiency have more strategies in their writing ESL than the student with low proficiency. They reported using more metacognitive strategies than the less effective writers, such as presenting ideas in an organized way and revising. This result is consistent with previous research (Bruen, 2001; Lai, 2009; Peacock & Ho, 2003; Zhang, 2001) which indicated that students with higher language proficiency reported using more metacognitive strategies than the low language proficiency ones.

There were also other frequently mentioned techniques such as, expanding general knowledge, increasing vocabulary knowledge and improving grammar. Some participants also referred to other internet-related activities such as using online dictionaries, journal and using internet to get many references in writing. This result is in harmony with Okamura’s (2006) study which found that reading English articles and seeking help from native speakers of English were two important strategies which Japanese EFL university students used for developing their EFL writing skill.

Moreover, the benefits of grammar instruction in the writing is contested in most English
language-speaking countries, (Jones et al., 2012). The majority of Anglophone countries abandoned the teaching of grammar in the 1950s based on the conclusion that it had no positive impact on learners’ development of reading, writing and language (Locke, 2005). Through an action research design, this study aims at gaining a further understanding of how the explicit teaching of grammar in context can benefit learners with persistent literacy difficulties by adapting the grammar for writing materials (Myhill, 2013).

Findings of this study also back up the claim strongly endorsed by Victori (1999) who revealed that successful student writers show both clearer knowledge and greater awareness concerning the strategies they use and the problems they faced in their writing than low writing proficiency students. Students who were less-skilled in writing mainly focused on the problems associated with vocabulary such as translating words into English and grammatical mistakes while more-skilled ones mentioned global writing problems associated with textual coherence, whole paragraph unity and word choice (appropriate and effective words). Unlike the students with good writing ability, students with poor writing ability did not make reference to difficulties such as lack of relevant information (points and examples) to support their ideas, and lack of ability in connecting ideas.

The present study found that writing strategies were moderately used by ESL students and this finding is consistent with the results discovered in Chen (2011). Consistent to Baker and Boonkit (2004), this study also found no significant difference in the frequency of writing strategy use between high-intermediate and low proficiency students. Although ESL students of differing proficiency level did use some kinds of strategies in the pre-writing stage, while-writing stage and revising stage, they were still not frequent users of many of them. More specifically, the students used more strategies in the writing stage than in the prewriting and revising stage. The strategy of thinking and having mental plan, which was most frequently used in the prewriting stage, was proven to be ineffective to help them develop ideas for their writing task. That was why, while writing, students most often stopped and reread either after each sentence or a few sentences covering one idea to help them develop ideas for their writing task. That was why, while writing, students most often stopped and reread either after each sentence or a few sentences covering one idea to help them continue writing.

Earlier, Indra (2004) had discovered that writers who planned their ideas in outlines or in visual representations, performed better in writing. The results of the present study suggest that the ESL students are not good at generating ideas, planning or outlining before they start writing. Furthermore, in the revising stage, the ESL students seemed to focus more on making sure their writing fulfills the essay requirement suggesting the characteristic of surface writing approach as indicated by Hu and Chen (2007). Although they claimed to check mistakes after getting feedback from the teacher, their writing seemed to be the final draft as they did not make any attempt to rewrite the essay.

This study has revealed one important result which is that English proficiency has affected the type of strategy use, rather than frequency of strategy use. More specifically, the high-intermediate students were more concerned with thinking and planning, and outlining in English before they started their writing task. This resembles the characteristics of skilled writers in Mu and Carrington (2007) and Riduan and Lim (2009). High intermediate students were more conscious of advantages in certain writing strategies such as brainstorming that helps activate their own knowledge and ideas related to the writing topic. As indicated by Baker and Boonkit (2004), both successful and less successful learners differed in the frequency of English use. The low proficiency students used more translation strategy and used bilingual dictionaries to help them in their writing task.

However, both groups seemed to have focused more on grammar and vocabulary while writing. Both groups were also concerned with the organization of the essay as their revising strategies were only restricted to ensuring that the essays follow certain requirements. Other revising strategies were not frequently used by the students including the high-intermediate group. This is not consistent with the findings of Chien (2010) in which the high achievers in his study had focused on revising and editing and perceived writing as a process to express ideas and make meaningful changes, a way of thinking and clarifying meanings for themselves. There is thus a
need for students to engage in more reviewing actions for it can enhance and improve quality of writing.

**Conclusion and Recommendations**

Based on the findings of this study, some important information on the English writing strategies as a second language used in the writing process of university student was found five strategies: Rhetorical strategies refer to the strategies that writers use to organize and to present their ideas in writing conventions acceptable to native speakers of that language. Metacognitive strategies are those that writers use to control the writing process consciously. Cognitive strategies refer to the strategies that writers use to implement the actual writing actions. Social/affective strategies refer to those that writers use to interact with others to clarify some questions and to regulate emotions, motivation, and attitudes in the writing. This study is expected for the student to apply various L2 writing strategies in writing. Before we started, we should make an outline what is we will write as a guide for us and also it should be better if we not think in mother tongue but directly into English to make it effectively, using a dictionaries, internet and other sources to support a quality of our writing and definately, feedback from our friends and lecturer about our writing is important to revise it.

Despite the suggestive findings, there were several limitations in this study that need to be considered when interpreting the findings. First, the sample size was relatively small, and limited to Palembang students in one university, thus affecting generalize ability of the results. Second, in this study, only interview was used for collecting data. Although interview can provide detailed information and in-depth insight into students’ L2 writing strategy use, other data collection tools such as observation and think aloud seems to be essential for examining real-time writing strategy use, that is, the ESL writing strategies they reported in their interview may not reflect the strategies they use when writing in English. Thus, future studies should address limitations. It seems also essential to use a combination of qualitative and quantitative data collection instruments to get a better understanding of L2 writing strategy use.

**References**


AN ANALYSIS STUDENT DIFFICULTIES OF ACADEMIC WRITING IN ENGLISH EDUCATION OF UIN RADEN FATAH PALEMBANG

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Abstract
The main objective of this study is to look into various difficulties encountered by sixth semester students of English education study program in writing academic essay. The qualitative research method with a case study approach was employed to find the solution about the difficulties in academic writing. The participants in this study are sixth semester students of English education Study Program of Tarbiyah and teacher, they are six students as the subject of this study. We used interviews as data collection techniques. The researcher used thematic analysis as data analysis. The findings of this research revealed that the most problematic area faced by the students: (1) lack of language competence, (2) lack of grammar (3) lack of ideas. Finally, the results of this research may help the scholars to reflect on teaching practices and urge the government to help teachers, attempts to enhance the academic writing skills of their students at the UIN Raden Fatah Palembang.

Keyword: academic writing, difficulties, student

Introduction
Academic writing appears to be one of the most important, yet a problematic academic ability for university students to learn. Nowadays, English plays an essential part in educational activities. Academic writing in English at advanced levels is a challenge even for most native English speakers. However, it is particularly difficult for English as a second language (ESL) graduate students, who come from non-Anglicized linguistic and cultural backgrounds, particularly Asian graduate students. Writing is one of the main language skills. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose. They may address an audience of one person or more persons. The audience may be known or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. https://www.englishclub.com/writing/what.htm. A letter to a friend is an example of writing for a known audience. It is always important to consider one's audience when writing. There are many different styles of writing, from formal to informal. No one can deny that academic writing is of importance not only to master English language but also to be successful in learning other disciplines where English is the medium of instruction. Bjork and Raisanen (1997, p.8) believe that the essence of writing lies on the fact that it is "a thinking tool. It is a tool for language development, for critical thinking… for learning in all disciplines." Abdul Kareem (2013) confirms that academic writing has a fundamental impact on learners' progress in a second language.

Regarding those learners of other majors rather than English language, Leki and Carson (1994) report that their progress and attainment in their disciplinary courses highly likely depend on their mastery of academic writing. Chou (2011) conducted a study on the students' perspectives toward academic writing and the researcher finds out that they consider academic writing of importance since it is a starting point for publishing their work and a way to let other people know their interests.
There are many reasons to include writing in a second or foreign language syllabus. One important reason is that writing helps learners learn. Students are relied on to impart mostly in the universities where English is the means of teaching. Learners confront the task of grasping content area in subjects such as mathematics, social studies, science, and business which are taught in English. In such cases, instructing and learning of English can help the students to bargain effectively with their academic requirements and to function productively in their disciplines and learned contexts (Adams & Keene, 2000). Ismail (2011) pointed out that English writing bears chances for students to think critically and gives the inspiration to learn certain parts of academic writing like utilizing powerful word expressions and a great vocabulary. Also, academic writing includes certain components like basic deduction and self-expression that understudies ought to get amid the courses they attend. There are different parts of academic writing which must be studied and grasped such as arranging paragraphs by utilizing robust style of word structures, paraphrasing, and appropriate conjunctions.

Academic writing is commonly characterized as scientific writing which is portrayed as organized research practiced and utilized by researchers at higher education level. Dynamic and quality research have dependably been the keystone of higher education. Research is primarily integrated with academic writing as genre based pedagogies acknowledge the writing procedure as a necessary arranged with social and cultural response to specific contexts and communities. By applying different linguistics and rhetorical options to achieve important tasks in diverse settings, novice writers may allow themselves to accomplish their writing tasks after careful examination of the complicated variable in composition texts (Johns, 2008). Writing abilities are a critical part of communication for the students all through their academic life since it permits them to arrange their sentiments and thoughts obviously and additionally to pass on significance through well-developed content. This is predominantly evident with second language learners (Negari, 2011). Students confronted problems in various areas ranging from spelling words correctly to how to develop an argument in one’s essay. Alsamadani (2010) pointed out that the difficulty and complexity of academic writing arise from the fact that writing includes discovering a thesis, developing support for it, organizing, revising, and finally editing it to ensure an effective, error-free piece of writing. Moreover, Musa (2010) stated that writing is considered as a difficult skill to learn because it includes several components, for instance, grasp on spellings and punctuation, a comprehensive command of grammar, grasp on spellings and punctuation, use of appropriate vocabulary, suitable style to meet the expected readers’ expectations and organizational skills.

Regarding those learners of other majors rather than English language, Leki and Carson (1994) report that their progress and attainment in their disciplinary courses highly likely depend on their mastery of academic writing. Chou (2011) conducted a study on the students’ perspectives toward academic writing and the researcher finds out that they consider academic writing of importance since it is a starting point for publishing their work and a way to let other people know their interests.

Further, Lea and Street (1998) utilized an ethnographic qualitative approach which incorporated semi structured interviews with the teachers and the learners, respondents observations, models of student’s writing, and written feedback on students. They found that the learners experienced problems with writing, mainly with conflicting, distinct and implicit requirements for writing in various courses. In addition, Gambell (1991) finds that the students discernments toward their own writing and how they go about academic writing found that even fruitful learners are awkward with their own university-level writing and that writing is challenging and distressing to a hefty portion of them. Furthermore, Lee and Tajino (2008) pointed out that a number of researchers explored English as second language student discernments and they all approve that it is significant to include the students’ recommendations in developing academic writing programs. Some found that the students consider that interaction with native speakers will resolve their writing problems. From many previous studies about academic writing, we were interest to conduct a research study aims to know what the difficulties in academic writing faced by sixth semester students.

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Literature review

Academic writing

Academic writing is a mental and cognitive activity, since it is a product of the mind. The image of an individual working alone in a quiet environment has furthered the view of writing as a mental and cognitive activity. However, as has been pointed out, writing can be understood only from the perspective of a society rather than a single individual (Burke, 2010, p. 40-41). Writing could be a difficult skill to be learnt or taught due to the fact that it is not a simple cognitive activity; rather it is believed to be a complex mental production which requires "careful thought, discipline and concentration" (Grami, 2010, p. 9). Writing is one of the productive language skills that need to be mastered by EFL learners. Graham (1997) identified the following four vital areas in the writing process: (1) knowledge of writing and writing topics, (2) skill for producing and crafting text, (3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to archive writing goals. Byrne (1988) classified the writing complexities into psychological, linguistic and cognitive problems. Grabe and Kaplan (1996) indicated that "since writing does not come naturally but rather gained through continuous effort and much practice, it becomes a complex skill." Traditional methodologies in teaching writing do not help a lot. Unless the teacher is able to create an interest in the minds of the learners, the teacher can't expect the desired results. According to Zamel (1997) the writing class should take into account the learners' purposes for writing. Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. Davies (1998) thinks that learners will be encouraged to write if writing tasks motivate them and keep them interested. Hadifield (1992) noted three areas of difficulty for the learner in relation to the productive skill of writing. Hadifield (1992) noted three areas of difficulty for the learner in relation to the productive skill of writing. He pointed out that -the first difficulty is that the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty in that language used in speech is not the same as writing. In some cases it is simpler-like a shopping list, in others it is more elaborate and formal like in an academic report.

The difficulty is more evident for EFL learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive, this relates to the ability to organize ideas on the paper.

Basics of academic writing

Academic writing is expected to address an intellectual community in which the students engage in active learning. Some basics or rules must be established. Using information to one's advantage is a key part of learning. Success at the postgraduate level depends on the students' ability to access, evaluate, and synthesize the words, ideas, and opinions of others in order to develop their own academic voice. When presenting what they have learned, it is therefore vitally important that students are able to show clearly what they have drawn from others and what is their own (Bristol Business School, 2006, p. 3). A student must be honest about how much ownership he/she can claim over the ideas formed, the answers found, and the opinions expressed (Bristol Business School, 2006, p. 3). The student must follow certain rules to ensure good academic writing, including punctuation guidelines.

The importance of writing

Al-Khasawneh (2010) argued that huge number of international contacts, regarding non-native to non-native communication and deals are carried out through English in a massive number of settings, including trade, diplomacy, tourism, journalism, science and technology, politics, etc. Therefore, the existence of competent writers and speakers of English is of a great importance for today's world. Regarding the Malaysian ESL context, being a competent writer of English in the banking sector of Malaysia and the consequences of poorly-written business letters to clients is what has been emphasized by Puvenesvary According to Tan and Miller
(2008), writing is an intentional, social communication that involves literacy as well. Furthermore, it is taken as a means of social practices, through which patterns of participation, gender preferences, networks of support and collaboration, patterns of time use, space, tools, technology and resources are applied. In addition, through the interaction of writing with reading and written language with other semiotic modes, the symbolic meanings of literacy, and the broader social goals take place. This is exactly what literacy serves in the lives of people and institutions. Zamel (1983), a pioneer in ESL writing research, considered writing process as a —non-linear, exploratory, and generative process where by writers discover and reformulate their ideas as they attempt to approximate meaning (p.165). Academic writing can be considered as an integral part of learning English process. By recognizing the learners’ academic writing difficulties and needs, there will be a clear picture of the most effective and efficient course books to be adapted in their program. Needless to say, teachers do their best and exert a lot of time and effort to enhance their learners’ writing.

Unfortunately, in most cases the final writing production is not as good as expected to be. That is why the majority of instructors find writing the most difficult skill to teach (Al Murshidi, 2014). The results of the present study yield fundamental insights that could contribute to more beneficial guidance for the teachers and course books designers. The findings can be also essential in terms of suggesting some possible solutions for the challenges that second language learners encounter in academic writing. They could also give some insights for English as foreign language teachers to equip their students with the required knowledge and skills before they start studying at a new academic discourse community especially in an English-speaking country. Weigle (2002:39) says that writing is a skill in language learning and all teachers need to evaluate their students’ writing ability. It can be said that assessment is important for writing. Teachers can assess how the students’ competency in writing to find the students’ difficulties. Writing abilities are a critical part of communication for the students all through their academic life since it permits them to arrange their sentiments and thoughts obviously and additionally to pass on significance through well-developed content. Academic writing appears to be one of the most important, yet a problematic academic ability for university students to learn. This is predominantly evident with second language learners (Negari, 2011). Students confronted problems in various areas ranging from spelling words correctly to how to develop an argument in one’s essay.

**Writing problems and difficulties**

Greenhalgh (1992, cited in Tony 2001) mentioned that most frequent advice students receive about their work progress come from ESL teachers of writing. The writing task is challenging because many practical and theoretical issues are included. The ethical issues of rights and responsibilities also arise in texts. Researchers recommend that students should be supported by teachers to take control of their own writing. As a result, a responsible teacher would be an active reader, a person who helps students recognize and resolve writing problems. Yu (2008), contended that there are different aspects of writing, such as controlled composition model, built-in three- or five-paragraph model, basic organizational and informative assumptions, the simplified writing assignment, the assumption that supposes working without the help of each student or only with the instructor for comprehensive feedback, usage of grammar and handbooks or even lectures, and the linear composition model based on —outlining, writing, and editing. All these aspects of the writing process have made a remarkable success in ESL classrooms. Writing could be a difficult skill to be learnt or taught due to the fact that it is not a simple cognitive activity; rather it is believed to be a complex mental production which requires "careful thought, discipline and concentration" (Grami, 2010, p. 9). Al Fadda (2012) found out that the main challenges ESL students encounter are differentiating between written and spoken words and phrases, reviewing grammar including subject-verb agreement and joining sentences together to make a coherent paragraph. Generating ideas about their topics could be also a barrier that hinders students to move on in their writing (Al Murshidi, 2014). Another concern is to read and then to write in their own words. This could lead to grammar mistakes which may
make students reluctant to paraphrase and summarize other's work (Amin & Alamin, 2012); instead, they just copy and paste.

Chou (2011) has listed a number of reasons why international students studying in an English-speaking country encounter a lot of stress and obstacles when writing their assignments. Firstly, students might come from different cultural backgrounds where they are fully dependent on teachers. They also have not been trained to be critical thinkers and they might have lower expectations than those of their teachers as they consider themselves second language learners. Writing teachers with high expectations might suppose that students are qualified enough to produce accurate pieces of writing and they might also assign demanding topics that learners might struggle when writing about (Al Murshidi, 2014). Low language proficiency might also obstruct academic writing. Ghabool, Edwina, and Kashef (2012) state that this problem could be the basic source of the challenges students may have in their writing.

Regarding the problems of academic writing, Khan (2011) who recently conducted a study to explore the problems of Saudi university students, has mentioned that they face numerous difficulties in phoneme clusters, spellings, grammar, mistakes due to first structure, doubling of subjects, language interference, doubling of preposition, articles, tenses, appropriate vocabulary, wrong use of prefixes, and suffixes. Khan (2011) reviewed a number of studies in this respect and concluded that Arab learners’ difficulties are caused by the shortage in the English language curricula obtainable by some schools and universities, dreadful teaching methodology and the problems with appropriate language environments and the lack of personal motivation on the part of the students.

For instance, the novice writers find it very challenging to establish an effective discussion in the target language (Shafie et al, 2010). As concluded by Al-Khairy (2013), the participants of his study declared that their major problems comprise grammatical errors, the inappropriate choice of vocabulary, irregular verbs, and incorrect punctuation and spelling. Other causes that could lead to the difficulty in academic writing are L1 interference, inadequacy of ideas, and unclear instructions of the task (Chou, 2011). Regarding ambiguous description of the task, Chou (2011) concludes the participants in his study admitted that they feel shy and unconfident to ask teachers for clarification. Finally, Can (2009) claims that conflicting feedback provided by instructors from different departments in an institution might lead to the lack of students’ confidence in their writing skills.

Method

Research design

In this study, researcher used the qualitative research method with case study. According to (Lissa, 2008 ) The aim of a qualitative research project may vary with the disciplinary background, such as a psychologist seeking in-depth understanding of human behavior and the reasons that govern such behavior and according to (Creswell, 2013), case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals.

Research site, sampling, and participants

The study sample consisted of 5 Islamic university students from the State of Raden Fatah Palembang who studied in English. The researcher was using convinience sampling, which is to take a case or respondent who happens to exist or is available somewhere according to the research context (Notoatmodjo, 2010). The reason for this is that when the researchers took data, it coincided with the beginning of Ramadhan so many samples were not available. at the beginning the researcher will discuss students who have passed all courses writing 1-3 and not graduating in academic writing courses. in place. at first the researcher will examine students who have passed all writing courses 1-3 and did not pass the academic writing course.
Data collection

During interviews, a set of questions were arranged which helped in collecting the necessary data. Open-ended questions were used during interviews. Questions were posed then participants responded, they were given a platform to express their individual views. All interviews were recorded. Kobus (2007) defines an interview as a conversation between two or more people in which the interviewer asks the participants questions to collect data and to learn about their ideas, beliefs, views, opinions and behaviors in the topic in question. Interviews helped the researcher to pursue in-depth information around the topic as well as to obtain rich descriptive data on the views and opinions of how learners view spoken English.

Data Analysis

We followed the processes outlined by Creswell (2013) which involved preparing and organizing data, then reducing it into themes through the process of coding and condensing the codes. The transcripts were read several times to have a better understanding of the data collected. Notes and memos such as short phrases and ideas were written in the margins or behind each transcript or picture. Data was then classified into codes and themes. Creswell (2013) further explained that the process of coding involves aggregating the text or visual data into small categories of information, seeking evidence for the code from different databases being used in a study, and then assigning a label to the code. We also used phrases which were used by participants to organize themes.

Establishment of Trustworthiness

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012) member checking is a process in which the researcher ask one or more participants in the study to check the accuracy of the account. We used member checking because suitable in this study.

Findings

The findings of this research revealed that the most problematic area faced by the students in academic writing: The researcher found three themes from interview :(1) lack of language competence, (2) lack of grammar and (3) lack of ideas.

Table 1. Theme and Code of difficulties of academic writing

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of vocabulary</td>
<td>A. Some of students have problems with vocabulary.</td>
</tr>
<tr>
<td>Lack of grammar</td>
<td>A. Some of student have problems with tenses</td>
</tr>
<tr>
<td></td>
<td>B. Some of student have problems with Article</td>
</tr>
<tr>
<td>Lack of ideas</td>
<td>A. Most of students have problems with background knowledge.</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in table 1, it could be inferred three types problems most revealed are faced by students in academic writing.

Lack of vocabulary

After analyzing the data gained from the interview, we found that one of the factors which cause students become difficult in academic writing was lack of lack of language competence. In this case, students' lack of language competence were caused by their lack of vocabulary.
Based on the data gained from interview the students got difficulties in academic writing caused they stuck in word by word. Caused lack of vocabulary, they cannot make correct words. They also overthinking about their opinion lecturer. So, caused of that they have difficulties to wrote. For example one of the sixth semester student said that:

“I had problem with vocabulary. So when I tried to wrote the material I confused how to continue my essay because I do not know how to choose and put correct word. I also overthink about my correct grammar, I am afraid if my lecturer judge my writing” (Personal Communication, April 2019)

Lack of grammar

After analyzing the data gained from the interview, we found that one of the factors which cause students become difficult in academic writing was lack of grammar. In this case, students' lack of language competence were caused by their lack of vocabulary.

Based on data gained from interview, we also asked them the reason why they had lack of grammar. Some of them said had problems with tense. One of students named IP said that.

“I had problem with tenses. I do not why I really confused to determine when I must to used past tenses, present tense and etc. As a result, I had difficulties to continue my writing. Caused of that I do not really like to write”. (Personal Commucation, April 2019)

Subsequently, based on data gained from the interview some of them said had problem with articles. One of students named IE said that.

“I had problem with article. My lecturer said that my result in academic writing bad in articles. It’s means, most problem why i had difficulties in academic writing is because i cannot determine the articles. As the result, I got bad score”. (Personal Commucation, April 2019)

Lack of ideas

Based on the data collected from the interview, we found one of factors which caused students become difficult in academic writing was lack of ideas. In this case, students' lack of ideas was caused most of them have problems with background knowledge.

Based on data gained from interview, one of student from sixth semester student said that,

“I had problem with how to express my idea into the paper. I really confused with that and when I donot know what will I write because my baground knowledge”. (Personal Commucation, April 2019)

Discussion

Based on data analysis we found three result the difficulties of academic writing in student english education study program of UIN Raden Fatah Palembang. From the result, it can be said that the most difficult aspect that were found lack of vocabulary, grammar and lack of idea. Lack of grammar is one of problems of academic writing. Based on data gained we were analizing the difficulties faced by students. Based on our research which the difficulties of academic we found student have problems with lack of vocabulary and lack of grammar. It is supported by Khan (2011) who recently conducted a study to explore the problems of Saudi university students, has mentioned that they face numerous difficulties in phoneme clusters, spellings, grammar, mistakes due to first structure, doubling of subjects, language interference, doubling of preposition, articles, tenses, appropriate vocabulary, wrong use of prefixes, and suffixes. Khan found two types difficulties same as our research that are lack of vocabulary and lack of grammar.
On the other hand we found three types difficulties in academic writing it is lack of vocabulary, lack of grammar and lack of idea same as Yuen (2015) found in Iraqi about postgraduate students faced problems in academic writing. The student had vocabulary problems and are weak at paraphrasing, making grammatical mistakes, poor at managing references, and poor at organizing and expressing ideas.

Musa found one same factor of academic writing with our researcher, that is lack of vocabulary, it is supported by Mussa (2010) stated that writing is considered as a difficult skill to learn because it includes several components, for instance, grasp on spellings and punctuation, grasp on spellings and punctuation, use of appropriate vocabulary. this theory we found same of two problems. It is lack of grammar and lack of idea. The reason of lack of grammar they have problems with verb tense, articles, and irregular verb. And lack of idea is background knowledge because the student less of information about something.

**Conclusion and Recommendations**

The results have showed that there are various types of writing problems. These can be summarized as follows lack of grammar and lack of ideas. For example, adequate exposure to academic writing conventions, academic words and phrases, and grammar can play an essential role in producing a satisfying piece of writing (Abdul kareem, 2013). Therefore, as stated by Tahaineh (2010), academic writing should be considered as an integral part of universities programs as students at this level need effective writing skills to achieve the assigned tasks like writing essays or even to take lecture notes. That is students should be equipped with these necessary skills to accomplish their writing tasks of their faculty. This section presents, in some details, suggestions teachers can bear in mind when teaching academic writing. Unfortunately, related studies have discovered that the students are not always aware of the potential benefits of both the conscious and continuous use of academic writing which may help expedite and make the writing process more efficient. The students may need to enhance their consistency and connect words to their personal experience they may have to be motivated to write words frequently and consistently and attempt to paraphrase the meanings. The study also revealed that the attitude of students towards academic writing with unique characteristics can be considered as a crucial factor in making academic writing more helpful for all students.

This research only focused to find out difficulties in academic writing. Finally, the results of this research may help the scholars to reflect on teaching practices and urge the government to help teachers’ attempts to enhance the academic writing skills of their students at UIN Raden Fatah Palembang.

**References**


READING COMPREHENSION PROBLEM ENCOUNTERED BY THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
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Abstract
The purpose of this research was to find out the student's problems in reading comprehension. The qualitative research method with a case study approach was employed to look at the problems of the English student's when studying reading skills or when reading a text. The participants in this study were the fourth semester students of English Education Study Program, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Raden Fatah, Palembang. We used interview as our data collection techniques. The interview was used to understand the difficulties and problem faced by students when reading a text which is the main cause students fail to understand the contents of the text properly. The data analysis in this research used thematic analysis that is a word or short phrase which contains the essence of a data segment. The results of data analysis showed that there were some problems faced by the students in reading comprehension: 1) Unsuitable reading strategies; 2) Weaknesses of vocabulary mastery; 3) Bad habit; 4) Difficulty in understanding long sentences; and Poor mastery of grammar.

Keywords: grammar, reading comprehension, vocabulary.

Introduction
Learning English is very important, because knowing English will make us bilingual and more employable in every country in the world. The students are supposed to master the four skills in learning English, one of them is reading. Reading comprehension is considered as one of prominent English skills for learners. In this skill, students are required to catch some implied and stated information from the text by interpreting or analyzing the sentences to really get the point of the text. Reading is the most important skill among the four language skills as it can improve the overall language proficiency (Snow, Burns & Griffin, 1998; McDonough & Shaw, 1993; Krashen & Brown, 2007). As Grellet reasons for reading: reading for pleasure and reading for information find out something or in order to do something with the information the readers get everything that they do not know or see before by reading. The information that the students will get is more details rather than they just listen the radio, or watch the television. By reading, the students can find some specific information, understand the whole stories, and the students also can be entertained by reading especially when the students read folktales, comics, novel, short story, and etc.

Meanwhile in reading subject of the collage, The students are required to comprehend English reading text. They are not required to understand each individual part of the sentence or paragraph, but they should understand the message the writer is trying to convey what we are reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading. Not only to understand but also the students should comprehend the text that they read. Comprehend means that the students should fully understand of all the aspect of the text.

In reality, there are many problems faced by the students in dealing with reading comprehension. It was proved by many researchers who are concerned with conducting the research relating to reading comprehension problems. Shofia (2001) finds in her research that the
weaknesses of students in reading speed and reading comprehension has two elements or factors, namely, the students do not fully understand how to read text quickly and how to comprehend it well. Indonesian students may get problems in comprehending English reading text because English is not their first language. The students should master those aspects so they can comprehend the text and answer the questions which are served well.

The results of several previous studies have indicated that the student's problems in reading comprehension. For example, The research which focused on difficulties in reading text is a research from Sasmita (2012) comprehending English reading texts. The findings showed that the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest. The other research which is related to the students difficulties in reading is from Atikah (2009) reading comprehension and the finding showed that the students find difficulties in vocabulary, grammar and spelling. The difficulties in comprehending English reading text should be known and solved by the students and the teacher because comprehending reading text is the important skill and as an achievement indicator in reading that should be achieved by the students. If the students find difficulties in comprehending the text, it will affect their study.

Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different problems in comprehending English reading text. By knowing the students difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in reading. So, we were interested in conducting a study entitled, ―Reading Comprehension Problem Encountered by The Fourth Semester Students of English Education Study Program Islamic University of Raden Fatah Palembang‖ for addressing the research question: What are the student's constraints in comprehending English reading text encountered by The Fourth Semester Students of English Education Study Program Islamic University of Raden Fatah Palembang?

**Literature Review**

**Reading and reading comprehension**

Reading functions as the window of knowledge in which people are able to know much information they cannot get completely from other skill such as listening, speaking, or writing. It might be said that through speaking with others, and listening to the radio or television, someone will get knowledge or information, however the amount of the information will not be as perfect as when they do reading. The reader can find the reason, example, explanation, summary, and comments of the news that they read. Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the world. In this process the reader tries to match their perception with the author's perception.

The other theory said reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning (Clark and Silberstein, 1988). Anderson (1999) also states that reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader. From those theories, it can be said that reading always deal with printed materials and it is an active process of the reader to interpret the meaning of the text. According to Milan (1998) there are some essential skills in reading, they are:

**Comprehension and retention**

The reader should be able to comprehend the text and memorize what they have read. To build comprehension and retention, the students can determining the main idea of paragraphs and their purpose of reading, comprehending main idea and distinguishing between main ideas and supporting details.
Inferences and conclusion

McWhorter (1989) defines that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the connection that you draw between what you observe and what you do not know. In making inference, the readers are required to read between the lines to make deductions based on the information given. It means that the readers should try to understand what is meant by something that is not written explicitly or openly. In reading activity, the readers should make inferences from what they are reading and also make conclusion toward the text that has been read.

Critical thinking and analysis

In this skill, the readers should distinguish the text that they read, whether it is the text of fact or opinion. Text of fact is a reading text which is written based on real occurrence or based on something happened. While text of opinion is a reading text which is written based on someone’s point of view. So, the readers should analyze whether the text is a text of fact or opinion, then they also think critically whether the information or message in that reading text is important for them or not.

Based on the statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension is not only understanding the meaning of the text, but also understanding the purpose of the main idea of the reading text to get the message and information from the text that they have read.

Reading difficulty/reading problem

To comprehend a text, Westwood (2001) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text. Reading difficulty refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom (Oberholzer, 2005). It means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have negative effect on their study especially in their reading ability.

Moreover, Kuswidyastutik (2013) said that someone’s understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions. The basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The researcher considers that those questions are also the basic difficulties that are face by the students in comprehending the text.

Methodology

Research design

We conducted this study by using a descriptive qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using descriptive qualitative design is that this design is an appropriate way to used since it describes the student’s difficulties in comprehending English reading text.

Research site, sampling, and participants

This study, we investigated the student’s constraints in comprehending English reading text Encounted by The Fourth Semester Students of English Education Study Program Islamic
University of Raden Fatah Palembang. According to Setiyadi (2006) sample is the member who give the data and representative the population of the research. The sample of this research was taken by using Simple Random Sampling, that was the random sampling of member from the population regardless of the strata in the population. The way is done if members of the population are considered homogeneous (Sugiyono,2011). There were six students at the fourth Semester as the participants of this research.

**Data collection**

The data of this study were collected through conducting interviews as a data collection techniques (Creswell, 2012). Interview is one of the collecting data techniques in qualitative research. Interview is data collecting technique which use open form questions and it can be used to get more information about the cause and effect for each aspect in qualitative research (Setiyadi, 2006), Moreover, Mc Namara (2003) argues that Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research and particularly useful for getting the story behind a participant's experiences. We used face to face interview with participants. In this study, we interviewed the students in order to know the students problem in reading comprehension and they answered the question with their own words and there was no alternative answer from the researcher.

**Data analysis**

Having collected all of data from interview, the researcher analyzed the data. In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded the types of problem in reading comprehension and in what aspects the students face the difficulty. And then, the researcher used descriptive method to make the result and discussion of the research. Finally, the researcher concluded and made interpretation in qualitative research of the findings and results.

**Establishment of trustworthiness**

In this study, we used Member checks to enhance the accuracy of the study. Member checks is known also as respondent validation or participant validation. Member checking is used to validate, verify or assess the trustworthiness of qualitative results (Doyle, 2007). Moreover, member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researcher's interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to willingly fill in any gaps from earlier interviews and trust is an important aspect of the member check process. Therefore, in this study we used member checks methods to checking and confirming the results with participants.

**Findings**

The findings presented the data from interview is meant to answer the questions: What are the student's constraints in comprehending English reading text encountered by The Fourth Semester Students Of English Education Study Program Islamic University Of Raden Fatah Palembang? From thematic analysis that we conducted based on Creswell (2012), we found five themes which reflected five problems faced by the students in reading comprehension applied by the The Fourth Semester Students Of English Education Study Program Islamic University Of Raden Fatah Palembang.

**The problem faced by the students in comprehending english reading text**

After collecting the data in order to find out the problem faced by the students in comprehending english reading text, we found that there were five types of problem . The themes and the codes gained from thematic analysis were listed in Table 1.
Table 1. Themes and codes for the student’s problem

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unsuitable reading strategies</td>
<td>A. The students answer the questions using unsuitable strategies so they difficult to find the answer and they dont give attention to time allocated</td>
</tr>
<tr>
<td>2. Weaknesses of vocabulary mastery</td>
<td>A. The students confused about the vocabulary in reading text. So, the main point of the text difficult to understand by the students</td>
</tr>
<tr>
<td>3. Bad habit</td>
<td>A. The student often bored in reading text. So they dont care what they read and the text difficult to understand</td>
</tr>
<tr>
<td>4. Difficulty in understanding long sentences</td>
<td>A. The student’s ability was less to interpret long sentences because poor of knowledge in english outside their zone.</td>
</tr>
<tr>
<td>5. Poor mastery of grammar</td>
<td>e. The students felt difficult in grammatrical. So they dont know the clear meaning based on the structure.</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in table 1, it could be inferred that there were five problem faced by the students in comprehending english reading text. It is in line to the problem in comprehending english reading text proposed by Sasmita (2012) and Atikah (2009) including Unsuitable reading strategies, Weaknesses of vocabulary mastery, Bad habit, Difficulty in understanding long sentences and Poor mastery of grammar.

Unsuitable reading strategies

Based on the interview, we found that the students don’t know the strategy how to read well. Here, The students answer the questions using unsuitable strategies so they difficult to find the answer. R5 said:

“I can’t find the best strategies to understand reading text better. So I’m difficult to utilize the time allocated when I reading a text. So I always spending a time to try understand a sentences difficult” (Personal Communication, May 03, 2019)

It means that the students difficult to understand the text while they know how to read text to get the main point in reading text. Also, R6 said:

— When I found it at the first time and because of that I try the strategies to solve my problem, but I still difficult because I think that the strategies is not suitable (Personal Communication, May 03, 2019)

However, about the time allocated they don’t give attention about that, the answer from the students show that they can’t find what kinds of strategies they used when they were reading the text and try to get what the main point in the text.

Weaknesses of vocabulary mastery

We found that the students confused about the vocabulary in reading text. So, the main point of the text difficult to get by the students. As we know that vocabulary is one of important thing in reading. When the readers stumbled over the words, they stop to read, thought in a few minutes and try to comprehend the meaning, consequently their speed reading became slower and their rate would be lower automatically as R2 said:

— When I”m difficult to get the full meaning of the text, because I have lack of vocabulary” (Personal Communication, May 03, 2019)
It means that, to know about the vocabulary the students tries read a lot in everything about text it can improve for them. Also, R 5 Said:

― I can’t understanding the full meaning of the text because lack vocabulary and I don’t like reading actually because reading the text is boring. So I often skip the reading text reading session” (Personal Communication, May 03, 2019)

The main factor also occurs for students who doesn’t like to reading a text because read a lot for a text was bored.

**Bad habit**

Based on the interview the writer found that the students felt bored in reading text because they don’t like read a lot, also they don’t care about the meaning of reading text and they just skip it. R4 Said that:

—Because we new in english, so I”m difficult to understand the idiom, slang or the english in higher level, including I difficult to understand the long sentences. And also I still poor about the grammar, tenses and how to arrange the sentences! (Personal Communication, May 03, 2019)

Here, especially for the new students in English Department they don’t have a lot of knowledge about the reading skills, so they think that they difficult to find out how the arrange the text better.

**Difficulty in understanding long sentences**

We found thatThe student’s ability was less to interpret long sentences because poor of knowledge in english outside their zone. In this problem, students difficult to know how the full meaning of the text especially for long sentences although they so hard to interpret the sentences better. Here , R 6 Said :

—Actually I have many problems in reading but the most problem I found that I am difficult to get the main point in the long sente because I lack the vocabulary especially when I found it at the first time and because of that I try the strategies to solve my problem, but I still difficult because I think that the strategies is not suitable” (Personal Communication, May 03, 2019)

It shows that the student lazy to read especially for long sentences so it become the students dont have full understanding of the text.

**Poor mastery of grammar**

Based on the Interview here, the students felt difficult in grammatical. So they dont know the clear meaning based on structure. The main point to understand a reading text was grammatical or tenses. If the students has diligent when reading text, especially when they give a lot attention in their skills about the structure, they never felt difficult in arrange the sentences. Here R 2 Said that:

—I find some unfamiliar vocabulary and I think I still confuse about the grammar, so sometimes I make the mistake to interprate the text”(Personal Communication, May 03, 2019)

It shows that the students rarely to read a lot in their activities it can make they cant to interpret how the arrange a text. Also, R 4 said that:

—Because we new in english, so I”m difficult to understand the idiom, slang or the english in higher level, including I difficult to understand the long sentences. And also I still poor about the grammar, tenses and how to arrange the sentences” (Personal Communication, May 03, 2019)
So here the most important for students to improve their ability in reading skills and to improve their ways to get the main point when they read a text, they should know much and comprehend about the grammar and the structure.

Discussions

Based on the results of data analysis, we found that the fourth semester students of English Education Study Program Islamic University of Raden Fatah Palembang, South Sumatera Indonesia contribute five problem faced by the students in comprehending English reading text, they were unsuitable reading strategies, weaknesses of vocabulary mastery, bad habit, difficulty in understanding long sentences and poor mastery of grammar. The first problem in reading comprehension, the students mostly faced the problems in using unsuitable strategy. This result of study is congruent with the results of other studies (e.g., Sofia, 1987; Soemantri, 2017 & Nurjanah, 2018) indicating that reading strategies are mental process that readers consciously choose to use in accomplishing reading tasks. In addition, the problem is also able to find from speed reading and comprehension performed by the students, in terms of reading speed, they don't know strategy how to read in speed pace. It is relevant to the research conducted by Shofia, F (2001) states: It was difficult to read the text fast in one hand and comprehend the text all at once in another hand, they regressed to read the text for several times before answer to the question, although they had been given the limited time to read the text before answering questions.

Moreover, the second problem faced by the students was weaknesses of vocabulary mastery. Based on the data from interviews, the students found that it was difficult to comprehending English reading text because they have limited knowledge of words. It is hard for them to memorize new words and differentiate the meaning especially in English there are some words with similar meanings but they cannot be used in same context. Adjusting which words to use related to the context of the sentence sometimes is not as easy as it seems. Students need to understand the whole meaning of a word. They keep using the words they are familiar without realizing this habit can cause less improvement in their language skill related to limited vocabulary knowledge. The result of this study was congruent with the results of other studies (e.g., Sofia, 1987; Soemantri, 2017, & Nurjanah, 2018) indicating that reading session seems difficult for students because the students have lack knowledge of vocabulary caused by the low frequency of doing activities improving their knowledge.

The third problem faced by the students was bad habit. Based on the data gained from the interviews, we found that bad habit of the students were related to student's activities in reading. We found that the students mostly feel bored in reading and ultimately ignore the importance of reading comprehension. However, the students should avoid those bad habit. With this regard, Zorn (1980) cited in Shofia, (2001) believes that at least eight reading habits of the readers. Those are: Small eye span, regressing, sub-vocalizing, poor concentration, reading every word unnecessarily, lack of drive, over concern with comprehension, and reading every text at the same speed. Besides, the findings of the study are also consistent with the findings of other studies (e.g., Sofia, 1987; Soemantri, 2017, & Nurjanah, 2018) which indicated that one of the problem faced by the students in comprehending English reading text was the student's bad habit.

Furthermore, the fourth problem faced by the students was difficulty in understanding long sentences. From the interviews, it can be seen that students get confused in finding main idea session because they cannot paraphrase the main idea in long sentences of the text. One of the respondent said that she was difficult to get the main point in the long sentence. This problem can be caused by their poor ability in understanding sentence and catching the implied meaning of a sentence. In a review of studies on inference skills for reading, researchers at the National Foundation for Educational Research (2008) discovered that the ability to draw inferences is directly related to reading comprehension ability. In unrelated studies, Cain and Oakhill (1999, 2007) reported that students’ inferencing skills contribute to future comprehension skills; and Bowyer-Crane and Snowling (2005) discovered that students with
poor comprehension also lack inferencing ability. This result of study is congruent with the results of other studies (e.g., Sofia, 1987; Moore, 2000; Soemantri, 2017 & Nurjanah, 2018) who reported that reading session seems difficult for students because they poor ability in understanding sentence and catching the implied meaning of a sentence.

The last problem faced by the students was poor mastery of grammar. Based on the data gained from the interviews, we found that most of students gave their responses that they poor about the grammar, tenses and how to arrange the sentences. By mastering grammar of target language, especially English, it will be helpful in supporting the language student process in which in spoken or written language, in this case is reading comprehension. In addition, in order to understanding information or story, the reader should have knowledge about the sentence structure. In this case, in English, the readers who have mastered many vocabularies and have knowledge about English sentence structure, they will get the idea of the information or story easily due to they know the meaning of vocabulary based on the sentence structure. Furthermore, English vocabulary have many meaning based on the function of the word in a sentence. Moreover, it is important having knowledge of sentence structure or grammar. Besides, the findings of the study are also consistent with the findings of other studies (e.g., Matra, 2014; Ndun 2015; Sujiarti, Rahman, & Mahmud 2016) which indicated that one of the problem faced by the students in comprehending English reading text was poor mastery of grammar, therefore it was very important to learn about grammar to improve student’s reading comprehension.

Conclusion and Recommendations

Based on the findings of this study, the fourth semester students of English Education Study Program Islamic University of Raden Fatah Palembang involve five problem faced by the students in comprehending English reading text. After analyzing the data gained from the interview, the writer concluded the problems, they were unsuitable reading strategies, weaknesses of vocabulary mastery, bad habit, difficulty in understanding long sentences and poor mastery of grammar in reading a text.

From the conclusion above, the writer tries to formulate some recommendations. This study is expected for both the teachers and fourth students of English Education Study Program Islamic University of Raden Fatah Palembang. For the students, they should learn more about the reading comprehension such as reading skills, reading strategies, vocabulary is and grammar. It can be useful when they deal with reading a text. Moreover, frequent practice in reading and doing reading comprehension test may assist the students to have reliable comprehension and be familiar with the reading text, so it may minimize the student's problems in comprehending a reading texts. Meanwhile, for the teachers, it is expected that they teach the students how to improve their ability in reading comprehension, especially skill and strategies in reading comprehension test in order to help the students to overcome difficulties in reading comprehension of English text. The teacher should provide an interesting material to improve students reading ability, such as providing the students with authentic material. It is suggested that teachers need to apply various teaching techniques in teaching reading in order to achieve better reading comprehension.

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STUDENT'S DIFFICULTIES TOWARD E-LEARNING
IN ENGLISH EDUCATION

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Abstract
This study was aimed to investigate the difficulties of students when used E-learning program in learning as well as to see the difficulties of students when used E-learning program in learning. This research used qualitative method. This study was administered in Palembang, with sample of 6 students of English Education study program of Raden Fatah University. The data were thematic analysis. A interview adapted from students English education 2017. The results of the study were: 1) the majority of the students had difficulties when they used E-learning program in the class because they could not comprehend more about material, 2) the material couldn’t received with effective in the class, 3) the could not pay attention to all students in the class, 4) Student sometime faced the error connection.

Keywords: difficulties toward E-learning, E-learning, students.

Introduction
Nowdays, Internet is part which is inseparable from life style various Indonesian community groups. Data from survey conducted by Association Organizer of the Indonesian Internet Network (APJII) in shows that students are users biggest internet in Indonesia with 89.7% and second place studens with 69.8% but access to educational pages still lacking. A problem which needs to be addressed by educators by directing students or participants students to used the internet more in the realm education. We know that virtual class or better known as E-learning, is one of from internet usage that can increase the role of students in learning process.

Furthermore, Various of services e-learning is available both managed independent by institution using Learning Management System (LSM) or provided freely by third . e learning plays a role to complement the conventional class (by face to face) not replace class conventional (Shank, 2008). The advancement of Information Technology (IT) has impacted on how things are done, its influence on teaching and learning, thus becomes increasingly complex and widespread. The use of latest technology means that one no longer needs to be located in a conventional classroom in order to be educated. Teaching and learning can be done with the help of technology e-learning.

The term e-learning has been widely used in education since themid-1990s. Some researchers view e-learning as the delivery of teaching materials via electronic media, such as internet, , satellite broadcast, audio/video tape, interactive TV, and CD-ROM (Engelbrecht, 2005). Others also see e-learning as internet based learning which utilizes web-based communication, collaboration, knowledge transfer, and training to add value to individuals and to organizations they work within (Kelly &Bauer, 2004).

According to a recent study (Docebo, 2014), it appears that there is universal agreement that the worldwide e-learning market will show fast and significant growth over the next three years. It was further indicated that while the aggregate growth rate of e-learning is 7.6%, several world regions have higher growth rates - Asia is at 17.3%, followed by Eastern Europe 16.9%, Africa 15.2% and 14.6% in Latin America. According to this study the potential for enhancing e-
learning in Africa, and for that matter Ghana, is high due to the fast growing market for mobile devices. The increase in uptake of internet ready mobile devices denotes an expansion of access that will support the development of e-learning in this region (ibid).

As can be seen in the earlier mentioned matriculation speech (Aryeetey, 2014), efforts are being made to incorporate e-learning into Ghana’s educational system alongside traditional face-to-face learning. On the basis of the Docebo (2014) report, it can also be said that the potential for e-learning in Africa, and, for that matter Ghana, is high as the region places third in terms of the growth rate of e-learning in the world. It can be projected that very soon, programs delivered entirely through e-learning platforms will be offered by educational institutions in Ghana, just as is currently the case in some other parts of the world—examples discussed above. In view of the rapid development and potential for development of e-learning, it is appropriate to undertake this study to know what students think of it.

This research, therefore, seeks to study students’ perceptions toward E-learning in UIN Raden Fatah Palembang of English education as they are the main difficulties of this IT enabled learning, hence the need to know what they think of this mode of teaching and learning is paramount. Therefore, we were interested in conducting a study on students difficulties toward E-learning in English education at UIN Raden Fatah Palembang, the following research question: (1) What are difficulties of E-learning for students in English education UIN Raden Fatah Palembang?

**Literature Review**

**Definitions of E-Learning**

The following - it is the use of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals (Ong & Lai, 2006; Welsh et al., 2003). Another similar definition is one that sees e-learning as any form of education that is facilitated by the internet and its technologies, and encompasses the use of the World Wide Web (www) to support instruction and to deliver course content (Masrom, 2007).

The second set of definitions view e-learning as learning facilitated and supported through the utilization of information and communication technologies (Jenkins & Hanson, 2003). E-learning is further defined as instruction delivered via a computer that is intended to promote learning (Clark & Mayer, 2003).

Thirdly e-learning is defined as—the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration (EC, 2001).

It can be deduced that the definitions were based on the medium of delivery that the authors are familiar with, for example, the authors that think e-learning is done through the internet their definition is concerned with that area.

Similarly, the author that thinks e-learning is delivered through multi-media channels, the definition reflects this view - the first definition discussed above focused on internet learning (otherwise online learning), the second one on learning mediated through ICT or the computer, the third on multimedia technologies and the internet.

When it comes to technology, Orlando and Attard (2015) stated that—teaching with technology is not a one size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught. This means that the incorporation of technology provides additional factors for consideration in terms of teaching pedagogy and construction of learning experiences. Despite this, it is—often taken for granted that technologies can ‘enhance learning’ (Kirkwood & Price, 2014, p. 6) with the prevailing assumption becoming that technological incorporation, learning enhancement, and student engagement are mutually and inextricably linked. However, in creating individually tailored differentiated instruction for each learner within and across each cohort, additional workload pressures on those seeking to engage with the online environment can be created as teaching staff seek to respond, often reactively, to the individual learning and engagements needs of each cohort.
The problems with a —one size fits all— approach are particularly highlighted in collaborative learning tasks (group work) where individual differences between and across cohorts can be highlighted. This may be because the generalized pedagogical assumptions associated with collaborative learning tasks are often applied to the online environment where there may be less focus on the delivery and more attention to the task/content (Graham & Misanchuk, 2004). Therefore, the assumption that students will both know and be able to work in groups regardless of mode prevails through a seemingly universal one-size-fits-all application. In addition to the typical challenges that students can experience in group activities regardless of mode, the online environment presents added challenges for the external or isolated learner particularly through considerations around their engagement, access, community, and support. In reflecting on a lecturer’s perspective for facilitating learning online, this paper offers strategies for those preparing to teach in an online environment focused around pedagogical strategies for supporting learners through the development and facilitation of group presentation collaborative learning activities. Based on several years of experience, the following insights are provided to encourage those with uncertainty or inexperience in facilitating an online learning environment a starting point so that they can understand and support their learners.

It can be concluded from the above definitions that the first set of researchers’ view e-learning as the delivery of education, mediated through the internet (online learning). In the second set of definitions, e-learning is seen as learning which is achieved through the use of ICT and a computer. On the other hand, the third set of definition includes both the use of multimedia technologies and the internet in the definition. On the basis of these definitions outlined above, it is possible to conclude that e-learning provides an alternative to classroom/faceto-face learning. It can also be concluded that e-learning provides the means to augment classroom learning in order to acquire education or assist in the delivery of education, through various technological means — internet, multimedia technology and various other ICTs.

As the above definitions are limited to the medium and scope of the teaching and learning used, a broader definition that is not limited to any particular medium of delivery is sought. In this regard, e-learning is defined as the delivery of education through various electronic media, including the internet, intranets, extranets, satellite TV, video/audio tape, and/or CDROM (Koohang & Harman, 2005).

Another of such definition is that e-learning is the use of ICTs (e.g. internet, computer, telephone, radio, video, and others) in a manner that supports teaching and learning activities (Masrom, 2007). From these definitions it can be argued that e-learning is a general or a broad term used to describe all types of learning that use one form or the other of electronic technology, including the internet as a medium of educational delivery to enhance teaching and learning. E-learning, can therefore, be said to offer the chance for teaching and learning which is used to overcome barriers associated with time, space or geographical location of the learner or the teacher. From the above definitions it can be concluded that compared to the face-to-face learning, e-learning gives students the chance to learn from institutions without necessarily being personally present in the same location, hence enables a larger number of people to be reached and educated.

**Difficulties toward E-learning**

E-learning comes with its own difficulty, for example, unlike in the face-to-face learning, when studying in an e-learning environment, especially where it is done as an independent self-study (fully-online) one requires a significant amount of discipline and motivation to be successful at it (Golladay et al., 2000; Serwatka 2003). As for used E-learning according to students English education couldn’t face-to-face in learning, E-learning is not effective for delivering material when in the class for example they couldn’t problem solving about material in the class.

E-learning is not effective for delivering material is because asynchronous learning does not enable real-time interaction with the instructor and other learners, and also does not allow students to have practical exposures on what they learn, for example, utilizing software and
applying knowledge to problem solving, as part of their studies, as would have been the case if it was synchronous in nature (Laine, 2003; Smart & Cappel, 2006). Students could not pay attention in the class. Students said they without having instruction from lecturer. E-learning include a sense of learner isolation where they have to study alone (fully-online) without having colleagues and instructors to interact with (Brown, 1996) the rest are learner frustration, anxiety, and confusion as a result of learning on their own, which is mostly the case with the fully-online and asynchronous learning (Hara & Kling, 2000; Piccoli, et. al, 2001).

**Methodology**

**Research design**

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to describes the students difficulties toward E-learning.

**Research site, sampling, and participants**

In this study, we investigated students difficulties toward E-learning in English Education 2017 UIN Raden Fatah Palembang. There six students at the UIN Raden Fatah Palembang who were willing to participate in this study. In this study, the participants answered 5 questions.

**Data collection**

The data of the present study were collected through one following data collection technique: conducting interviews (Creswell, 2012). According to Ary (2010). Interviews are primarily done in qualitative research and occur when researchers ask one or more ... where the answers are limited to yes or no (Cresswell, 2012). In this research, we conducted the interview in order to know what are the difficulties toward E-learning in learning in the class. The interview was conducted by using field notes taking. Besides, We used face to face interview with participants. In this study, we interviewed the students whom we in order to clarify the reasons of those students in using E-learning in learning.

**Data analysis**

In analyzing the data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded the a reasons from students English education toward difficulties in used E-learning. The last, we made interpretation in qualitative research of the findings and results.

**Establishment of Trustworthiness**

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012) member checking is a process in which the researcher ask one or more participants in the study to check the accuracy of the account. We used member checking because suitable in this study.

**Findings**

Based on all interviews six participants the researcher got answer from research problem that first, from program e-learning students could not comprehend more about material, 2) the material couldn’t received with effective in the class, 3) the could not pay attention to all students
in the class, 4) Student sometime faced the error connection. E-learning according to students English education couldn’t face-to-face in learning. According to (Golladay et al., 2000; Serwatka 2003) E-learning comes with its own difficulty, for example, unlike in the face-to-face learning, when studying in an e-learning environment, especially where it is done as an independent self-study (fully-online) one requires a significant amount of discipline and motivation to be successful at it.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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<tr>
<td>Ineffective ways to learn</td>
<td>The students could not face to face with lecturer when learning process.</td>
</tr>
<tr>
<td>Miss understanding about material</td>
<td>The students could not comprehend about material when the lecturer give assignment</td>
</tr>
<tr>
<td>Lack attention</td>
<td>The students could not sharing The material between students and lecturer in the class</td>
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Based on all interviews, it could be inferred three types problem most revealed are faced by students difficulties toward E-learning.

**Ineffective ways to learn**
After interviews we found the students difficulties toward E-learning. R 5 said:

“I could not face to face with lecturer when learning process in the class”(personal communication, May 7, 2019).

It means that the students difficult to understand about material. However, about the time they don’t give attention about that., The answer from the students they can't comprehend about material.

**Missunderstanding about material**
After interviews we found the students difficulties toward E-learning because they can't comprehend the material when they do assignment from the lecturer. R 4 said;

—*If the lecturer explains directly the students will understand more about the material*”
*(personal communication, May 7, 2019)*

It means that the student can better understand the material if the lecturer explains directly in the class.

**Lack attention**
After interviews we found the students difficulties toward E-learning because they can't comprehend the material when they do assignment from the lecturer. R 3 said:

“I can't asked to the lecturer directly when learning course” *(personal communication, May 7, 2019)*

It means the students difficult to comprehend material when they used E-learning.

**Discussions**
Based on the results of data analysis, we found that the students of English education UIN Raden Fatah Palembang. There are some discussion here. that is about the definition of e-learning program in English education UIN Raden Fatah Palembang. E-learning program a general or a broad term used to describe all types of learning that use one form or the other of
electronic technology, including the internet as a medium of educational delivery to enhance teaching and learning. About the difficulties toward program E-learning in English education UIN Raden Fatah Palembang. So, perception of students toward difficulties in E-learning, less of important to used in students English Education UIN Raden Fatah Palembang.

The first students could not face to face, the students unlike in the face-to-face learning, when studying in an e-learning environment, especially where it is done as an independent self-study (fully-online) one requires a significant amount of discipline and motivation to be successful at it (Golladay et al., 2000; Serwatka 2003).

Second not effective for delivering material not effective for delivering material when in the class for example they couldn't problem solving about material in the class. According to Laine, 2003; Smart & Cappel, 2006).

Moreover The second problem E-learning is not effective for delivering material is because asynchronous learning does not enable real-time interaction with the instructor and other learners, and also does not allow students to have practical exposures on what they learn, for example, utilizing software and applying knowledge to problem solving, as part of their studies, as would have been the case if it was synchronous in nature.

The last problem Students could not pay attention in the class. Students said they without more having instruction from lecturer. According to (Hara & Kling, 2000; Piccoli, et. al, 2001).

E-learning include a sense of learner isolation where they have to study alone (fully-online) without having colleagues and instructors to interact with (Brown, 1996) the rest are learner frustration, anxiety, and confusion as a result of learning on their own, which is mostly the case with the fully-online and asynchronous learning.

**Conclusion and Recommendations**

Based on the findings of this study, some important information on the difficulties in used E-learning system for students English education UIN Raden Fatah Palembang are First, E-learning according to students English education UIN Raden Fatah Palembang they couldn't face-to-face in learning, second, E-learning is not effective for delivering material when in the class, third Students said they without more having instruction from lecturer.

Perception students English education have different opinions with different reasons, about difficulties toward used E-learning system.

This study is expected for the students to apply E-learning system especially to know about technology. But, it is also expected that the lecturers do not focus on students, because could not face to face, could not give motivated the students in learning English.

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ANALYSIS TEACHER'S DIFFICULTIES IN TEACHING ENGLISH IN SMK NURUL IMAN

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Abstract

The purposes of the study were to investigate the reasons why the teachers were difficult in teaching English and explore how they coped with their difficulties. This research was use qualitative research. The participants of this research were the two English teachers in SMK Nurul Iman Palembang. The data collection involved interviews –face to face conversation to get the real and clear information from the participants- and documentation. The data were analyzed by using thematic analysis approach which focused on examining themes within data. Findings indicated that there were 4 teachers’ difficulties factors in teaching English: 1) the level of students' abilities, 2) the lack of students' motivation, 3) limitations of lesson supporting material, 4) the lack of learning supporting tools (media). Moreover, we also found 4 ways to solve the problems: 1) making group discussions, 2) giving motivation through sharing knowledge of the outside world using multimedia, giving another alternative supporting material and bring the supporting tools.

Keywords: Teacher difficulties factors, Teaching English, Ways to solve difficulties factors

Introduction

In the countries where English is not first language, such as Indonesia, teaching English has been an important issue because they should learn sentences in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language (Long, 1969; Chen, 2007; Nunn, 2011), and they have to deal with many difficulties and often have questions about the best ways to cope the problems. It is a multidimensional process, and teachers should pay enough attention to all skills of students such as: reading, writing, listening, and speaking. These skills are educated by teachers and learnt by students. There are various strategies that researchers have introduced based on their studies (Oxford & Green, 1996; Philp & Tognini, 2009; Williams, 1995). These strategies may involve all skills. Researchers have different opinions about various strategies in teaching. For example, Nassaji (2012) believes that there is a relationship between teaching and research, so teachers and researchers learn from one another. Researchers (Crookes, 1998; Jenkins, 2000; Zaman, 2004) have conducted several studies to prove the interplay between research study and teaching, and they have suggested helpful strategies to facilitate teaching and learning process. In the process of learning English, a student must have experienced an obstacle in learning. These obstacles can lead to a lack of maximum student learning outcomes. This can happen to anyone including students who take English and non-English courses. Hasan (2000) stated that the difficulty faced by many students of English as a foreign language is the lack of understanding of English pronunciation expressed at normal speed through listening material. On reading skills, Rahmawati (2011) argued that the problem faced for understanding reading texts lies in the lack of knowledge about reading material and ignorance of how to connect ideas between sentences with one another. Writing skills are difficult because these activities require a complex and systematic thought process, but need to be mastered by English students. According to Rukmini (2011), in communication writing skills are also important to master. The benefits will be felt when the written language is published and read by many people. So that the
quality of writing must always be improved. For speaking skills, Megawati & Mandarani (2016) in her research found that the difficulty that students often face when speaking English lies in the lack of English vocabulary.

Of the problems faced certainly encourage a teacher or language instructor to pay more attention to the condition of their students followed by readiness in the implementation of learning. Without careful preparation, learning activities will not work effectively. These preparations can be seen from the Lesson Plan, material, media, and assessment. By understanding the problems faced by students, an educator can do the self reflection to find out how effective the implementation of the learning process is in the classroom and to improve the quality of students).

Problems in learning English are not only found at the level of primary, secondary and upper education, but will continue to the level of college. Several studies have proven this in each English language skill (Kharma, 1981; Megawati & Mandarani, 2016; Lituanas et al. (1999); Hasan, 2016). This also applies to students who are not from the English department. Each student certainly has an interest in a different field of science. So that not all like English and choose an English major. That cannot be separated from the problems that will arise when the learning process takes place. To fulfill their obligations as students at a university, they are required to take English courses and even have to pass the TOEFL test with a fairly high score. For students who do not have a strong background in language knowledge from elementary to high school, they will feel overwhelmed by this. So that as English learners who do not study science in their fields (ESP learners) have the potential to produce a variety of responses in the learning process (Zuomin, 1995)

Based on the concept presented in the introduction, it can be concluded that there are many difficulties faced by teachers in teaching English, especially as a foreign language because the language is used in certain conditions and not in daily activities. Thus, teachers have to know what are the difficulties they face in teaching English and what are the solutions as their strategies to cope those problems. Therefore, we were interested in conducting a study on investigating English teachers' difficulties and their strategies to cope the problems in teaching English at SMK Nurul Iman Palembang for addressing the following research questions: (1) What are the teacher's difficulties factors in teaching English? (2) What are teacher's strategies to solve the difficulties factors?

Literature Review
Concept of teaching English

In Indonesia, English is a foreign language that have to learn by students. Mastering international language is the thing that should be develop for nowadays. By the enacting of Indonesia as a member of the AEC (ASEAN Economic Community), it is fitting for the generation of the nation to be more advanced in terms of science and technology supported by the mastery of good and correct language. Learning English improves the individual's status and opportunities in education, technology, global trades, and business. Moreover, English plays an important role like a channel of communication (Kannan, 2009). English is an important international language that can connect people to the world in various aspects including aspects of education. This has been demonstrated by government regulations that made English subjects a compulsory subject for students to learn from elementary school to high school. Eventhough, at the collage level, all study programs provide English courses.

Nowadays, information and knowledge explosion have led to the increase of teaching and learning English as an international language. Every different countries have some problems in teaching and learning English that have to be faced. English has been taught in schools in Indonesia since many years ago. But the problem is that although students spend a long time in language classes, they do not achieve a desirable level in various language skills and are not able to say some English sentences. Teachers and students have lost their time and costs and most learners have not used their precious life in learning English and as a result it has had adverse effects on people's lives. Due to the deficiencies that exist in language teaching and despite the
efforts, the desired result cannot be achieved, so it can be said that English teaching has a decorative aspect and it has no academic consequences. This paper studies the problems of English teaching and learning in students.

Communication can be realized if one has four language skills: listening, speaking, reading and writing. This also applies to the process of learning English called listening and reading as receptive skills while reading and speaking as productive skills. Often people call that only by mastering speaking, that person can be said to be proficient in language. This is not entirely true. Writing language is also important to master. For example, when we open the Internet and want to respond to e-mail, of course careful reading skills are needed along with the ability to write with the correct language structure so that they can provide appropriate answers.

In addition, there are three language elements that play an important role in supporting these four skills, namely pronunciation (pronunciation), vocabulary (vocabulary), and grammar (language structure). To achieve optimal English language skills, a professional language instructor is needed to produce quality students. In addition, mastery of material and practice must be given in a balanced portion. However, to realize the ideal language class is not an easy thing. In addition to having sufficient material understanding, a language teacher should know the level of mastery of the language of each student. If all conditions are generalized, it will be difficult to achieve the expected learning goals. Because basically every student has different characteristics including learning techniques and portion of absorption of subject matter as in the concept of multiple intelligence (Stanford, 2003).

**Concept of teaching difficulties**

In the process of learning English, a student must have experienced an obstacle in learning. These obstacles can lead to a lack of maximum student learning outcomes. This can happen to anyone including students who take English and non-English courses. Hasan (2000) stated that the difficulty faced by many students of English as a foreign language is the lack of understanding of English pronunciation expressed at normal speed through listening material. On reading skills, Rahmawati (2011) argued that the problem faced for understanding reading texts lies in the lack of knowledge about reading material and ignorance of how to connect ideas between sentences with one another. Writing skills are difficult because these activities require a complex and systematic thought process, but need to be mastered by English students. According to Rukmini (2011), in communication writing skills are also important to master. The benefits will be felt when the written language is published and read by many people. So that the quality of writing must always be improved. For speaking skills, Megawati & Mandarani (2016) in her research found that the difficulty that students often face when speaking English lies in the lack of English vocabulary.

Problems with learning English are not only found at the level of primary, secondary and upper education, but will continue to the level of college. Several studies have proven this in each English language skill (Kharma, 1981; Megawati & Mandarani, 2016; Lituanas et al. (1999); Hasan, 2016). From the problems faced certainly encourage a teacher or language instructor to pay more attention to the condition of their students followed by readiness in the implementation of learning. Without careful preparation, learning activities will not work effectively. These preparations can be seen from the Learning Implementation Plan, material, media, and assessment. By understanding the problems faced by students, an educator can do self reflection to find out how effective the implementation of the learning process is in the classroom and to improve the quality of students).

**Methodology**

**Research design**

We conducted this study by using a qualitative method with thematic analysis approach. Braun & Clarke (2006) said that Thematic Analysis is the method for identifying, analyzing, organizing, describing and reporting themes found within a data set. The researchers select a thematic analysis approach because it is focused on examining themes within data. This method
emphasizes organization and rich description of the data set. Thematic analysis goes beyond simply counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data. Coding is primary process for developing themes within the raw data by recognizing important moments in the data and encoding it prior to interpretation. The interpretation of these codes can include comparing theme frequencies, identifying theme co-occurrence, and graphically displaying relationship between different themes. Researchers consider this approach to be a very useful method in capturing the intricacies of meaning within a data set.

**Research Site, sampling, and participants**

This study was conducted in SMK Nurul Iman Palembang. The participants were the English teachers. There were only two teachers at SMK Nurul Iman Palembang and they both were willing to participate in this study.

**Data collection**

The data collection involved interviews –face to face conversation to get the real and clear information from the participants- and documentation. The data of the present study were collected through two following data collection techniques; conducting interviews and doing documentation. Interview is a conversation where question are asked to elicit information. We used face to face interviews to get the real information from the participants and used to uncover the meanings of central themes in the life world of the subject from their own point of view. Besides, we also conducted a documentation to support the data. Documentation is the evidence provided for information about some of difficulties in teaching english in classroom and ideas borrowed from other.

**Data Analysis**

Data was analyzed using thematic analysis approach. We followed the steps proposed by Creswell (2012). First, we collected the data from interview and documentation. We prepare and organize the data for analysis. This process involves storing and trancribing the data. The second, we started to explore the data and to code it. These steps are to identify text segment of the kinds of difficulties in teaching English and how to solve the problem and then to assign code labels to the segment based on the meaning. The last, the researchers made interpretation of the finding and result in the qualitative research.

**Trustworthiness**

Triangulation was used in this study in order to improve the accuracy of the study. Creswell (2012) explains that information data triangulation is done by examining evidence from sources and used to build justifications for coherent themes. Moreover, triangulation is defined as comparing different kind of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another (Burn, 1999). Therefore, this study used triangulation methods to compare the data from one source with another.

**Findings**

The findings presented the two following things: (1) the teacher's difficulties in teaching English in the classroom and (2) the teachers' strategies for coping difficulties in teaching English. First of all, from thematic analysis that researchers conducted based on Creswell (2012), we found four themes which reflected four types of teachers' difficulties while teaching English in classroom. Secondly, we also found four themes which reflected four teachers' strategies for coping the difficulties in teaching.

**The teacher difficulties face in teaching English**

The interviews and documentations revealed that most of the teachers have some difficulties in teaching English in classroom. The factors for their difficulties are as follows:
### Table 1. Themes and codes for factors of teachers' difficulties

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The levels of students' abilities</td>
<td>The teacher feels difficult because the ability of the students who are different in terms of understanding the lessons</td>
</tr>
<tr>
<td>the lack of students' motivation</td>
<td>The teacher feels difficulty in delivering the material because students are less interested in learning English</td>
</tr>
<tr>
<td>limitation of lesson supporting material</td>
<td>The teacher felt difficult to provide supporting material because of the lack of sources of teaching materials and students handbooks.</td>
</tr>
<tr>
<td>the lack of learning supporting tools (media)</td>
<td>The teacher sometimes feel difficult in teaching because there is no projector or audio to deliver the lessons</td>
</tr>
</tbody>
</table>

**The levels of students’ abilities**

According to Wijaya (2001) material is the renewal of the content of education presented. Delivering the topic is the main task and responsibility for a teacher, because since the start of the learning process a teacher must deliver the learning material. According to Mulyasa (2010), since there is life, since then the teacher has carried out learning, and this is the first and foremost task and responsibility. In its task the teacher helps students who are developing for learn something that has not been known, form competence, and understand the standard material learned. The levels of students’ abilities in learning and understanding the material is one of the factors that make the teachers feel difficult in delivering the lesson while the learning process. When we ask about the participants’ feeling while delivering the lesson, most of them says;

“I sometimes feel difficult when i have to explain the lessons to the students more than once. And there are some students who feel bored because i explain it repeatedly that i have to do it to the other students”. (Personal Communication, May 08, 2019).

**The lack of students’ motivation**

The thing that became the biggest factor for the teacher in teaching English was the lack of motivation and interest of students in learning English. Most of them learn English only because of the demands of learning at school. They do not understand the importance of learning English in the current era of globalization. Not infrequently from those who feel burdened because they have to learn foreign language or English. Like in the statement from one of the participants

“... they were mostly not too interested in learning English because they thought English was difficult to learn and not too important for them”. (Personal Communication, May 08, 2019)

**Limitation of lesson supporting material**

The existence of teaching material have a very important position in learning. Its position is a representative of the teacher’s explanation in front of the class. Teachers’ information, explanation of the description that must be conveyed by the teachers, and information that must be presented by the teacher are collected in the teaching material. Thus, the teacher will be able to reduce his activities to explain the lesson. In class, the teacher will have plenty of time to guide students in learning or teaching students. However, the teaching materials in SMK Nurul Iman are very limited. Students do not have a handbook to guide them to learn the lesson more deeply. This lack causes students to depend only on the material and explanation given by the teacher. As in the participant’s statement “

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“...there are not too many books for students, even if they want to share with students, maybe only a few of them that get those books. I usually write the material in front of the class and they start to take a notes in their notebooks, and then i explain the lesson to them”. (Personal Communication, May 08, 2019)

The lack of learning supporting tools (media).

Learning is a fun activity and as a process of change behavior due to social and environmental interactions. Likewise the way, submission of subject matter to be delivered, the teacher should use varied learning media. Many media can be used in conveying subject to the students. One of an example is the media LCD or LCD Projector that can be used. According to Arief S. Sadiman, et al (2011), said that:

“Media should be able to manipulated, can be seen, heard and read. There are also restrictions given, there are similarities between these limits, namely that media is everything which can be used to channel messages from the sender to recipient. So that can stimulate thoughts, feelings, interests and students’ intention in such a way that the learning process occurs”. (Personal Communication, May 08, 2019).

But unfortunately, at SMK Nurul Iman the supporting media tools such as LCD Projectors do not exist. This is one of the obstacles faced in teaching English there. As well as participant said; “...even for media such as projector, audio, is not exist...”  (Personal Communication, May 08, 2019)

Teachers’ strategies for coping difficulties in teaching English in classroom.

Table 2. Themes and codes for teacher’s strategies

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>making group discussions</td>
<td>The teacher make a solution to divide them into several groups, consist of the students that have</td>
</tr>
<tr>
<td>giving motivation through sharing knowledge of the outside world using multimedia</td>
<td>The teachers provide motivation about the importance of English and what are the benefits can be obtained when they mastering English in every meeting.</td>
</tr>
<tr>
<td>giving another alternative supporting material</td>
<td>The teachers sought and provided supporting materials obtained from other sources to fulfill the materials needed in case to support the teaching process.</td>
</tr>
<tr>
<td>bring the supporting tools.</td>
<td>The teachers provided the supporting tools by themselves to facilitate the teaching process and get more attention from the students.</td>
</tr>
</tbody>
</table>

Making group discussions

To overcome the first problem, the teacher chose to form a discussion group. This was done to overcome the problems of differences of student abilities. To help students who are developing for learn something that has not been known, form competence, and understand the standard material learned. As well the participant said;

“...I usually make a small group discussion to help the students to more understand the material...”
(Personal Communication, May 08, 2019)
Giving motivation through sharing knowledge of the outside world using multimedia

Along with the development of communication tools, teachers have an obligation to increase student learning motivation by utilizing existing multimedia so that it can help improve the teaching process. The teachers have to provide motivation about the importance of English and what are the benefits can be obtained when they mastering English in every meeting. The participant said;

“...I saw a progress in students' score after I gave them motivation in every meeting such as English is important for our relationship to get friends from another country ...”. (Personal Communication, May 08, 2019).

It meant that giving motivation to students was effective used in SMK Nurul Iman Palembang.

Giving another alternative supporting material

To cope limitation of lesson supporting material that were limited in schools, teachers have to look for supporting materials from other sources that can be used to help and improve the teaching process by themselves. As in the participant statement;

“...I'd looking for another sources that I can used in case to develop the teaching process...”. (Personal Communication, May 08, 2019)

Furthermore, teachers have to be as creative as they can to improve teaching process.

Bring the supporting tools.

Teachers were also required to look for tools for self-learning support because there are no available teaching support tools. Therefore, teachers were as creative as possible to bring and provide learning support tools that are really needed. Participant stated;

“...sometimes we have to sacrifice personal things in order to fulfill our educational needs which are still very weak...”. (Personal Communication, May 08, 2019)

It is one of the attitudes taken by the SMK Nurul Iman teacher to facilitate student's understanding in the learning process

Discussion

From the results obtained through interviews, we found that teachers in SMK Nurul Iman Palembang faced four factors of difficulties in teaching English. These four factors greatly influence for the teaching process. One of the factors that causes of English teaching difficulties was the level of students' abilities to speak English because of the rare use of English in daily conversation. This is reinforced by the results of the study of Afisa & Yolanda (2015) which states that the factors causing difficulties in learning to speak English are the number of frequencies of the practice of speaking English. This also causes the teachers to repeat the explanation to the students.

The second factor that affected teaching difficulties was the lack of students' motivation to learn English. According to Khajloo (2003), he stated that motivation is the most important obstacle in learning English. Therefore, teachers have to be a motivator for the students to be passion in learning. The students at SMK Nurul Iman Palembang knows little about the benefits and advantages of learning English. This was causes of students felt forced to learn English and learnt it only as an obligation without any desire to truly master English. Besides, there are many advantages that can be obtained if students master English. Among them, if mastering English means that students have mastered the international language that is used to communicate when going abroad. Second, they can build relationships by making friends and communicating with friends from various other countries. And third, they can get
scholarships to continue their education abroad. Moreover, another factor that influenced teaching difficulties is the limitation of lesson supporting material that the school has. Teachers sometimes have more expectations in the teaching process, but the limited availability of lesson supporting materials caused of the teaching process to be limited.

The last factor was the lack of available learning supporting tools. This was also a factor that limited the teaching process and eventually became the cause of teaching difficulties. Researches, Lockyer & Eady (2013) stated that the important role that technology plays in education gives teachers the opportunity to design meaningful learning experiences that embed technology. In teaching English, learning supporting tools such as projectors and speakers really help to achieve learning targets. If these supporting tools were lacking, the teaching process will not reach the overall target.

Furthermore, we also found four ways from the teachers to cope the problems. The first was to make a group discussions consisting of various levels of student abilities. This was done to overcome the problems of differences of students abilities and the teacher does not need to repeat the lesson. In this discussion group, the smart students have the task of teach the weak students so they can better to understand the material and the smart students will not be bored to listen the repeated explanations from the teacher.

The second, to overcome the lack of students’ motivation to learn English, The teachers provide motivation about the importance of English and what are the benefits can be obtained when they mastering English in every meeting. This is expected to increase student motivation to be more active and enthusiasm in learning English.

Than, to cope limitation of lesson supporting material, The teachers seeked and provided supporting materials obtained from other sources to fulfill the materials needed in case to support the teaching process. They were looking for material that can be a supporter of teaching in order to make it easier for students to understand the material.

Conclusions and Recommendation

Based on the result of the findings by using interview, it was found that there were four factors teachers' difficulties factors in teaching English that were the level of students' abilities, the lack of students' motivation, limitations of lesson supporting material, the lack of learning supporting tools (media). However, we also found 4 ways to solve the problems, they were making group discussions, giving motivation through sharing knowledge of the outside world using multimedia and giving another alternative supporting material and bring the supporting tools.

Because there are very few teachers in SMK Nurul Iman Palembang, the results of this study are very flat. Therefore, our suggestions for future researchers should look for schools that have more English teachers in order to obtain more specific and complete results.

References

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AN ANALYSIS TEACHER'S STRATEGIES FOR REDUCING STUDENTS' ANXIETY TO SPEAK ENGLISH

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Abstract
This study was aimed to find out strategies that was employed by teachers in teaching speaking to students at Furqon's Study House in Palembang and the impacts of using those strategies. We conducted our research by using qualitative method. The participants of our research were 2 English teachers of Furqon's Study House. In collecting the data, observation and interview were conducted to identify the strategies of teaching speaking. We analyzed the data by using Thematic Analysis. The results revealed that the strategies used by the teachers were in the form of discussion, role-play, simulation, and games. Moreover, the impact of speaking strategies used by the teacher were: 1) making students more active in learning; 2) creating students to think positively and 3) developing students' self-confidence; 4) increasing the students' motivation. Among the four teacher's strategies, almost all of the teachers there like the game as the strategy in teaching speaking, because they regarded that games could improve their speaking ability, built their motivation to speak, and made the teaching-learning process more fun.

Keywords: Teaching speaking, Teaching strategies

Introduction

The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researchers during studying in a course in Palembang, most of students of elementary and secondary school were not able to speak English. Furthermore, those who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful (Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011).

The students often confuse how to practice their English skills especially in speaking. The students are afraid and anxious to start a conversation or express their idea within English. Whereas the important thing to master the speaking ability is practice it every day. By mastering this skill the student can compete in this globalization era.

The ability to speak is not influenced by a single factor, but a number of factors. Those factors are linguistics knowledge, which consists of genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, and extra linguistics knowledge, which includes topic and cultural background, knowledge of the context, and familiarity with the other speakers (Thornbury, 2005).

As Reiser and Dick (1996) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being...
learnt. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking.

Given that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning (Brown and Yule, 1999), these become the focus of the study. Considering those explanations, this research is conducted to find out strategies employed in teaching speaking to students in Furqon's Study House in Palembang, South Sumatera for addressing the research question: What kinds of strategies do teachers use to students in order to reduce their anxiety to speak English and the impact of those strategies for students ability.

**Literature Review**

**The definition of strategy**

Strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. According to Oxford, (1990) states that —the term _strategy' comes from the ancient Greek word _strategi_ a meaning _generalship' or _the art of war'. Then Silver, et al, (2007) states that —The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal.

Strategies are not new to most educators. Then, Silver, et al, (2007) states several reasons of strategies become an important part in education as follows:
- Strategies are tools for designing thoughtful lessons and units
- Strategies make the work of differentiating instruction manageable for teachers and motivating for students
- Strategies provide the tools needed to bring thoughtful programs alive in the classroom
- Strategies build the skills needed for success on state tests
- Frequent use of strategies leads to consistent and significant gains in student achievement
- Strategies build different kinds of knowledge.

**Definition of teaching speaking**

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Many experts have differently defined the word teaching. According to Feiman-Nemser and Buchmann (in Ball and Forzani, 2009) define teaching as the work of helping people learn —worthwhile things, I which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.

Thornbury (2005) give the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turns. According to Thornbury speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Nunan in Kayi (2006), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.
**Elements of speaking**

Speaking is a complex skill requiring the simultaneous use of number of different abilities, which often develop at the different rates. Harmer (2001), when discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects – knowledge of ‘language features’, and the ability to process information on the spot, it means ‘mental/social processing’.

The first aspect, language features, necessary for spoken production involves, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:

- **Connected speech** – conveying fluent connected speech including assimilation, elision, linking ‘r’, contractions and stress patterning – weakened sounds);
- **Expressive devices** – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (super segmental features);
- **Lexis and grammar** – supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);
- **Negotiation language** – in order to seek clarification and to show the structure of what we are saying. (Harmer, 2001)

**Teaching speaking**

The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, (Ur, 1996). Nunan (1998) sees ―mastering the art of speaking‖ as the most important aspect of learning a language.

According to Hughes (2003), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed.

Therefore, some researchers and experts have tried to assign the notion of teaching speaking like Nunan (2003) who has clarified it as to teach English language learners to
- Produce the English speech sounds and sound patterns;
- Use words and sentence stress, intonation patterns and the rhythm of the second language;
- Select appropriate words and sentences according to the proper social settings situation and subject matter;
- Organize their thoughts in a meaningful and logical sequence;
- Use language as a means of expressing values and judgments, and
- Use the language quickly and confidently.

Teaching speaking, in the researcher’s opinion, is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

**Strategies of teaching speaking**

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are simulation, communication games, drilling and discussion. Simulations are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005). Discussion resemble real-life tasks as Solcova (2011) asserts that students develop their
fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students’ mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

Methodology

Research design
This research used descriptive qualitative. Then for the design the researchers used case study. Cresswell (2012) defines that case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. We used this design because the researchers more interested in describing the activities of teachers’ strategies instead of identifying shared patterns of behavior exhibited by the group.

Research Site, sampling and participants
The population of this study was an English Teachers of Furqon’s Study House in academic year 2018/2019. The course is located in Jl. Sei Betung No.8, Siring Agung, Ilir Barat, I, kota Palembang, Sumatera Selatan 30138 . The researchers applied the purposive sampling technique in getting data. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are ―information rich‖ (Patton, 1990). Furthermore, in relation to the subject, the teacher has experience in teaching English and comprehending in teach their students properly despite in a course.

Data collection
The main instrument of this study was classroom observation and interview to identify the strategies of teaching speaking. There are several stages had been completed in order to collect the data of this study. The first was preparing the materials to conduct the observation such as: papers, pen and smartphone. After that, the researcher was joining in the classroom. The next step was observing teacher's strategies in teaching speaking ability. This method is used to get any information about the teacher strategies in teaching speaking ability in Furqon's Study House in order to learn and comprehend how do students reduce students anxiety in speak English as a foreign language . The last stage was taking some pictures when the teacher taught the students in the classroom.

Data analysis and trustworthiness
The technique of data analysis also consisted of three stages, namely data reduction, data display, and drawing conclusion or verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. The second stage, data display is the second element or level in Miles and Huberman’s model of qualitative data. Data display goes a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing and action. The data displayed or presented. A display can be an extended piece of text or diagram; chart or matrix that provided a new way of arranging and thinking about the more textually embedded data. The last stage Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification integrally linked to the conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions. The last, the researcher noted irregularities, patterns, explanations, consequences, and possible ways to configure data.

To ensure the trustworthiness of data in this research, the researchers used the triangulation technique of data analysis to hold the dependability or reliability of this research. Based Sugiyono (2009), the aim of triangulation data is not to determine the truth about some
social phenomenon, rather the purpose of the triangulation technique of data analysis is to increase one's understanding of whatever is being investigated. As Bailey and Allwright (1991) state that methodological triangulation refers to using different methods to collect the data. The triangulation involved the use of multiple method or multiple data sources to verify the data interpretations. Classroom observation was conducted to see out the teachers' strategies and also to see students' abilities when speak English. The last, interview to the teachers were used to crosscheck the previous data.

Findings
The findings presented the kinds of strategies do teachers use to students in order to reduce their anxiety to speak English and the impact of teachers strategies used for the students ability. Based on Horwitz, Horwitz & Cope, (1986); Young, (1992) An effective way to learn any foreign language is to use it actively by speaking. Unfortunately, speaking in the FL seems to provoke a great level of anxiety. The role of the EFL teacher, then, is to support his/her students in order to master their target language by providing them with a variety of interesting EFL activities and practices that encourage them to speak up the language.

The kinds of strategies do teachers use to students in order to reduce their anxiety to speak English
After collecting the data to find out the kinds of strategies do teacher use to reducing students anxiety, there were four strategies. The theme and codes earned from thematic analysis in listed of Table 1.

Table 1: Themes and codes of the teachers strategies for reducing students anxiety to speak English

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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| 1. Group Discussion | A. The teacher uses group discussion in order to reduce students' lazyness when they work individually.  
                              B. Most of the students in the classroom braver to speak when they learn in a group. |
| 2. Simulation   | A. The teacher implement simulation because the students enjoy and feel challenging because pretending they are in a real situation. |
| 3. Role play    | A. Some of the students activer when they learn in a simulation, become their favorite job such as a doctor and a nurse.  
                              B. When the students are asked by the teacher to play in a role play, they felt unconfi dence, but when they are in the middle of this one, they speak enthusiastically. |
| 4. Games        | A. The students feel happy when the teacher ask them to play a games. They can interact each other.  
                              B. Most of the students in the class huge enthusiastic when the teacher ask them to play a game, because the teacher knows that she can keep them longer learn English while play the game. |
The themes and codes described in the table 4 were explained as follows:

**Group Discussion**
Based on the data collected from the observation and interview, we found that one of teacher's strategies for reducing student's anxiety to speak English was by using group discussion. In this case, the students felt anxious and finally emerged their lazyness to speak English. Meanwhile, some teacher used group discussion because they realized most of the students became brave when work in a group discussion.

The data gained from the interview showed that the teacher felt that by using group discussion, the students more interactive and active in the classroom. For example, one of the teacher IA said that,

"I liked to form my students became some group discussion, because they could speak actively despite their voice too noisy (Laughing). But, Alhamdulillah i can handle it and make the classroom alive." (Personal communication, March 2019).

Furthermore, based on the interview data, another teacher ML said,

"Sometimes i was thinking how to make my students active and confort when they speak English, and when i applied group discussion to them, they became talk active each other about the topic, despite my students often hyperactive in the class.” (Personal interview, March 2019).

**Simulation**
Based on the data gained from the interview, The teacher implemented simulation because the students enjoy and felt challenging because pretended they were in a real situation.

Based on a teacher IA said,

—My students liked when i invited them to join in a simulation in the classroom, despite they do not know that it was a simulation (laughing), i asked them to pretend if they were in a zoo and asked them bow to speak with the gatekeeper and so on. (Personal communication, March 2019).

**Role play**
Based on the observation and interview data, we saw how the teacher interacted with their students in the classroom. They were playing a role play. As far as we remembered, they played —Kancil dan Buaya. The teacher asked them to play that role in front of class and we observed many of them still shy to speak English. However, it just the beginning of the activity, when they are in the middle of this one, they speak enthusiastically.

As one of the teacher ML said,

" it hurts take the students play a role because they did not want if they spoke in English. Although, finally they went to play the role because they can play as mush as they want.” (Personal communication, March 2019).

**Games**
The data from the interview showed that most of the students felt huge enthusiastic when the teacher ask them to play a game, because the teacher knew that she could keep them longer learned English while played the game. As one of the teacher there, ML said,

"Game is the most popular activity among my students when they learned English, and of course it worked on them effectively.” (Personal communication, March 2019).
Furthermore, another teacher, IA said,

\[\text{by used game when i taught them in the class, they can interacted each other beside applied group discussion, i think it was effective.}\] (Personal communication, March 2019).

In the meantime, regarding the strategies used by the teacher, the overall result shows positive feedbacks on the strategies used by the teacher. The impact of speaking strategies used by the teacher is make students more active in learning. For instance, the interaction between students to another students share the lesson or the students was more active to look for the information outside the class. Thus, these strategies more effective and interactive for the students. As stated in the description above about teachers strategy for reducing students anxiety to speak English, game, simulation, discussion and pair work that used by the teacher make students more creative confidence with these strategies, in this research, active learning refers to situation when the students was effective in the process of seeking resources of learning or practicing the language in speaking. For example, she/he is involving in the process of discussion in the class.

The second impact for students is creating learner's more positive thinking. Positive thinking is concept of affective strategy. Positive statement was the way to improve her/his motivation in learning English. The students always be positive thinking to reduce their anxiety during the speaking process. It was supported by Seo et al (2004) showed people in positive feeling states are more likely to focus on exploring and obtaining anticipated outcomes.

The third impact is developing student's self-confidence. One of the most important influences on language learning success or failure is probably the affective side of the learner, Oxford (1990). Based on data found, the implementation of speaking strategies in learning influenced the learner more confidence. For instance, the learner's presentation in front of class in English it needs to be confidence. As stated the data description above, to improve the learner to speak has to be confidence in practicing with her/his friends. In this research refer to braveness when the learner asks or practice the target language. For example she/he able to expresses her/his idea in a discussion.

The last impact is increasing the learner's motivation. Motivation is the first factor that influences the learner in learning. The research found that the learner was feeling motivated by thinking about her/his parents and her/his friends who was better than her/his. This is in line with Gardner orientations stated that motivation refers to the set of reasons for which and individual studies the language; whereas, motivation refers to the driving force which involves expanding effort, expressing desire and feeling enjoyment. Furthermore, theory lay down by Piaget —motivation is perceived as a build-in unconscious striving towards more complex and differentiated a development of the individual's mental structures (Oxfords & Shearin, 1994).

**Discussion**

Stevick (cited in Dornyei and Mazderez, 1997) maintains that the success of teaching language depends less on materials, strategies, and linguistic analyses and more on what goes inside and between the people in the classroom.

It can be said that the strategies that are used by teacher in teaching speaking are very useful and helpful for the students and the strategies are very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in speaking.

In teaching speaking, the teacher mostly uses some strategies discussion, role plays, simulations, and games. It can be enjoyable experience for both teacher and student. There were many students joined the class enthusiastically. They paid attention to the lesson improved their speaking skill after being taught by the strategies.

Students' speaking skill increased as well as their motivation in speaking and they were interested speaking through discussion, role plays and simulations, games and pair work. Result of the research show that the students improve their speaking skill efficiently and effectively.
The strategies the teacher used help and encourage students to speak English as speaking activities need to maximize the production of language to provide the best conditions for autonomous language use and effective for improve students' speaking ability (Brown, 2001; Thornbury, 2005). This also implies that the strategies for speaking require students to produce the language orally. It is also supported by Brown's principle (2001) of criteria for speaking activities, which is to encourage the use of authentic language in meaningful contexts.

Anjani putra, (2013) and Artini, Ahmad, Seken (2013) both of them are doing research in the same case that is looking at the importance of strategies used by teachers in teaching speaking. Anjani putra (2013) found that appropriate strategies would make the learning process run effectively and improve students' speaking skill. Meanwhile, Artini et.al (2013) found that the student who gives positive attitude toward the strategies would help them to speak.

Based on the results of data analysis, we found that the English teachers at Furqon's study house in Palembang, South Sumatra used four strategies in teaching English to reduce students anxiety to speak English. Those strategies were used by teachers at Furqon study house, there were discussions, role play, simulation and games. They used these strategies because they assumed that these strategies make students did not feel bored. By using interest and fun strategies, it will make students more comfortable when speaking English. with strategies discussion makes students more cooperative and students feel comfortable because they study in groups with their friends. this is consistent with (Johnson, Johnson & Smith, 1991: 15), while role play and simulation are considered to make students comfortable because with this strategy learning will be more fun. role play and simulation make students get new vocabulary so that they will be more fluent in speaking English.

Based on the strategies used by teachers at Furqon study house, the strategies that they used having very good impacts. Students learnt enthusiasm because teachers always use exciting teaching methods for their students. By applying these strategies, The teachers make students more active and make students think more positively. it will make them more comfortable and reduce their anxiety. This is appropriate with Seo et al (2004). Besides, funny strategies these strategies made students more confident and motivated in learning. If students are more confident, they will learn more effective, Oxford (1990). The most important thing is to motivate students. Students tend to be more comfortable learn if they are motivated and this is very influential on students development in learning (Oxlands & Shearin, 1994).

Conclusion
There is the research question that had been tried to explore. From the data analysis it was found that the teacher strategies were discussion, role play, games and simulation. While, the impact for the students made students are creative active learning, creating the students more positive thinking, developing students' self-confidence and increasing the students' motivation. Thus, it is suggested that teachers use strategies of teaching speaking in accordance with students' characteristics and level of proficiency, and provide materials involving students to be active by using various available media for the implementation of teaching speaking and reducing students anxiety when speak English.

References
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THE STUDENTS STRATEGIES IN SOLVING SPEAKING DIFFICULTIES BY FOURTH SEMESTER OF ENGLISH DEPARTMENT AT UIN RADEN FATAH PALEMBANG

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Abstract
The aims of the study was to find out the strategies that students used to solve their speaking difficulties. The qualitative research method with a case study approach was employed to look at the Students Strategies in Solving Speaking Difficulties. As we know of course there were difficulties experienced by students although they were from the English Department. Because of that, the strategies emerged from the students themselves to conquer their difficulties in speaking. The participants of this study were 6 students of the fourth semester in the English department at Raden Fatah State Islamic University Palembang. Interview used in collecting the data. This study used Thematic Data Analysis. The findings of the study showed that there were some strategies by students to solve their speaking difficulties: 1) memorizing vocabularies; 2) learning tenses diligently; 3) watching movies; 4) learning a lot of how to speak fluently. These strategies are recognized by them as very helpful to solve their speaking difficulties.

Keywords: learning strategy, speaking, tenses.

Introduction
There are a lot of definitions of the word —speaking— that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

Speaking is one of the skills that must be mastered besides other skills such as writing, reading, and listening. Especially for students in English Department. As we know that speaking is a process of giving and capturing information from someone directly which has an important role in daily life. However, in speaking of course there are difficulties experienced by students even though they are from the English Department. Because of that, a strategy emerged from the students themselves to conquer their difficulties in speaking.

According to Aleksandrzak(2011) Speaking is very crucial skill to be acquired since speaking is generally perceived as the most fundamental skill. As stated also by (Aleksandrzak, 2011) English is very crucial now days and it is not simple to acquire a good speaking ability since many factors that should be considered of achieving it. It means that foreign language speaking in classroom to achieving proficiency is not easily to do. As Bailey and Savage (1994) states that speaking in a second or foreign language has often been viewed as the most demanding of the
four skills. Commonly, when students speak, they create ideas in words, reveal their perceptions, feelings, and intentions, so that the interlocutors can arrest the meaning of what the speakers mean.

Here, the process seems very complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their intention. Language is an essential instrument that allows the speakers to state their existence and others, asking for something, express agreement and rejection. For this reason, oral language or speaking is regarded principle. Chamot (1987), —learning strategies are techniques, approaches or thoughtful actions that students take to the learning and recall both linguistic and content area information. In other words, strategies are the way or action by the students in their learning preparation. Furthermore, Wenden (1991) stated that: —……Learner strategies refer to language learning behaviors; learners involve in to learn and manage the learning of a second language, what they know about the strategies they use. What they know about the parts of their language learning other than the strategies they use. It means that students are more focused on mastering language learning than the strategies they use in learning activities, but indirectly they have used strategies to achieve the goal of learning the language.

According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. In other words, the significance of speaking is indicated with the integration of the other language skills. Speaking helps students develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Furthermore, grammar is the study about sentences structured and formatted, so that it may be considered a bit tedious to study the correct grammar. Therefore, it is really possible to spend the time and effort. If students do not know the rules of grammar, they will never be able to used English effectively in communicate. Based on Celce-murcia (2001s) grammar become difficult because students do not learn structures one in a time. Not only grammar, but vocabulary also important to help students in solving their speaking difficulties. One of the ways to improve vocabulary is to encourage English learners to extend their Vocabulary, using articles about their sector, trade journals and other publications. They could look for three new words in an article and be given the task of finding out what they mean. Talk about the different types of words they will use every day, such as formal vocabulary with manager or customers at work, jargon with colleagues and informal or colloquial words with friends or family ( Cole D, 2007). Same with Pronunciation is regarded as noteworthy aspect in any language program intended to help learners achieve success in oral communication (Al-Najjar, 2012). Good pronunciation will affect oral communication to make it clear and comprehensible

Therefore, the researcher believe that it is important to do research based on this topic with the assumption that every student may have strategies in solving their speaking difficulties. By knowing the students strategies in solving speaking difficulties, it will help students improve their ability in speaking. So, we were interested in conducting a study entitles, —The Students Strategies in Solving Speaking Difficulties by Fourth Semester of English Department at UIN Raden Fatah Palembang‖ for addressing the research question : What are The Student's Strategies by The Fourth Semester of English Department at UIN Raden Fatah Palembang in Solving Speaking Difficulties?

**Literature Review**

**Speaking skill**

Speaking skill is one of important aspects to obtain when learning a second or foreign language, and the success of learning the language is measured from the performance of students to speak the language learned. However most people learning a language have a target to be able to speak so that they can communicate. As Bailey and Savage (1994) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. And
Hayriye (2006) states that speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the real communication. Thus, speaking fluently is high rather than other language skills based on the demand, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the language when communicate with the other students in academic context or in any occasions.

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers.

**Speaking problems**

Speaking problems are some problems that make someone lacks of speaking ability. According to Doris and Jessica (2007) language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems Achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes (Richards & Renandya, 2002). However, foreign language learners experience frustrating feeling of not being able to participate in speaking activity.

Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure, learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2000). There are some students problems for speaking skill to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the students problem, When they want to say something they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students’ attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students. Therefore, seen from the aspect of the speaking problems, students have to find strategies to solve their speaking difficulties.

**Speaking strategies**

An important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; for the purpose of this article speaking strategies are those devices used by students to solve any communication problem when speaking in English. According to O’Malley and Chamot (1990), speaking strategies are crucial because they help foreign language learners —in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language.

A study carried out in the Mexican context by Mugford (2007) reveals that learners and even teachers are not prepared to deal with some not-so-pleasant communicative exchanges, including rudeness, disrespect, and impoliteness. Although this could be considered an unrelated topic, Mugford argues that students should be taught speaking strategies so that they may be able to communicate realistically when interacting in English. In a recent study Nakatani (2005) showed that students who were taught speaking strategies made a significant improvement in their oral tests. The teaching of speaking strategies could complement teaching a foreign language and ELT training; however, in practice it seems that the teaching of speaking strategies
may not be given enough importance. In order to support my argument, I will now analyze three research studies in the area of speaking strategies in different ELT contexts; all present positive results.

Methodology

Research Design

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell 2012). The most important reason of using qualitative design is that this design is an appropriate way to gain the knowledge of student's strategies in solving their speaking difficulties that they faced when they communicate.

Research site, sampling, and participants

This study was conducted in English Department of UIN Raden Fatah Palembang. In this research, we chose 6 students of PBI A class that they were willing to be interviewed in this study.

Data Collection

The data of the present study were collected through two following data collection techniques; doing observations in the classroom, and conducting interviews (Creswell, 2012). In this study, we interviewed 6 students by the Fourth Semester of English Department at UIN Raden Fatah Palembang. This study also to gain the information about the strategies in solving their speaking difficulties faced by the students in the fourth semester of English Department at UIN Raden Fatah Palembang.

Data analysis

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g; interview transcriptions from the sixth students by the Fourth Semester of English Department at UIN Raden Fatah Palembang). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research question. After collecting the data from interview, we coded the types of solving strategies in speaking difficulties. The last, we made interpretations in qualitative research of the findings and results.

Establishment of Trustworthiness

To establish the —trustworthiness— (Lincoln and Guba,1985) of the study or to verify the accuracy of data, findings, and interpretation (cresswell,1998), this research was done following procedures. The researcher conducted interviews in conditional time depending on the questions and situations. After researcher transcribed the data from recordings, the researcher showed the transcript to each participant that had been interviewed to ensure what they had said were authentic.

Findings

We found that there were four strategies to solve speaking difficulties that faced by the students in the fourth semester of English department at UIN Raden Fatah Palembang. There were memorizing vocabularies, learning tenses diligently, watching movies, and learning a lot of how to speak fluently. The themes and the codes gained from thematic analysis were listed in table 1.
<table>
<thead>
<tr>
<th>Table 1. Themes and Codes for the students strategies</th>
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<tbody>
<tr>
<td>Themes</td>
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<tr>
<td>1. Memorizing vocabularies</td>
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<td>2. Learning tenses diligently</td>
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<tr>
<td>3. Watching movies</td>
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<tr>
<td>4. Learning a lot of how to speak fluently</td>
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</table>

Based on the themes and codes listed in table 1, it could be inferred that there were four strategy of students in solving their speaking difficulties. When we conducted the data by sixth students in the fourth semester of English Department at UIN Raden Fatah Palembang. The interviews showed some arguments:

**Memorizing Vocabularies**

Vocabulary was defined as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, and individual. As we know that vocabularies is the important aspect to support abilities student in speaking. It could be a reason students have to mastered vocabularies to help them in spoke English.

Furthermore, based on the interview data, some students felt difficult to speaking English because they only have limited knowledge about vocabulary and they are memorizing vocabularies to help them in solving their speaking difficulties. For example, student 4 reflected that,

“I usually have difficulties in speaking because my knowledge about vocabulary is limited, so I try to memorizing vocabularies to improve my speaking abilities”. (Personal Communication, May 03, 2019)

It means that, in speaking the student found most difficulties in vocabulary but she also had strategy to solve their speaking difficulties by memorizing vocabularies.

**Learning tenses diligently**

Learning tenses diligently is the important strategy which can support student's speaking abilities. Tenses can be said to be difficult lesson. So that, the students have to learn more about tenses to overcome their difficulties that influence their speaking abilities.

Based on the interviews of students, we found that the students have their own strategies to solve their speaking difficulties by learning tenses diligently to help them overcome their problem when speaking English. It is proved by student 2. She said:

“When I try to speak, I think too much about grammar. So that I’m afraid to speak English and make me study hard to learn tenses”. (Personal Communication, May 03, 2019)

It means that, in speaking the student found difficulties in grammar, that is how they are afraid to speak. It is proved also by student 3 that said:

“The strategy that used to solve my problem in speaking, I learn more about tenses. It is helpful for me to speak”. (Personal Communication, May 03, 2019)

It means that, in speaking the student found difficulties in grammar when she try to speak, and this strategy effective to help her in speaking.
**Watching Movies**

Watching Movies is one of the strategies that used by the students to help them in solving their speaking difficulties. Based on the interviews of students, we found that the students have their own strategies to solve their speaking difficulties. It is proved by student 6 that said:

"The strategy that used to help my problem in speaking, by watching a movies with subtitle English I can speak step by step”.

It means that, the student found out that the strategy in solving the speaking difficulties was watching the movie students can improve their speaking abilities and it was effective for them to solve their difficulties in speaking.

**Learning a lot of how to speak fluently**

Based on the interview, the student considered that learning a lot of how to speak fluently is one of the strategies that used by the students to help them in solving their speaking difficulties because they are afraid when try to speak. So that they overcome their problem by practice in the class It is proved by student 5. She said:

—In first semester I was still afraid to speak English. Because, of the difficulties. So, I ventured to take a part in the discussion or presentation by asking and responding, so that it can be train me to pronounce word correctly and it is also quite success to make me fluent in speaking English”.

It means that, the students found difficulties in Speak fluently when she try to speak, and this strategy effective to help her in speaking.

Generally, they claimed that the strategies they used to solve difficulties in speaking were memorizing vocabularies, learning tenses diligently, watching movies, and learning a lot of how to speak fluently.

**Discussion**

Based on the result of the data analysis we found that the students in the fourth semester of English Department at UIN Raden Fatah Palembang, South Sumatera Indonesia contributed four strategies in solving students speaking difficulties. They were memorizing vocabularies, learning tenses diligently, watching movies, and learning a lot of how to speak fluently. Memorizing vocabularies is one of the strategies to solve student's difficulties that supported by Heriansyah (2012) from Syiah Kuala University, Aceh. He found that the strategies used by students in solving their speaking difficulties were doing exercises on grammar book, memorizing vocabulary, reading English grammar books, watching TV, studying 12 tenses, taking English course, making English club, try to be braver in speaking, asking friends if find any difficult words, practice English at home. Some of findings by Heriansyah same like the findings in our study. However, the subjects in the study of Heriansyah were all the third semester students at the English Department who got the lowest passing grades in speaking class and his study was conducted at the English department of the Faculty of Teacher Training and Education at Syiah Kuala University, while in our study, we conducted in students of English Department by the fourth semester at UIN Raden Fatah Palembang. Furthermore, there are some strategies that couldn't found in our study, such as, taking English course, making English club, try to be braver in speaking, asking friends if find any difficult words, doing exercises on grammar book.

In other hand, other researcher of jurnal by Qurnia (2015) from Jambi University found that vocabulary, grammar, pronunciation, and fluency were important strategies that must be mastered by students to speak fluently. That study also same like our study that found out vocabulary, grammar, and fluency that were strategies that helped students in solve their speaking abilities. Furthermore, he conducted the data by 800 students in English department which was in teacher training faculty of Jambi University, different with our study that only included 6
participants. However, the findings of our study are same with the study of Qurnia that found vocabulary, grammar, and fluency as the strategies to solve the students difficulties.

According to the study of Wael (2018), He also found that watching the movie was effective strategies to get some information about vocabularies and make the students easy to learn to speak. From the findings of the study by Wael that same with the findings of our study. However, he conducted the study in Muhammadiyah University, Sorong. That was included 12 student of different class in English Department. Different with our study that include 6 students by the fourth semester at UIN Raden fatah Palembang. Based on findings from any researchers were have same strategies in speaking to solve the students difficulties. We considered those strategies probably appropriated to used by students.

Conclusion and Recommendations

Based on the findings of this study, some important information about strategies to solve students difficulties in speaking. There were four students strategies in solve their speaking such as memorizing vocabularies, learning tenses diligently, watching movies, and learning a lot of how to speak fluently. From those strategies students recognized that the strategies were very useful for them in facing difficulties in speaking and also making their speaking skills better. Furthermore, according to previous research that conducted by Heriansyah (Syiah Kuala University, Aceh) It showed that memorizing vocabularies, learning tenses diligently, watching movies, and learning a lot of how to speak fluently also included as the solutions to faced speaking difficulties. That also supported by Qurnia (2015) from Jambi University found that vocabulary, grammar, pronunciation, and fluency were important strategies that must be mastered by students to speak fluently. That study also same like our study that found out vocabulary, grammar, and fluency that were strategies that helped students in solve their speaking abilities. Wael (2018), He also found that watching the movie was effective strategies to get some information about vocabularies and make the students easy to learn to speak. From the findings of the study by Wael that same with the findings of our study. Furthermore, in our research only focused to found that What are The Student's Strategies by The Fourth Semester of English Department at UIN Raden Fatah Palembang in Solving Speaking Difficulties.

This research was expected for another students to apply various strategies to solve their speaking difficulties. Therefore, by using these four strategies; memorizing vocabularies, learning tenses diligently, watching movies, and learning a lot of how to speak fluently could increased speaking abilities and no longer having trouble in speaking. In this study, we hope could be beneficial knowledge for us.

References


Khotimah, S. (2014). The Use of Problem Based Learning to Improve Student's Speaking Ability. 2.


AN ANALYSIS OF STUDENT’S EQUIVALENCE IN TRANSLATING ENGLISH IDIOM INTO BAHASA INDONESIA

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Abstract
The aims of the study was to find out the students’ equivalence in translating English Idiom into Bahasa Indonesia. This research was conducted based on descriptive quantitative analysis. The subjects of the research were sixth semester at State Islamic of Raden Fatah Palembang, while as the sample is the Translation English into Bahasa Indonesia class. In collecting the data, the researcher used students result of translation idiom English into Bahasa Indonesia. The data were collected by using a post-test. After collecting the data, researcher analyzed the students equivalence in translating English idiom into Bahasa Indonesia. From the data analysis, there were 48.3% who did not translate the sentences of the English idiom into Bahasa Indonesia. Students translated by non-equivalence with the percentage is 48.3%. Then, by the dynamic equivalence with the percentage is 36.6%. The last with the lowest percentage is formal equivalence with the percentage is 0.76%. From the data showed the students had difficulties in translating English idiom into Bahasa Indonesia and the students cannot maintains the meaning of the idiom, so the meaning in the source text cannot be transferred as natural as possible in target text.

Keyword: Analysis, Equivalence, Idiom, Translation, Quantitative

Introduction
The globalization era affects every aspect in people's life especially in communication aspect. As a result, communication has become an essential element in globalization and language plays a vital role in communication. In order to communicate with others effectively, people have to master particular languages since different countries have different languages. However, this rich variation of language creates language barriers among countries which do not speak the same languages. Therefore, most countries take English as a global language to bridge people to communicate with others. Unfortunately, there are still countries or communities which cannot use and understand English well, thus, to overcome the language and cultural barriers, translation has become an important activity to fill the barriers towards language differences.

Translation makes people easily get any information without confusion. To create a good translation, translators have to use appropriate procedures (see Newmark, 1988; Larson, 1984; Vinay and Darbelnet, 1973) in translating the source texts to target texts to create suitable and meaningful messages. Whatever the problems of translation are, still they have some processes to transfer the meaning of the source language into the target language. In translation, meaning has a very important role. To get the meaning, the translator needs to pay special attention in translating the text such as language, the use of language, an expression, the context of words and sentences. A Meaning (like any other aspect of language) is provided by a community of native speakers, not by some special authority like dictionary or grammar-book (Manis, 1987).

Each language has its own way of expressing meaning through lexical items. The English language and also other languages are rich in vocabularies including its ways of expressing distinctions of meaning and are also rich in figurative expressions. Most of the figurative expressions can be found in novels, and one of them is idiom. Idioms can be defined as a number of words which when taken together will have different meaning from the individual
meaning of each word (Seidl, 1988). In translating the idioms, the translator often find some problems since an idiom cannot be translated literally word for word because it will be meaningless or even convey quite wrong meaning, unless it has the same form of idiom in the TL text, (idiom for idiom translation) for example: SL. flesh and blood (Christie, 1952) and the TL. darah daging (Pramono, 1991). To find out the closest natural equivalence in translating idioms is sometimes difficult. So, the translator must have a good understanding of the idioms. In the mean time to do an effective translation one must discover the meaning of the source language forms and use the target language forms which express this meaning in a natural way (Larson, 1984).

In purpose to search about equivalence of translation, researcher will use some texts. These texts are chosen because it has included the idiom sentences. The reason why the researcher wants to do the research about method of translation is to see English Department Students of Raden Fatah State Palembang equivalence of translation idiom.

Literature Review

In accordance with the present study, it draws an interest in conducting research dealing with the analysis of students’ equivalence in translating English idiom into Bahasa Indonesia. The equivalence meaning in target text is very important thing. To achieve equivalence in translating idiom, the translator must pay attention to the context and content of the source text. When it is done well, meaning of the source text can be conveyed into the target text as natural as possible without damaging the authenticity of the source text.

Translation

Bell (1991) defines translation is a cover term with three distinguishable meanings: 1) translating, the process (to translate; the activity rather than the tangible object), 2) a translation: the product of the process of translating (e.g. the translated text), and 3) translation: the abstract concept which encompasses both the process of translating and the product of that process. Bell also defines translation as the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalence. Translation basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of the language which is actually seen in print or heard in speech. In translation the form of the source language is replaced by the form of the receptor (target) language. Translation, then, is communicating the same meaning in a second language as was communicated in the first. But to do so adequately, one must be aware of the fact that there are various kinds of meaning. Not all of the meaning which is being communicated is stated overtly in the forms of the source language (Larson, 1984).

Seleskovitch, a brilliant interpreter and writer, in Newmark (1988) states that translation is an instrument of education as well as of truth precisely because it has to reach readers whose cultural and educational level is different from and often lower and earlier, then, that of the readers of the original. Translation has its own excitement, its own interest. A satisfactory translation is always possible, but a good translator is never satisfied with it. It can usually be improved. There is no such thing as a perfect, ideal or correct translation. Translation may be defined as follows: the replacement of textual material in one language (source language) by equivalent textual material in another language or target language. This definition is intentionally wide-not vague, though it may appear so at first sight. Two lexical items in it call for comment. These are —textual material (where ‘text’ might have been expected) and —equivalent! (Catford, 1965).

Equivalence Translation

Equivalence translation is the replacement of a stretch of source language (particularly idioms, cliches, proverbs and the like) by its functional equivalent (greeting etc); for example,
English hi by Italian Ciao, English hello (on telephone) nby Italian pronto (literally ‘ready’) etc (Bell, 1991).

According to Catford (1965), translation equivalence as an empirical phenomenon, discovered by comparing source language and target language texts; and, on the other hand, the underlying conditions, or justification, of translation equivalence.

According to Nida in Hatim, ‘Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful (2004). The most important thing in translation is equivalence, when the meaning can be transferred well in the target text, the equivalence is achieved.

Equivalence is divided into two types formal and dynamic equivalence. Formal equivalence focuses on form without paying attention in condition, situation and context. Formal equivalence distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard. On the other hand, dynamic equivalence is the degree to which the receptors of the message in the receptor language respond to it in substantially the same manner as the receptors in the source language (Nida and Taber, 1982). The dynamic equivalence model focuses on the receptor of the TT, i.e. the audience. This focus requires translators to adjust their texts to the target culture, to harmonize them linguistically in terms of grammar and lexis, and to make them sound ‘natural’ (Basnett, 2002, Munday, 2009).

Research Method
Research design

This research employs quantitative approach as the design. Quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations from the sample who are asked to answer a number of questions about the survey to determine the frequency and percentage of their responses (Creswell, 2012). In this study the researcher analyzed the data by using manual count.

Participants, research site, sampling

The subject of this research was class PBI 2, the sixth Semester of English Education Study Program in Raden Fatah State Islamic University Palembang in the Academic Year of 2018/2019. The research used class C as subject of this research because PBI 2 class has the smallest number of students compared to other classes and PBI 2 is classmates making it possible for research students to translate idioms in text literally. In conclusion, There were 6 students.

Data Collection

The data were gathered from the students’ translation result in translating English idiom into Bahasa Indonesia. Document analysis was used to analyze the equivalence of students’ English idiom translation into Bahasa Indonesia.

Data Analysis

The statistical tests and procedures used in this study for data analysis described here. The researcher used test to measure the students’ equivalence in translating English idiom into Bahasa Indonesia. In identification students’ equivalence in translating idiom, the researcher transcribed the student’ equivalence result and analyzed the mistakes in sentences. After the researcher identified the mistakes, the next step was to establish based on the category of equivalence.
Finding And Discussion

Findings

The analysis was started by identifying the students' works by grouping them into translated or untranslated category. The idioms that were not translated by the students were grouped in untranslated category. The translated idioms were grouped as translated category. Further, the translated idioms were grouped into equivalence or non-equivalence. Equivalence category is divided into dynamic equivalence and formal equivalence. English idioms that could preserve the effect the source text had on its reader and which tries to elicit a similar response from the target reader were grouped in dynamic equivalence category. On the other hand, English idioms that preserve the formal feature of the source text were grouped in formal equivalence category. The English idioms that were translated into Bahasa Indonesia but the meaning transference was not rightly were grouped in nonequivalence category. The detail description can be seen in the following table.

Table 1. The result of the analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Source text</th>
<th>Translated</th>
<th></th>
<th>Un Translated</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Equivalence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dynamic</td>
<td>Formal</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Craig and I fought over a girl on the fourth grade but that’s Water under the bridge.</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kylie’s mother wanted her to play the piano but, as much as Kylie wanted to make her mother happy, playing the piano was just Not her cup of a tea.</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I don’t meant to Toot my own horn, but I’m the fastest kid on my block and the smartest too.</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>When the boys were having difficulty finding DJ for the party. Brian suggested that they just turn on the radio at the party. But Kevin didn’t want to Cut corners.</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ever since Paul Jr. found out that he could make money by shoveling</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
driveways in the winter he's been riding the Gravy train.

6. Had been bullied every day until Carter, the captain of the wrestling team, took him Under his wing.

7. After a long day of school football practice studying and chores, Glen wanted to play game box, but he was beat.

8. Whenever Spongebob square pants came on the TV, the children were Glued to their seats.

9. Don't challenge Zeke to dance off unless you are ready because Zeke will get in dance battle At the drop of a hat.

10. I tried to warn Brian that he was Playing with fire, but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>22</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Percentage</td>
<td>36,6%</td>
<td>0%</td>
<td>48,3%</td>
</tr>
</tbody>
</table>

Based on the research results, it can be found that the English idioms Water under the bridge there are 4 students, Toot my own horn there are 2 students and Gravy train there are 3 students are the most difficult idioms to be translated. There are 4 students who decide to not translate idioms since they didn't know the meaning of them. On the other hand, the idiom of Glued to is the most idiotic that can be translated by students. All of students can translate it rightly. The cut corner idioms were all of students, but the result of the translation didn't transfer the source text's message fully that it didn't achieve equivalence.
1. Untranslated

Idioms that are not translated by the groups will be put in this category. There are three idioms that are not translated. They are water under the bridge, toot my own horn, gravy train. The detail description can be seen in the following table.

**Table 2. Untranslated category**

<table>
<thead>
<tr>
<th>No</th>
<th>Source Text</th>
<th>Total amount of students that don’t translate the idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Craig and I fought over a girl on the fourth grade but that's Water under the bridge.</td>
<td>4 students</td>
</tr>
<tr>
<td>2.</td>
<td>I don't meant to Toot my own horn, but I'm the fastest kid on my block and the smartest too.</td>
<td>2 students</td>
</tr>
<tr>
<td>3.</td>
<td>Ever since Paul Jr. found out that he could make money by shoveling driveways in the winter he's been riding the Gravy train.</td>
<td>3 students</td>
</tr>
</tbody>
</table>

The table shows that the idioms of water under the bridge, toot my own horn, gravy train are regarded as the most difficult idioms since there are 4 students out of 6 that didn't translate them. water under the bridge is not translated by four students, then there are two students the translation results reach non-equivalence. toot my own horn is only translated by four students. Based on the analysis, the result of the translation achieves dynamic translation. gravy train is not translated by students. The result of the translation achieves non equivalence.

2. Translated

Idioms that are translated into Bahasa Indonesia are grouped in this category. There are three idioms that are translated by students. They are glued to, At the drop of a hat and Cut corners. the most difficult idioms are water under the bridge, toot my own horn, gravy train. The detail description can be seen in the following table.

**Table 3. Translated category**

<table>
<thead>
<tr>
<th>No</th>
<th>Source text</th>
<th>Translated</th>
<th>TOTAL</th>
<th>Equivalence</th>
<th>Non Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Dynamic</td>
<td>Formal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Craig an I fought over a girl on the fourth grade but that's Water under the bridge.</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kylie's mother wanted her to play the piano but, as much as Kylie wanted to make her mother happy, playing the piano was just Not her cup of a tea.</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I don't meant to Toot my own horn, but I'm the fastest kid on my block and the smartest too.</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>When the boys were having difficulty finding DJ for the party. Brian suggested that they just turn on the radio at the party. But Kevin didn’t want to Cut corners.</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Ever since Paul Jr. found out that he could make money by shoveling</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
driveways in the winter he's been riding the Gravy train.

6. Had been bullied every day until Carter, the captain of the wrestling team, took him Under his wing.

7. After a long day of school football practice studying and chores. Glen wanted to play game box, but he was beat.

8. Whenever Spongebob square pants came on the TV, the children were Glued to their seats.

9. Don't challenge Zeke to dance off unless you are ready because Zeke will get in dance battle At the drop of a hat.

10. I tried to warn Brian that he was Playing with fire, but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.

After being translated into Bahasa Indonesia, the translated idiom are analyzed in term of its equivalence. Because of that, translated category are divided into two. They are equivalence and non equivalence. The translated idioms that can transfer the source text's message perfectly are categorized in the equivalence category. On the other hand, the translated idioms that don't transfer the source text's message rightly are grouped in the non-equivalence category. The idioms that can achieve equivalence further are analyzed in term of dynamic equivalence or formal equivalence. The detail discussion can be seen in the following discussion.

A. Equivalence
1. Dynamic equivalence

The result of the translation is regarded as dynamic equivalence when the message in source text is properly conveyed into target text. So, the response obtained in target text has the same response that is intended by the source text. To get the same response, the result of the translation must be dynamic equivalence. Dynamic equivalence is quality of translation in which the message of the original text has been so transported into the receptor language that the response on the receptor is essentially like that of the original receptors (Nida and Taber, 1982). The distribution of the dynamic equivalence can be seen in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Source text</th>
<th>Dynamic Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I don't meant to <strong>Toot my own horn</strong>, but I'm the fastest kid on my block and the smartest too.</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>After a long day of school football practice studying and chores. Glen wanted to play game box, but he was <strong>beat</strong>.</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Whenever Spongebob square pants came on the TV, the children were <strong>Glued to</strong> their seats.</td>
<td>6</td>
</tr>
<tr>
<td>4.</td>
<td>I tried to warn Brian that he was <strong>Playing with fire</strong>, but he kept flipping off of the trampoline and into pool until he missed the pool one time and broke his ankle.</td>
<td>3</td>
</tr>
</tbody>
</table>
From the table, it can be seen that the idiom of glued to can be translated successfully by all of students. 6 students transfer the meaning of the source text perfectly to the target text that the target reader will get the same response in line with the source text reader. It is only one student that can transfer the meaning of Cut corners well. The rest of the groups fail to identify the meaning of cut corners well. Below are the example of translated idiom done by the students.

<table>
<thead>
<tr>
<th>No</th>
<th>Source text</th>
<th>Target text (Students Result)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I don’t meant to <strong>Toot my own horn</strong>, but I’m the fastest kid on my block and the smartest too.</td>
<td>Saya tidak bermaksud untuk menyombongkan diri, tetapi saya adalah anak tercepat di daerah saya dan paling terpintar juga.</td>
</tr>
<tr>
<td>2.</td>
<td>After a long day of school football practice studying and chores. Glen wanted to play game box, but he was <strong>beat</strong>.</td>
<td>Setelah hari yang panjang di sekolah praktik football, belajar dan tugas rutin. Glen ingin bermain game box, tapi dia kelelahan.</td>
</tr>
<tr>
<td>3.</td>
<td>Whenever Spongebob square pants came on the TV, the children were <strong>Glued to</strong> their seats.</td>
<td>Kapanpun spongebob square pants ditayangkan di TV, anak-anak selalu antusias dan diam di tempat duduknya.</td>
</tr>
</tbody>
</table>

The source text in the first example is toot my own horn. The idiom is translated into membanggakan diri sendiri. The meaning of toot my own horn is somebody who like to boast about their abilities and achievement. It can be concluded that the result of the translation transfers the meaning of the source text rightly. Since the message of the source text is preserved that the target reader will have the same response in line to the source text reader, it is dynamic equivalence.

The source text in the second example is beat. The idiom is translated into kelelahan. The meaning of beat is something they don't find the person feels fatigue. The idiom is translated into kelelahan. The meaning of the source text is expressed as natural as possible to the target text. as consequence, the reader of the target text will get the same response that is similar to the reader in the source text. because of that, the result of the translation is dynamic equivalence.

The source text in the third example is glued to. The idiom is translated into antusias dan. The meaning of glued to is ungkapan antusias terhadap sebuah hal atau objek. It can be concluded that the result of the translation transfers the meaning of the source text rightly. Since the message of the source text is preserved that the target reader will have the same response in line to the source text reader, it is dynamic equivalence.

B. Non-equivalence

In this case, the students cannot maintain the meaning of the idiom, so the meaning in the source text cannot be transfered as natural as possible. Because of that the equivalence of the translation of the idiom in the target text is non-equivalence. The distribution of the the non-equivalence translation can be seen in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Source text</th>
<th>Non Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kylie’s mother wanted her to play the piano but, as much as Kylie wanted to make her mother happy, playing the piano was just <strong>Not her cup of a tea</strong>.</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>When the boys were having difficulty finding DJ for the party. Brian suggested that they just turn on the radio at the party. But Kevin didn’t want to <strong>Cut corners</strong>.</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Ever since Paul Jr. found out that he could make money by</td>
<td>3</td>
</tr>
</tbody>
</table>
Based on the distribution, it can be seen that the idiom At the drop of a hat is the most difficult idiom to be translated. All of the groups translate the idiom. Unfortunately, all of the result of the translation don’t achieve equivalence. The meaning of the source text are not transferred in the target text. The example of the non equivalence translation done by students are explained in the following table.

Table 7. example of students’ work

<table>
<thead>
<tr>
<th>No</th>
<th>Source text</th>
<th>Non Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>When the boys were having difficulty finding DJ for the party. Brian suggested that they just turn on the radio at the party. But Kevin didn't want to cut corners.</td>
<td>Ketika anak-anak laki-laki memiliki kesulitan dalam mencari DJ untuk pesta. Brian menyarankan bahwa mereka baru saja menghidupkan radio di pesta. Tapi kevin tidak mau memotong acara.</td>
</tr>
<tr>
<td>2.</td>
<td>Don't challenge Zeke to dance off unless you are ready because Zeke will get in dance battle At the drop of a hat.</td>
<td>Jangan menantang zeke untuk berdansa kecuali kamu siap karena zeke akan mengadakan dance battle di depan semua orang.</td>
</tr>
</tbody>
</table>

The first, The idiom in the source text is cut corners. It has meaning do less thorough job than originally planned in order to save time, cost and/or energy. The idiom translated into berhemat. And the last is at the drop of a hat. It has meaning describe a willingness to do something with very little encouragement. The idiom translated into siap menari kapan saja. From the previous explanation it can be seen that the students cannot maintain the meaning of the idiom. So, the meaning in the source text cannot be transfer as natural as possible. Because of that the equivalence of the translation of the idiom in the target text is non-equivalence.

Discussion

Based on the result of data analysis, we found that the sixth semester students of English Education Study Program Islamic University of Raden Fatah Palembang have some problems. That are the students difficulties in translating English idiom into Bahasa Indonesia because lack of the vocabulary and the students can translate the idiom but can not maintain the meaning of the idiom. So, that the meaning in the source text can not be transferred as naturally as possible in the target text.

The first the student difficulties in translating English idiom. In this research the researcher analyzed the problem of the students who have the difficulties in translating the English idiom because the students didn't know about the meaning of the word. It is relevant to the research conducted by Pratiwi (2017) states: The students in translating idiom is lack of vocabularies or background of knowledge about vocabularies they have is minim. As the students especially in English Department, they have to know a lot of English vocabularies. If the students know lot of English vocabularies, it will help the students to translate the idioms correctly.

The second problem the students can translate the idiom but can not maintain the meaning of the idiom. In translating the English Idiom the students have not achieved the target
text. From the example —When the boys were having difficulty finding DJ for the party. Brian suggested that they just turn on the radio at the party. But Kevin didn’t want to Cut corners. The idiom should be translated into berhemat, but the students translated the idiom into—memotong acara. The result of this study was congruent with the result of the other study (e.g., Pratiwi, 2017) indicating that the students still make mistake in translating idiom, because the students use dictionary to translate the idiom but they translate word by word.

In other study, there was the different research conducted by Suwardi (2013). He states that that the translator translates the SL idioms into the TL idioms correctly, as they are intended in the SL texts. He can adjust the idioms well; he gives the best equivalence to each idiom. So every translation he does here is natural and acceptable.

**Conclusion**

After collecting the data and analyzing the result of the research, the researcher draws some conclusion in an analysis of the equivalence of students' English idiom in translation into Bahasa Indonesia.

Based on the analysis of the equivalence of students' English idioms in the translation into Indonesian, the researcher concluded that the subject did two types of translations made by students that were translated and not translated. In translating researchers are classified based on equality or non-equality. Then in equality it was found that there were two types of equality made by students in English which were translated into Indonesian, they were dynamic equality and formal equality. The last is evaluating for each type of student work. The total number of student results is 60 items. The students did not translate sentences from English idioms into Indonesian language was the highest frequency with 29 items and the percentage was 48.3%. followed by students who were not translated with 9 items and the percentage was 31.6% with the details being students which translated with inequality with 29 items and a percentage of 48.3%. Then, with dynamic equivalence with 22 items and the percentage is 36.6% and the last with the lowest percentage is formal equality with 0 items and a percentage of 0.00%. From these data, it can be seen that students have difficulty in translating English idioms into Indonesian and students cannot maintain the meaning of the idiom, so that the meaning in the source text cannot be transferred as naturally as possible in the target text.

**References**


IDENTIFICATION OF READING COMPREHENSION PROBLEMS AT NURUL QOMAR SENIOR HIGH SCHOOL PALEMBANG

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Abstract
The study aims to identify problems faced by the students in understanding reading texts. This research used a qualitative method with case study approach. The participants of this study were the six students of twelve class at Nurul Qomar Islamic Senior High School, Palembang, South Sumatera. The data was collected by using interview. The interview was obtained by asking the students with open-ended questions directly to the students. The analysis used here in this research was the thematic or coding analysis. Based on the data analysis, there were many factors that affected the students in understanding the reading texts. The factors are 1) The student vocabulary abilities, 2) Students' skill in composing a sentence or understanding of grammar, and 3) Anxiety in students4) Low interest in reading students. Students' low reading interest can influence reading comprehension. Students' interest in reading is caused by lack of feelings, attention to books and do not know the benefit of reading, lack of motivation from themselves and from the environment as well.

Keywords: problem identification, reading culture, reading-comprehension

Introduction
Reading is an activity that can be said to be positive in absorbing the best information in different conditions and times. Newspapers, tabloids, internet and so on, are recommended to get positive things, because good information will produce good results. (Ehren, B.J., 2005). Someone who has a habit of reading regularly, has become accustomed to processing in his life as well as using some of his time to read (Fielding, L. & Pearson, D., 1994).

Reading is also a medium of communication between readers and writers with written language. There are three things in the nature of reference affective reading of feelings, cognitive refers to language thinking and behavior refers to the language of the reader or student (Klinger, J.K. & Vaughn, S., 1999). Understanding the essence of text in reading is also part of the reading process (Sipe, L.R. 2008).

In reading English reading in addition to processing also the existence of problems both in the environment and in the process itself, finding problems in the reading process and also developing the ability to read, have a positive impact on the teacher to know the students' shortcomings and weaknesses and trigger to find solutions to these problems.

Students to read efficiently. However, there are very few studies that take into account onl students' own perceptions on their difficulties during reading. In fact, many students confess that they always find that it is hard to complete reading comprehension section in an English proficiency test. They also find difficulties when teachers give them task to read texts and process the information from texts by themselves through an intellectual engagement, analysis and interpretation of the text.

Identified three main theoretic all approaches to reading comprehension problem. The first argues that comprehensional problems arise because of difficulties at the single-word level. The second posits that poor comprehenders have difficulty in the syntactic and semantic analysis of text. The third is that poor comprehenders have difficulties with higher order comprehension skills: making inferences from text, integrating ideas in it, and monitoring their own
comprehension.(Oakhill,1993). This study aims to find problems such as reading difficulties found consisting of inadequate vocabulary, lexical inefficiencies, structural complexity, poor reading skills and lack of student interest.

**Literature Review**

**Reading culture**

Reading is a process carried out with the aim of recognizing words to be integrated into structured and understandable sentences (Bransford & Johnson, 1972). The ideas or thoughts created at the time of reading as a reasoning process (Hidayatul, D, 2017) to understand and interpret the meaning contained in each written language. Reading is also a media conveying messages from the author to the reader with words or written language (Hall, 2002).

Reading alone has advantages that help in everyday life such as increasing self-development, fulfilling intellectual demands, fulfilling life's interests, increasing interest in a field, and knowing everything that is actual (Bransford & Johnson, 1972). However, it is very unfortunate, PISA Research shows the low level of Indonesian literacy compared to countries in the world. This is the result of a study of 70 countries, with respondents of 15-year-old school children, totaling around 540 thousand children. Indonesia ranks 63 out of 70 countries that meet research qualifications.

In addition to the benefits of reading, but the low level of reading in Indonesia does not mean that there are no factors that influence a person's reading interest. Sociological or environmental factors, motivation and encouragement from the environment are also habits that will stimulate the visual and motorized power of someone to get to know the book. Psychological factors, differences in character will affect the reading interest of each individual. The purpose of reading is to get information and knowledge from books.

**Reading comprehension**

Reading comprehension is an important skill in everyone's educational success Individual. Without adequate reading comprehension skills, students can struggle in many areas of the subject. Reading comprehension is an important skill needed for all fields School. Topics, other than reading or literature, which have comprehension skills, arel What is very important is science, social science and mathematics. In the field of science, me Research shows that many students do not have prior reading knowledge and strategies Causing silence; Therefore, students understand science badly. This is also found in The fact that students do not have specific reading strategies to produce conclusions that demonstrate Understanding science texts (Best, Rowe, Ozura, and McNamara, 2005).

In addition to reading comprehension and vocabulary knowledge, more topics of relevance to reading comprehension are identified. First, students need to be prepared for college entrance exams and college itself. College entrance exams contain sections where students read material and demonstrate their knowledge of what they read. When students reach college, the reading required for most classes is more difficult and vast in amount than at the high school level. Students benefit greatly by having a good handle on reading comprehension skills before entering college. An article regarding the idea of close reading states, "A typical college student is unable to deeply comprehend what he or she reads. Most students have few if any intellectual tools that would enable them to read deeply, and then apply what they have read" (Peter, 2001).

**Methodology**

**Research design**

This study uses a type of qualitative research by observed and interviewed directly on the object being examined. As many as 6 high school students in 12th grade Science in Nurul Qomar Palembang who were observed and interviewed.
**Research site and Participant**

Six students of Nurul Qomar Senior High School in Science major, who were identified as average proficient learners, were involved in this study. Average proficient learners means these students got the total score between 75 and 80 in the last exam of English language. Based on the minimum completeness criteria that must be achieved by students in learning English, it can be seen the average value of students categorized as having a good understanding of reading text.

The texts they read predominantly contain medium-frequency vocabulary and structures. They understand the main ideas, and some supporting details. Their comprehension may often derive primarily from situational and subject matter knowledge. Students at this level will be challenged to comprehend complex texts. Such as Hortatory Exposition and Narrative text. At the time when the study was conducted, the student participants were taking English lessons, material that requires students to understand reading in an odd semester in 12th grade in high school. In this course, students met twice a week, for 60 minutes each meeting. The following was the schedule of the Narrative text material, use text narration in textbooks or modules.

**Data collection**

The data was collected by using interview. The interview was obtained by asking the students with open-ended questions directly to the students. A five-item questionnaire was designed to elicit responses from the students about their opinions on the use of the reading text. The students were free to respond either in English or Indonesian. They were given at least 30 minutes to respond to all questions:

- Q1. In the English learning what difficulties are there?
- Q2. How often do you read reading text in English?
- Q3. When reading text in English can you interpret each sentence directly?
- Q4. Do you think reading a reading text actually in English is boring?
- Q5. Do you think there are difficulties in reading English reading, if so why and if not why?

**Data analysis**

The analysis used here in this research was the thematic or coding analysis. The opinion of Berg et. Al (1998), thematic analysis is a way of identifying themes that are patterned in a phenomenon. These themes can be identified, coded inductively (data driven) from raw qualitative data (interview transcripts, biographies, video recordings, etc.) or deductively (theory driven) based on the theory and results of previous studies. We were collected the data of students' reading score from their lecturer to see their reading comprehension performance.

**Establishment of trustworthiness**

In this research that has been done using triangulation techniques, where this technique combines the three techniques in validating data. Subsequently, there are six techniques of triangulation such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation (Duke & Carlisle, 2010).

**Finding**

The finding of the research answers the two research questions in this study; finding out problems faced by students in understanding reading text and explained the text in front of class. After analyzing the data from interview, we found that there were some problems that caused students with a value above the minimum completeness criteria.

**Table 1. Theme and codes for students’ problem of reading comprehension**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary abilities</td>
<td>A. Some of students lose concentration in the face of an unknown word</td>
</tr>
<tr>
<td></td>
<td>B. Almost all students find it difficult to understand the meaning</td>
</tr>
</tbody>
</table>
of words which there are too many unfamiliar words

<table>
<thead>
<tr>
<th>Grammar factor</th>
<th>A. Most of students misinterpret the sentence when they don’t know the correct grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Some of students misinterpret the sentence by interpreting it using only the basic words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Interest In Reading</th>
<th>A. Some of students find it difficult to understand the meaning of unknown words if they never read the text before</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Some of students find it difficult to understand the meaning of reading text if they are not used to reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>A. Most of students find it difficult to understand the meaning of reading text if they are feel anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Most of students lose concentration in the front of class</td>
</tr>
</tbody>
</table>

The theme and codes described in table 1 were explained as follows:

**Vocabulary abilities**

Based on the data collected from the interview, researcher found that one of the factors which caused students feel difficult in understanding reading text was vocabulary. In this case the difficulties faced by students in reading material were unfamiliar words, unknown meaning of words. So that it made the students difficult to understand a reading text even in just one sentence.

The data gained from the interview showed that students who had poor vocabulary abilities claimed that they would lost their concentration in understanding reading text if there were some words that they were unfamiliar with. Therefore, it made them difficult to understanding reading text.

The data collected from the interview showed that students who had difficulties in understanding every single word claimed that they would unable to understand the text if can’t understand every single words. For example, one of student named WA stated that,

—I always have difficulty understanding the meaning of a sentence if there is one sentence that unfamiliar to meanother students with initial JM said that,—I need a long time to translate the meaning of a sentence if there is a sentence that there were unfamiliar words
(Personal Communication, May 10 2019)

Researcher also found that another students problem was unknown meaning of words. Four of students claim that unknown meaning of words makes them difficult to understand the meaning of sentence in reading text. Four students named JM, CR, AM, and Z claimed that,

I was very difficult to understand the reading text, if I didn’t know the meaning of the sentence being read. Sometimes make me so confused and took long time to understand
(Personal Communication, May 10 2019)

**Grammar Factor**

Furthermore, base the interview data, some students felt difficult to catch the meaning of what they has been read by the grammar misconseption. They assumed that the grammar misconceptions make a difference in interpreting a sentence, therefore almost all students state that they do not understand grammar well every sentence in reading text. For example, one of the students named WS said that,

—I only understand the basic grammar taught by teachers in schools, but sometimes there are several sentences that contain sentence structures that I have never learned in school
(Personal Communication, May 10 2019)
Student interest in reading

Based on the data gained from the interview, researcher found that another problem which caused students feel difficult in understanding reading text was student itself. Researcher found the difficulties that faced by students were the problem students' interest in reading, if there is interest in reading it is less how can a student understand a reading text.

The data collected from the interview showed that students who had difficulties in understanding text if there were they did not to reading first. One student named WA said that,

“If I see too many words and sentence that incorporated in a reading text, I feeling headache to sleepiness. I feel understanding reading text is not my skill” (Personal Communication, May 10 2019)

Meanwhile other students named Z and JM said that,

“if I am interested in the stories contained in a reading text, it will make me try to understand the reading text” (Personal Communication, May 10 2019)

Anxiety

Based on the data gained from the interview, researcher found that another problems which caused students feel difficult in understanding rading text was student itself. Researcher found the difficulties that faced by students were the problem students' anxiety in reading the reading text in front of class.

One student named AM said that,

―we often do reading learning activities by presenting Learning outcomes to the front of the class. I cannot convey the meaning of the reading properly and correctly if I feel very innocent‖ (Personal Communication, May 10 2019)

Meanwhile five students had the same opinion.

Discussion

Based on the identification that we did, we found several problems in reading comprehension in Palembang's Nurul Qomar High School. The problems identified are, the low vocabulary of students, lack of student understanding of grammar, students 'anxiety in explaining their understanding of reading text in front of the class also affects their concentration in reading comprehension, and students' interest in reading also affects their skills in understanding reading text.

Related with Collins, Rodgers & Johnson (2004), nervousness and lack of vocabulary are indeed factors that influence the quality of learning, but concentration is also influenced by factors of anxiety and affect skills when understanding the text.

Vocabulary in students is one of the problems that makes students difficult to understand reading text. The lack of vocabulary in students can make it difficult for students to interpret each sentence presented in a reading text. Erroneous interpretations can occur and don't even understand at all from reading to the purpose of reading, this certainly makes students confused about the meaning presented in a reading text, therefore the vocabulary of students more can help them in understanding a reading text. According to Gersten et. Al (2001), confirms that vocabulary greatly influences the quality of reading a student. Vocabulary recognition can give the reader a profound impact and make it easier to interpret.

This factor is the same as the results of the Puspita A (2017) study that examined reading problems in 11th grade Metro High School students in Lampung. She stated that the vocabulary known to be inadequate inhibits reading comprehension of many students. Using a dictionary helps considerably, but often students do not appreciate how context affects word meanings. Moreover, the texts they read often contain technical terms, terms used in unusual ways, terms
requiring extensive contextual knowledge, or terms that have undergone meaning changes over
time. Additionally, students have difficulty tracking complex sentence structures. Although
students may be skilled enough reading syntactically simple texts, they often have trouble with
the sentence structure of primary sources or scholarly articles.

Grammar, students' low knowledge of grammar in English can have a big impact on their
understanding of reading texts. If there are errors in word settings, the meaning will be different
and confusing. Therefore grammar learning must be considered to support students' ability to
understand reading text. In the opinion of Bernhardt (1991), argues that reading is the mastery of
the structure of discourse / reading texts. Each type of discourse (description, narration,
exposition, argument) has a different structure. Discourse is what is seen, heard, or felt.
Understanding of reading is very determined by the reader to get that understanding. This means
that the process of understanding that does not come on its own, but requires the thought that
activities that have relevant knowledge have been held before.

In a common problem that most of students finds difficulty in understanding the long
sentence with complicated structure. It is supported by report of Barfield (1999) that shows
almost 12 percent of students had difficulty in understanding long sentences in graded story and
20 percent in academic text. Therefore, the effect of this problem is the students who cannot
comprehending long sentence they fail to understand the main idea presented in the text.

Beside that, another problem faced by Nurul Qomar High School students in Palembang
is the low interest in reading students. we know that reading interest in Indonesia can be said to
be below average. Lack of interest in reading affects the quality of recognizing sentences, words,
and composition. experience in reading can help students add vocabulary and recognize and
understand good sentence structure. The opinion of Duke & Pearson (2002), reveals that the
factors that influence the level of reading comprehension that can be achieved by students and
the development of reading interest depends on the factors of the students concerned, their
families, their culture, and the school situation. Collins, Rodgers, & Johnson (2004), argue that
reading comprehension depends on a combination of language knowledge, cognitive style, and
reading experience.

Puspita A (2017), in her research also found the same problem factors faced by senior
high school students in understanding a reading text. But she also explained that students' interest in reading a reading texts was also influenced by the way the teacher taught. Often the
teacher only explains the purpose of the reading text in the local language, this makes the
students accustomed to listening and being passive in the learning process.

Anxiety can be felt in everyone, but it depends on how to react. controlling or controlled,
to finally understand and be brave. based on Duke & Carlisle (2010) who argued that self
confidence is the key to success in conveying something, so that it is able to manage all situations
calmly, be more confident about one's relationship with others. In front of anyone, do not feel
inferior when dealing with many people. confidence also comes from the support of the closest
person, therefore the surrounding environment can also affect one's self-confidence in order to
control the situation and concentrate on what is being faced.

Hidayati D (2018) also stated the same thing, in his thesis explained that difficulty in
concentration during reading can be caused by a psychological factor. Bad concentration will lead
the students fail to comprehend the text. It can be worse when the students do reading test.
Difficulty in concentration is another reason for students' poor reading because concentration is
an important factor for a good and effective reading. Shaw (1959) states that comprehension of a
text results from reading with concentration. But students, in most cases, cannot or do not
concentrate properly while reading.

And then, the students who lack of reading strategies often fails in understanding the
text. The students who are not familiar with reading strategies such as skimming and scanning
will feel down and frustrated because they lack of tool necessary to succeed in reading
comprehension test (Ehren, 2005). There are characteristics of the students who lack in use of
reading strategies. First, the students read word by word within the text, relying too heavily on
their visual information, which greatly impedes their reading speed and hampers their reading
comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test. (Mei-yu, 1998 as cited by Fajar, 2009).

Besides some problems that have been found, based on research conducted by Peter (2001) that there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners’ environment that can influence their learning reading achievement. It cannot be ignored that parents and teachers are important factors in student learning. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text. The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

Conclusion and Suggestion
Some students at Nurul Qomar High School Palembang have problems in learning English. In addition to the obstacles not yet familiar with foreign languages, several factors also influence their English language skills, one of which is reading. Based on the research that has been done by SMA Nurul Qomar students, it is fairly like the English learning system in the classroom, but it is difficult to understand the meaning of the perceptions read. As for some of the difficulty factors found are the lack of vocabulary, wording or grammar, not yet familiar or can be said to be nervous. The problems found can be minimized or may be eliminated if students learn more actively and enthusiasm to repeat school lessons at home.

We must also be aware of the waiting too long to intervene in helping children experience difficulties in learning to read. This problem is still found in students 15-17 years, therefore teachers and school parties should be more familiar with students’ problems in learning English, especially reading. Reading Recovery has been applied in schools in Indonesia as an intervention to help 6-year-olds who struggle in learning to read. But research shows that this is not enough to provide long-term benefits, and that we must see interventions can last for months, maybe even years, to ensure that these children find success.

References


abstract
This research aimed at describing the psychological factors of English learners in UIN Raden Fatah that affected negatively the English speaking performance. A descriptive qualitative design was used to conduct this research. The participants were 2 lecturers of speaking skill because the lecturer know and understand about psychology of the student when they face study about English in their collage. The research was consisted of field notes and unstructured interviews. The thematic analysis as our data analysis techniques. English speaking is a language skill that is highly affected by human psychology, it is quite possible for learners to make mistakes in face-to-face communication and it will be affect both their speaking fluency and accuracy. The results of the research revealed that the psychological factors truly affected negatively the students' English speaking performance. Most of the learners are insecure while speaking English. The problems faced by the students were (1) Fear of making mistakes (2) Feeling shy (3) lack of confidence while speaking English. Finally, some suggestions expected to be significant remedies to overcome the problem were proposed by the researcher.

Keywords: English as a foreign language in Indonesia, speaking skill, psychological factors

Introduction
Learning English is very important, because knowing English will make us bilingual and more employable in every country in the world. The students are supposed to master the four skills in learning English, one of them is speaking. Speaking is considered as one of prominent English skills for learners. Speaking is one of the productive skills that enables us to convey or to express something in a spoken language. It is the ability to interact orally with others by sharing with them one's point of views and feelings in different situations that take place in the real time. According to Akhyak and Indramawan (2013), improving the English speaking competence is very important for the Indonesian students where it is known that Speaking is extremely need to give the big contribution to students to perform their communication skill better.

Further more, English has become part of students' everyday activities in Indonesia. In Indonesia educational system, English is a compulsory subject to be taught in all schools. The linguistic situations and conditions in Indonesia are very complex to such an extent that the students' English speaking performance can hardly escape from being affected. Indonesia is a country with many vernaculars and also with various dialects from a great number of ethnic groups. In this era of globalization, knowledge of a foreign language serves students well in the interconnected world, it opens the door to job opportunities in the global economy and makes more media accessible, enriching public discussion of current issues. At present, the language that dominates internationally is certainly English. According to Kachru and Smith (2008)

"In the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their citizens to perform in ways that would ensure their prosperity and eminence in the world. In order to be competitive, they have to be able to function well in multinational
industrial enterprises, international trade, diplomacy, and scientific technological areas of expertise. They have to be innovative and contribute to the knowledge-based of the world. In order to achieve these goals, they need to be able to utilize the most widely used medium, English.” (p. 201)

In reference to the evolution of human mind, it is clear that English has become the most widespread language in the world, used by more peoples for more purposes than any other language on Earth. English is now an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth.

The most influential model of the spread of English is Braj Kachru's model of World Englishes. In this model, the diffusion of English is captured in terms of three Concentric Circles of the language: The Inner Circle, the Outer Circle, and the Expanding Circle (Kachru and Smith, 2008). The Inner Circle represents countries such as the United Kingdom, the United States, Australia, New Zealand, where English is widely used as a first language; the Outer Circle represents countries such as India, Nigeria, Bangladesh, Singapore, Malaysia, where English is institutionalized; and the Expanding Circle represents countries where English plays no historical or governmental role, but where it is nevertheless widely used as a medium of international communication. This includes much of the rest of the world's population, most of European, Asian or African countries such as Mali, Egypt, China, Russia, Japan, Korea, and Indonesia.

In Indonesia, English is considered as the primary foreign language which is given more importance than any of the other foreign languages being taught in the country. This is in line with the statement presented by Lauder, explaining that the expanding or extending circle refers to nations which recognize the importance of English as an international language, but which were not colonized by the countries of inner circle, and which have not given English any special official status. In these countries, English is taught as a foreign language. Indonesia belongs to this group. For more convincing idea, Junaidi Mistar also explains that in order to equip Indonesians with an ability to communicate at the international level, English is the first foreign language officially taught to students from junior secondary school. This implies that English language cannot be separated from Indonesian educational system and Indonesian students daily life. Indonesian children learn English since the fourth grade of elementary school as a compulsory subject. After the senior high school, many of the Indonesian undergraduate students keep on majoring in English language education at one of the Indonesian prominent Universities.

Further more, English has become part of students' everyday activities in Indonesia; most of them feel very proud once they are able to speak the English language well. Unfortunately, most of the above mentioned students always show increased levels of anxieties when speaking English for the oral communicative purposes is concerned. Speaking anxiety is the most frequently cited concern by the foreign language learners which may negatively affect their performance and ability to process information in the target language (Mak, 2011; Liu, 2006). Anxiety can be seen as one of the main reasons that can prohibit students from gaining a good level of language proficiency (Alrabai, 2014). According to Horwitz, Horwitz & Cope (1986),

—foreign language anxiety isa distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. (p. 128).

Those levels of anxieties are remarkable due to the factors such as being called by the teachers to respond orally to questions or having to present something in front of the class. Therefore, the problems mentioned above truly require an investigation. Speaking is one of the productive skills that enables us to convey or to express something in a spoken language. It is the ability to interact orally with others by sharing with them one’s point of views and feelings in different situations that take place in the real time. According to Akhyak and Indramawan (2013)
improving the English speaking competence is very important for the Indonesian students where it is known that Speaking is extremely need to give the big contribution to students to perform their communication skill better.

**Theoretical Review**

**English as a foreign language in Indonesia**

Indonesia, a large archipelago with so many islands and also with different spread of developments, is one of the countries where English is used as a foreign language. According to Lauder (2008) the use of English in Indonesia has developed in the context of post-colonial educational competency building, and more recently the need to support development, in particular its role in state education. In addition, it is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. In Indonesia educational system, English is a compulsory subject to be taught in all schools.

The linguistic situations and conditions in Indonesia are very complex to such an extent that the students’ English speaking performance can hardly escape from being affected. Indonesia is a country with many vernaculars and also with various dialects from a great number of ethnic groups. This is in line with the statement presented by Lauder (2008) explaining that language policy in Indonesia has to contend with a highly multicultural and multilingual society. English, its status, and its role or function in the functioning of the nation and in education in particular has to be seen against the backdrop of where it takes a place in the third or three main categories, Bahasa Indonesia, the regional vernaculars, and foreign languages.

**Nature of speaking skill**

Speaking skill is labelled oral production and is certainly one of the skills students need to learn in their language development. This research focused on the speaking skill because the mastery of speaking skill in learning any language including English is a priority for many second or foreign language learners. This is in line with the point presented by Richards (2013) stating that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. That is to say, speaking skill is one of the linguistics skills of language development that should be mastered by the target language learners.

One of the macro skills of English teaching and learning is speaking. It is not easy to define what is meant by terms such as speaking skill since it has been defined in various ways in different disciplines. Its definition varies in nature as the scholars have different perspectives in defining it. For instance, one definition says that in language use situations, when people speak, it is not the case that they simply open their mouths and speak the words and sentences. When people speak, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friends, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing, McKay (2006). This implies that know a language and be able to speak it is something that is different as we have to deal with the contextual use of the language also.

To emphasize that speaking skill is a cornerstone in the issue of second or foreign language teaching and learning process, Luoma (2004) also elicits that the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Therefore, speaking skill needs to be mastered by the English learners. The researcher focuses this research on the English speaking performance because the mastery of the English speaking skill is a priority for many foreign language learners, and what is worth to be known is that most of the English learners usually measure their ability of the English language based on how well they can speak it.
Methodology

Research design

A descriptive qualitative research method was used for this research. According to Creswell, the qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The use of this approach was useful and practical in this study because it allowed the researcher to have an in-depth analysis of the data. Kumar (2011). However, this does not mean that the data was manipulated through personal interpretation. The literature might yield little information about the Phenomenon of study, and you need to learn more from participants through exploration. In qualitative inquiry, the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon. Thus, to best understand this phenomenon, the qualitative researcher purposefully or intentionally selects individuals and sites.

Research site, sampling, and participants

This study was conducted in English Department of UIN Raden Fatah Palembang. In reference to the above explanation presented by Creswell (2012), the research purposefully selected 2 lecturers in Applied Linguistics field at English Education Study Program of UIN Raden Fatah Palembang to act as the research participants. According to McNiff (1998) there are various traditional methods in data collection procedure like personal field notes, audio tape recording, diaries, interviews and discussions, videotapes, recording, questionnaires, documentary evidence, slide, tape, photography. To collect the data gained from the interview, the researcher invited 2 lecturers to have interviews.

Data collection

As a data collection tool, the study used a unstructured interview from developed by the researchers in a way that is suitable for the objectives and research questions of the study with the purpose of learning about the psychological factor that affects students' English speaking performance. According to Merriam (2013), interview is a method that is used to learn about behaviors and feelings that we cannot observe or how people express the world around them (Er, K. C, 2018). When interviewed the participants, we also make field notes taking. Besides, we also conducted the interviews. We used face to face interview with lectures. In this study, we interviewed the lecturers, whom we interviewed in order to clarify the psychological factor in students speaking performance.

The interviews were unstructured interviews. This was because interview is an appropriate means of gathering information and it can deeply explore the participants' perceptions about the subject which is being researched. In addition to this, interview was considered as a useful method for collecting data since it could help to elicit -rich data on peoples' views, attitudes, and the meanings that underpin their lives and behaviours (Gray, 2009). In other words, this method was helpful when recording the facial expressions and to understand what participants really meant beyond their actual words. The participants were asked about their student difficulty in speaking English, about why they always switch the code, and about why they feel insecure or worried when using English to communicate. In reference to the answers of the different queries mentioned above, great amount of data related to the psychological factor that affects the students' English speaking practices were gained. It is previously mentioned that great data were gained from source of data collection unstructured interview.

Data analysis

In this research, a thematic analysis is used for the purpose of data analysis. Braun & Clarke (2006) defined a thematic analysis as a method for identifying, analyzing, and reporting patterns (themes) within data it is a relatively straightforward form of qualitative analysis. Using this method is practical since this study is a qualitative research and it often depends on the interpretation of collected data. Another reason behind selecting this method is that this research
is a small scale study which only includes 2 participants. In the process of data analysis also codes are used to identify the themes.

In this study, we followed the steps proposed by Creswell (2012). The first, we collected the data from interview (e.g., interview transcriptions and field notes). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. The last, we made interpretation in qualitative research of the findings and results.

**Establishment of Trustworthiness**

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012) member checking is a process in which the researcher ask one or more participants in the study to check the accuracy of the account. We used member checking because suitable in this study.

**Findings**

The data of this research were collected from 2 lecturers Subject of Speaking. The objective of this research was to describe the psychological factor affecting students' English speaking performance in UIN Raden Fatah Palembang. The data were gathered interview with open-ended question. It is obvious that the students' English speaking performance is negatively affected which was manifested by their own psychology. The results also show that the students have been learning English for many years as they have good level enough in English grammar.

The data were analyzed using the interactive analysis technique developed by Miles and Huberman (1994). The results of the research reveal that the psychological factor truly affects negatively the students' English speaking performance. Although most of the students think that they have good level of English vocabulary and grammar, they are insecure while speaking English. Most of the problems were (1) Fear of making mistakes (2) Feeling shy (3) lack of confidence while speaking English.

**Table 1.** Themes and codes for the psychological factors that affecting English speaking of the learners

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of making mistakes</td>
<td>A. They are not sure about their pronunciation and about their pronunciation when they speak and they scared they have mistake. They think can get different meaning if they wrong say pronunciation and afraid they can't speak fluency.</td>
</tr>
<tr>
<td></td>
<td>B. They are afraid if there someone correct it and they are not to open to criticism.</td>
</tr>
<tr>
<td>Feeling Shy</td>
<td>A. They are afraid will make wrong word when they are speaking in front of people and then they get comment to make them shy to express their feeling.</td>
</tr>
<tr>
<td>Lack of confidence while speaking English</td>
<td>A. They are anxious and afraid they are not sure about their ability they are not confident they are feel not confidence.</td>
</tr>
</tbody>
</table>
Based on the themes and the codes listed in table 1, it could be inferred that there were four factors that affective students English speaking performance. It is in line with the problem in of Fear of making mistakes, Feeling shy, Feeling hesitated, and lack of confidence while speaking English.

**Fear of making mistakes**
Based on the interview, we found that the students are afraid that they will make mistakes when they speak English in front of many people. Here, the lecturer answers the questions:

“They are not sure about their pronunciation and about their pronunciation when they speak and they scared they have mistake. They think can get different meaning if they wrong say pronunciation and afraid they can’t speak fluency”. (Personal Communication, May 09, 2019)

It means that they are difficult to speak because they think about their wrong pronunciation if they speak someone can criticize their pronunciation.

**Feeling shy**
Based on the interview, we found that the students feel shy to express themselves in speaking English. The lecturer answers the question:

“They are afraid will make wrong word when they are speaking in front of people and then they get comment to make them shy to express their feeling”. (Personal Communication, May 03, 2019)

It means that they are afraid and then they are shy to express their feeling if they make wrong word in front of people, if someone comment their speak. Meanwhile, other lecturers had similar opinions.

**Lack of confidence**
Based on the interview, we found that the students are not confident while speaking in English. The lecturer answers the question:

“They are anxious and afraid they are not sure about their ability they are not confident they are feel not confidence” (Personal Communication, May 03, 2019)

It means that they are also not confident because they think about their ability to speak English.

**Discussion**
Based on the results of data analysis, we found that the students of English education UIN Raden Fatah Palembang. The research reveals that students' English speaking performance is negatively affected by psychological factors. First, the participants stated that the students are afraid to make wrong word when they are speaking in front of people, because they worry when there someone comment their performance, it will make them shy to express their feeling. This is confirmed by a study conducted by Brown (2001), worrying about being—wrong, stupid, incomprehensible—greatly affects leaners speaking performance.

Then the second, participants agreed that their students' main psychological barrier in speaking English were due to a lack of confidence. Cohen and Norst (1999) found that students have expressed their fears and anxiety when they are put in situations where they have to perform before their peers and their teacher. These fears and anxiety are reflected not only through the use of such words as embarrassment, trauma, unnerving, frightening, resentment, frustration and so on, but also through their physical responses. In fact, the result from interview, since the students do not feel able to speak English in a natural way, and since they are always
thinking about how to pronounce correctly a word or how to use the correct grammar structures that it is difficult to make the student feel confident to speak in English.

Moreover, The third, and some how connected, is making mistakes, because most of them think that people may laugh at them if they mispronounce some words as in Indonesia is referred to —Takut salah; then they prefer not to interact in English until they know for sure that they are not making any mistake. As Kayaoglu and Saglamel (2013) found cognitive challenges in the form of feelings of fear can not communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem.

In addition, to answer the questions on what have been noticed during the interviewed from the lecturers about students’ reluctance from speaking English, they said that their students complain about problems such as being anxious, being nervous, being worried of making mistakes, feeling shy, and feeling frustrated while performing in English for the communicative purposes. The data gained from the lecturers’ perspective in terms of causes of psychological factor negatively affect their students English speaking performance are the fear of making mistakes, the shyness, and lack of confidence.

Conclusions and Recommendations

Referring to the results of the research, it can be concluded that the psychological factor does negatively affect students' English speaking performance. Most of the problems that the lecturers were complaining to be the causes of their students' reluctance from speaking English were: (1) Fear of making mistakes. (2) Feeling shy. (3) Lack of confidence while speaking English.

First, we interviewed the lecturers and they mentioned that the students' only feel shy, if it happens that they make mistakes while presenting something in front of the class or while interacting with lecturers using English. We also mentioned that according to two of the lectures, the fact of their students' feeling shy is part of their cultural background as shy persons and afraid of being criticized by their lecturer if they make a mistake. Second, as far as lack of confidence was concerned while speaking English, for the students, it happens to them to feel insecure to speak English when they have to talk to someone who's English speaking is more superior to theirs like lecturers or native English speakers which is a fact that makes students feel hesitant about the vocabulary and what to say is correct or wrong. Finally, it is understood that all the factors being mentioned were the psychological ones hindering students from speaking English.

In order to overcome the problems, some suggestions were proposed by the researcher. The researcher has referred to his own experience as an EFL learner to give those suggestions expected to be significant remedies to those students who learn English as a foreign language. According to the researcher, psychology is the number one key to success for most EFL students in their English speaking performance. Most of the EFL students who learned English for many years, most of them have difficulties to use the language to speak, whereas when we analyze, we come to know that most of them have good level of vocabulary or grammar. Therefore, it is not only the lack of grammar or vocabulary, but it is also a matter of psychology, their beliefs, their confidence, and their strong feelings in themselves. Most of those EFL students have weak motivation; they never develop confidence in themselves.

It is suggested that in order to overcome the shyness, fear of making mistakes, hesitation, lack of confidence while speaking English, the students are encouraged to: (1) stop bearing in mind that the English language is difficult to understand, (2) stop worrying much about what other persons see their spoken English, (3) stop underestimating themselves, and (4) stop thinking much about mistakes (5) stop thinking to much about grammar make them confused and afraid to speak. For the more, they should practice their self to speak in front of many people and practice speaking everyday for their activity with their friend to make them speak English with the fluency and use English as much as they can without caring much about mistakes. They should know and understand that no one is perfect, perfection is impossible and they should not have to always think of mistakes as bad or negative things because people learn from the mistakes they make.
References


AN ANALYSIS OF STUDENTS DIFFICULTIES IN DELIVERING SPEECH ENGLISH AT MAN 1 PALEMBANG

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Abstract
The aims of the research was to find out about the students difficulties in delivering speech English at (Islamic Senior High School) MAN 1 Palembang. The technique of the study in this research used qualitative research design, the participants in this research were 6 students of MAN 1 Palembang. The location of this research implemented at MAN 1 Palembang. The data collection of this study were interview 6 students as the instrument to gather of the data at MAN 1 Palembang. The interview was used to understand the students difficulties in delivering speech English. The data analysis in this research was thematic analysis. The interview section were audio recorder and transcribe text. The finding of this research showed that there students difficulties in delivering speech English: 1) student nervous of the delivering speech, 2) lack of confidence, 3) psychological factor.

Keywords: Delivering speech, speech, students difficulties, students perceptions.

Introduction
Language is the main tool of human to make a communication. According to Zhang (2013) postulated that a language is a tool of human communication in the society. Even more, Brown (2000) states that language is a system of arbitrary conventionalized vocal, written or gestural symbols that enables members of a given community to communicative intelligibly with one to another and by using language, human can communicative with other people to express the ideas, to facilitated the thinking process, and to recall the information. Therefore, language has an important part as a tool for communication in human life.

From ancient times to the present, someone speaks to meet the ideas that are shared not only in discussion forums but also in show to convey these ideas by delivering speeches in front of the people. It cannot be denied that the role of humans as society beings surely you will meet and interact one each other. In interacting activities, of course a strategy is needed to order delivery to the audience can be accepted and understood well. Communication activities can be shared into two domains, namely the formal domains and non formal domains. Communication in the realm formal means to convey information to the audience in official forums with certain themes and with official costumes. There activities are usually manifested in the form of talking on front of many people/forums. As for communicate in the non-formal domain meaning to convey information to the audience in informal situation. The scientific term for the activity said as a speech / public speaking.

Speech activities are very important because almost every activities identical to those activities requires the main speaker or emcee. In this case, skills to be able to speak in front of the forum is very important can be skilled at public speaking, it is not easy as turning the palm hands. This ability can be owned by someone by practicing and continuing practice in every speech activity.

Delivering speech skills it is not absolute to belong to such a great character is like President, Minister, and High official who often spoke in a speech big activities are very much awaited. Not really absolute celebrities and artists leading ones that often to appear on the screen glass. Speech or public speaking skills belong all citizens (Sirait, 2008). Including the students of MAN 1 Palembang who had participated in various speech or public speaking competitions.
Based on a small survey carried out, found some difficulties student in delivering speech. Almost every one follows the race appearing as a participant is that person alone. Even though, others actually has that opportunity is same. It’s just that they have not been brave and are not ready to take part in the speech competition. Based on interviews from students of MAN 1 Palembang who had participated in several previous speech competitions, they found some difficulties in speaking English such as forgetting scripts or not confident and causing nervousness but one of the students said that all of them could be controlled by increasing confidence in someone who wanted to speak in front of many people.

In everyday life, speaking ability plays an important role in social communication. This is in accordance with Tarigan (1988) which says that speaking is a tool for communicating ideas that are compiled and developed according to the needs of listeners. In other words before the speech, the speaker must understand the listener, with whom the speech and for what needs he gives a speech so that the ideas conveyed can be accepted by the audience. According to Arsjad (1988) speaking ability is the ability to pronounce sentence to express, state, convey though, ideas and feeling. The more skilled someone in speaking, the more skilled and it was easy for him to gave a speech convey though, ideas, and his feeling for others as well the clearer the way of thinking, because actually someone’s language reflect his mine Tarigan (1988)

Based on several opinions on above, it can be concluded that speaking skills in essence is communication skills. For example, skills to communicate ideas, thoughts, and feeling coherent, systematic, and logical, which the speaker does to someone or a group of people through oral means in the form of articulation sounds contain of meaning.

Literature Review

Definition of speech

Speech is a process of transferring message to audience. According to Beebe (2009), speech is much like a conversation which requires you to organize your thoughts into words to be presented to an audience. Good preparation and planning are essential for successful presentation (Chivers & Shoolbred, 2007). Speech is one of ways where students can practice their speaking orally in front of the audience. Whether the speech is short or long, to reach a good performance in speech there must be good preparation in advance. Good preparation and planning are essential for successful presentation (Chivers & Shoolbred, 2007). Speech is one of type of public speaking in which students deliver speech in front of audience. According to Templeton and Fitzgerald, public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience.

Speech is considered as good task for student since it promote autonomous speaking task. Speech or public speaking is a deliberative type of communication. A good communicator is a person who can give a motivation for the audience. It means that motivation is more important than age, sex, religion, level of economic, and other thinks when communicate (McCarty, 2007). In the context of public speaking, delivery refers to the presentation of the speech you have researched, organized, outlined, and practiced. Ayres and Milleer (1994) stated that English speech or public speaking is one form communication that can make a vast difference in your ability to influence decisions in the public and private sectors. Delivery is often viewed as synonymous with public speaking itself. Although delivery is only one part of the speech-making process, it is a very important part.

Definition of student difficulty

Student difficulty are something hard to do or to understand faced by the students. There are students with behavioral or emotion disorder, or specific difficulties in learning. The educational need is considered to a rise primarily from problem in the interaction between the students and the educational context (Paris : 2004)
Methodology

Research Design
The subjects of this research were the students (Islamic senior high school) MAN 1 Palembang. The researchers conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often the program, event, activity process, or one or more individuals (creswell, 2012) the most important reason of using descriptive qualitative design is that is design is an appropriate way to used since it describes the students difficulties in delivering speech in MAN 1 Palembang.

Research site, sampling, and participants
The sample of this research involved 6 students who ever join the speech competitions at (Islamic senior high school) MAN 1 Palembang. The appropriate techniques of data collecting for this research is interview. To gather data from interview, the researchers interview were 6 students at MAN 1 Palembang. According to Setiyadi (2006) sample is the member who give the data and representative the population of the research. The sample of this research was taken by using Simple Random Sampling, that was the random sampling of member from the population regardless of the strata in the population. The way is done if members of the population are considered homogeneous (Sugiyono, 2011). There were 6 students at MAN 1 Palembang.

Data collection
The data collection of the present study was collected through following data collection techniques; conducting interviews (Creswell, 2012). According to Ary (2010), argues that Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research and particularly useful for getting the story behind a participant's experiences. The interview was conducted by using field notes taking. Besides, We used face to face interview with participants. In this study, we interviewed the students that followed speech competition at MAN 1 Palembang.

Data analysis
In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded the types of problem in students difficulties in delivering speech and what aspects the students face the difficulties. And then, the researcher used descriptive method to make the result and discussion of the research. Finally, the researcher concluded and made interpretation in qualitative research of the findings and results.

Establishment of trustworthiness
In this study, we used Member checks to enhance the accuracy of the study. Member checks is known also as respondent validation or participant validation. Member checking is used to validate, verify or assess the trustworthiness of qualitative results (Doyle, 2007). Moreover, member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researcher's interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to willingly fill in any gaps from earlier interviews and trust is an important aspect of the member check process. Therefore, in this study we used member checks methods to checking and confirming the results with participants.
Findings

After collecting the data in order to find out the problem. The findings present some difficulties that students feel when they deliver a speech. First, the students lack of fluency in delivering a speech. Second, students lack of confident when they are delivering the speech. Third, students have psychological factor when they delivered the speech. The themes and the codes gained from thematic analysis were listed in Table 1.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students nervous in delivering speech.</td>
<td>A. Students afraid they will make wrong word when they are speaking in front of people and then they get comment to make them shy and nervous to express their feeling in delivering speech.</td>
</tr>
<tr>
<td></td>
<td>B. Some students difficult in delivering speech clearly.</td>
</tr>
<tr>
<td>2. Student lack of confident when delivered speech.</td>
<td>A. Students are often feel shy when they delivering speech in front of people.</td>
</tr>
<tr>
<td></td>
<td>B. Student are not confident about their ability in speech.</td>
</tr>
<tr>
<td>3. Psychological factor</td>
<td>A. Students feel anxious and afraid when they delivering speech in front of people.</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in Table 1, it could be inferred that there were three problem faced by the students difficulties to delivering speech. The theme and code described in the table that explained as follows:

Students nervous in delivering speech.
The data gained from the interview showed that the students' difficulties in delivering speech is students nervous in delivering speech.

R 1 said

“In my opinion the difficulty in delivering speech is understanding the topic that we will deliver because my personally in delivering a speech I use the method of improvisation, which is a method of developing topics that we have made, different from most people who use memorizing methods that are memorizing from all the contents of the text one by one sentence by word well if we use the memorization method we cannot do the development of our words. We must try to say what we have remembered before and also most likely that we will forget what we said, and also for a moment we forget then we cannot do a development of words because we memorize Percalimat and words differently from me personally i.e. by improvisation, I memorize the topics, but when I deliver the speech, I will develop with my own words, so in my opinion, the method will facilitate and facilitate speech, so the difficulty is in understanding the topic that we convey then if the difficulty is we forget what we said personally when I was luoa luoa so I said eee repeating the words that I convey in a different way with this different way by changing the words for the better so that the people who hear them are not mengura that we forget by expanding what are we saying like that (personal communication, May 16, 2019)”

It means that to be fluency and don't nervous in delivering speech they used to improve their speech with their own word to be a good speech.

Brown (2000) defined fluency as the ability to speak in natural and flowing language. Fluency is used to measure capable or incapable someone in using the language. Fluency is very important to help the speakers produce their speech confidently and quickly. Fluency is the extent to which speakers used the language quickly and confidently, with few hesitations, or natural pauses, false start word search (nanun, 2003). Fluency is the condition when the message from the speakers is delivered consistently with few pause and hesitations. Moreover, when the speaker can speak fluently, the listener do not get the difficulties to comprehend the information. Then the fluency also focuses on the meaning of the message. Fluency is the ability to speak smoothly, without any hesitations, using natural language.
Students lack of confident in delivered speech.

The data gained from the interview showed that the student's difficulties in delivering speech is students lack of confident in delivering speech.

R2 said:

“Speech Eee’s confidence was not shy - Also easy to speak up is also an important point in delivering speech, but it does not rule out the possibility for people who do not understand the characteristics of speech that can be trained basically it must understand how speaking is because according to my own experience Eee to bring a we have a lot of speech ”speaking or do speaking in the public like that so it also supports. The conclusion is easy or not it depends on the person who delivered the speech (personal communication, may 16, 2019)”

It means that in delivering speech lack of confident it can worsen the performance in speech. So more confidence is very important in delivering speech.

In speech often students experience lack of confidence in delivering speech. They are afraid that they will be wrong in what they will convey in front of many people. Self-confident is considered one of the most influential motivators and regulators of behaviors in people's everyday lives (Bandura, 1986). Self-confident is not motivational perspective by itself. It is a judgment about capabilities for accomplishment of some goals and therefore must be considered within a broader conceptualization of motivation that provides the goal context. According to Brown (2001), self-confidence is the Students belief in their ability that is fully capable of accomplishing a task. However, self-confident is very important in almost every aspect of life. It is very important for EFL learners to perform their language skills in the real situation.

Psychological factor

The data gained from the interview showed that the student's difficulties in delivering speech is psychological factor.

R3 said:

“that feeling is definitely nervous because when we bring the speech, right in front of a lot of people eemmm, so our exposition wants to deliver speech smoothly like that, but if I personally have participated in some of the competition, I have become accustomed to a busy speech atmosphere like that(personal communication, may 16, 2019)”

It means that feel of nervous it can be get used to when you often talk and interact in front of many people.

Based on the interview, we found that the students feeling anxious for nervous when starting to speak in public is the thing often experienced by most people. Even someone who has experience of speaking in public inseparable from this feeling. According to Osborne (2004) this feeling of anxiety arises out of physical fear to the listener, which is fear of being laughed at by people, afraid that they will be a spectacle of people, afraid that what will be put forward may not worth to say, and fear that maybe they will boring. According to santoso (1998) the anxiety of public speaking is nature subjective, usually characterized by physical symptoms namely sweating hands, faster heart beat, and feet trembling. Then, which includes psychological symptoms is fear of doing mistakes, behavior that is not calm and cannot concentrate whit well. The students that followed speech competition at MAN 1 Palembang often experience nervousness when they delivering speeches.

Discussion

Based on the results above, the researcher found that the students of MAN 1 Palembang, South Sumatera, Indonesia contribute three problem faced Some problem by the students difficulties in delivering speech, they were Psychological factor, fluency of the delivering speech, and lack of confident in delivering speech.

The researchers discuss about student difficulties in delivering speech. The first is Psychological factor. the participants stated that the students are afraid to make wrong word when
they are speaking in front of people, because they worry when there someone comment their performance, it will make them shy to express their feeling. This is confirmed by a study conducted by Brown (2001), worrying about being —wrong, stupid, incomprehensible— greatly affects learners speaking performance.

Moreover, the second problem is Student nervous of the delivering speech. Based on the data from interviews, the students found that it was difficult to talk quickly and they afraid many people laugh to them. This is confirmed by a study conducted by Nanun (2003) that say the to talk quickly, confidently and nervous, with few hesitations, or natural pauses, false start word search. This is confirmed too by Kayaoğlu and Sağlamel (2013) that say the to talk quickly, confidently and nervous, with few hesitations, or natural pauses, false start word search. This is confirmed too by Kayaoğlu and Sağlamel (2013) found the feelings of fear can not communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem. By using interview, the researcher had analyzed the students' preparation in delivering speech. The researcher wanted to know about student's preparation, because the researcher thought that it gave impact in student's performance. From the research finding it is found that most of students did preparation before delivering the speech, although they did preparation in different ways. There were students who analyzed the audience, chosen the topic base on the audiences' interest, and did the practice such as reading the speech, reading aloud, in front of the mirror or only readingsilently.

The last problem is student lack of confident when they delivered speech. Based on the data from interviews we found the student difficulties when delivering speech English. They are afraid to speak in front of the people. This is confirmed by a study conducted by Cohen and Norst (1999) found that students have expressed their fears and anxiety when they are put in situations where they have to perform before their peers and their teacher.

The problem by students at man 1 palembang in delivering English speech was motivation. The result of this research shows that the motivation was the last problem and it was the lowest problem that English students in English speech. So, from this problem, it can happen because we had knowing that motivation makes students devote their effort to pursue their goals. Here, their goals are to be able to delivering speech English. Students who have higher motivation will do anything. Even will make them cooked foolish in front of others. So, since the students do not find anything that will motivate them to speech. It is intrinsic and extrinsic motivation, it will be really hard for them to start speech English.

Conclusion and Suggestion

Based on the research of this study this research is an endeavor to analyze the students difficulties in delivering speech at (Islamic senior high school) MAN 1 palembang, we put forward the following conclusions based on the the research questions of this research. The students difficulties in delivering speech English at MAN 1 Palembang. They notice that there are some difficulties when delivering speech. From this research to delivering speech it's not easy they must have many thing and be creative to delivering speech.

Based on the result of data analysis by using thematic analysis, we found that there were some student difficulties to delivering speech. Which is Psychological factor, Students fluency of the delivering speech, and Student lack of confident when they delivered speech.

This research only focused to find out the difficulties to delivering speech at MAN 1 Palembang. We found the factors that students nervous, Students fluency of the delivering speech, and Students lack of confident when they delivered. Based on the result of students' interview, the most difficulties aspects are fluency and comprehensible. Reflecting to the result of students' performance, it's influenced by students' preparation, students' awareness might be the first thing that the students have to realize. They students should aware that preparation is needed by all of the students in delivering the speech; it is because to make them feel comfortable and confident when they deliver the speech.

The present research has revealed that the existences of difficulties in delivering speech were experienced by the students. Therefore the treatments and technique to overcome in delivering speech are needed and could be designed in the future research.
In order to overcome the problems, some suggestions were proposed by the researcher. The researcher has referred to his own experience as an EFL learner to give those suggestions expected to be significant remedies to those students who learn English as a foreign language. According to the researcher, speech is one of the ways to improve the speaking skills. Most of the EFL students who learned English for many years, most of them have difficulties to use the language to speak, whereas when we analyze, we come to know that most of them have good speakers.

They should practice their self to speak in front of many people and practice speaking everyday for their activity and can follow many events like speech competition or become public speaking. They should know and understand that no one is perfect, perfection is impossible and they should not have to always think of mistakes as bad or negative things because people learn from the mistakes they make.

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TEACHER'S DIFFICULTIES IN TEACHING ENGLISH TO STUDENTS WITH MENTAL NEEDS AT YPAC PALEMBANG

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Abstract

The aim of the study was to understand the teacher's difficulties in teaching English to students with special need at one Inclusive School in Palembang, South Sumatera. The qualitative research method with a case study approach was employed to look at the ways of the teacher's difficulties in teaching English to students with special need. The research was conducted in Yayasan Pembina Anak Cacat (YPAC) Palembang. The population in this study were English teachers in YPAC Palembang. There are 2 teachers as the sample who teach English for students with mental retardation at YPAC Palembang. Then, we used interviews and documentation as our data collection techniques. The interviews was used to understand the teacher's difficulties in the daily practices of teaching in the EFL classroom while the documentation we used to look the situation in the EFL classroom. The data was analyzed by using thematic analysis. The findings of this study revealed that the most problematic area faced by the teachers are: 1). Student's personality 2). Student's attitude 3). Student's aptitude.

Keywords: analysis, difficulties, qualitative, special need, teaching,

Introduction

Every child has distinctive features and advantages that are different from each other. Children with special needs are one example of differences in the characteristics of a child. These differences must be well appreciated by individuals in the child's environment. Good acceptance of the environment is one of the rights that must be received.

In an integrated education system and segregation of children with special needs have limitations with the outside world around them, which results in children not being able to interact or cooperate with children in general. This also affected when children later became adults and had to jump in the community. Because of the limitations that have been created, both children with special needs and the surrounding community will experience feelings that are alien to each other, so that good interactions cannot be established. As one solution to deal with this, the government has called for the concept of inclusive education which is expected to make the community accept children with special needs to actively participate in the midst of the community without regard to the abnormalities and obstacles children have. In Permendiknas No 70 of 2009: "Inclusive Education is an educational implementation system that provides opportunities for all students who have abnormalities and have the potential of intelligence and/or special talents to participate in education or learning in an educational environment together with students in general".

In the inclusive education system, there are several characteristics that distinguish it from a system of segregation education or integrated education. Among them are in inclusive education, schools provide various facilities that will support the potential of children with special needs, including teaching English. Learning English for children with special needs is also largely determined by several factors. In general these factors can come from the media, children or the teacher itself.

Schools that will adapt to the Descriptive Study of the Role of Teachers Special Educators in the Implementation of Special Needs Programs for Students in Need in SD
Wonokusumo 1 Surabaya 3 individual needs of children. The school also provides special educator teachers, who directly handle children both in the learning process and coordinate with parents and the school. In its implementation, children with special needs or special needs students cannot directly communicate and adapt to the new environment that is in a regular school and therefore need special teacher educators. The definition of a special teacher educator (STE) is a teacher who can help classroom teachers in assisting Children with Special Needs (CSN) in learning activities in the classroom so that the learning process can run smoothly without interruption.

Based on the background of the problems described above, the researchers are interested in studying more about the implementation of the English language learning program for students with special needs in inclusive schools through research with the title "Teacher's Difficulties In Teaching English To Students With Special Need At Ypac Palembang"

**Literature Review**

**Children with special needs**

According to Heward (2003) children with special needs are children who have different characteristics with children in general but it does not mean that these differences always lead to disability mentally, emotionally or physically. According to Mangunsong (2009) children with special needs or extraordinary children are children who have differences in terms of; mental characteristics, sensory, physical and neuromuscular abilities, social and emotional behavior, communication skills, or a mixture of two or more of the above than the average normal child; it requires changes that lead to improvements in school tasks, learning methods or other services, which aim to develop their potential or abilities to the fullest.

Based on some expert opinions above, it can be concluded that children with special needs are children who have different characteristics than children in general, where the characteristics are related to physical, emotional, and mental under and above the average child in general.

**Mental retardation**

Children with mental retardation are a term often used to refer to mentally retarded children. Mentally retarded children are children who have below average intelligence capabilities. According to Rusli Ibrahim (2005), mentally retarded children are those who have intelligence below the average age-old child, and they are also disturbed by behavioral adjustments to take care of themselves. According to Mumpuniarti (Bramuaji Cahya, 2009) mentally retarded children are individuals who are mentally retarded by being shown to function below average intelligence and inability to adjust behavior that occurs during development, and that condition requires specific treatment to be able to develop self.

Mental retardation is a condition of a child's growth and deviation, while the growth and development event itself is the most important and essential process in the child mental retardation has certain limitations in mental function and communication skills, social skills, and self-care. These restrictions will cause children to learn and develop slowly than other children (Adam Pranowo, 2012).

According to AAMD or the American Association on Mental Deficiency (in Adam Pranowo, 2012) mental retardation is a decline in overall mental function that occurs during the development and is associated with impaired social adaptation. The period of mental development according to this definition is from birth to 16 years of age. In this case the intelligence of children is below the average, which has an IQ of less than 70 and is less able to adapt (adaptive) to their environment. According to WHO, mental retardation is insufficient mental ability. The term mental retardation is often used to refer to children who have intelligence abilities below the average that arise during the development period and are associated with weaknesses in their adjustment behavior with the environment (Rusli Ibrahim, 2011).
A pedagogist classifies mental retardation based on the assessment of educational programs presented to children. Based on the assessment, mental retardation is classified as mentally retarded, able to educate, trainable, and able to care (Efendi, 2006), described as follows:

1. Impotence is capable of educating (debilitating). Unable to take part in regular school programs, but can still develop skills through education even though the results cannot be maximized. Abilities that can be developed in mentally retarded children are: (1) reading, writing, spelling, and counting; (2) adjust and not depend on others; (3) simple skills for future work.

2. Impotence is able to train (imbecil). Have low intelligence, so they cannot take part in learning programs such as mentally retarded students. The skills of mentally retarded children who can be empowered are (1) learning to take care of themselves, such as eating, clothing, sleeping, or taking their own baths; (2) learning to adjust in the home or surrounding environment; (3) learn economic uses at home, sheltered workshops, or in specialized institutions.

3. Mentally retarded are able to care (idiots). Mentally retarded with such a low level of intelligence that it cannot take care of itself or carry out social interactions. Mentally disabled people in this group are those who need help from others in all their life activities. A child who is an idiot is so intellectually that he does not learn to care about his bodily needs (Kirk & Johnson in Efendi, 2006). It can be said that mental retardation needs to be treated is someone who cannot live without the help of others.

**Inclusive schools**

Quality education is something that is needed by each individual, also for children with special needs. As stated in the Declaration of Human Rights in 1948 by the UN General Assembly that one of the rights of every person is to obtain education, as well as the 1945 Constitution amended by article 31 paragraph 1, that every citizen has the right to receive education.

Inclusion schools are an educational service for children with special needs regardless of physical, intelligence, social, emotional, and other conditions to study together with normal children in regular schools (Tarmasyah, 2007; Marthan, 2007; Loiacono and Valenti, 2010).

The presence of inclusive schools is an effort to eradicate the boundaries that have emerged in the community, namely children with special needs must also go to special schools. With the inclusion of schools children with special needs can go to school at regular school like a normal child.

**The importance of inclusive school**

One of the benefits obtained from inclusion is that inclusive schools are seen to be the most effective in combating discriminatory attitudes, creating people who are willing to accept the arrival of extraordinary children, and achieving education for all. In the inclusion class children with special needs receive the same treatment as normal children. Open attitudes from peers and teachers in inclusive schools affect children's self esteem. Children will have high self esteem, so that they can develop their potential but are still aware of their shortcomings.

**Methodology**

**Research design**

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to explore every day behavior; the behavior of teacher and students in classroom, particularly teacher's questioning strategies in EFL classroom.
Research site, sampling, and participants

In this study, we investigated the teacher's difficulties in teaching English to students with special needs at one Inclusive School in Palembang, South Sumatera, Indonesia in academic years 2018/2019. There were two teachers at the Inclusive School who were willing to participate in this study. In this study, the participants were two English teachers for students with mental retardation. At the beginning, we planned to have 6 teachers; however, only 2 teachers were willing to participate in our study. One of the reasons of their reticence was that they were supervised the semester exams.

Data collection

The data of the present study were collected through two following data collection techniques; collecting documentation in the classroom, and conducting interviews. In this research, we conducted the interviews. According to Moleong (2014) interviews are conversations conducted by two parties, namely interviewers and interviewed with specific intentions. We used face to face interview with participants. Besides, we also conducted the documentation in order to explore how the situations and conditions in the classroom while the teacher teaching EFL. According to Sugiyono (2015) "the documentation is a record of events that have passed. Documents can be in the form of writing, images or monumental works from someone ". The documentation was conducted by using field handphone.

Data Analysis

In order to analyze the qualitative data gained from teacher's difficulties in teaching English to students with special needs, we used thematic analysis as our technique. First, we collected the data from the interview(e.g., interview transcriptions) and documentation. We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview and documentation, we coded the types of questioning strategies and the reasons of implementing each type based on what was proposed by Richard and Lockarts (1994). The last, we made interpretation in qualitative research of the findings and results.

Establishment of trustworthiness

In this study, we used triangulation to enhance the accuracy of the study. Creswell (2012) explains that triangulate different data source of information by examining evidence from the source and using it to build a coherent justification for theme. Moreover, triangulation is defined as comparing different kind of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another (Burn, 1999). Therefore, in this study we used triangulation methods to compare the data from one source with another.

Findings

The findings of this study revealed that the most problematic area faced by the teachers are: 1). Student's personality 2). Student's attitude 3). Student's aptitude.

Table 1: Theme and codes for teacher's difficulties in teaching English to students with special needs

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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<tr>
<td>1. Student's Personality</td>
<td>A. Students were shy, calm, arrogant, and selfish.</td>
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</tbody>
</table>
| 2. Student's Attitude   | A. Students often interfere with other students during the learning process.  
                              B. Students cry or sleep in the class. |
| 3. Student's Aptitude   | A. Students find it difficult to understand learning       |
Based on the themes and the codes listed in table 1, it could be inferred three types of problems most revealed are faced by teachers in teaching English at one Inclusive School.

**Student’s personality**

The data gained from the interview showed that the teacher's difficulties in teaching English to students with special needs is about student's personality.

R 1 said:

—"I often have difficulty understanding the different character of students. There are students who are shy, there are students who are arrogant, there are also students who are selfish. I have to be smarter in making their moods good."

(Personal Communication, May 10 2019)

R 2 said:

"I am sometimes difficult to make students’ moods become good. Because they have different characters.”

(Personal Communication, May 10 2019)

Personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as benefits while the others as an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, self esteem, inhibition, risk-taking, anxiety and empathy (Ellis, 1986, Patsy Lightbown, 2000). The character of students in one class is different. There are students who are shy, calm, arrogant, and selfish. This creates difficulties for teachers in the teaching and learning process. Teachers must be extra patient in dealing with differences of student character.

1. Student’s Attitude

The data gained from the interview showed that the teacher's difficulties in teaching English to students with special needs is about student's attitude.

R 1 said:

"During the teaching and learning process, if there are children who have not taken the medicine, he will do things that are not natural. Like disturbing his friend, crying, jumping, screaming.”

(Personal Communication, May 10 2019)

R 2 said:

"If they are bored they will sleep during the learning process and if I reprimand them they will cry or be angry with me.”

(Personal Communication, May 10 2019)

After analyzing the data gained from the interview, we found Student's attitude. Ellis (1985,) clarifies that attitude is sets of beliefs about factors as the target language culture, their own culture and, in case of classroom learning, of their teachers, and the learning task they are given. Language attitudes are the attitude which speakers of different languages have toward other's languages or to their own language. Expression of positive or negative feelings toward a
language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning, degrees of important, social status, etc (Richards, 1985). Some students often interfere with other students in the learning process such as taking stationery in the form of pencils, books, erasers, etc. from other students. Also some students often cry or scream suddenly inside or outside the classroom which makes the learning process disturbed.

Student’s Aptitude
The data gained from the interview showed that the teacher’s difficulties in teaching English to students with special needs is about student's aptitude.
R 1 said:

“Because they are students with mental retardation, so they are slower to understand the material. Therefore we teachers here only teach basic English.” (Personal Communication, May 10 2019)

R 2 said:

“Students often do not focus on learning so when I ask if they have understood or not they are just silent or scratching their heads. Therefore, I always repeat the same material.” (Personal Communication, May 10 2019)

After analyzing the data gained from the interview, we found student's aptitude. Aptitude refers to specific ability a learner has for learning a second language (Ellis, 1986). Richards (1985) explains that aptitude is natural ability to learn a language. Further he adds that language aptitude is thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different of grammatical functions of words in sentences, etc. Students need aptitude - some specific abilities, which are responsible for learning languages. In terms of understanding learning, students with mental retardation certainly has difficulty in understanding and absorbing learning material because children with mental retardation in their intelligence levels range from 50 to 70 different from normal children. This also makes it difficult for children to focus on learning material. Therefore, the teacher delivers the material repeatedly so that the child can truly understand the material presented by the teacher.

Discussion
Based on the results of data analysis, we found that the teacher's difficulties in teaching English to students with special needs at one inclusive School in Palembang, South Sumatera Indonesia contributed three of the most problematic area faced by the teachers, they were student's personality, student's attitude, and student's aptitude. The result of this study was supported by theories from Siti Khasinah (2014), Mark Enrick. R (2014), Shameem Ahmed (2015), who claimed that characteristics or personal, attitudes, and aptitude of the students will give the difficulties for teachers in teaching English to students with special needs.

From the results of data analysis by using thematic analysis, we also found that personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as benefits while the others as an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, self esteem, inhibition, risk-taking, anxiety and empathy (Ellis, 1986; Patsy Lightbown, 2000). The character of students in one class is different. There are students who are shy, calm, arrogant, and selfish. This creates difficulties for teachers in the teaching and learning process. Teachers must be extra patient in dealing with differences of student character.

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Conclusions and Recommendations

Children with special needs are children who have different characteristics than children in general, where the characteristics are related to physical, emotional, and mental under and above the average child in general.

Inclusion schools are an educational service for children with special needs regardless of physical, intelligence, social, emotional, and other conditions to study together with normal children in regular schools (Tarmasyah, 2007; Marthan, 2007; Loiacono and Valenti, 2010).

Based on the findings of this study, some important information on the teacher's difficulties in teaching English to students with special need at YPAC Palembang are: 1). Student's personality 2). Student's attitude 3). Student's aptitude.

Learning English at an inclusive school is still needed despite some problems, and if possible English can or can be loaded, included in the curriculum, so English can be taught to all inclusive schools in both cities and villages. in all public or private inclusive schools throughout Indonesia.

Based on the conclusions above, the results of this study have the following implications:

1. Theoretically the existence of this research is expected to be useful as a scientific study that can be further developed, about efforts

2. Practically this research has implications, namely:
   a. For Teachers of English Language Education, the results of research that show the difficulties teachers face in teaching English for student with special needs, can be used as evaluations to improve the quality of learning so they can teach English better to students.
   b. For schools, based on the results of this study can be used as input in giving appeals to teachers to be active and more creative in developing learning for mentally retarded children.
   c. For parents the students of this study can be input so that the learning process of English does not only occur at school but also at home.

References


HOW DO EFL TEACHERS DEVELOP THEIR PEDAGOGICAL COMPETENCE IN TEACHING?

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Abstract
The aims of this paper was to discuss pedagogical skills closely related with current approaches in the field of professional competence for the teaching implementation. This paper covered the concept of pedagogical competence, criteria involved in defining pedagogical competence and taxonomy of pedagogical competence. In the literature review, the concept of pedagogical competence explored the definition of pedagogical competence. We also involved some criteria in defining pedagogical competence. The components of this criteria included information, knowledge, abilities, performance and effectiveness. Next is the taxonomy of pedagogical competence. The taxonomy classification, which we provided below only referred to the basic competences involved in the based role of a teacher to lead one of the educational activities with students. We reviewed some relevant articles from Indonesian context and International context. This paper was expected to have a significant contribution for the development of the teachers' pedagogical competences theory especially for Indonesian professional teachers.

Keywords: teachers, pedagogical competence, activities, criteria, taxonomy

Introduction
Teachers are the dynamic energy for the development and reconstruction of nation as they shoulder responsibility of building future citizens for the society. Teachers' roles and responsibilities in education are very heavy and hard. They should really bring their students to the learning objectives to be achieved. Teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life (Senge, 2000). Teachers must be able to influence their student. Considering with this description, it is important for teachers to be competent.

Successful teachers are not simply responsible for transferring knowledge. Teachers must transfer it effectively, and for that reason alone, they should organize classrooms, implement effective classroom pedagogy and work cooperatively with a diversity of students and colleagues (Mc Caughtry, Cothran, Kulinna, Martin & Faust, 2005). However, the teachers' knowledge of learning method is also an essential thing to be mastered. In fact, only few of English teachers who figure out what the teaching method actually is. They only use one or three methods of learning for one semester even in a single academic year, such as GTM (Grammar-Translation Method) and speech method.

Many teachers have been found to lack teaching competence although the role of teachers in the classroom is very significant. This has been observed by Bjork and ascribed to the long tradition of teacher-centred teaching and rote learning in the Indonesian classroom. Teacher-centred class instruction is deeply embedded in Indonesian school settings; this type of instruction has become a part in the Indonesian school culture (as cited in Zulfikar, 2002, p. 14). This instruction method provides little room for students to be creative. The teacher-centered classroom instruction is not democratic because it fails to figure out students' dynamics and ignores students' contribution in the classroom.

In fact, there are teachers who teach a subject that is not accordance to what they received from their college. Besides that, there are teachers who can master the material, but they
always face the situation when they feel so confused to teach. This phenomenon is not a secret in some educational systems, especially for private school.

As a professional, teacher is a job or activity conducted by a person and become a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. Professionals are also characterized by the ability of self-honesty. Thus, the characteristics of professional teachers are mastering the material, structure, concept, and idea related to the subject, mastering competency standard and elementary competence, developing the material creatively, developing self-professionalism with doing reflective action, and using information and communication (The Regulation of The Republic of Indonesia Number 16, 2007 on Teacher's Academic Qualification Standard and Teacher's Competence Attachment).

Based on The Regulation of The Republic of Indonesia Number 14, 2005 on Teacher and Lecturer Chapter I, Verse 1, competence is a set of intelligent actions and full responsibility to perform the duties in accordance with the specific job. This include pedagogical competence (understanding learners, making lesson plan, implementing learning process, designing and implementing learning evaluation, and developing learners to actualize its potential), professional (mastering substance related to scientific field of study, mastering the structure and scientific method), personality (having steady and stable personality, mature, wise, dignified, noble, and be a role model), social (creating communication and interaction effectively with students, fellow teachers, staff, parents/guardians of students, and society).

Among many requirements that an English teacher must possess, the pedagogical content knowledge plays an important role in developing teacher expertise. Cooper argued that pedagogical competence refers to performance, knowledge and skill in teaching and learning, thus it includes teachers' capability to manage the teaching and learning process from the planning to the evaluation stage (as cited in Syahrudin, Ernawati, & Ede, 2013). Indonesian government policy and regulation defined teachers' pedagogical competence as the understanding of basic education, students, curriculum development, lesson plans, dialogical teaching and learning process, learning evaluation, and students' potential developments. From the explanation above, Pedagogical competence is the ability in the management of students that includes an understanding of the student, designing and conducting learning, evaluation of learning outcomes, and the development of student to actualize various potentials.

The characteristics of professional teachers are by mastering the material and know how to deliver it to their students effectively. However, the lack of knowledge about pedagogical knowledge has lead most of the teachers to run learning process not in an effective way. In order to give contribution in the field of development of teachers' pedagogical competences, in this research the researchers is interested to investigate and to give information on how the teachers can develop their pedagogical competence.

**Literature Review**

**Concept of Pedagogical Competence**

In the teaching system, competencies are used to describe the ability of professionalism in which the ability to demonstrate the knowledge and the conceptualization in a higher level. Competence means the ability of perform something. According to the Law number 14 year 2005 about teacher and lecturer in section 1, subsection 10, mentioned —Competence (capability) is a set of knowledge, competence, and behavior that must be belonging to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism. From the definitions above, the definition of competence in this research is a set of mastery of abilities, skills, values, and attitudes that must be owned, lived, and controlled by the English teacher that come from education and experience that can perform their teaching duties in a professional manner.

The focus on teaching as a specialist role is the best understood in other ways. Pedagogy needs to be exposed through the thinking and practice of those educators who look to accompany learners; care for and about them; and bring learning into life. Teaching is just one
aspect of their practice. In recent years, interest has grown in pedagogy within English language discussions of education.

A common way of approaching pedagogy is the art and science of teaching. Viewing pedagogy in this way both fails to honour the historical experience, and to connect crucial areas of theory and practice (Smith, 2012). A good way of exploring pedagogy is as the process of accompanying learners; caring for and about them; and bringing learning into life. Any instructional practice must be derived from a teacher’s knowledge base for teaching, which can be acquired by training, study, or practice. The specialized knowledge of teachers for creating effective teaching and learning environments for all students can refer to pedagogical knowledge.

Pedagogical competences have been regarded either as an ensemble of potential behaviours/capacities allowing for efficient manifestation of an activity, or as a minimum professional standard, often specified by law, which professionals should reach. The emphasis in understanding pedagogical competence should thus fall on the integrated features which outline the ability to solve pedagogical problems and typical pedagogical tasks occurring in situations of real pedagogical activities by applying knowledge, professional and life experience, values and talents in a creative manner so to obtain appropriate and effective results.

In strict reference to the teacher, pedagogical competence reflects the teacher’s competence in regard to collaboration, comprehensive view and contribution to the development of pedagogy for higher education (as cited in Suciu & Mata, 2011, p. 414). Schneckenbeg and Wildt’s (2010) stages of developing professional competence and the definitions of pedagogical competence presented above we have developed the following presentation of a complex definition of pedagogical competence conceiving this process as having some stages in which different components are activated for the fulfilling of whose purpose certain factors manifesting in various (but real, professional grounded on change) contexts, at various levels of application and with different degrees of difficulty (from simple to complex) having as a support certain (aptitudinal, attitudinal, temporal, material, cultural, organizational) resources need to be considered in order to reach a final educational purpose/standards (as cited in Suciu & Mata, 2011, p. 414).

Criteria involved in defining pedagogical competences

<table>
<thead>
<tr>
<th>Stages</th>
<th>Components</th>
<th>Factors</th>
<th>Context</th>
<th>Level of application</th>
<th>Purpose/standard</th>
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</thead>
<tbody>
<tr>
<td>transmission / insertion</td>
<td>Information/contents of learning</td>
<td>physical (capacity of cognitive acquisition)</td>
<td>educational (institutionalized/familial)</td>
<td>Individual</td>
<td>-development of individual (long term) competences;</td>
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<td></td>
<td></td>
<td></td>
<td>psychological (behavioral/environmental)</td>
<td>Team</td>
<td>- increase of motivation;</td>
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<tr>
<td>including information</td>
<td>knowledge</td>
<td>intellectual (capacity of performing judgment)</td>
<td>interactional (personal/professional)</td>
<td>Group</td>
<td>- developing individual, collective and administrative responsibility;</td>
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<tr>
<td>in a network of meaning</td>
<td></td>
<td></td>
<td>administrative (traditional/innovative)</td>
<td>Organization</td>
<td>- development of interpersonal communication;</td>
</tr>
<tr>
<td>applying knowledge in</td>
<td>abilities/skills</td>
<td>behavioral/functional (power of adaptation)</td>
<td>organizational (classroom management/curriculum management)</td>
<td>Community</td>
<td>- development/ improvement of models of curriculum;</td>
</tr>
<tr>
<td>context</td>
<td></td>
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<tr>
<td>combining ability with</td>
<td>performance</td>
<td>instrumental (handling skills and resources with motivation)</td>
<td>social (of class,</td>
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<td>attitude</td>
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attaining
competence
appropriateness
and
effectiveness
actional
(using skills at
maximum
level)
race, gender, age)
economic
(public/ private
school; developed/
poorly developed
country) cultural
(ethnical,
religious)
development of
professional
competences

**Taxonomy of Pedagogical Competence**

From the perspective of taxonomy, the term pedagogical competences is synonymous with the singular task of work specific to the teaching profession, achieves at a certain level of performance. The main problems of achieving such taxonomies were to identify various kinds of specific tasks of the teaching profession, to consider them as categories of behaviors and order them to their complexity.

We present several proposals for classification only at the level of pedagogical competences. The taxonomic classification, which we provide below, refers only to the basic competences manifest in the activity of a teacher to various types of educational activities with students. Other roles, such as the role of adviser to students, of school manager are specific for other professional competences. Researchers extracted from the general classifications of professional competences for the teaching career only the types of pedagogical competences.

**Table 2. The taxonomy of pedagogical competences by different criteria (Suciu & Mata, 2011)**

<table>
<thead>
<tr>
<th>Approach</th>
<th>Types of pedagogical competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Marbeau, F. Audigier (1990)</td>
<td>a. pedagogical analysis of the contents newly introduced in programs; b. analysis of the knowledge characteristics to teach; c. assessment and evaluation of students' behaviour; d. design training; e. management training process; f. fulfillment of organizational/administrative duties; g. developing professional mastery.</td>
</tr>
<tr>
<td>J.E. Ormrod (1998)</td>
<td>a. setting educational objectives; b. identifying and developing learning activities; c. continuous monitoring of student progress</td>
</tr>
<tr>
<td>Bankauskienė, Augustiniënë, Čiučiulkienë (2005)</td>
<td>a. Transferable competencies: social competence; o learning to learn competence; o competence of the effective action; o communicative competence; o competence of the information management; o project management competence; o action research competence; b. General pedagogic competence: o the competence to implement educational ideas and IT; - the competence to promote active and innovative learning environments and programs; o the competence to motivate and support the pupils; o socio-cultural competence; c. Special pedagogic competence: o pre-elementary educational competence; o elementary educational competence o general and secondary educational competence; o competence of special education;</td>
</tr>
</tbody>
</table>
Rodzevičiūtė (2006)

- Competence of career education;
- Competence of informal training

<table>
<thead>
<tr>
<th>Rodzevičiūtė (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Management competency (planning organization, managing, evaluation, additional education organization, and managing competences);</td>
</tr>
<tr>
<td>b. Pedagogical-psychological competency (includes gnostic, motivation, methodical and lifelong improvement competences);</td>
</tr>
<tr>
<td>c. Methodical-didactic competency (methodical-didactic, didactic-managing, didactic-social and methodical lifelong learning competence);</td>
</tr>
<tr>
<td>d. Expression competency (expression and communicative competences);</td>
</tr>
<tr>
<td>e. Communicative competence (includes communicative cognitive, communicative-methodical-didactic and communicative cognitive competencies);</td>
</tr>
<tr>
<td>f. Cognitive competency (includes cognitive lifelong learning, cognitive-managing and cognitive-social competencies)</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interpersonal competence;</td>
</tr>
<tr>
<td>b. Pedagogical competence;</td>
</tr>
<tr>
<td>c. Subject knowledge &amp; methodological competence;</td>
</tr>
<tr>
<td>d. Organizational competence;</td>
</tr>
<tr>
<td>e. Competence for collaboration with colleagues;</td>
</tr>
<tr>
<td>f. Competence for collaboration with the working environment;</td>
</tr>
<tr>
<td>g. Competence for reflection and development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Madhavaram, Laverie (2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Content knowledge;</td>
</tr>
<tr>
<td>b. Knowledge of pedagogical approaches;</td>
</tr>
<tr>
<td>c. Course management capability;</td>
</tr>
<tr>
<td>d. Classroom management capability;</td>
</tr>
<tr>
<td>e. Student management capability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schneckenberg, Wildt (2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personal competence;</td>
</tr>
<tr>
<td>b. Social competence;</td>
</tr>
<tr>
<td>c. Communicative competence;</td>
</tr>
<tr>
<td>d. Methodical competence;</td>
</tr>
<tr>
<td>e. Subject-specific competence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rodzevičiūtė (2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cognitive competence;</td>
</tr>
<tr>
<td>b. Information technology competence;</td>
</tr>
<tr>
<td>c. Methodological competence;</td>
</tr>
<tr>
<td>d. Planning competence;</td>
</tr>
<tr>
<td>e. Organizational competence;</td>
</tr>
<tr>
<td>f. Leadership competence;</td>
</tr>
<tr>
<td>g. Motivational competence;</td>
</tr>
<tr>
<td>h. Assessment competence;</td>
</tr>
<tr>
<td>i. Communicative competence;</td>
</tr>
<tr>
<td>j. Expressive competence;</td>
</tr>
<tr>
<td>k. Lifelong learning competence;</td>
</tr>
<tr>
<td>l. Project management competence;</td>
</tr>
<tr>
<td>m. Additional education organization competence;</td>
</tr>
<tr>
<td>n. Social competence.</td>
</tr>
</tbody>
</table>

Another classification of pedagogical competences can be delimited by level of analysis: international, which is general, and national, which is specific to each country.
Table 3. The taxonomy of pedagogical competences after analysis framework

<table>
<thead>
<tr>
<th>Level</th>
<th>Types of pedagogical competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic competences internationally recognized at the general level for didactic professions</td>
<td>1. conduct a student-centered teaching process; 2. planning and implementation of curriculum, work programs, training materials and teaching methods (planning and teaching)</td>
</tr>
<tr>
<td>The competences framework for teachers in Romania</td>
<td>1. methodological competences; 2. assessment competences.</td>
</tr>
</tbody>
</table>

Discussion

Teachers are people who are very influential in the teaching-learning process. Furthermore, teachers are hoped to help students to achieve their goals in learning process. In order to help the students, it is a must for the teachers to have capabilities to manage the class and know how to run the learning process. As stated before, pedagogic competence is the ability to manage the teaching learning process includes the understanding of learners, lesson design of learning, evaluation of learning outcomes and the development of learners to achieve their competence. Teachers need to know and how to develop it their pedagogic competence.

Based on related studies, it can be summed up there are ways for teachers to develop their pedagogical competences, there are;

1. **Mastering learners’ characteristics**, teachers needs to understand the student learning style and characteristics in physical, social, cultural, emotional and intellectual. By understanding the characteristics of the students such as their intellectual, spiritual, moral, and identifying potential learners or learning the difficulties that faced by students, it will be easier for the teachers eventually to help the students to achieve the students’ goals.

2. **Mastering the theory of learning and the principles of educated learning**, it is very important for the teachers to understand various theory of learning and principles of educated learning. By knowing various theory and type of learning, teachers will be able to run the class effectively and it can build a good atmosphere between teachers and students.

3. **Facilitating learners’ potential to achieve their goals**, teacher should be able to act as a motivator, mentors, and also a facilitator who give the students many chances to get achievements in class. It will encourage the students to feel at ease and not feeling pressured in the classroom.

4. **Using information and communication technology for learning**, teachers nowadays needs to know how to use technology properly and being able to teach with it properly too. Teachers should use information and communication technology in teaching activities because by adding other material by using audio, visual and mechanical aids such as projector is very useful for the learning process and it can help students to understand the material well.

Teachers’ intentionality is required to conduct these strategic actions in various educational settings to meet the needs of diverse students. This intentionality promotes teachers' teaching with metacognition. That is to say, teachers should be aware of not only their own perception of the nature of these instructional strategies, but their own as well as expert teachers' instructional practice of those strategies. To ensure effective strategy instruction, teachers need to acquire relevant pedagogical content knowledge at both the cognitive and metacognitive level so that they are able to plan, monitor, and evaluate their teaching both online and offline productively. The following sections first synthesize relevant information for each instructional strategy generally, setting summarizing strategy instruction as an example. Then the information is organized in different tables along with three types of knowledge, namely, declarative, procedural, and conditional. Such knowledge is essentially about what the instructional strategy is, how, when, where and why it is applied to practice.
1. Activating Background Knowledge

**Table 4.** Teachers' declarative, procedural and conditional knowledge associated with the instructional strategy of activating background knowledge.

<table>
<thead>
<tr>
<th>Knowledge Types</th>
<th>Activating background knowledge</th>
</tr>
</thead>
</table>
| **Declarative Knowledge** | 1. Before teaching any reading strategies, it is helpful to activate what students know.  
2. Activating students’ prior knowledge involves checking their declarative, procedural, and conditional knowledge about certain strategies.  
3. As you teach you should continuously try to make connections between what students already know or acquire and the new aspects or skills related to that strategy |
| **Procedural Knowledge** | 1. Conduct elaborative interrogation, asking such questions as —Why, when, and where is the strategy helpful to read text?—  
2. Use the —Kl portion of K-W-L teaching procedure (Ogle, 1986), ask students to think about what they know.  
3. Give a small quiz to see how students use the to-be-taught strategies. |
| **Conditional Knowledge** | 1. It helps you gain an idea of what students know or acquire.  
2. It helps you prepare for teaching (reduces instructional repetition).  
3. It helps you focus your teaching on what students do not know (reduces content selection problems and meets students’ needs) |

2. Explaining

Explaining is a teaching strategy that initiates the second stage of strategy instruction — presentation. Basically teachers should explain the declarative, procedural, and conditional knowledge of new information and skills, which has been considered one's knowledge base to accomplish things. Through such explanation, teachers make new information and skills/strategies accessible and comprehensible to students.

**Table 5.** Teachers' declarative, procedural and conditional knowledge associated with the instructional strategy of explaining.

<table>
<thead>
<tr>
<th>Knowledge Types</th>
<th>Explaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Declarative Knowledge</strong></td>
<td>You present the declarative, procedural, and conditional knowledge of new strategies</td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td>1. Use concrete examples or tasks to explain new strategies.</td>
</tr>
</tbody>
</table>
2. Include how you are going to teach a new strategy in your explanation

<table>
<thead>
<tr>
<th></th>
<th>Why</th>
<th>When</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditional</td>
<td>Your explanation makes new strategies accessible and comprehensible to students.</td>
<td>1. It is done at the presentation stage of teaching new strategies.</td>
<td>As you teach any new strategies.</td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td>2. Explanation often occurs while modeling a strategy.</td>
<td></td>
</tr>
</tbody>
</table>

3. Modeling

Teachers, while teaching their students how to read and how to learn from reading, often model the process of constructing meaning and the application of strategies and skills involved in this process.

**Table 6.** Teachers' declarative, procedural and conditional knowledge associated with the instructional strategy of modeling

<table>
<thead>
<tr>
<th>Knowledge Types</th>
<th>Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td>1. You demonstrate the procedure of using a strategy.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>2. You are conscious of the mental processes you use when doing tasks.</td>
</tr>
<tr>
<td>Procedural</td>
<td>3. What you model only represent your way of thinking and your approach of using a strategy. Your modeling should serve as a guide for students, but not set steps to follow.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>1. You may think aloud of the thoughts that occur during using the strategy.</td>
</tr>
<tr>
<td>Conditional</td>
<td>2. You give a verbal description of invisible thinking in your minds while using the strategy.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>1. Modeling can help students become conscious of the procedures of using strategies.</td>
</tr>
<tr>
<td></td>
<td>2. It helps them put in metacognitive control of their own thinking while using a strategy.</td>
</tr>
<tr>
<td></td>
<td>1. It is done at the presentation stage of teaching new strategies.</td>
</tr>
<tr>
<td></td>
<td>2. It is often accompanied by explanation.</td>
</tr>
<tr>
<td></td>
<td>1. As any new strategy is presented.</td>
</tr>
<tr>
<td></td>
<td>2. As students need to see how their teachers use a strategy.</td>
</tr>
<tr>
<td></td>
<td>3. Your observation of students' performance helps to decide whether modeling is necessary.</td>
</tr>
</tbody>
</table>

4. Guiding Practice

After having explained a particular strategy, provided reasons for using the strategy, and modeled it with authentic reading activities, teachers should then create opportunities for their students to practice the strategy with various reading tasks. Table 4 summarizes some relevant information on Guiding Practice in terms of teachers' declarative, procedural, and conditional knowledge.

**Table 7.** Teachers' declarative, procedural and conditional knowledge associated with the instructional strategy of guiding practice

<table>
<thead>
<tr>
<th>Knowledge Types</th>
<th>Guiding Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td>1. You provide students effective guidance when they practice strategies with various reading tasks.</td>
</tr>
</tbody>
</table>
1. You should give students sufficient instructional support early when a strategy is introduced and then withdraw support gradually over time until they own that strategy.
2. Guiding practice involves teachers’ scaffolding.
3. You may design cooperative learning activities to engage students’ practice.
4. You scaffold and give supports while students need help.
5. You may reduce your guidance when they gradually acquire a strategy.

### Table 8. Teachers' declarative, procedural and conditional knowledge associated with the instructional strategy of monitoring progress

<table>
<thead>
<tr>
<th>Knowledge Types</th>
<th>Monitoring Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative Knowledge</td>
<td>1. Monitoring progress involves teachers’ observation of students’ performance.</td>
</tr>
<tr>
<td></td>
<td>2. Teachers gather evidence to show what progress students have made in applying strategies.</td>
</tr>
<tr>
<td></td>
<td>3. It is always accompanied by teachers’ scaffolding of students’ progress in learning strategies.</td>
</tr>
<tr>
<td>Procedural Knowledge</td>
<td>1. Ask students’ oral or written questions to check their understanding of a strategy.</td>
</tr>
<tr>
<td></td>
<td>2. Let students finish certain exercise and observe how they accomplish it.</td>
</tr>
<tr>
<td></td>
<td>3. Use checklists or other measurements to see students’ progress.</td>
</tr>
<tr>
<td>Conditional Knowledge</td>
<td>1. It helps you know students’ progress, which gives you hints as to whether you need to update and revise your teaching.</td>
</tr>
<tr>
<td></td>
<td>2. It helps you decide to provide how much instructional supports.</td>
</tr>
</tbody>
</table>

| When                  | It often goes with students' guided practice.                                        |
|                       | 1. As you want to check students’ performance.                                        |
|                       | 2. Before you make decisions to adjust your teaching.                                  |
| Where                 | 1. As you want to check students’ performance.                                        |
|                       | 2. Before you make decisions to adjust your teaching.                                  |

5. Monitoring Progress

Teacher monitoring is different from student monitoring. Student monitoring indicates students' monitoring of their own learning, such as their comprehension of a text, or their use of certain reading strategies. Teacher monitoring, when conducted at the cognitive level, aims at the achievement of instructional purpose. This should be distinguished from teachers' monitoring of strategy instruction itself at the metacognitive level, which targets at the fulfillment of the teaching action itself.
6. Providing Effective Feedback

As an essential part of instructional process, teachers need to provide extensive feedback, namely, send back messages or information to learners in terms of their performance.

**Table 9.** Teachers’ declarative, procedural and conditional knowledge associated with the instructional strategy of providing effective feedback.

<table>
<thead>
<tr>
<th>Knowledge Types</th>
<th>Providing Effective Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative Knowledge</td>
<td>What</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedural Knowledge</td>
<td>How</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Knowledge</td>
<td>Why</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In real classroom teaching, teachers could provide feedback in many forms with the changing levels of verification and elaboration incorporated into their responses. Such feedback should vary according to specific instructional situations as well as different students’ characteristics. For example, when students’ errors do not influence their performance too much, we can choose to give no feedback. When we want our students to find information related to correct answers on their own, we can just give them verification, telling them whether their
answers are correct or incorrect. Or when the students are really in trouble, we would better give them both verification and response-specific elaboration. In addition to providing them with knowledge useful for finding a right answer, we could also explain why an incorrect answer was wrong and why a correct answer is right.

7. Encouraging Assessment

At the evaluation stage of strategy instruction, assessment is the process of determining how well students do in terms of learning and strategy use. Similar to the difference between teacher monitoring and student monitoring, evaluation and assessment can also be done from both the teacher's and the student's perspective. The evaluation of students' progress is an important instructional phase following and/or integrating with guiding practice and monitoring progress activities. Both teachers and students can generate opinions and explanations for phenomena occurred during the learning process and at the outcome of learning and strategy use. Such evaluation should be kept in record and be compared from time to time so that we can see students' gradual and continuous progress in learning.

However, students' learning process should not end at the phase of evaluation. Only after students are able to expand their learning of new knowledge and new strategies systematically and formally to other situations rather than those created by teachers, can we conclude that they have internalized and owned the new knowledge and the new strategies. Thus, the next discussion turns to the instructional phase of promoting transfer.

8. Promoting Transfer

One of the ways to facilitate strategy transfer is to help students analyze the underlying structure of skills, and distinguish task-general rules from task-specific knowledge. Table 8 is a brief summary of some basic ideas on promoting transfer, along with teachers' declarative, procedural and conditional knowledge.

**Table 10. Teachers' declarative, procedural and conditional knowledge associated with the instructional strategy of encouraging transfer.**

<table>
<thead>
<tr>
<th>Knowledge Types</th>
<th>Encouraging Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Declarative Knowledge</strong></td>
<td>1. It encourages students to expand the application of new strategies to different situations.</td>
</tr>
<tr>
<td></td>
<td>2. Cooperative learning activities are effective in improving students' transfer of strategy use.</td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td>1. Examine textbooks required by other content areas to see opportunities of encouraging transfer.</td>
</tr>
<tr>
<td></td>
<td>2. Survey students' real-world situations for chances of encouraging strategy use.</td>
</tr>
<tr>
<td></td>
<td>3. Design cooperative learning activities both in class and off class</td>
</tr>
<tr>
<td><strong>Conditional Knowledge</strong></td>
<td>1. It helps students practice strategy use and evaluate strategy application in different contexts.</td>
</tr>
<tr>
<td></td>
<td>2. It helps students to internalize strategy application.</td>
</tr>
<tr>
<td></td>
<td>It is done when students become adept at applying the strategy in specified contexts.</td>
</tr>
<tr>
<td></td>
<td>As you want students to integrate the application of new strategies into their existing knowledge base, and apply them to real-world situations.</td>
</tr>
</tbody>
</table>

The main purpose of teacher pedagogical competence is to find out, to solve students' problems in class and to help them to achieve their goals in an effective ways. By developing their pedagogical competence, teachers are hoped to be able to increase their teaching quality in class and improving all of the competences they had. Pedagogical competence should absolutely
be owned by each teacher in order to carry out the learning tasks so that they can do all the things well. In addition, in the learning implementation a teacher should master teaching materials presented in a way that a teacher must also master a variety of teaching methods so that what is delivered can be well understood by the students.

**Conclusion**

Pedagogical competences can be found in concrete terms with the other subcategories, such as communication and relationship competences or classroom management. Through this holistic approach, we were able to distinguish between general pedagogical competences, such as methodological and assessment competences and special skills that correspond to other categories, such as information technology, classroom management, career management. In turn, each type of competence can be observed by specific sets of behaviors expected from teachers. After analyzing the pedagogical competences taxonomies, we obtained a comprehensive and actual representation. This representation allows a better understanding of the general and secondary categories of pedagogical competences. The holistic approach of different perspectives on pedagogical competences taxonomies provides a better understanding of the specific categories. The current approach is a starting point for the other research centered on pedagogical competences.

**References**


THE EFFECTIVENESS OF USING DUOLINGO TO IMPROVE STUDENT'S ENGLISH PROFICIENCY

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Abstract
Duolingo is a free application that can be used on computers, tablets and Smart phones, and in several languages such as English, German, and Turkish. The application contribute to increase the vocabulary, to improve pronunciation and in simple grammatical structures. As its aesthetic appeal is similar to games for smartphones, Duolingo has motivated students to the daily practice of a foreign language. This paper aimed to see the effectiveness of using Duolingo to improve students' proficiency in learning English. By using this tool, students enjoyed some benefits not previously considered, managed to interact by themselves, building knowledge and gaining familiarity with the English language. This type of research is library research by gathering sources of information and data from written documents in the form of articles, journals, books, notes and other documents. In this paper we would like to elaborate several concepts: (1) concept of Duolingo, (2) the implementation of Duolingo, and (3) how Duolingo can improve students' English proficiency.

Keywords: Duolingo, effectiveness, student's proficiency

Introduction
Technology is changing the way we teach and learn languages; it has provided teachers with new facilities and approaches to teaching that can stimulate learners' interest while challenging their intellect (Blake, 2013, 2016; Stanley, 2013). Likewise, it has provided learners with plenty of creative and authentic resources that can facilitate the process of acquiring a new language (Walker & White, 2013). In this modern era, many people in the world are connected by using English. That is why people need to have a universal language as a connector to communicated and English is regarded for it.

Nowadays, English is an international language. According to Crystal (2003), English is a language that achieves a genuinely status when it develops a special role that is recognized in every country. It has been taught as a foreign language and it becomes one of the essential lessons that are taught at schools or educational institutions especially in Indonesia. It has been taught in elementary school, junior high school, senior high school, and vocational high school. This is concerned among English Foreign Language (EFL) learners whose English proficiency is below par. The learners of English as foreign language struggle in getting their ideas across English other than their own mother tongue language due to various reasons.

Learning a foreign language has become a very appealing and important ability in the contemporary world. According to Stern (1983), foreign language learning is conducted with some different purposes. Despite of the importance of learning English, students have lack interest in learning English. Especially when English is not their first language. Besides that, the other reason that cause lack interest in learning English is that the teacher do not use the media
in learning English. The teacher should provide the interesting media in order to develop the students’ activity in learning English.

In many cases learning a foreign language involves using language learning software or computer assisted self study. The way we teach and learn languages can be changed with the technology; it has provided teachers with new facilities and approaches to teaching that can stimulate learner’s interest while challenging their intellect. Likewise, it has provided learners with plenty of creative and authentic resources that can facilitate the process of acquiring a new language.

One of the media in learning English is using application based on CALL (Computer Assisted Language Learning). Online instruction has become a prominent part of second language learning, often referred to as computer-assisted language learning (Beatty, 2013). CALL is another media of learning a language which incorporates computers as a tutor. According to Grimes (1977), CALL gives students a platform to learn a new language independently with minimal guidance from the teacher. Previous researchers have shown that CALL programs bring many benefits to students, providing room for learners of English to learn the language themselves without much teacher interference. Students get to explore the language on their own and learn from their mistakes. This is different from the typical classroom situation where students will be dependent on the teachers. It is apparent that the roles of teachers and students have changed with the presence of technology assisted learning. One of the CALL program is Duolingo Application. Levy (1997:1) defined CALL as the search for and study of applications of the computer in language teaching and learning. One of the CALL program is Duolingo Application.

Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011. Its slogan is —Free language education for the world. According to its website, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers. Duolingo was launched last year by Carnegie Mellon University Professor Luis von Ahn and CMU doctoral student Severin Hacker. Duolingo is a free application that can be used on computers, tablets and smartphones, and in several languages such as English, German and Turkish.

The application was used at a level 1 class at CELIFF (IFF Language Centre). With the obtained results, analyzes and assessments were made to complete the experience. The application contributed to increase the vocabulary, to improve pronunciation and in simple grammatical structures. Larsen-Freeman (2003) defines grammar as —the ability to use grammar structures accurately, meaningfully, and appropriately (p. 143). Technology gives learners the chance to see grammar as a skill, not merely as a set of abstract rules, and use that skill to choose the appropriate language form for particular contexts and meanings. As its aesthetic appeal is similar to games for smartphones, Duolingo has motivated the students to the daily practice of a foreign language. Students can use Duolingo as a tool to improve their proficiency in learning English.

Duolingo is one of the applications that could help students’ to improve their proficiency in learning English. Duolingo offers all its language courses free of charge. As of November 2016, the language-learning website and app offer 68 different language courses across 23 languages, with 22 additional courses in development. The app is available on iOS, Android and Windows 8 and 10 platforms with about 150 million registered users across the world. Jaskova (2014:15) defines Duolingo is seen as a future in learning languages and in global communication. Students work with the program and get a chance to explore all the skills in English. Although the content of the software is not suited to the students’ cultural background, it engages students in a very interesting way that can motivate them. This research is aim at finding out whether the effectiveness of using Duolingo to improve students’ proficiency. The use of Duolingo application is expected to overcome the problem and it can help students and teachers in the learning process.

Due to the importance of implementing Duolingo as one product of teaching technology we would like to discuss further.
Discussion

In this section we would like to elaborate several concepts: (1) the concept of Duolingo, (2) the implementation of Duolingo, and (3) how Duolingo can improve students’ English proficiency.

The concept of Duolingo

The definition of Duolingo

Duolingo is a free language learning applications and website. It is being as a future in learning language. It can easily access and provides a lot of language, so it is so helpful to those who want to learn a new language. Duolingo has a lot of features which can help the learners easily in learning language, such as list words for every day, discussion with other user so the learners can share with each other, the Lingot store, and immersion for more advanced learners. In duolingo guide book (2015) stated that Duolingo have a lot of language which language learners can choose the language what we want to learn, such as English, Arabic, Spanish, French, Dutch, and other languages. It also have educators forum that the users can exchange lesson ideas and experiences with each other such as teacher or student to them more easier in leaning.

Duolingo is presented as a very modern-looking gaming app, in reality most of the activities necessary to complete the lessons are very traditional and are heavily based on translation, dictation, and pronunciation. In fact, there is already some criticism of the app within the language learning research community. Krashen (2014) points out in his rebuke of the Vesselinov and Grego (2012) study, in which they equated 34 hours of Duolingo to a university language course, that language learning is different from language acquisition. Krashen states that the activities presented in Duolingo (or in similar tutoring programs such as Rosetta Stone) involve conscious learning. Duolingo is a website and an application that as a social project is intended for language learning, including English. The fundamental part that interests in this application is possibility that the learner can listen as they pronounce a word, or sentence at the same time that they must write it (Bermudez and Diaz, 2017:8).

Duolingo features

Duolingo provides some interesting features as media of language learning:

First, Duolingo provides several available languages. Jaskova (2014:34) mentions the available languages as a mother tongue in Duolingo involving English, Spanish, Portuguese, Italian, French, German, Russian, Hungarian, Dutch, Turkish. From Hungarian, French, Portuguese, Russian, Italian, German, Spanish, Dutch and Turkish it is possible to learn English. Furthermore, Finardi et al (2016:52) adds Duolingo is a platform for second language learning available in 19 languages, though it is not meant for the learning of all the 19 languages depending on the user’s first language. For instance, if an Indonesian speaker intends to learn Korean as a second language, this speaker would have to use another language, for example English, as a bridge to have access to Korean. As such, it can say that if a person has English as first language, he/she can choose any of the 19 languages to learn in Duolingo. The number and choice of languages a person can learn in Duolingo will depend, thus, on the users’ first language and the second language he/she wants to learn.

Second, Duolingo provides learning vocabulary activities. Jaskova (2014:29) states Duolingo has a special page to monitor a learner’s level of vocabulary. In this page the words with all their forms used during the learning can be seen, the time of the last practice of it and how a learner was successful in using it. This feature based on the learner feedbacks, they can easily see the level and size of their vocabulary and the knowledge of each word. There is a possibility for the learner to practice words individually and see some sample sentences or more examples of them. In every lesson there is also an overview of the acquired vocabulary. It is possible to see there the individual words, the forms in which these words were used correctly and also how strong in using a word a learner was during completing a lesson.
Third, Duolingo provides four skills of language. Duolingo covers four skills of language include listening, reading, writing and speaking during the learning process on it. According to Finardi et al (2014:52) Duolingo contains activities for reading, writing, listening and oral practice in the target language. Mulya and Refnaldi (2016:289) also states Duolingo uses several different methods to keep the learner hooked like using a mixture of activities; listening, transcribe or writing, speaking, and translating in a simple interface as they work through words and phrases. In speaking skills, the learner will practice orally. They are required to read a sentence aloud with the right pronunciation, the sentence is recorded and if judged to be correct the lesson is continuing by the next task (Jaskova, 2014:29).

In listening and writing section, learners are required to rewrite a sentence according to the dictation which they hear, and thereby they develop the listening and writing skills (Jaskova, 2014:29). Mulya and Refnaldi (2016:290) add the learners allow to choose the dictated sentence from the two options – slower speed of speaking or faster version of it. It is an interesting feature that can help learners to face the listening activities. There is slow down button in turtle picture that make the learners able to slow down what they hear by clicking it. So, if the learners get confused when they hear the audio that is spoken by the native speaker they can slow down the audio and they can hear it repeatedly.

Fourth, Duolingo provides discussion forum and duolingo club. Learners can contribute in each of them or add there a new forum of course. In each case of uncertainty or uncleanness these discussion forums can be used where the advanced learners or native speakers can help the beginners, discuss potential problems or disagreements, make suggestions for improvement or provide another kind of help (Jaskova, 2014:33). In Duolingo club, usually Duolingo coach will give the questions or the topics that ask the users to answer it. Users will get XP when they answer the Duolingo questions.

Fifth, Duolingo provides motivation feature. Jaskova (2014:34-35) also explain the motivation features of Duolingo. Jaskova (2014:34) mentions some motivating aspect in Duolingo. Firstly, the fast test that allow learners to pass a lesson easily, the limited attempts for a lesson or test, which means the limited possibilities to make a mistake during completing a lesson or test. More accurately, in a test there are three possibilities, in a lesson three or more. Secondly is features in which enable learners to share their experience and knowledge with peers and friends via social networks. By login with Facebook or Twitter to see how learner’s friends continue, compare or compete. Duolingo also has its blog where a learner can share their experiences, opinions, comments or evaluation and discuss different problems regarding the lesson, learning or language (Jaskova, 2014:35).

Sixth, Duolingo provides coach feature. The creators of Duolingo found a model in the success of personal trainers. It is called a coach in the visual form of an owl which also encountered great success among the learners. It is like a virtual teacher reminds a learner to come back to the Duolingo, to follow the course of learning, praises or admonishes (Jaskova, 2014:35).

Seventh, Duolingo provides learning reminder. One of an interesting feature in Duolingo is Duolingo reminder. A coach in visual form of Owl will remind the learners to come back to the Duolingo. Tsai (2016:7) states the function of reminder is reminding the learners that you haven’t learned with Duolingo today by sending email. Users can set the time whenever they will receive the notification of reminder daily. Duolingo with some interesting features as language learning software has attracted a million people around the world to use it. Duolingo is an adaptive service that educators will appreciate for its individualized, differentiated instruction that is accessible to all learners at all levels. It tracks completed lessons, translations, and tests, provides essential feedback to encourage progress, and offers new lessons and assignment based entirely on the learner’s progress. Based on this explanation, Duolingo is appropriate application is used by autonomous learner to foster their language learning.

The advantages of using Duolingo

There are several advantages of Duolingo as medium of learning in classroom. The advantages include: a. Duolingo is a language learning media which can be used to increase levels
of active learners in teaching learning process. It can be because Duolingo incorporates some gamification aspect in learning with it, can motivate and engage learners in learning with Duolingo (Munday, 2015, p.88). The material which learning for game usually difficult to forget, it can be because the learners enjoy in learning. b. Duolingo can create a homework so besides learning in classroom, Duolingo also can support to make students practice to improve their vocabulary with Duolingo at their home. Based on research which done by Munday (2015, p.93-94) shows that if the A1 student 84.8% agreed if homework with Duolingo better that other types of homework. c. Duolingo can be accessed anywhere and everywhere, so teachers are not difficult to implemented it in indoor learning or outdoor learning. It is a media learning language as well which allows the learners to learn wherever they have internet connection and whenever they feel like it.

The disadvantages of using Duolingo

Every medium for learning definitely have positive and negative side according to situation and condition of learning. There are some disadvantages of using Duolingo as media in learning vocabulary: a. Duolingo is online media learning, so it is hard to implement in classroom if there is no internet connection. b. If teacher wants to use Duolingo in the classroom, they must use projector. It will make student more active and they will participate in learning teaching process. c. It needs more preparation for the teacher for the time allocation and tools if it does in regular classroom, such as time to prepare projector, loudspeaker, and notebook.

The implementation of Duolingo

First, Duolingo is improving students' English language skill. Duolingo is among the most common apps that learners use (Mindog, 2016). Niño (2015) conducted a survey in which 73% of the students responded that Duolingo apps helped to increase their vocabulary. The core teaching in Duolingo is extremely clear. The exercises are solid and replicate some of the typical drills. Exercises build on one another so that the learners are introduced to words and concepts at the right point in the program. There are five types of activities that Duolingo employs in learning, such as: a. the first exercise which Duolingo give is a selecting pictures exercise for vocabulary where the learners are ordered to select the right meaning of pictures and vice versa. b. Next exercise is translating the sentences. There is the translation from the learner's native language to the target language and vice versa. There are two kind the way how translate the sentences. First, the learners just choose the right translation of the words which provided and they must arrange those into the right sentences. Second, the learners must type the right translation based on the sentences. c. There is a listening exercise where the learner listen to a sentence being spoken and types in what they heard, it is possible for the learner to slow down the pace of the spoken sentence if they do not understand all of it and it is also available to be listened to as many times as the learner wishes. d. A speaking exercise is offered as well, during which the learners have to read out loud a sentence in the language they are learning. e. The last, it has also the exercises fill in the blank. In exercise in the form multiple choices. The learners must choose the right answer among two or three choices.

According to Mananza (2017), the researcher have tried to see if adding Duolingo to improve students Interest in learning English can give students a new tool for learning English. I studied the use of Duolingo among English learners at IAIN Zek Langsa with different pedagogical goals. In one course, the aim was simply to complement the lesson, while in the more advanced group; the goal was to have students review basic vocabulary and grammar that they should know at that level. Based upon the results in the survey and the aims of this study, students appear to find Duolingo as an effective application, and supporting feed backs such as an easy-to-use, helpful, and enjoyable app to practice English; they seem to like it more than regular, book based homework because of the convenience it provides; they like the fact that it can be accessed in different formats, particularly through mobile access; and lastly, they also enjoy its gamification aspects.
Second, Duolingo is improving students' vocabulary. Learning English vocabulary by using Duolingo has remarkable benefits, Steel (2012)(e.g., for understanding meanings and contexts and memorizing words). So by applying Duolingo application, students will be more interested and challenged since they have to compete with each other. Besides, the students' scores in the posttest were higher than the students' score in the pretest. This means that Duolingo application gave a good contribution to the attainment of teaching learning English vocabulary. Although the master learning in this research was not too successful, the students' vocabulary achievement increased significantly after being taught through Duolingo application and it helped English teacher to raise the students' interest and motivation in learning English vocabulary. The researcher found that there were some students did not know the meaning of some English words used as vocabulary target. Therefore, the English teacher should observe or review whether all the students in the class give an appropriate response or comprehend the vocabulary meaning which has been learned. It is needed to avoid the students' misconception of the vocabulary meaning. Since teaching by using Duolingo Application in learning vocabulary can give better result for the students in teaching and learning process, the researcher suggests to the teacher to use Duolingo Application as the media in teaching vocabulary.

The researcher found that the students who were taught through Duolingo application could achieve a better result in learning English vocabulary. The research had shown that Duolingo application could make the student more active and motivated in the process of learning. It is supported by Clark (2013) who states that technology can increase the effectiveness of vocabularies teaching efforts. They also stated that technology can be useful, challenging, creative tool and resources in and around the classroom. It also supported by Rodger (2010:1) who states that the use of game could develop activities to make students forget that they are in the class that is to relax he students by engaging them in stress. It means games offer a variety of interesting activities in which the students may explore many enjoyable aspects of learning. Games help the students keep on concentrating to what have been discussed during the hours. This statement is supported by Wright (2006:1) who says that games help and encourage learners to sustain their interest and work. In this case, the students learn the vocabularies through the activities that they play in the games. This technique will make the students learn the vocabularies without realizing that they are learning.

Third, Duolingo is improving students' pronunciation and Grammar. English Pronunciation, recommended by Cowan (2015), is the only learning app in the literature designed specifically for practicing pronunciation. This app allows users to listen to sentence pronunciation and then record their own pronunciation. The app then scores users' pronunciation accuracy. Niño (2015) stated that the embedded speech-to-text and text-to-speech functions in Duolingo, Busuu, and Babble contribute to developing accurate pronunciation. Several researchers (e.g., Levy, 2009; Miangah & Nezarat, 2012; Steel 2012) pointed out that mobile apps can help students learn grammar. In Niño's (2015) survey, 32% of the participants responded that mobile apps improved their grammatical accuracy. Nevertheless, few studies recommended grammar apps. One recommended app is Duolingo, which features grammar lessons (Munday, 2016), and the other is English Launch Pad (Nisbet & Austin (2013).

Conclusion and suggestion

From the literature delivered, it can be concluded that, using Duolingo in teaching English is effective to improve students' proficiency, and Duolingo is the one of media in teaching-learning vocabulary, pronunciation and grammar for beginner level students. It is considerably interesting for students as they are easy to understand the material, having an opportunity to all students to get a fair turn in practicing material, and also it can improve students' vocabulary, pronunciation and grammar.

It is suggested that teaching by using Duolingo Application in learning vocabulary can give better result for the students in teaching and learning process, the researcher suggests to the teacher to use Duolingo Application as the media in teaching English. This research can be used
by next researchers as reference to their research. Duolingo not only can use as autodidact learning but also it can be implemented in classroom or others activity learning language.

References


THE CAUSES OF EFL LEARNER'S RETICENCE IN ENGLISH CLASSROOMS

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Abstract
This literature review study aims to analyze the current issues and causes of reticence of students in English classroom of the students as a foreign language. This critical review of relevant study reveals that there are some factors due to the reasons of students' reticence English classroom of the students as a foreign language. In this review, we present what the literatures suggested and the recommended in the area of the students' reticence and possible causes of reticence of student in English classroom that might help lecturers to encouraging reticent of students to actively communicate in the classroom by using English language. The relevant articles being reviewed were from Indonesian context as well as an English context. This review hopefully can contribute to the betterment of teaching English in Indonesian schools. The following of topics are presented in order; concept of speaking, concept of reticence, possible causes of reticence, strategies used in classroom interaction and teachers' and students' roles in addressing reticence.

Keywords: possible causes of reticence, reticence, classroom interaction, strategies

Introduction
Nowadays, in globalization era, education is very significant for human life. Education is a primary need for every people in the world. As we know, one of the ways to progress a notion is an education. The progress in a notion can be seen from education because it is a process which makes a country has a high quality of human resources (Johan & Harlan, 2014, p. 51). Marzulina et al. (2018) explain education gives a characteristic for people such as make a moral value, knowledge, and provide skill that enable them to thrive in today's globalization. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. In this modern world, education is a crucial for individual to equip with skills. In addition, English skill has an important role for the development of education in Indonesia. It takes part as an international language. In other words, the quality of human resources is very important to support the implementation progress of education.

English is very important to master since it becomes one of international languages. Crystal found it as a global language, which is widely used in various countries and in various fields (as cited in Ariesca & Marzulina, p. 23). In fact, Crystal (2003) states English is a language most thought as main foreign language in over a hundred countries, such as China, Russia, Germany, Spain, Egypt and Brazilia. Additionally, Matsuda and Friedrich (2011) state that the use of English as an international language (EIL) has been implicated both in the fields of world Englishness studies and English language teaching (ELT). Therefore, many people use English to interact with people around the world. It shows that English is used in many countries and is used in many aspects. English has important position in the world. In accordance with Conrad and Mauranen (2003), English has established itself as the global lingua franca, that is, a vehicular language spoken by people who do not share a native language. It is used in all aspects of life such as, arts, sciences, humanities, travel and social sciences (Harmer as cited in Astrid, 2011, p.
Besides, it gives advantage for students to get a good job and better salaries in their future because it plays important role in international interred actions such as economic relationship among countries, international business relationship, global trading, and others (Sneddon as cited in Reddy, 2016, p. 181). In addition, Sneddon argued that English plays important role in economic international relationship such as international business relationship, global trading, and others (as cited in Reddy, 2016, p. 181). More, Sharifian (2017) supports that many countries highlight the role of English as a language of intercultural communication in the current global context. Thus, English is very necessary since the role of English impacts the world. In short, English is essential to be mastered it is used in many aspects of life and it helps people to get a good job in life.

In Indonesia, English is one of required subjects. According to Act of Permendikbud (2013), English is the compulsory subject for the education and curriculum system in Indonesia. In addition, English starts to learn by the students since Elementary School until university. English also become one of the national final exams. Regrettably, English subject in Primary School is eliminated and in Senior High School, time allotment for the subject is reduced since the amendment of 2013 Indonesian English curriculum coming into effect in 2014 (Pangabean, 2015, p. 35). In short, English is an obligatory subject in the process of learning in Indonesia.

In addition, to build a good communication in English, there are some skills to be mastered. Those skills are reading, writing, speaking and listening (Brown as cited in Puspita, 2016, p. 118). From those skills, English speaking skill is one of the most essential skills. Based on Richards (2008), mastery of speaking skills in English is a priority for many second-language or foreign-language learners. It shows if student failed in practicing their speaking they will not be successful in mastering foreign language which they have learned in class because it is the key aspect of learning a second or foreign language (Nunan as cited in Indrianty, 2016, p. 28). Moreover, he states that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. To sum up, English speaking skills is essential in mastering English to build a good communication.

Reticence is one of difficulties faced by students in communication. Reticence is a big problem when the learner unwilling to participate in speaking in the class. Keaten and Kelly found that reticence is communication problem with cognitive, affective and behavioral dimensions that remaining silent is better than making mistakes (as cited in Li & Liu, 2011, p. 961). It means that students are worried about making mistakes because they are worried to look foolish in front of their friends and they have no motivation to express themselves. Because of it, some of the students remain reticence in the class. It is commonly understood that students' lack of confidence usually occurs when students aware that their conversation partners do not understood them or when they do not understand other speakers. Due to this situation, they would rather keep silent while others actively participate in speaking English. In this case, lack of confidence caused by the lack of encouragement of the teacher in class (Brown as cited in Juhana). So many teachers do not think that encourage students to communicate in English is important as the result students usually feel if themselves have low ability in speaking English. In all, students' confidence is one of many factors that make students become reticence in English classroom because they think they do not have good ability to communicate in English with their partners in the classroom or outside the class. Subsequently, in English classroom, reticence belongs to the category of foreign language anxiety, which stands for the feeling of nervousness when talking in foreign language to share with their friends or teacher.

According to Izadi and Zare (2016), generally speaking, reticent students are unwilling to engage in classroom discussion, ask questions or give responses. He add that students are passive and over-dependent on the teacher. This could be the reason of students' avoidance of communication in English; it may force them to adopt a silent mask, though they develop in the knowledge domain. Reticence can also be detected from a negative approach learners adopt toward communication. To these learners, communication is an inefficient activity that only wastes their time. It means, students lack of motivation meanwhile motivation is a key of students' learning success (Songsiri as cited in Juhana). With regard to the issue of motivation in
learning, Nunan said that motivation is important to notice in that it can affect students' reluctance in speaking English (as cited in Juhana). There are several causes of lack of motivation such as uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program (Gardner & Nunan as cited in Juhana). It means that, students are not motivated by teachers towards the communication in English. In this case, teachers should have passion, creativity and interest in their students. These are two dimensions of reticence. Regarding the first dimension of reticence, Burgoon (as cited in Izadi & Zare) observed that reticent learners tend to become silent in the class rather than approach it. And in the second dimension of reticence, learners have a negative perception of communication rather than a rewarding attitude toward it. Although the avoidance dimension is more detrimental in terms of learners' performances compared with negative perception toward communication, both types hinder the learners' language development.

In addition to that, reticence makes the students difficult to experience improvement in mastering foreign language. Reticence and non-participation in language classrooms are problems because learners should be orally active in the target language in order to progress their foreign language (Jackson as cited in Baktash and Chalak, 2015, p. 1000). It means, student who is reticent to participate in speaking activities is difficult to make progress in the target language as the result their score is low and impedes the teacher to achieve outcomes intended for the course.

In short, to considering the importance of being aware of reticence study review present and examines a number of relevant topics that would be fruitful and factor that causes of students' reticence, this critical literature information for students, English teachers and other parties in their effort to better understand and theoretical and practical issues of English teaching in Indonesia university.

Discussion

Therefore, in this section we would like to explore three topics which are (1) concept of speaking, (2) concept of reticence and (3) possible causes of reticence.

Concept of speaking

Speaking is the activity in a spoken language to convey the message through communication. Richard states that speaking is one of the productive skills and must focus on how to assist students to use and to communicate in English (as cited in Juhana, 2012, p.100). In addition, Richards (2008) divided speech in three common speech types such as talk as performance, talk as interaction and talk as transaction.

The first type of talk that can be usefully be distinguished has been called talk as performance. It refers to public talk that is transmitting information before an audience, such as, classroom presentation, announcements, and speeches (Richard, 2008, p. 27). Then Richard (2008) mentions the main features of talk as performance are: Predictable organization and sequencing focus on message and the audience, language is more like written language, and the last is important of form and accuracy.

The second is talk as interaction as mentioned before talk as interaction is what human normally mean by conversation and describe interaction that serves a primarily social function (Richard, 2008, p. 22). The talk as interaction is focus on the way of how the human present themselves to each other. In addition, Richard (2008) adds the main features of talk as interaction can be mention as follows: Reflects speaker's identity, reflects role relationships, may be formal or casual, has a primarily social function, reflects degree of politeness, use conversational conventions, employs many generic words, and jointly constructed.

The last is talks as transaction. In talk as transaction the process of sharing information, the message and making people understood clearly is the central focus (Richard, 2008, p.24). In addition, Richard (2008) mentions the features of talk as transactions are: It has primarily information focus, participants employ communication strategies to make them understood, and
there may be frequent questions, repetitions, and comprehension checks, as in the example from preceding classroom lesson.

**Concept of reticence**

Reticence impedes people to communicate with other. Keaten, Kelly and Finch (2000) state reticence as a communication problem with cognitive, affective, and behavioral dimensions and is due to the belief that one is better of remaining silent than risking appearing foolish. Unwilling students are resistant to participate in speaking activities, where they should be more talkative to develop their communicative and speaking skills. According to Barnhart the reticent person is defined as an individual who evades social, verbal interaction; who is unwilling to communicate (as cited in Zare & Izadi, 2016, p. 74). In all, reticence is communication problem because of some reasons such as unwilling to communicate and prefer to be silent.

Research in the field of reticence started when Gerald M. Phillips published the first article on reticence in 1965 to the field of speech communication with the notion that some individuals had difficulties with communication in various situations (Li & Liu, 2011, p. 961). It shows that people who avoid communication and prefer to be silent is refer to as reticence. Kelly identified some beliefs reticent speakers hold, there are: speaking is not important, people can speak whenever they want to, skillful speaking is manipulative, effective speakers are born, not made and it is better to be quiet and than prove the foolishness by talking (as cited in keaten, kelly & finch, p. 136). Thus, individuals who are labeling as reticent have the tendency to avoid the problem of fear by remaining silent as they are afraid of the threat of negative evaluation by others or foolishness.

Reticent individuals refer to those who felt incompetent communicators. In their opinions, reticence is people who have faulty beliefs about communication, for example, good communicators speak spontaneously or it is because people born with good communication skills. This beliefs cause anxiety and feelings of helplessness. Reticent individuals fear negative evaluation and appear foolish, and they have to learn to associate anxiety with communication (Li & Liu, 2011, p. 961). To sum up, reticent person should be more confident in communication to reduce anxiety.

**Possible causes of reticence**

Reticence happen because of some reasons. There could be several causes which lead to students' reticence in class (Li & Liu, 2011, p. 962). Generally speaking, Incapable of actively and equally participating in class discussions might result from four points: first, low self-esteem – students who think of themselves as unworthy or unable to communicate successfully, so they tend to remain silent out of shame, fear of being ridiculed when they inappropriately or inaccurately respond; second, fear of success – this occurs when a student interacts successfully; they attributes their success to luck or accident and then is apprehensive for others expecting him/herself to continue excellent performance, which means to interact with similar or superior success in the future; third, cultural differences – various cultures forbid or strongly discourage individuals from speaking up in classroom settings; sometimes for the reason of deference towards teachers; elder students” behavior could also contribute to this phenomenon; fourth, to avoid conflict – inexperienced, shy, or less competent communicators rely upon silence to avoid conflict scenarios. Such avoidance should normally be easily diagnosed by alert teachers; and this strategy needs to be confronted delicately with alternative strategies offered as substitutes for unwanted silence; and last is communication apprehension – a clinical fear of communicating with or in the presence of others. Communication apprehension is often called CA for short. It is a major problem in the elementary school level. According to research, at least 31% of elementary school students need help dealing with Communication Apprehension. This term is widely studied and written about in Communication Studies literature.

In addition, according to Hamouda (2013), there are twenty eight causes that lead to students' reluctance and passivity to participate in EFL classroom such as: Speaking in Front of the Whole Class, different activities in the classroom procedure, particularly ones that demand
students to speak in front of the whole class, have been found to be the most anxiety provoking. Next, lack of Preparation, many students get nervous when the teacher asks questions which they have not prepared in advance. In addition, calling on Students, students feel their heart pounding when they are called upon to answer a question in English class. Moreover, incompressible input, students believe in order to understand the target language message they must understand every word that was spoken. Furthermore, fears of volunteering to ask or answer a question in class, many students are also reluctant to volunteer to speak or to answer a question in class because they are afraid that their answers were wrong. Next is what's Shyness, students' shyness had affected their involvement in classroom discussions, fear of Making Mistakes and Being Laughed at, fear of being laughed at was one of the causes that contributes to the passivity and reticence of students to participate in the class discussion, fear of Negative Teacher Traits, afraid of being criticized and embarrassed in front of classmates was also one of the factors that contribute to student's unwillingness to take part in classroom Discussions, fear of Negative Teacher Evaluation, students remain reticent because they believe that the teacher evaluates them negatively if they make mistakes. And this perception may probably be due to the teaching attitude and practice the teacher applies, fear of Teacher's Correction, Students feel more anxiety in the class because their teacher always corrects me in a very bad way, class Arrangement, students who liked to contribute in whole-class discussions tended to sit at the front of the class whereas for those who usually acted as observant would prefer to sit at the back, lack of Confidence, Lacking confidence makes students believe their language skills to be weaker than those of others in class, comparison with Peers, students feel more anxious in the FL classroom when that they felt other students were better than themselves, self-esteem, students feel a sense of unease speaking English simply because they do not think they are performing well enough, presentation in the Classroom, speaking in front of the whole class or in public caused anxiety for most of the learners, lack of Practice, EFL learners do not have much practice of oral English in class due to the limited class time, test Anxiety, students feel more anxious during oral tests, peer Evaluation, students don't like to participate in the class discussion because they are afraid of being laughed at, lack of Practice Due Class Size, Fung-ming (as cited in Hamouda, 2013, p.13) states that the big class size discourages students from expressing views as it is extremely threatening for teenagers to face a large number of people by themselves while speaking a foreign language which they may expose their weaknesses by making mistakes very easily, lack of Practice Due to Class Time, limited class time make students do not have opportunity to speaking English in the class, lack of Interest in English Class, most of students thought English is difficult so they lack of interesting in study English, lack of Participation Due to Low English Proficiency, low English proficiency are made students prefer to be quite in English class, poor Pronunciation, many students are not confidence cause they can not pronounce a word correctly, lack of Vocabulary, one of reasons that students become reticent in the classroom due students do not have enough vocabulary to speak, grammar, many students are confused to use tenses and they are afraid to make grammatical error, lack of Fluency, one of problems that students become reticent in the classroom due to they are reluctant to participate because they can't respond quickly and fluently, the Lack of Opportunity for Practicing English outside the Classroom, when students are asked to practice English outside the classroom, the majority of the students respond that they don't have the opportunity to speak English outside the classroom, and last is Fear of Losing Face in Front of Others, many students are afraid if they made mistake in front of their classmates, caused many students to become anxious when speaking English in class.

In summary, reticence is a communication problem because some of factors such as faulty beliefs about communication, cultural differences, low self-esteem, and so on. It makes people especially students who learn foreign language face the difficulties in master the target language.

**Strategies used when participating in classroom interaction**

There are some possible causes of reticence according to Hamouda (2013), he found six
strategies used when participating in classroom interaction, there are: Students would think carefully and silently rehearse what they have in mind before they could contribute to class discussions, next is by putting the ideas into a written form, the students would feel more confident, and then students would ask their friends who were sitting next to them what to say before they could participate, after that students view content as the primary concerned when it comes to class participation, and students prepare some notes and they prepared some questions to be asked, the last is students prefer to listen to their friends first before they could participate as one of the strategies when participating in class discussions.

Teacher's and students' role in addressing reticence

Students are always encouraged by their teachers to actively engaged in classroom and their participation is often evaluated based on the quality of their talk (Warayet as cited in Goh & Soo). This fact made students feel anxiety in class to participate orally because they afraid if themselves unnoticeable with grammatical error. Because of this faulty belief about communication made students feel that ESL classroom may be a frustrating place for student and made them prefer to be silent in the class and only some students actually participate (Fritschner as cited in Goh & Soo). This behaviour or passive attitude disrupts not only instructional plan, it also makes teachers difficult to facilitate active learning among students and it impedes students to make a progress, obviously intended course learning might not be achieved. Moreover, most of the teachers have to struggle in exploring ways to break the uncomfortable silence in interaction. The lack of relevant knowledge about reticence has caused many teachers to wrongly perceive their students' ability in English classroom because teachers usually think if their students not interest in learning English. A teacher can closely monitor the students during the class to find out the reasons of reluctance in speaking or participating. In order to help reduce student's reticence, first and foremost, English teachers themselves should be aware of the existence of reticence among EFL learners and try to give more chances and encouragement to the quieter ones by asking them more questions.

In addition, English teachers can prepare more topics which are not only interesting but related to student life so that students have the interest in and ability to talk about them in English (Pregent as cited in Liu, 2005, p.121). It is important for teachers to be welcoming rather than stringent and critical in class, in order to make students feel at ease to speak English, especially when responding to teachers. It is also important for English teachers to teach and train students to be supportive of one another in class.

Furthermore, in learning foreign language students must be realize with their problems. Liu (2005) suggested that students should also be aware of and acknowledge the existence of reticence in oral English language classrooms. It is important for students to be independent and active learners both in and outside the classroom to get more chance in practicing communication in target language.

This may ultimately help them to overcome reticence at least to some extent. It is also helpful for them to improve their oral English proficiency, expand vocabulary, and be supportive of one another in speaking in English during English lessons.

Another study that investigated reticence occurred in Hongkong, conducted by Jimmy (2010). Jimmy (2010) observed 181 Hongkong secondary students through case study method and the data collected through the study such as classroom observation notes, video transcription, and informal conversation were analyzed. From this study, this finding suggested that Asian students' quietness and willingness to communicate orally can be attributed to a range of factors such as anxiety and cultural.

Moreover, Goh and Soo (2013) conduct study about reticent. This study investigated the extent in which tertiary students majoring in English experience reticence in the classrooms, and examined the underlying factors of reticence. Data were obtained from 78 students utilizing the Reticence Scale-12 (RS-12) which measures the level of reticence along six dimensions: anxiety, knowledge, timing, organization, skills and memory. The findings reveal that students with higher level of English proficiency would experience reticence in classrooms like their low proficient
counterparts because they believed that the problems in the feelings of anxiety and delivery skills were the major obstacles that made them reticent.

In short, to reduce students' reticence both teachers and students should be aware of the existence of reticence in the class. The teacher can prepare more topics which are not only interesting but also related to students' life or students' culture so they will be easy in expressing themselves in the class to communicate.

Conclusion and Suggestion

In summary, understanding about reticence is important because it makes the learning process of foreign language more be easy. Further, Zare and Izadi (2016) investigated reticence entitled — Reticence in EFL speech production: A study of learners' anxiety and vocabulary knowledge. The sample were 181 undergraduate learner of English as a foreign language and the data are collected through Unwillingness to Communicate scale, Foreign Language Anxiety Scale, and the last is Vocabulary Size Test of Control Productive Ability. The result points out the importance of diminishing the learners' reticence and its impact on successful learning and achievement. It means, teachers and students should be aware of existing of reticence in the class and the causes of it which is found in previous research such as feeling anxiety, culture differences, and faulty beliefs in communication.

It is expected that this study will give some information to the development of language teaching and learning, especially in understanding the reticence. For the teacher, it can help them in encouraging reticent students to actively communicate in the classroom. Next, for the students this study is expected to give valuable information for students that will make them improve their academic performance and become actively in the class. Then, to the researcher herself, this study will give precious experiences for the researcher. By conducting this research, the researcher will develop their understanding in reticence and can do better research in the next research. For other researchers, it will be beneficial as a reference for conducting another research especially in relation to reticence and passivity.

References


A CONCEPT OF TEACHER’S MANAGEMENT STRATEGIES IN A LARGE CLASS

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Abstract
Classroom management is a challenging task for teachers especially in a large class. The literature review aims to investigate appropriate classroom management strategies to be applied in a large class which may facilitate the language teaching and learning in classroom. Through reviewing the existing literature on this field reveals that there are several classroom management strategies that teacher can use to make easier in teaching foreign language in large class. In this review, we would like to present what literature recommended in the area of classroom management strategies to facilitate in managing the large class. The relevant articles were gathered from various sources of information and data of written document. This review can be useful as a means of understanding father classroom management in teaching and learning English especially in a large class in Indonesia school. The following topics are presented in order; aspects of classroom management; classroom management strategy; large class; classroom management strategies in large class.

Keywords: aspects of classroom management, classroom management strategy, classroom management strategies in large class, large class

Introduction
The position of English is one of main foreign language which used in certain situations in the world. There are some reasons why English is crucial as the main foreign language. According to Harmer, it is used in all aspects of life such, arts, sciences, humanities, travel and social sciences (as cited in Astrid, 2011, p. 176). Similarly, Cook (2003) states English is contiguous with people's life. It is because English used for business, education, and access to information by all the population in this world. Thus, it can be concluded that English is necessary for people to communicate in certain events.

English status In Indonesia is a foreign language and taught as a subject in schools. According to Dardjowidjojo (2000), English has been taught at school of education in Indonesia as the first foreign language. Also, Sari and Saun explain that English has become a compulsory subject and it must be learned from junior high school to senior high school in Indonesia (as cited in Marzulina and Saputra, 2015, p. 1). It is an important language because students learn English as subject at school. It prove that English has been taught at school in Indonesia.

In order to improve English skill of students, the role of teacher is needed. The teacher has vital roles in classroom activities. According to Brown (2011), the teacher can be controller, director, manager, facilitator, and resource. In this line, Harmer (2001) explains that there are many roles of teacher to facilitate the students' progress such as teacher is controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Briefly, the teacher has important roles in classroom activities.

Teacher plays various roles in a typical classroom, but surely one of the most important role is being classroom manager. As a manager, teacher should have ability to manage classroom well. It is because classroom management is one factor that contributes and determines students' learning outcome (Suwartono and Pungki, 2018). It is supported by Mujis and Reynolds (2006) who say that teachers should have skill to manage a class well and provide conditions that enable
students to learn in order to obtain the expected results. In brief, one of the skills has to be possessed by teacher is classroom manager.

Classroom management is a challenging aspect for the teacher, especially in large class. There are some reasons why a large class become a challenging aspect for the English teacher. There are some reasons why a large class become a challenging aspect for the English teacher. Hess mentions the ideal number of class is 30 at the most, because only under such a scale offer enough space for the teachers to control students (as cited in Bahanshal, 2013, p. 51). It means that in the large class, teacher might encounter the problems in controlling students. Harmer (1998) adds the conditions for large classes make teacher and learners difficult to interaction while learning process. Thus, it can be concluded that managing a large class is not easy and it becomes a challenging aspect for English teacher.

A large class relates to the number of students in a class. Some experts have different opinions about large class. Hayes (1997) states that there is no quantitative definition of a large class, as people’s perception depend on teaching context. It means number of students in large class is relative term depend on teaching context. While, Hayes mentions that the ideal number of language class is 30 at the most (as cited in Wang and Zhang, 2011, p. 2). In Indonesia, the maximum number of students in each class is 34 students for senior high school (Kementerian Pendidikan dan Kebudayaan, 2017). To summarize, a large class is determined by the number of students in a class.

The classrooms with too many students often present some problems for the teacher. According to Hayes (2011), the problem associated with large classes into five categories; discomfort, control problems (discipline aspects), lack of individual attentions, difficulty on evaluation, problems of changing learning effectiveness. Besides that, Caroline (2006) explain that big classes are usually hot, crowded, and noisy. Brown (2001) adds that big problems of large class are discomfort, control problems, and discipline aspect. In summary, the teacher might encounter some problems in managing a large class; teacher have to create the effective classroom management.

To overcome the problem of large class, teachers have to have strategies. Teachers should know strategy of classroom management that appropriate to apply in a large class. According to Trang (2015), a common classroom management strategies that can be done by the teachers in large class are establishing classroom rules, classroom organizations, creating a friendly classroom atmosphere and using student readers. Brown mentions that there are three classroom management strategies: organizing the physical environment of classroom, corporation and teamwork management, and establishing classroom discipline (as cited in Redo, Nambiar & Ibrahim, p. 95, 2016). In short, teacher should use appropriate management strategies in large class.

Based on the phenomena above, we are interested in presenting teachers’ management strategies in a large class. Through reviewing the existing literature on this field reveals that there are several strategies related to classroom management that teacher should have be better in teaching a large class. In this opportunity, we would like to elaborate classroom management strategies in large class briefly. There are aspects of classroom management, classroom management strategy, the concept of large class, and classroom management strategies in a large class.

Discussion

In this section, we would like to elaborate aspects of classroom management, classroom management strategy, the concept of large class, and classroom management strategies in a large class briefly.

Aspects of classroom management

The classroom management aspects are primary importance in determining success in teaching. The aspects are crucial and fundamental. According to Mayer (2000), there are three
aspects of classroom management; classroom organization, classroom routine and procedures, and classroom rule.

Table 1. The aspects of classroom management

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Operational Definition</th>
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<tbody>
<tr>
<td>Classroom Organization</td>
<td>Organizing the classroom related to the physical of environment of classroom.</td>
</tr>
<tr>
<td>Classroom Routines and Procedures</td>
<td>Classroom routines and procedures is about classroom activities, classwork, and procedures during the class. Procedures are steps for the routines students follow in their daily learning activities.</td>
</tr>
<tr>
<td>Classroom Rule</td>
<td>The classroom rules are used for making teaching and learning process run well, decrease students' misbehavior and make the students more discipline</td>
</tr>
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*Classroom organization*
Organizing the classroom related to the physical of environment of classroom. The physical and atmosphere of the classroom environment will influence students' learning motivation, participation, and involvement in classroom activities. The teachers will need some time to organize and accommodate classroom environment for the various classroom activities. In arranging the physical condition of classroom, the teachers should consider their thoughtful, organized and flexible decisions. The physical of environment includes seating arrangement, lighting and temperature of class.

*Classroom routines and procedures*
Establishing routines and procedures of classroom is important. Good and Brophy inform that the established routines and procedures play crucial role toward development of classroom organization because it could help teachers' to be more successful in effective learning environments (as cited in Rudiyanto, 2014, p.11). Classroom routines and procedures is about classroom activities, classwork, and procedures during the class. Procedures are steps for the routines students follow in their daily learning activities. Those are beginning the day or period, classwork/homework, classroom helpers/officers, transition, and monitoring. In this activities, the management of students include behavior, attention, and control.

*Classroom rules*
The classroom rules are used for making teaching and learning process run well, decrease students' misbehavior and make the students more discipline. According to Marzono (2003), the rules should be clarified clear and simple by the teacher. Explaining classroom rules, teachers might do at the first meeting and they have to deal with their students about it. The teachers can give punishment if there is a student obey the rules. It is used to increase desirable behavior or teacher can apply certain rules in establishing students' discipline.

*Classroom management strategy*
Classroom management is a topic of enduring concern for teachers. According to Everton and Weinstein (2011), classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction involves: arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons ad engagement in activities. In this line, Richards and Nunan (1990) states that classroom management refers to the ways of student's behavior, movement and interaction during a lesson are organized and controlled by the teacher to enable teaching effectively. Djigic and Stojilkovic (2012) mention that classroom management refers to all teachers' the actions aim to establish and
maintain learning activities, to manage students' behavior. It can be concluded that 'Classroom control' and 'classroom discipline' are the most commonly used concepts to refer to the management of the classroom during teaching process.

Classroom management strategy is a way that is applied by the teacher in the classroom with various aspects and goals to get an achievement in learning process. It is supported by Mccreay (2011), classroom management strategy is the skill or the way or the strategy made by the teacher, which is the goal to make the classroom environment conducive and active in the lesson. In other words, classroom management strategy is concerned to teachers' action or way that is used in classroom. In summary, it is an important skill has to be possessed by teacher.

Classroom management is one of the most important dimensions of teaching learning process. There are some reasons why classroom management become an important aspect on teaching and learning. Wang, Haerted and Wallberg state that classroom management has the most direct impact on students' achievement (as cited in Djjie & Stojiljkovic, 2012, p. 66). It is supported by Marzano (2003), the most important role of teacher is managing the classroom effectively because research has shown that teachers' actions in their classrooms have twice the impact on student achievement. It means that management of classroom is one of the factor that contributes and determines students' learning outcome.

A positive management classroom makes the teaching and learning can run well. In fact, the process of teaching and learning may not run well if the teacher is unable to manage the classroom. It is supported by Reynolds (2006) who mentions that if teachers cannot properly manage the classrooms, teaching and learning process would not run effectively. It is the line with Kayikei, Mathus and Sasidher who state that a well-managed classroom will facilitate the teaching-learning process and foster participation in a class activities while unmanaged a classroom will have negative effects on the students' learning participation in activities (as cited in Habibi& et al, 2017, p. 175). It proves that without classroom management, teaching and learning process would not run effectively. It can be concluded that classroom management is an essential aspect that have to be possessed by teachers.

Large class

There is no exact number of large class. Some experts have different opinions about large class. Hayes (1997) states that there is no quantitative definition of a large class, as people's perception depend on teaching context. Many teachers consider that large class is the class with too many number of students to learn. It means that number of students in large class is relative term depends on the disciplines and teaching context.

Some theories from experts about the ideal class for English language class. According to Brown (2011) ideally, language classes should have no more than 12 people or so. While, Hess mention that the ideal size of language class is 30 at most, because only under such a scale offer enough chances for the teacher to control students (as cited in Bhanashal, 2013, p.51). In Indonesia, the maximum number of students in each class is 28 students for elementary school, 32 students for junior high school and 34 students for senior high school (Kementerian Pendidikan dan Kebudayaan, 2017). A classroom would be considered as large class when the number of students over the space and facilities. On the other hand, the large class is determined by the number of student. In this study, a large class refers to a class with more than 30 students.

The problems come to the teachers who teach in the large class. The common problems are faced in managing a large class formulated by experts. According to Phuoc (2002) problem a large class encounters is that because there are so many students, the teacher cannot give attention equally to all of students. Therefore, when questions are asked, only more able and less shy students are eager to answer. Too often, interaction is restricted to students in the front rows. The teacher cannot pay equal attention to all students—if he tried to call on everybody in the class to answer his questions, it would take too much time. Harmer (1998) adds the conditions for large classes also make teacher and students difficult to interaction in the learning process because of the limited space to move and difficult for English teachers to contact with all students. Brown (2001) adds that big problems of large class are discomfort, control problems,
and discipline aspect. Also, Trang (2015) summarizes major problems when teaching a large
class. There are five problems faced by teacher in teaching a large class; problem in teaching
strategies, management skills, ways to build good student-students interactions and friendly
student-teacher relationships, teaching feedback and evaluation.

In addition, Hayes (1997) classifies the problem associated with teaching in large classes
into five categories; 1) Discomfort; 2) Control problems (discipline aspects); 3) Lack of individual
attentions; 4) Difficulty on evaluation; 5) Problems of changing learning effectiveness.

**Classroom management strategies in a large class**

The overcrowded class often present some problems for the English teacher. Lack of
dividual attention, lack of student control and discipline aspect are problems encountered by
English teachers in large class. To resolve those problems, teacher is demanded to set up creative
strategies. Through reviewing the existing literature on this field reveals that there are several
strategies related to classroom management that teacher should use to make easier in teaching a
large class. Trang(2015) tells four classroom management strategies; such as, establishing
classroom rules, learning students' names and organizing seating plans, creating a friendly
classroom atmosphere and student leaders that can be applied in large class.

*Establishing classroom rules*

Students themselves are encouraged to set up rules for their classes. As the rules are
designed by students, they will have responsibilities to uphold their rules, and this will help build
a sense of community in large classes.

*Learning students' names and organizing seating plans*

Learning students' names proves to be very helpful to teachers of large classes to build
good relationships between teachers and students, to engage in class activities. Remembering
students' names appears to be a minor practical issue that does not greatly affect teachers'
teaching. Then, organizing seating plan is one strategy to control the learner.

*Creating a friendly classroom atmosphere*

Creating a friendly atmosphere while teaching a big class is one of the strategies most
researcher suggest teachers of large classes use. The purpose of this strategy is to build a good
teacher-student relationship. When a friendly classroom atmosphere is created feel at ease to
express their ideas, and they are willing to participate in class activities, even with passive
students.

*Using student leaders*

In order to avoid discipline problems in class, especially in large classes, teachers can
select prestigious, oldest or more advanced students who can take responsibility for helping
others, as group leaders, monitors, or teaching assistants.

Similarly, Brown also says three classroom management strategies; such as organizing the
physical of classroom, cooperation and teamwork management, and establishing classroom
discipline (as cited in Rido, Nambiar & Ibrahim, 2016, p.96).

*Organizing the physical environment of classroom*

The organization of physical environment is one part of classroom management expected
to arrange well by the teacher. Organizing the classroom related to the physical of environment
of classroom such as arrange teacher's desk and students' seat. Lighting and temperature of class
are the other aspect of physical environment of class (Marzono, 2012, p. 56). The teachers have
to organize students' seats, lighting and temperature of class that make the learners focus during
the lesson. They can re-arrange students' pattern seat if needed. It facilitates the teachers to
contact all learners and anticipate the problem on the lack of students' attention might occur in
overcrowded class.
According to Harmer (2001), there are four kinds of seating arrangements, they are; orderly rows, circle and horseshoes (U-shape), and separate tables.

**Orderly rows**

Orderly rows imply teachers working with whole class. It means that it has a clear view of all the students and the students can all see the teacher (in whole direction they are facing). It is much better to ask students from all parts of the room in apparently random order. In many classrooms of the world, teachers are faced in with class of large class.

**Circle and Horseshoes**

In a horseshoes the teacher is often located in a central position; it has much greater opportunity to get close to the students. A horseshoes resembles to U-shape. While, in a circle, the teacher's position is outside of the circle. The horseshoes and circles arrangements the students have shared and information through talking, eyes contact, or expressive body movement.

**Separate tables**

When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than other arrangements. It is easier for the teacher to work at one table while the others get on with their work. In separated classroom students might see the teacher walks around to check the students work and helps if they have difficulties.

**Cooperation and teamwork management**

Cooperation and teamwork management is activities that teacher do to make the students work together. In overcrowded class, grouping student is one of the way to monitor all students in a classroom and it facilitates the teacher to handle students' movement. It is supported by Brown (2001) who informs that teacher will be easier to control the students' movement if they work together. Also, walking around the class during the lesson is a strategy to monitor the students' activities.

According to Harmer (1998), there are four kinds of grouping students in different ways; teachers can work as a whole class, in groups, in pairs, or individually.

**Whole class**

A teacher working with the class as a whole is the best type of classroom organization. The teacher can have the students focus on her or him and the task in hand.

**Group work**

Group work is a cooperative activity: four or five students discuss a topic or solve the problems. In group students tend to participate equally, there are also more able to experiment and use the language than they are in a whole-class arrangement.

**Pair work**

It is mathematically attractive because the moment students into pairs and start working on a problem or talking about something, many students will active. Pair work gives the students chances for greater independence because they are working together without the teacher controlling every move.

**Solo work**

It allows students to work at their own speed, allows them thinking time, to be individual. It often provides welcome relief from the group-centered nature of much language teaching.
Establishing classroom discipline

Establishing classroom discipline are used for making teaching and learning process run well, and decrease student's misbehavior. A large class, there are situations when the learners are acted inappropriately; making a certain rule is the way to prevent it. According to Brown (2011), there are three kinds of the action in establishing classroom discipline; addressing misbehavior, giving punishment, giving reward.

Addressing misbehavior

Addressing students' misbehavior is one of the ways to help improve their attitudes. Teachers address their concerns to the students' misbehavior during the lessons especially they are being inappropriate, are noisy and chatted loudly, and fall asleep in the classroom. The action is often done by teacher directly.

Giving punishment

Giving punishment is a strategy used to enforce discipline used by teacher. Punishment is not used to make students afraid, but punishment is given in order to make students should not repeat the mistake in the future, and this can make students more enthusiastic in following the lesson.

Giving reward

One of the strategy can be applied to manage classroom discipline is giving a reward. Giving reward is an effort to prevent misbehavior. Mayer (2000) states that if the teacher makes their rule in the class, it will be better they can give the reward for the students who follow their rules. The reward will make students more enthusiastic in following the rule. Kinds of reward are praise, gift or things.

Conclusions and Suggestion

Classroom management strategy is a way that is applied by the teacher in the classroom with various aspects and goals to get an achievement in learning process. Managing a classroom is not easy task. Teacher needs to consider several things such as student's development level, the learning and physical environment, rules and procedures, classroom activities, student's cooperation and classroom management style. In EFL teaching and learning context, classroom management strategy is essential skill have to be possessed by teachers to facilitating successful English exposure and learning during class room activities in a large class. A number of Indonesia scholars are aware of this importance- for example Suwartono and Pungki (2018) confirm that teacher plays various roles in a typical classroom, but surely one of the most important role is being classroom manager. As a manager, teacher should have ability to manage classroom well. It is because classroom management is one of factor that contributes and determines students' learning outcome.

The classrooms with too many students often present some problems for the teacher. According to Hayes (2011), the problem associated with large classes into five categories; discomfort, control problems (discipline aspects), lack of individual attentions, difficulty on evaluation, problems of changing learning effectiveness. Besides that, Caroline (2006) explain that big classes are usually hot, crowded, and noisy. Brown (2001) adds that big problems of large class are discomfort, control problems, and discipline aspect. Those problems make the teaching and learning language is not running well.

The teacher should use appropriate management strategies to resolve large class management problems. Strategies are necessary to be used by English teachers to manage the large class to achieve the success of English language teaching. Through reviewing the existing literature on this field reveals that there are several strategies related to classroom management that teacher should use to make easier in teaching a large class. The following strategies are presented; organizing the physical environment of classroom such as arrange teacher's desk and
students' seat, coordination and teamwork management such as grouping student and establishing classroom discipline such addressing misbehavior, giving punishment, giving reward.

In the future, we suggest for the teachers to maximize the performance of classroom management. For teachers who teach English in large class can use classroom management strategies that we had explained above, the goal of these strategies is to facilitate in monitoring students' movement, making teaching and learning process run well, and decrease students' misbehavior in a large class. Also, it is an effective way to improve the quality of English education in school and student achievement especially in a large class. The other goals classroom management are to create and maintain a positive, productive learning environment.

an effective classroom management is to maintain students' interest, motivation and involvement. Thus, the focus is on activities that create positive, productive and facilitative learning environment. Classroom management also can support and foster a safe classroom community. It means that students are allowed to make the connections needed for learning to take place. Each student needs to feel comfortable enough to discuss their previous understanding without fear of being ridiculed for their misconceptions. In order to make the students comfortable enough to take these intellectual risks, it is necessary to set up the rules and routines which; the rules and routines will give them a structure in which to interact with the teacher and each other, the rules and routines need to be necessary, fair and specific if the students are to be expected to follow them, each rule or routine should come with a verbal or written description of why the rule is needed.

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SPEAKING ANXIETY AMONG INDONESIAN EFL STUDENT TEACHERS

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Abstract
This literature review has a purpose to indicate common subject matter on student teachers speaking anxiety in their efforts to improve their skill in speaking English. The significant review of relevant studies in EFL learners speaking skill reveals that there are several factors which caused speaking anxiety and several strategies that student teachers have to improve their speaking skills. In this review, we present literatures suggestion and prescription in speaking anxiety, factors and strategies as the key to improve the quality of speaking English skill of the student teachers in Indonesia. The article concerned of what will be reviewed is about speaking anxiety. We hope this discussion can generate a good progress of English speaking skill. The topics provided are (1) student teachers speaking anxiety, (2) speaking anxiety factors and (3) student teachers speaking anxiety strategies. The factors examined are low confidence, lack of vocabulary, lack preparation, lack of practice, fear of negative evaluation and classroom environment.

Keywords: Anxiety, factors, speaking, speaking anxiety

Introduction
Language is used to unite people from different countries; it can also be referred to lingua franca which is English. The term English as a lingua franca (ELF) refers to the teaching, learning, and use of the English language as a common means of communication (or contact language) for speakers of different native languages (Nordquist, 2019). Based on Mauranen (2009), English has established its position as the global lingua franca beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalization, networking, economic integration, and the Internet. Because English is used to develop communication, technology, programming, software, etc., it dominates the web. 70% of all information stored electronically is in English (Crystal, 2003). According to McKay (2003), most people agree that today English is a global lingua franca. English has achieved this status not because of a growth in the number of native speakers but rather because of an increase in the number of individuals in the world today who are acquiring English as an additional language. Thus, English as a lingua franca is used to communicate for people or speakers with different first languages.

Therefore, because of the function of English as a tool of communication with foreigner, it becomes one of the subjects that should be studied by students from elementary until college. Teaching English to Indonesian students is not as easy as imagined because English is a foreign language in Indonesia and is only used in certain situation. According to Mukminin et al. (2015), learning English as a foreign language has been a challenging subject for language learners as they learned the complex language merely at school or in college. Today, English is very important to be mastered because most people in the world use it to communicate and absorb knowledge, culture and technology. In Indonesia, English as the first foreign language will be taught as a compulsory subject to the students at school (Herizal & Afriani, 2014). Hence, learning English in Indonesia becomes something important and it takes hard work to get that knowledge.

Students of foreign language class including Indonesian students usually face difficulties in speaking because learners have to think and talk simultaneously. Basically, speaking is a human intelligence to make a sound and convey them thoughts. Besides, spoken language is the first
form of communication between human beings. Many people argue that speaking well is no more than the application of common sense, but to help the speaker become more aware of the complex interactions between speaker, message and listener (Turk, 2003). Mari (2010) explains that speaking skill make people able to relate what they are thinking in effective, concise and direct manner, and allows them to present communicative effectively with others in a variety of situations. In foreign language classes, the students’ teacher have five language components which need to engage, such as comprehension, grammar, pronunciation, word choice, and fluency. All of those components make them rethink to start talking because they are scared of making mistake. Before students speak English, they always think first whether the audience can get the information or not from the student’s speaking. Then, it causes students feel anxious when speaking English.

There are many factors causing speaking anxiety when learning a foreign language has been noted. Many English learners cite numerous and various sources for their speaking anxiety, such as speaking activities, incompetence to comprehend, negative classroom experiences and fear of negative evaluation, native speakers, methodology, pedagogical practices, and the teachers themselves. The sources of anxiety often were connected, causing difficulty in teasing out a discrete factor or source (Worde, 2003). Based on Zhang and Zhong (2012), the causes of foreign language anxiety as being learner-induced, classroom-related, skill-specific, and some society imposed depending on different contexts. Brevity, factors causing speaking anxiety not only come from the learners themselves but also from the environment such as classroom activities, friends even teacher himself.

In order to know the factors that caused student teachers’ speaking anxiety and strategy used by them, this critical literature review presents and examines a number of topic which is relevant to the topic that would be useful information for EFL learners, English teacher, and other parties as efforts to be understandable theoretical and practical issues of EFL learners’ English speaking skill in Indonesia.

Discussion

Therefore, in this section we would like to explore three topics which are (1) student teachers speaking anxiety, (2) speaking anxiety factors and (3) student teachers speaking anxiety strategies.

Student teachers speaking anxiety

This section presents a review of student teachers speaking anxiety. Every people has their own feeling, although negative or positive feeling. One of negative feeling is anxiety. Anxiety is the feeling of being very worried about something that may happen or may have happened, so that you think about it all the time (Longman dictionary). According to Horwitz, Horwitz and Cope (1986), a subjective feeling psycho-psychological symptoms and behavioral response of students’ foreign language anxiety which is basically the same as certain nerves is the meaning of an anxiety. They experience fear, worry, even afraid. They have trouble concentrating, being forgetful, sweat and have palpitations. They show avoid behavior such as missing class and postponing homework. Anxiety is a subjective feeling of tension, fear, anxiety, and concerns related to the passion of the autonomic nervous system (Spielberger, 1983). As stated by Carlson and Buskist (1997), anxiety is a feeling of fear or sorrow accompanied by certain psychological reactions, such as an accelerated heartbeat, sweaty palms, and tightness in the stomach. Anxiety is a feeling of anxiety and concern about the situation with uncertain results (Ormrod, 2011).

Speaking is one of the most significant parts of language learning. Due to the great influence on the process of language learning, speaking anxiety has played a crucial role in language learning and in Second Language Acquisition (SLA) (Tercan & Dikilitas, 2015). Meanwhile, Quanthy (1990) defines speaking as the process of transmitting ideas and information orally in variety of situation.
Besides, speech therapist Lanerfeldt (1992) describes speaking anxiety as something that has a great impact on one’s self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block one’s capacity to act and speak. Lanerfeldt explains that this issue often turns into a vicious circle because one bad experience from speaking often becomes a reminder when the next opportunity arises. If a student with speaking anxiety experience failure he or she will rather remain quiet than take the risk of failing again. This situation drags them into a silence that becomes more and more difficult to break since it contributes to a role as—the quiet one in class. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing.

In addition, Lightbown and Spada (2003) also discuss speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Nevertheless, in these situations researchers prefer to use the term tension. Lightbown and Spada (2003) claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student’s learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

A study related to this study was done by Mustachim (2014). This study was aimed to investigate foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 9 South Tangerang. Specifically, it sought to identify what factors may contribute to anxiety in English learning environment based on the students’ perspectives. This study want to identify the factors of speaking anxiety and identify the factors based on students’ perspective and theories. The method was used in this study was qualitative method with case study approach. Fifteen anxious students were selected as the participants. The data were gathered through structured interviews and classroom observations. The result of the study showed that speaking in front of the class, being laughed at by others, incomprehensible input; students’ beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students’ anxiety in learning English. Abrar, Failasofah, Fajaryani, Masbiorotni (2016) reported that the results indicated that EFL student teachers are highly anxious when speaking English. Furthermore, the findings revealed that there is no statistical difference between male and female student teachers on FLSA. On the contrary, proficiency does affect EFL learners’ anxiety where in more proficient students seem to be less nervous to speak. Next, a study conducted by Tercan and Dikilitas (2015) finding indicate that learners at tertiary level suffer from speaking anxiety in English due to miscellaneous factors as such as speaking, preparedness, question-answer, testing, discussion, public speaking, error correction.

**Speaking anxiety factors**

There are student teachers who have different qualities, strengths, and weaknesses in a classroom. Some student teachers are very loud and outgoing and some are shy and quite. When a student teachers are shy and quiet as a person it is often seen as a positive characteristic. Nevertheless when a student teachers are quiet all the time including during discussions, seminars and speaking activities it becomes a question of something more than just shyness. This is a problem many student teachers have but also something that is very hard for a lecturer to identify and understand. Speaking anxiety makes language courses very hard to master since communication is an important part of them. Speaking anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. According to Young (1991), speaking anxiety emerges from personal as well as interpersonal causes.
**Personal factors**

People might have communication apprehension since their personality impacts their engagement in oral tasks.

**Personality**

People with low esteem are likely to have a high level of anxiety in any speaking situations since they lack the confidence to perform as it is mentioned by Mc Croskey et al. (1977, p.274) who argue that lowering self-esteem is associated with understanding high oral communication and must be considered in the depiction of constricting understanding of communication. Individuals with low self-esteem think that they do not have a sufficient knowledge in the language so that they fear of losing their face when giving utterances as Xiuqin (2006, p.37) says that Students who feel lack of knowledge in English to improve their "face" may react by trying to speak as little as possible or to avoid talking fully. The lack of motivation leads students to be silent all the time and to have no will to communicate in the classroom as Juhana (2012, p.103) provides that motivation is the main consideration in determining the readiness of students to communicate. Individuals with such personality feel more anxious to speak regardless of the audience, situation, or context, i.e., their trait anxiety affect any speaking task they engage so they are more disposed to communication apprehension than others (Wrench et al., 2012, p.59). Besides, other personal causes make students apprehensive to speak.

**Lack of vocabulary**

Students hesitate to speak the foreign language because of the limited amount of vocabulary that they have to express their thoughts and views. Students think that if they do not have a rich vocabulary, they will be enabled to express their reflections and ideas in the target language. Liu (2007) in his study on Chinese English learners found that the lack of vocabulary is the main cause of students' speech anxiety in foreign languages classrooms, his participants claim that —I am a little afraid of speaking English because my vocabulary is poor and I am a little shy, so I often feel nervous when speaking in front of others. Indeed, other one says —I cannot speak on when suddenly I come to a new word I never knew, how shy I will bel. Thus, having a poor amount of lexes is a hindrance that pushes learners not to be relaxed in the classroom so that practice less often as states that students often become nervous in oral classes because of limited vocabulary. Besides, learners believe that a correct pronunciation of the lexes is at the heart of speaking the foreign language since they always link a bad pronunciation with poor performance as it is reported by Gynan (1981) who declares that learners believe that pronunciation is one of the important practices for successful language learning (cited in Young, 1991, p.428).

**Lack of preparation**

Being not prepared for the lecture or the speech makes students unwilling to participate in oral discussions. In fact, if the student is well-prepared, he will be more ready to engage in classroom communication as Liu (2007, p.129) assumes that it is clear that preparation could enhance students' confidence in speaking English. That is, being prepared in the language classroom is a focal to share the data that someone has; if not communicative apprehension emerges. The majority of students attribute their anxiety to being not prepared and they claim that they would feel less anxious and more confident to speak English with preparation, as it is stated by some participants —I never want to speak English without preparation. But if I am well prepared, I will not be nervous, and I can speak clearly. Other one says —I am often nervous if I asked to speak English without preparation, and it is much better if I am prepared (Liu, 2007).}

**Lack of practice**

Students' communication apprehension can be arising from the lack of practice in the classroom. In order to master the speaking skill of a foreign language, it is necessary to be engaged in classroom interaction. These practices help the learner to achieve many academic purposes among them competency in speaking the foreign language as Tsou (2005,p.6) asserts...
that when students participate actively in class, their academic achievement seems to be higher
than that of those who are passive in class. Effectively, the more students are passive in the
classroom, the more they are anxious to speak. Many reasons are attributed to the lack of practice
in EFL classes. Liu (2007) considers the limited class time, large classes, and lacking the chance
to speak English in everyday conversations as the major limitations that lead to less practices of
the language.

Fear of being the center of attention

It is found that students are afraid to speak since they are the center of others' attention. In this
regard, Liu (2007) confirms that despite the fact that learners began to learn about speaking English
very early, i.e., almost from their secondary school, they did not have sufficient practice on this skill
due to the strongly didactic nature of teaching and exams-orientee's of schooling. As a result, most students
are shy and afraid of being the focus of attention so that they become anxious to speak English alone in
the classroom as one of his students claims—I am often nervous when speaking English in front of
others, because I think too many eyes were gazing at me.

Fear of making mistakes

Students fear committing mistakes and errors of pronunciations, grammar, and
vocabulary regardless of the difference between them. Students often feel frightened at the idea
of making mistakes and receiving negative evaluations from their peers. They avoid this by
reticence and they think they can practice the language themselves outside the classroom by
speaking English until it is perfect. In English classrooms, making mistakes is
unavoidable.

Gender

Gender differences have an impact on learners' level of speech anxiety. In this sense,
many researches tried to spot light on this area which made the influence of gender on students'
communication apprehension as the apple of discord for many researchers. Because females tend
to score higher than male in the language skills, it could be proved that they are more confident
than males in their abilities to learn the foreign languages, which led many researchers to prove
that males are more anxious than females in the language skills including speaking. Cui (2011) in
his study with second year high school students in Dezhou city proved that men's mean is higher
than women's one. It pushed him to assume that women have more capacities than men in
leaning foreign languages so that Cui could argue that males have more anxiety of English classes
than females. On the other hand, decades ago several studies could argue that females are more
anxious in speaking foreign languages.

Interpersonal causes

Other classmates' and teachers' behavior causes student to be apprehensive while
speaking. As a result, individuals can experience audience anxiety as Wrench et al. (2012) claim
that communication apprehension prompted by specific audience characteristics.

Laughing at students' utterance

Laughing at students' ideas, pronunciations, and especially mistakes and/or errors make
students less comfortable to continue the speech or to volunteer answers the questions.

Competition

Another factor that can contribute to students' speech anxiety because students will compare
themselves with the others so that they think they do not have a similar level to their classmates.

Teacher's behavior

Some instructor's beliefs about language learning and teaching have also been found to
be a source of anxiety. That is, learners make many mistakes and/or errors when they utter
sentences. In this case, learners may experience speech anxiety as a result of being corrected by
the teacher.
The classroom

Students experience speech anxiety in various speaking situations. This latter can also be a source of their context anxiety. Indeed, a context with limited speaking activities, no technology, and large classes can contribute in a way or in another in the progress of speaking anxiety among learners. Effectively, students will feel less relaxed in their classes to perform frequently because of the inappropriate classroom environment.

Student teachers speaking anxiety strategies

Some student teachers have feeling of panic, of disorientation when they feel anxious. To overcome these feelings, they need to find their own depth gauge to focus on. They need to give their brain something to do other than ruminate over your insecurities.

There are five strategies to focus on that will alleviate speaking anxiety, as follows:

Become more conscious of feelings

One of the ways we can overcome our speaking anxiety is by becoming more aware of the warning signs of anxiety so we can intervene early. Think of anxiety as a wave. If we wait too long to react, the wave is going to overtake us. What feelings and physical reactions do you experience when anxiety hits? Do your hands begin to shake? Do we have a sick feeling in your stomach? Do our chest begin to tighten? Tune into your body to explore when the feelings begin. The earlier we notice the anxiety, the more time we have to do something about it.

Don’t write out script

Another strategy for dealing with speaking anxiety is to stop writing out scripts for presentations. we might think, —But wait! I need my script so that I don't forget anything! However, using a script can actually contribute to feelings of anxiety.

Of course, we need to practice what you're going to say as much as possible. But don’t become too obsessive about remembering everything word for word. If we do, anxiety will set in the second you forget exactly how we phrased something the week or the night before. What word did we use again? Wait, did we just repeat our self? There's only one point left, right? And so on. If the only way we can present effectively is by memorizing a script, we’re setting ourself up for an avalanche of anxiety if you forget something. The solution is to find a middle ground between rigidity and completely winging it. Be prepared with a general structure and key points to our presentation, but give ourself room to speak off the cuff too. When we stop obsessing over scripts, we'll feel freer and less anxious. And don't be afraid to use technology as a tool in speech prompting!

Build rhythm into speaking

We once worked with a client who constantly paced whenever he or she spoke. When I asked him or her why he or she paced so much, he or she told me that the rhythm of pacing calmed him or her down. While it was good that he found a solution to deal with hisor her speaking anxiety, he or she found the wrong solution. Yes, he or she was calm, but his or her audiences were irritated! It's hard to focus on what someone is saying if we're distracted by our constant movement.

Rhythm can indeed be a great way of dealing with speaking anxiety, but instead of pacing, use rhythm in our speaking by using repetition. Don’t be afraid to repeat ourself, especially if we're repeating key messages critical to our presentation. Repetition in speaking is not only okay, it's necessary to help our audience retain our message. By using rhythm, we'll get into a flow that will help prevent anxiety from setting in.

Control breathing

One of the best ways we can deal with speaking anxiety is by controlling our breathing. Ignore people who tell us to take a big breath before speaking. Instead, focus on our exhales. By taking small sips of air on inhales and extending our exhales, we will start to calm down. This
method of breathing will take practice, but trust me, we’ve seen it make an incredible difference for people who struggle with speaking anxiety.

**Remember: the audience wants the speaker to succeed**

Finally, if we start to get anxious, reassure ourselves that the audience is on our side. We’re reminded of a children’s theater performance of —Mr. Popper’s Penguins—we saw a few years ago. At one point, one of the flippers fell off one of the penguins, and we could feel the audience getting worried. Would one of the kids trip over the flipper? Luckily, nothing happened, and the audience breathed a collective sigh of relief. The point here is that the vast majority of people want our presentation to be a success. So if we —lose a flipper—don't panic—just pick it up, carry on, and imagine we can hear the audience’s sigh of relief. They are in our corner.

Whether our speaking anxiety comes in the form of occasional jitters or constant dread, don’t let that stop us from communicating our ideas with power and purpose. By using these strategies, we’ll become less anxious and more focused on being our best in every speaking situation.

**Conclusion and Suggestion**

While other reviews of foreign language anxiety focus on either both junior and senior high school, this present review focus on university level and shows clear and convincing evidence of the causes of the student teachers anxiety in speaking English.

There are many factors that may contribute to their anxiety. There are five factors which are found in this study, they are: low confidence, lack of vocabulary, lack of preparation, lack of practice, fear of negative evaluation and classroom environment. The sources of these factors are from the student teachers actions and perspectives. Moreover, those factors were discussed in this review, which deepened our understanding of foreign language anxiety.

Student teachers need a great deal of information about speaking anxiety in English. They offer insights on what may contribute to anxiety as well as what people can do to reduce that anxiety. Therefore, it is important to use their insights to create a more relaxing environment.

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by teacher and stakeholders to improve the quality of speaking English teaching and learning.

Finally, due to the limitations of this study, further investigation is necessary to explore the student teachers anxiety in speaking English. Future similar studies with a larger population or different group of students will be useful to give a better understanding of the issues of foreign language anxiety.

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A CONCEPT OF ITEM ANALYSIS OF ENGLISH SUMMATIVE TEST: A LITERATURE REVIEW

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Abstract
This literature review study aims to address the current issues on the requirements standard of a good test of the students in answering the test in their efforts to develop their standard requirements of a good test. The critical review of relevant studies on the field of the requirements standard of a good test reveals that there are several topics related to the standard of test that teachers should have to better improve their summative test practice. In this review, I present what literatures suggested and recommended in the area of the requirements standard of a good test that stakeholders might hold to improve the quality of good test. The relevant articles being reviewed were from Indonesian context as well as International context. This study hopefully can contribute to the betterment of teaching practice of English in Indonesian schools. The following topics are presented in order to explain; (1) types of test based on the test usage, (2) types of test based on the form, (3) the characteristic of a good test, conclusion and suggestions.

Keywords: test items analysis, criteria of a good test

Introduction
English is an international language that is really important. It is important because it is used in all aspects of life such as, arts, sciences, humanities, travel and social sciences (Harmer as cited in Astrid, 2011, p. 176). In line with Ammon (2001), Seargeant & Erling (2011) the major venues of foreign country use it too (as cited in Abrar et al, 2018, p. 129). From that statement, it can be concluded that English is necessary for human daily life. People realize that learning English is so essential. It is essential because English is the most commonly spoken language in the world. According to Brown (2003), it is because learning English are necessary for all countries in the world (as cited in Herlina, 2016, p. 53). In fact, there are many countries that do English as they primary education. In addition, there are many advantages that people can get by learning English. Learning is the process of acquiring new, or modifying existing, knowledge, behaviours, skills, values, or preferences. Rossum and Hamer (2010) state learning as the increase of knowledge. While it is meant that in learning process there are teaching and learning activities there. In brief, it can be assumed that teaching is the process of transferring, guiding, and sharing the material, knowledge and skills between the teacher and students and learning is knowledge or skill acquired by instruction or study.

Teaching and learning process are two important things needed in education. Brown (2003) defines that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning (as cited in Fajrina, 2016, p. 8). Supporting that statement, Hidayati (2015) states that teaching can help and cause someone to know or to do something. Meanwhile, learning is something which takes place in the school or college and in the classroom (Prozesky, 2000, p.145). In brief, learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning.

After teaching and learning process, at the end of that process teacher usually needs and does test. Test is an assessment intended to measure a test –taker’s knowledge, skill, aptitude, or classification in many other topics. Sah (2012) defines test as a process that is administered to measure student’s ability to performance in a particular field in a certain limit time with some specific goal. In brief, it can be assumed that there is need assessment or a test to measure the success of teaching and learning process.
Testing is finding out how well something works, in terms of human beings, testing tells what level of knowledge or skill has been acquired. Desheng and Varghese (2013) say that testing is one of an important elements in teaching process because it shows the significant information about the development and accomplishment of student's difficulties, styles of learning, and anxiety levels. Therefore, testing is a process to assess and to get the information about how well students have mastered the courses which they have learned in a certain limit time.

Furthermore, Summative test is to evaluate student learning at the end of an instructional unit by comparing it against some standard. Fathony (2017) states that summative test is a test that usually administered at the end of the course to determine what students know and do not know about the material that given by the teachers. Supporting that statement, Tinambunan says that summative test is intended to show the standard that the students have reached at the end of a course or unit of instruction (as cited in Nofiyanti, 2011, p. 10). In brief, it can be assumed that summative test is the end of the course to measure students knowledge.

The arrangement of the test and item type are very important. In making a test, the teacher has to consider about the criteria of a good test. Brown states that the characteristic of a good test includes validity (face, content, and construct validity), reliability, and practicality (as cited in Fathony, 2017, p. 3). Besides those qualities, the test must also have a good difficulty level and effective discriminating power (Ciptaningrum, 2014, p.12). In brief, it can be assumed that test must have good quality in order to measure it is success or not in learning process.

However, there are teachers that make a test without any consideration with the characteristics of a good test. Adebule found that majority of the teachers do not give attention and expected consideration to the quality of the test or questions they set (as cited in Adebule, 2009, p. 585). English rarely even never doing the try out towards the test made by them before they give the test in semester test. Therefore, they just know about the result (score) of the test and do not know about the quality of the test or questions made by them.

Due to the importants of the item analysis of the summative test in this paper I would like to discuss about three main concepts: (1) types of test based on the test usage, (2) types of test based on the form, (3) the characteristic of a good test.

Discussion

In this paper I would like to discuss about three main concepts: (1) types of test based on the test usage, (2) types of test based on the form, (3) the characteristic of a good test.

Types of test based on the test usage

All types of test are same function, which are to measure the success of students' learning. The following explanation will discuss about the types of test based on the test usage. It is divided into five types:

Proficiency test

Proficiency test is examining student's language proficiency with reference to a particular task which will be required to perform. Brown (2003) states that regarding the term of proficiency, it means that having sufficient command of the language for a particular purpose. Proficiency test is designed to evaluate person's language knowledge in relation to the future language use. It does not necessary depend on what has been learned before in a given course, because it is concerned with the students' current knowledge in relation to their future needs. Proficiency test is the most suitable tool for assessing English for specific purposes. That is why, this test is usually used for looking for a job or continuing study. If it is for continuing study to foreign country, of course this test will cover requirement for being foreign language learner. The content of a proficiency test is not based on the content or objectives of language courses that people taking but rather it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient.
Achievement test

Different with previous test, achievement test is directly related to language course which is intended to measure achievement on a large scale. The purpose of this test is to establish the successful of individual or group of students in achieving the objective of learning in period of time. In line of that, Heaton (1988) said that this test is designed to measure student's ability based on what they have learnt. In brief, an achievement test is a test of developed skill or knowledge. Achievement test tries to evaluate the test takers' language in relation to a given curriculum or material which the test-taker had gone through in a given course. It is intended to show the standard which the students have reached in relation 15 to other students at the same stage. Achievement test covers a wider range material than a diagnostic test and relates to a long-term rather than short-term objective. For example, give the test to find out how much the students had learned.

Placement test

A placement test is a test given by school to determine the academic or skill level of a student, especially a new student, in order to place them in the correct class. Placement test is placing students’ into an appropriate level or section of language curriculum or school (Brown, 2003, p. 390). This test is administered to assign students to the classes at different levels. In brief, It typically includes a sampling of material to be covered in the curriculum and provides an indication thus the students will find a level or class to be neither too easy nor too difficult, but appropriately challenging. Placement tests is designed to short new students into teaching groups, so that they can start a course at approximately the same level as the other students in the class. Thus, it relates to general ability of the test takers rather than specific points of learning.

Diagnostic test

While placement test is designed to show how good a learners' English to the appropriate of their ability, diagnostic test is designed to assess learners' difficulties, gaps in their knowledge and skill deficiencies during a course (Harmer, 2011, p. 321). Generally, it identifies learners' strength and weakness. Hughes (2003) states that this test is primarily used to determine what learning still need to take place. Thus when the teachers know what the problem are, they can do something about them. This type of test is used to identify the test taker's strength and weakness in the particular element of language as well as to attempt explaining why certain problems occur, and what treatment can be assigned. This kind of test can be conducted, for example at the end of the unit in the course book. In short, diagnostic test tries to provide the information about how well the students have learnt on the particular material.

Aptitude test

Aptitude tests are one of the most commonly used assessments in measuring candidates' suitability for a role. Brown (2003) states that this test can predict a person's success; it is designed to measure person's capacity or general ability to learn foreign language and to be successful in the undertaking. Language learning aptitude is complex matter, consisting of such factors as intelligence, age, motivation, memory, phonological sensitivity and sensitivity to grammatical patterning (Heaton, 1988, p. 173). In brief, An aptitude test is a systematic means of testing a job candidate's abilities to perform specific tasks and react to a range of different situations.

Types of test based on the form

All types of test are same function, which are to measure the success of students' learning. The following explanation will discuss about the types of test based on the test maker. It is divided into two types:

Objective test

An objective test can be said as short answer test. Derived from its name, it considers students to give the short answer, even though by selecting any particular code as alternative way
which provided to make them easy to choose the answer (Nurgiyantoro, 2001, p. 75). However items in objective test can be made either as easy or as difficult as the constructor wishes.

**Subjective test**

Since the objective tests have only one correct answer, it differs with subjective test. It enables students to show their ability in exploring knowledge through analyzing and evaluating a new given information. Since subjective test gives a freedom for students to arrange and deliver their answer, that is why this test is also conducted as an essay tests.

**The Characteristic of a Good Test**

All types of tests are same function, which are to measure the success of students’ learning. The following explanation will discuss about the types of test based on the test maker.

**Validity**

The term validity refers to whether or not the test measures what it claims to measure. Supporting that statement, Capkova, Kroupova, and Younga (2015) say that validity is measure how accurately a test score reflects a test-takers language ability. According to Wolming and Wilkstrom, validity is the degree to which the evaluations or judgments that made by the teachers about the students that can be trusted based on the quality of evidence that gathered (as cited in Fives & Barnes, 2013, p. 2). Therefore, for a test to be valid, all items have to measure what the test is supposed to measure.

**Face validity**

Face validity evaluates the appearance of the questionnaire, includes feasibility, readability, consistency of style and formatting, and the clarity of the language used (Taherdoost, 2016, p.213). It is the degree to which a measure appears to be related to a specific construct, in the judgment of non-experts such as test takers. Furthermore, Ekuma (2012) mentions that face validity are about how applicants perceive, accept and react to a selection process. It represents the person’s assumption, the degree to which a test looks right, and acceptance that a test represent the domain being assessed. According to Heaton (1991) face validity concern with what the teachers and the students think of the test. It implies that face validity related to the test performance, how its look like a good test. Face validity only concerns with the layout of the test. Considering the importance of face validity, it was important to ask the teachers and the students to give their opinion about the test performance. In a formal way, face validity could be analyzed by distributing questionnaire. If a test does not appear to be valid to the students, they may not do their best.

**Content validity**

Content validity is the estimated of how much a measure represents every single element of a construct. Nofiyanti (2011) says that content validity is about content of the test itself. It measures how the test item related towards the course objectives (Merina, 2009, p. 156). Judgments of the sampling adequacy of test content thought of as one means of establishing the scientific soundness of a measure. These judgments indicate the degree to which the content domains of a test are represented by the items of the test. Hence, a content validity is very important because it is measure of what it is supposed to measure (Putra & Marzulina, 2015, p. 89). In brief, content validity is refers to the extent to which a measure represents all facets of a given construct. Content validity was concerned with whether the test is sufficiently representative and comprehensive for the test. Shohamy (1985) defines that the most important validity for the classroom teacher is content validity since this means that the test is a good reflection of what has been taught and of the knowledge with the teachers want the students to know. Content validity is the most important aspect of validity because it also gave the information whether or not the students understand the material given. It means that the items of the test should present the material being discussed. Then, the test was determined to based o
the materials that have been taught to the students. In other words, the test was based on the materials in the English curriculum, so that it can be said that the test has content validity since the test was good representation of material studied in the classroom. Shohamy also adds that content validity can be best examined by the table specification. It was necessary for the teachers to make specification list to ensure that the test reflects all areas to be assessed properly and to represent a balanced sample.

**Construct Validity**

Construct validity is provided the practical test while the test itself developed by theory. According to Cronbach and Meehl (1955), construct validity is involved to measure of some attributes or qualities which is not operationally defined. Riduan says that construct validity refers to the practical tests developed from a theory (as cited in Herima, 2014, p. 29). Furthermore, Brown states that construct validity is a major issue in validating large-scale standardized tests of proficiency (as cited in Desi, 2004, p. 36). In brief, construct validity is the degree to which a test measures what it claims, or purports, to be measuring.

Hence, construct validity is the degree to which a test measures what it supposed to measures. Its measure some attributes or qualities, appropriateness, certain specific characteristics of the test. Fraenkel, Wallen, and Hyun state that the construct validity refers to the nature of psychological construct or characteristics being measured (as cited in Elita, 2017, p. 34). The test should be considered about the specific characteristics of the construct validity. A test can be considered to be valid if the item of the test measures every aspect which is compatible with the specific objective of the instruction. Construct validity would be concerned with whether the test is actually in line with the theory of what it means to know the language Shohamy (1985). It means that the test items should really test the students or the test items should really measure the students' ability in English semester test items. For example, if the teachers want to test about reading, the teachers have to be sure that the test item really tests about reading, no others. Thus, a test can be said to be construct valid if it measures the construct or theoretical ideas.

**Reliability**

Reliability is the degree of consistency of a measure. Kocdar (2016) mentions that validity and reliability of assessment systems is one of requirements for quality assurance and accreditation of institutions. According to Tymms, the reliability refers to the extent to which the results can be said to be of acceptable consistency or accuracy for a particular use (as cited in Iliya, 2014, p. 112). Related to this, Chiedu and Omenogor (2014) state that reliability of a test is about the consistency of scoring and the accuracy of the test.

Furthermore, Saputra and Marzulina (2015) state that a test is reliable if the test gives consistent result or scores. An unreliable test is worth nothing, because reliability as the consistency of measurement. Reliability refers to the consistency of measurement that is, to see how consistent test scores or other evaluation results are from one measurement to another. While Hatch and Farhady (1982) adds that reliability of a test can be defined as the extent to which a test procedure consistent result when administrated under similar condition. From those two opinions, if a test is administered to the same condition on different occasion, the extent that it produces different result, it is not reliable. Since reliability is a necessary characteristics of any good test, so it is needs to keep the test reliable. According to Heaton (1991) states there are some ways to keep the test reliable: 1. Increasing the sample of material select for testing. The larger the sample, the greater the probability that the test as a whole is reliable 2. Administration and scoring of the test. It is suggested to make a rating scale. So that the maker can identify precisely what he or she expects for each scale and assign the most appropriate grade to the task being assessed.

**Practicality**

Practicality can be called as usability. The teacher as a test maker should be consider to the some factors relevant to the practicality when or before make and selecting the test. Brown
states that the test has an effective practicality if the test stays within financial limitations, time constraints, ease of administration, and scoring and interpretation (as cited in Ciptaningrum, 2014, p.9). In brief, it refers to the economy of time, effort and money in testing and a test should be easy to design, easy to administer, easy to mark and easy to interpret the results.

**Index of difficulty**

The difficulty index is the proportion or probability that candidates, or students, will answer a test item correctly. Escudero, Reyna and Morales (2000) mention that the difficulty of an item defined as the comparison of the persons who answer a test item correctly. Nurliyanto (2015) states that the level of difficulty analysis of question used to examine the difficulty of questions which includes hard, medium, and easy. Good question is a question that is not too hard and not too easy. In other words, the degree of difficulty of the test is enough. Based on Nurkancana and Sumartana, if the test items are too easy and all the students can answer the test correctly, it means that the test items are bad (as cited in Nurrohmah, 2017, p.15). In conclusion, index of difficulty is the degree of difficulty of the test items for testees whether the test items are difficulty, medium, or easy for them. And a good test items if the test item has enough degree of difficulty.

**Discrimination Power**

Discrimination power is measured how the test can discriminate between the students with high level and low level. According to Ferrando (2012), the term discrimination power is refers to the effectiveness of the score to distinguish between respondents with high level and low level. Supporting that statement, Taib and Yusoff (2014) state that discrimination index is measure how the good students versus poor students answer a particular question. If the test items can discriminate those students, it means that the test items have good discrimination power.

**Conclusion and Suggestions**

In summary, in EFL teaching and learning contexts, the requirement of a good test is essential to facilitating successful English exposure during classroom activities. There is a need to provide a good test to improve their learning and performance in other roles when working with students in. To improve and maintain quality of the good test, It is considerably interesting for students as they are easy to understand the test, having an opportunity to all students to get a fair turn in practicing the test, and also it can improve students' learning process if the students know the criteria a good test.

It is suggested that this paper number of people are aware of this importance that a good test will give some contributions to English language learning and teaching when the students do a test. This is indicated in Desheng and Varghese (2013) say that testing is one of an important elements in teaching process because it shows the significant information about the development and accomplishment of student's difficulties, styles of learning, and anxiety levels. Because of this function, a good test will help the students when they do a test.

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HOW DO TEACHERS OF ENGLISH DEAL WITH STUDENT'S WRITING DIFFICULTIES?: A LITERATURE REVIEW

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Abstract
The difficulties of teaching writing skills by English teacher are reportedly one of the most challenging task which are not only experienced by native speakers and second language but also the foreign language teachers around the globe. The aims of this review are the students' writing difficulties as preserved by English teachers and how the teachers deal with the students' writing difficulties. This discussion is expected to give more information and recommendation to the teachers of English on how to use a method and a strategy in teaching writing with students writing difficulties. The relevant articles are being reviewed from Indonesian context as well as International context to the teachers of English in applying a 2013's curriculum in Indonesia. These types of library research by gathering sources of information and data from written documents in the form of articles, journals, books, and other documents to give more information to the reader.

Keywords: teachers of English, writing difficulties

Introduction
English is used by many people in Indonesia because of this language is one of international languages in the world. According to Harmer, English is a world language used in many parts of life (as cited in Astrid, 2011, p. 176). In education level, English is requirement for all level and undergraduate which is a must be learned by students. According to Alwasilah, English is recognized as the most significant foreign language in Indonesia since 1980s and having a tremendous growth since the early 1990s (as cited in Mappiase & Sihes, 2014, p. 117). Then, Komaria says that English in Indonesia has a place as the first foreign language in educational system than German, Arabic, or Japanese (as cited in Abrar at al., 2018, p. 129). Due to the reason, English as one of foreign languages most often used in Indonesia compare to other foreign languages, it becomes compulsory subject in every level of education which is supported by good teacher in the EFL Classroom.

English teachers will meet different students with different abilities. Some students have literacy difficulties in writing difficulties and it is the English teacher's responsibility to help and guide them as their students. Solagha (2013) tells that the challenging to work with students who have writing difficulties, since those students might be unmotivated by teachers. Even teacher is the key of the class room management; absolutely they should be clear on what skills learner is trying to develop. In other word, teacher is the central of the classroom. Their function is not just for teaching and asking student to answer and do the task, but they should motivate and make class interesting as well as student need.

Writing is one of productive skills which play an important role for students which are very hard to understand in learning English. According to Huy (2015), writing is always taken into account as one of the crucial parts for student's future. It is because Bailey (2003) writing is considered to be the most complex and difficult skill to be mastered, and as a rule, it is more complex and difficult than writing in one's native language. According to Pasand and Haghi (2013), the most important skill in learning process is writing. It proves that English as the foreign language that is able to understand the language by written base, but Aydogan and Abarov claim that writing is the skill in the written mode which is more complicated and seems to be the hardest of the skill (as cited in Saputra & Marzulina, 2015, p. 2). In short, writing is not only the important part to master the language, but it is also the most complicated and hardest area.
Basically, students might agree that writing is the most complicated skill in English. It can be seen that some of words have very different pronunciation with the real written. It is supported by Nation (2009) who states that some learners are able to say what they want to write, but have difficulties to put it into a written form because it is uttered very different. They will think that they will make mistakes in using an appropriate vocabulary, structure, and other problems. According to Ricard and Miller (2008), sometimes their own selves will be an enemy to make decision about what they will write. Exactly, many EFL students will face a number of serious difficulties that prohibit them from constructing satisfactory product of their writing perceived by the teachers of English.

In order to the students’ writing difficulties is perceived by teachers of English and how the teachers deal with students’ writing difficulties in EFL classroom this critical literature review study presents and examines a number of relevant topics that will be fruitful information for English teachers, students’ teacher, and other educators who want to better understand theoretical and practical issues of English teaching in Indonesian schools.

Discussion

In this discussion I will elaborate such of section: students’ writing difficulties and how teachers of English deal with students’ writing difficulties.

Students’ writing difficulties

The student might not have had the ability to develop within the writing area to counterbalance within the usage of the written language. Ericson (1999), mentions —writing words in correct spelling! when discussing the term writing difficulties. Asmervik, Ogden & Rygvol (1999) explain that it is writing difficulties as a difficulty for the student within writing. Koutsoftas & Gray (2012), the student has often difficulties dealing with ―the areas of productivity, complexity and grammar‖. The student might face difficulties when forming the letters or when connecting their mind to writing. The term writing difficulties is used when talking about students who do not have the qualifications in order to be able to write in the way that is expected of the student, due to their age.

When students were writing, they felt confused to write each vocabulary. Asmervik et al. (1999) point out that writing difficulties are about students having difficulties to write a text on their own. Spelling is also a contention in consideration of those students with writing difficulties tend to write in the same way as the word is pronounced. Students who have problem with spelling often avoid words that are difficult for them. When writing Graham & Harris (2006), they choose another word that might not be appropriate for the context, which later affects the students writing, since the student does not develop in the writing process.

The importance of writing in a modern society has a very important role become indispensable for the advancement of human civilization. There are some important roles of writing based on Pitard (2011), writing is a fundamental intellectual activity and helps to learn history. It means that it does not communicate what someone has learned, but it causes someone to learn. When someone tries to write something, it is not only about their knowledge, but writing also through someone to learn something new and promotes discovery problem solving and organization. It will be as an active participant, not as passive recipients through lecture and textbooks. It gives more meaning and knowledge for the learners. The proficiency of someone's writing's gives a cause of students’ writing.

According to Glynn, Wearmouth & Berryman (2006) writing difficulties might affect these factors:
1. Lack of proficiency in text production skills, that is, frequent errors in spelling, the use of upper and lower case, and punctuation;
2. Lack of knowledge relating to the subject content of the script to be written, and/or of the conventions and characteristics of different writing genres;
3. Lack of effective strategies in planning or revising text.
The difficulty of writing lies in organizing, generating and translating ideas into a text. Students often lose interest even with the simplest exercises. They lack the motivation needed for language learning because of the difficulty of writing (Tessem, 2005). Badger & White (2000) point out that students have no clear understanding about the characteristics of writing and are provided insufficient linguistic input to write in a certain text. Although proficiency in writing is somewhat related to overall language proficiency as Archibald (2001) states, improvements in general language proficiency do not necessarily affect a student’s proficiency in writing. According to Wang (2005) writing is a problem for many teachers. They spend a lot of time correcting students’ composition. Although teachers do their best, students’ composition remain poor, grammatically awkward and deprived of sentence structure variety and use. The reason for all this is that learners have not been involved in their own learning. They have not been taught to become self-sufficient. Monaghan (2007) assures that teaching writing should include methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar and syntax. So, the purpose of teaching writing is guiding students toward achieving the highest ability in communicating in words.

**How teachers of English deal with students’ writing difficulties**

There are seven steps used for teaching successful writing. Graham & Harris (1993) argue is that there are factors that affect a student’s writing ability faced by English teacher, for example the teachers do not know how to use strategies to explain written material. These issues need to be dealt with, wherefore the teachers of English claims that there are approaches to use to enhance the students writing abilities. The way to prevent writing difficulties is to practice. He mentions among other things that a teacher should —Foster students’ interest, enjoyment, and motivation to write and to —Take advantage of technological writing tools.

Students with writing difficulties do not only have problem dealing with spelling and forming letters, but also with —generating ideas for writing, which often leads up to negative thoughts of the actual writing. According to Mason et al (2011), the negativity of writing affects the student’s learning and this can affect their future studies, such as higher education. A teacher should not forget to motivate his/her students, since most students reflect on their own abilities. The most effective way is to motivate the students by letting them write about things that interest them. Writing has to have a meaning, a real audience.

The students develop their writing skills through experience and practice; for that reason teachers should give the students the ability to do. Glynn, Wearmouth & Berryman (2006) mean that through authentic texts, a student will be more engaged and might reach better goals. There are also other methods to use when working with writing development. In many cases, students with writing difficulties might have different diagnoses and by that the writing difficulty develops and becomes an issue. Rygvold (1999) discusses is that the reasons behind literacy difficulties could be many, and often connected to both environment and legacy, such as inner issues; linguistic factors, neurological dysfunctions or vision issues.

Writing is a way of presenting ideas in print, writing is an important aspect of communication. In fact, it is the visible aspect of communication. People write for many reasons. David James (2002) defines writing as: writing requires learners to combine and demonstrate the skills they need for formulating and organizing their own thoughts, and producing a written record of them using the rules of spelling and grammar. Nearly all aspects of life at some point require writing in one context or another. Writing is also a means of supporting and consolidating learning.

Among all the innovation of mankind none is more admirable, necessary, useful than writing by which the students is able to express students’ mind, conception, without speaking and corresponding with his friends at 10,000 miles distance. Writing is like a drug, too often employed by quacks who do not know what is true and what is false. Like a drug, writing is both a poison (students) and a medicine, but only a real doctor (teacher) knows it nature and the proper disposition of its power.
The student might not have had the ability to develop within the writing area to counterbalance within the usage of the written language. Ericson (1999), mentions “writing words in correct spelling” when discussing the term writing difficulties. Asmervik, Ogden & Rygvold (1999) explain that it is writing difficulties as a difficulty for the student within writing. Koutsoftas & Gray (2012), the student has often difficulties dealing with—the areas of productivity, complexity and grammar. The student might face difficulties when forming the letters or when connecting their mind to writing. The term writing difficulties is used when talking about students who do not have the qualifications in order to be able to write in the way that is expected of the student, due to their age.

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There are many different studies within this field, but there are no right methods to use when teaching students with writing difficulties. Stadler (1998) means that the reason behind this is that research within teaching is a complicated field. The teacher's personality often affects the results of the study, and therefore it is not relative to claim that some method is correct. However, what one can state is that there are several methods to use within writing based on research. There are many methods, ways, styles and approaches to use when working with writing. According to Mason, Harris & Graham (2011), there are researchers who have studied within this field and have established different strategies for writing which will enrich the students writing ability. ‘Self-Regulated Strategy Development’ is one approach that could be used in the classroom.

This approach has six stages where the students use strategy acquisitions. Mason, Harris & Graham (2003), the strategy acquisitions will help the students to set goals, monitor performance, self-instruct, and self-reinforce. There are many strategies that a teacher could use in his/her classroom when working with writing development, which is beneficial for writing development. Strategies have also been stressed in the Indonesian curriculum (2013 curriculum) for the compulsory school in subjects as English in order to guide students to become more independent and skilled.

In order to be able to produce a good written text, teachers should require procedures to teach writing in order to be achieved the objectives of teaching writing itself. Therefore, this article suggests collaboration in writing an essay. As stated by Reid, M John (2000) writing requires collaboration in order to be easier, better, and more successful when doing a writing process in talking, drafting, revising, reading and editing. Furthermore, the exchange of ideas provides open-ended, real-life context to reach the objectives of writing (Blanton, 1992; Savova and Donato, 1991 in Reid, M John, 2000). Reid adds that in small groups, students can

a. Collaboratively gather information, generate, and support opinions, and respond to ideas.

b. Problem-solve, evaluate, and make decisions.

c. Role-play or participate in simulation activities in the process of discovery.

d. Collaborate in reader response activities: annotating, analyzing, evaluating articles, and student essay.

Thus, to engage collaboration among students, it is recommended from this concept to appoint students to work in pair. They consist of a helper and a writer and they play their role based on the task. Specific tasks need to be done by the helper and the writer when they write collaboratively. The one who is at a higher writing ability plays the role as a helper, and the one who is at a lower writing level plays the role as a writer. It indicates the helper is smarter and more knowledgeable than his/her partner as writer because he/she is able to assist a writer to guide and develop a text to be better. Each of them has the responsibility to contribute to the
successful writing product. Pair activities create interaction each other and allow students to explore the ideas what they have. The pedagogical procedures are described as follows:

**Step 1 idea generation**

This stage is getting the students’ ideas through encouraging and brainstorming them so that they are able to generate ideas for the topic. Harmer (2002) argues that generation of ideas is lively with two or more students involved than it is when the writers work on their own. At the beginning step, the teacher raises students’ prior knowledge about what they know from the discussed topic. A teacher asks a helper to have some questions to stimulate the writer’s ideas. The questions can be in the form of yes/no questions or WH questions. In this context, each pair is hoped to understand important components of the various texts such as generic structure, grammatical forms, and vocabulary and so on. For example, if the teacher teaches a descriptive text, he or she surely explains and gives an understanding of structure of the text, kind of tenses and appropriate words. This text has identification and description. The generic structure of identification refers to the writer identifies things or phenomena happened in the descriptive texts and the description means the writer tries to describe parts, qualities, and characteristics. The types of the questions can be employed yes-no questions and WH-questions as follows:

a. Do you know this topic?

b. Is it interesting for you?

c. What the thing do you like?

d. What does it look like?

e. Where does it live? etc.

Then, the writer takes the questions and makes lists to answer each one. The teacher then assigns the helper to review the writer’s key words, to develop the ideas into paragraph, and to organize the ideas in order and negotiate it together. Then, the pair reviews and decides whether the organization should be changed or not. It indicates negotiating role each of them. If the ideas may not match from the topic, they can code them by underlining or highlighting with a red marker. Then, pairs choose to draw lines linking or around related ideas, so that a "semantic map" is constructed.

**Step 2 drafting**

When ideas are gathered from the previous stage, the next effort is to try to write-drafting may be carried out quickly. Basically, the first attempt to write ideas down called rough drafts. In this stage, the teacher reminds writers and helpers do not have to worry much about the linguistics forms, diction, spelling or punctuation. It emphasizes on letting ideas to flow. This step aims to give the writer opportunities to start writing a rough draft based on the information what they have from the helper. Both writer and helper are asked to arrange their ideas into paragraph and they are allowed by the teacher to use a dictionary. In this way, a writer begins writing rough drafts based on the discovered ideas and then rough drafts are reviewed by the helper.

The writer focuses on the arrangement of words and phrase into sentences and further organized into paragraph. The other side, the helper gives comments and feedback from the drafts and they discuss ideas to each other. For drafting students should have a main idea in their thoughts that they would like to communicate to the audience as readers in order to give a clear direction to their writing. During the activity, the teacher monitor around the class to provide assistance, guidance, and comments if they need.

**Step 3 reading**

In this step, the writer reads the draft. When the writer reads the draft aloud to the helper, the helper provides notes and gives some corrections if the draft that sound incorrectly and inappropriately for words or phrases and the helper may also comment on the clarity and relevance of the ideas and their coherence in the kind of written comment. Then, the writer
reorganizes what has been written in the first rough draft and to refine ideas based on the feedback from the helper.

**Step 4 revising**
Revision is a part of writing process where the helper reviews and then he/she amends their work so that it looks fresh. Then the writer writes down some changes that are corrected by the helper. However, the helper should consider several aspects of revision. It can be a revising guide for the helper by to check the writer thoughts in writing drafts by using yes/no questions adapted from Harcourt (2012) as follows:

The order of questions indicates the most important things in writing. With the question in mind, the helper marks area the writer has missed, the helper can also suggest other changes.

In this step, the role of the teacher reminds the pair to use the checklists so that they may add new ideas; delete irrelevant sentences and information and rearrange ideas to improve the organization. The process of editing is the final stage to correct inappropriate words, wrong sentences or error punctuation and so on to produce the better writing version.

**Step 5 best copy**
The writer then copies out a neat or best version of the corrected draft. The helper provides help when necessary, depending on the skill of the writer. In this case, the teacher instructs the writer role to write the last version of the writing product. The best copy is a joint product of the pair and is then hand in to the teacher.

**Step 6 the teacher evaluation**
Teacher evaluation is the final step. In this step, students will have an opportunity to receive comments and instructive feedback directly from the teacher. The teacher instructs each pair to submit their best product, then the teacher provide them feedback to correct their writing explicitly. The teacher's comments focus on meaning/idea, order, style, spelling, and punctuation, which are the five editing criteria stated in Step 4. In evaluating, the teacher also holds on a conference by assigning the pair to exchange their composition to be proofread by other pairs.

After that, the pair discusses the corrections, feedback or comments from other pairs, if they still have problems with the corrections, feedback or comments from other pairs. If the pairs still have problems in their work, the teacher can explain and solve them together at the end of conference. Next the teacher asks the student (writer) to revise the composition based on the correction, feedback provided and comments from their friends or their teacher. Finally, the final composition from any teacher's and pairs' feedback are revised and submitted to the teacher.

A strategy is a help tool one uses to precede in the process. Here, in this essay the term strategies or writing strategies will be used as a strategy for language learning. Strategies are about what you can do when you are using (here) a language, especially when you are stuck in your process of reading or writing. O'Malley & Chamot (1990) mention some strategies; metacognitive strategies, cognitive strategies and socio-affective strategies. These strategies are used for helping students during the writing process. Strategies help students to become independent and aware of their learning process.

There are different help tools to use; for that reason this essay will only focus on writing strategies, since this essay is about teachers work within writing difficulties. Teachers should present different strategies for their students, in order to help them to develop within language learning. Examples of writing strategies would be; internet, computers, dictionaries or how to plan and write a text. The school mentions the usage of the strategies in the core content for the —speaking, writing and discussing – production and interaction part, for year 7-9:

a. Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.
b. Language strategies to contribute to and actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations by Skolverket (2011).

**Conclusion and suggestions**

In summary, in EFL teaching and learning contexts, teacher competence is essential to facilitating successful English exposure and learning during classroom activities. It can inform teacher education programs to design the curriculum in ways that align with the needs of EFL teachers during their classroom preparation. There is a need to provide EFL teachers with training to improve their teaching and performance in other roles when working with students in. This can be most directly addressed by carrying out in-service training to expand and update their teaching approaches and understanding of what is most appropriate for preparing students with successful learning especially writing.

Teachers have to play important role in developing students’ writing ability. The most difficulty in writing for most students is in getting ideas and organizes the students. So, teacher should be able to take an idea and find suitable writing teaching strategy and its method. The variety of writing techniques can be ideas on how to change the activity for different types of texts, different levels, or alternative ways of delivering the activities in writing class, specifically, can help to improve students’ writing skill.

This review study has revealed that, among other things, English teachers need to become better role models for students through the effective demonstration and modeling of concepts and the practical aspects of learning and teaching writing. In-service training can address several identified aspects of what teachers need to know and be able to do to provide ‘learning’ to students. This can be done by exposing them to new pedagogies for EFL teaching and to new educational theories and knowledge. Besides, in-service training, teachers can undertake other activities to enhance their professional expertise through gaining further academic qualifications. In-house training is another approach to improving and updating teaching skills. Schools can arrange workshops on new teaching approaches and methodologies. This can be done, for example, by inviting senior teachers or experts from other schools in Indonesia or even from overseas.

In the future, I suggest to the teachers who is teaching students’ with writing difficulties to maximize their teaching process. The professional English teacher can also be done by establishing an English teacher working group, or discussion with the teacher who is teaching in the class. In investigating the roles of English teacher working groups are to support teacher professional development with the syllabus, annual and semester programs, lesson plans, teaching methods, innovative learning modes, use of teaching media and evaluation systems. Beside the maximaum performance of teaching writing, they have to deal with the students who is faced by techers in which aspect are needed by the students. Finally, the teachers should give necessary method or strategy to deal with those students’ writing difficulty.

**References**


THE CONCEPT OF TEACHER'S LANGUAGE IDEOLOGIES AND CLASSROOM PRACTICES IN ENGLISH BILINGUAL EDUCATION

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Abstract
This literature review aims to describe subject teachers' language ideologies about English to gain insight into their language practices in classrooms and how people teach use English language with other subject in enacting the government's promotion of the use of English in school. This section, there are two concept of language ideologies. First is teachers' Language Ideologies and second is classroom Practices in English Bilingual Education. It will be exploration of links between subject teachers' English language ideologies, classroom practices, and the contexts that shape both of these. The concept language ideologies as the conceptual framework, to learn social identities and classroom behavior and the. This review will explain the interaction between teachers and students learn in classroom practice use bilingual education. It offers deeper insights into the complexity of the implementation of English bilingual education in the selected government-owned school.

Keywords: Bilingual Education, Classroom Practice, Language ideologies

Introduction
English is as a global language. There are two main ways to make English possible as a —global language. First, English language can be |mother language or —second language| of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. There are for skills in learning English that should be learnt by the students and they are Listening, Writing, Reading and Speaking particularly when speakers are not using their mother tongue. Language teaching came into existence as a profession in the twentieth century. Its foundation develop during the early part of the twentieth century, development of vocabulary and the sounds of language. In general, the utility of Ideology as a construct is to explain the maintenance of superstructures and one of the ways this is manifested is through state mandated curriculums and the official narrative. The bilingual teachings are conducted both in Indonesian and English for special class which is known as —kelas unggulan or —Cambridge Classl in selected schools.

The concept of language ideologies can provide both theoretical insights and empirical contribution to the educational processes. For example, a study can illustrate how language ideologies mediate the development of learners' social identities and classroom behavior (Wortham, 2001). Furthermore, language ideologies link the micro-classroom context for learning with more distant socio-cultural-historical contexts that mediate the local pedagogical practices; thus, it plays as a —pivotal relational conceptl (Moll, 2004). Language ideologies theoretical framework empirically proves how people in the context of everyday language use such as educational context—reproduce or sustain hegemonic relations (Gal & Irvine, 1995; Gal, 1998; Razfar, 2005). Language ideologies involve the issues of identity, morality, epistemology, and social and political dimensions of life (Gal, 1998; Woolard, 1998).

Language ideologies becomes a useful lens in studying bilingualism and education of language minority students; and, it deepens a critical understanding of English Language issues. The bilingual education policy—what type of bilingual program is provided—is the constant battlefield with mixed language ideologies. According to Ruiz (1984), transitional bilingual education programs are characterized by a language-as-problem orientation. The primary language is viewed as a problem to overcome. Dual-language education programs are 10 characterized by a language-as-resource orientation because students' home languages other than English are viewed as resources to be developed rather than as problems to be overcome. Language ideologies emerged
as a separate field of study within linguistic anthropology in the last decade of the 20th century and are concerned with the nexus of language and culture (Lonsmann, 2011). Among the many definitions of bilingual education, Colin Baker (1993), one of the most influential scholars in the field of bilingual education, sometimes used the term bilingual education —to refer to the education of students who are already speakers of two languages, and at other times to the education of those who are studying additional languages (p. 9).

Discussion

In this section, we would like to describe about: 1) Teacher language ideology, 2) Classroom practices in English bilingual education.

Teacher language ideology

Language ideologies is defined as —the beliefs and attitudes shared by individuals regarding the use of particular language in both oral and written form in the context of power struggles among different groups (Martínez-Roldán & Malavé, 2004, p. 161). Language ideologies becomes a useful lens in studying bilingualism and education of language minority students; and, it deepens a critical understanding of English Learners issues within the socio-cultural-historical context of the United States. In educational setting, teachers' language ideologies mediate the classroom discourse practices. For example, teachers' language choices show their common sense assumptions about what a language is, how it functions, and what social and political identities they have. The teachers in at-risk schools tend to focus on basic linguistic skills such as copying words or spelling practices because they do not feel easy providing instructions to the English Learning students and the low achieving students. teachers' language ideologies are reflected in instructional.

The reductive learning environment, divorced from children's experience and culture, discourages the English Learners' meaningful learning opportunities. As a result, the students remain quiet listeners and passive learners; and, they are not socialized into academic literacy practices necessary to succeed in higher academic learning communities (Razfar, 2003). Learning a language is more than an individual cognitive process. Our beliefs and practices of language are mediated by contextual factors such as teachers' and societal language ideologies. Not all language practices are equally valued by the teacher. Many times, the teachers are unaware of the language ideologies that mediate their own teaching practice.

The teachers had been struggling to be able to teach in English, using English is a heavy burden. The teacher will admitting that their capacity was inadequate to keep up with the bilingual challenge, as English was not a widely used language. There are three inter-related factors that underlay the ideology that using English is a heavy burden, which is:

a) difficulties and problems the teachers faced when teaching through English,

b) time-consuming when teaching subjects in English, and

c) teachers lack of self-confidence in using English. It will be discussed in several things:

Difficulties and problems teachers faced when teaching through English

This perception related to the difficulties they faced in preparing the teaching tools which had to be written in English. Tools such as lesson plans, PowerPoint slides, worksheets, quizzes and small tests for assessment as well as other media and materials for teaching and learning, were required in English as well as Indonesian. It will divided into:

Teaching preparation

The preparation of teaching will be burden and also in the preparation for delivering a lesson in English. Some teachers admitted they had to practise pronunciation, check accuracy of the grammatical structure of their sentences, and find translations for subject specific terminology. They said it was difficult to deliver lessons in English.
Hard to explain concepts in English

The teachers’ comments on their difficulties in explaining specific scientific terms of their subjects in English related to the responsibility embedded in them as teachers to lead students towards understanding subject content. Explaining a new concept, providing fruitful examples, elaborating on initial explanation, questioning, and giving back are all part of a teacher’s scaffolding talk.

Using English in teaching is time-consuming

Teaching in using English will divided into:

Translating from Indonesian into English

Re-explaining the content knowledge from English into Indonesian took much of the time allotment of the lesson in which the teachers were expected to cover a certain topic to discuss in one lesson. They did repeat in Indonesian because they were worried if they went on explaining in English, their students would not understand the lesson at all and this could create a boring class situation which might demotivate students in the lessons.

Exam pressure

The teachers felt related to curriculum requirements, exam pressure and time constraints which made most teachers prefer using Indonesian more than English. Giving students homework or assignments with references written in English could help students get used to the language while at the same time exploring up-to-date knowledge on Information and Communication Technology, for example, browsing the Internet which mostly used English. He said students would not only learn but also develop their own English skills.

Teachers lack of self confidence

Most teachers stated both explicitly and implicitly that they felt embarrassed, anxious, and also envious. These feelings seemed to stem from their lack of self confidence in using English, which devided into:

Feeling embarrassed

Several teachers preferred not to use English in their lessons because at times they felt embarrassed to use English. They said that their students were better at English than they were. This was contrary to what they said at other times in the interviews that they needed to re-explain some subject content from English into Indonesian since they thought some students were incapable of understanding lessons in English. Despite their belief that not all students were good at English, some teachers admitted that very often they did not have enough self-confidence to speak English in front of students.

Anxious and envious

The teachers’ view that English was difficult added to their anxiety, reduced confidence, and made the burden heavier. The teachers had to overcome their English language barrier while they also had to grapple with teaching their subjects in English. In other words, the teachers felt under confident about being language models. Although they wanted to provide their students with good models of English, since they were not at ease when teaching using English, the bilingual teaching was felt to be an unattainable practice. It was realistic to feel envious to teachers of English as they were not expected to do a job beyond their capability as using English as the language of instruction.

Lack of teachers’ professional development and training in bilingual education

All teacher participant in the study were non-language subject teachers. They did not have training which prepared them for being competent bilingual teachers do they have exposure to teaching approaches in English that used scaffolding strategies to communicate
meaningful input to their students. Most teachers reported that they had to have a practice run on their own before teaching. Even though these teachers studied English as a compulsory school subject during high and a subject course for one semester when they were at teacher-training college or at university, they were not prepared and trained to be English bilingual teachers. All teachers had multiple reasons which constituted Using English is a heavy burden. Considerable comments, complaints, and opinions from the teachers about difficulties and problems they encountered in teaching bilingually seemed to be rooted in their personal experiences in learning and using English. Teachers’ English language knowledge, their interest in English, and English training conflicts of purposes contributed to the construction of this ideology.

Teachers’ efforts to use English as manifestations of their language ideologies which promote English

Teachers’ language ideologies that English is the international language, acquiring English skills benefit students in the future, and English will not decrease nationalism could be categorized as language ideologies that motivated teachers to have positive attitudes towards using English. It was reflected through the teachers’ efforts to use English in the lessons. The teachers’ concern about the school examinations seemed to have motivated them to teach bilingually, as they said they thought students would find it difficult to do their exams in English if they were not accustomed to being taught in English. Teachers classroom practices should expand our understanding of their language ideologies about English in regard to the government's promotion of the use of English alongside. Therefore, they asserted that their use of English in the classrooms would benefit students in their preparation for the examinations. It would benefit students if teachers were fluent competent use of English.

Classroom practice in English bilingual education

The use of English as the medium of instruction alongside Indonesian in Pioneer International Standard Schools might be classified as a form of bilingual education. Among the many definitions of bilingual education, Colin Baker (1993), one of the most influential scholars in the field of bilingual education, sometimes used the term bilingual education —to refer to the education of students who are already speakers of two languages, and at other times to the education of those who are studying additional languages (p. 9). Compared to Baker’s (1993) definition, Garcia (2009) referred to bilingual education programs as those that use a second or a foreign language —as a medium of instruction; that is, bilingual education programs teach content through an additional language other than the children’s home language (p. 6).

Bilingual education is different from language education programs that teach a second or a foreign language. The bilingual education policy what type of bilingual program is provided is the constant battlefield with mixed language ideologies. Research demonstrates that the most effective way of bilingual education is a gradual-exit program or a dual-language program. In the former program, non-English-speaking children receive core subject matter instruction in their first language along with English instruction; also, the advanced first language development is still available once full mainstreaming is completed. In the latter program, both native speakers of a language other than English and native English speakers learn each other's language with the goal of promoting biliteracy. All teacher participant in the study were non-language subject teachers. There is no teachers were trained as bilingual teachers. They did not have training which prepared them for being competent bilingual teachers nor did they have exposure to teaching approaches in English that used scaffolding strategies to communicate meaningful input to their students. Most teachers reported that they had to have a practice run on their own before teaching. Even though these teachers studied English as a compulsory school subject during high school (Years 7 – 12) and a subject course for one semester when they were at teacher-training college or at university, they were not prepared and trained to be English bilingual teachers.

The first strategy the research suggests for successful classroom management is the requirement of teacher awareness. They also include suggestions of replacements for these
common teaching mistakes. One of the mistakes listed is Violating the Principles of Good Classroom Rules. Instead, they suggest teachers should Follow the Guidelines for Classroom Rules. This includes having four to six classroom rules which are simple, specific, clear and measurable. The rules should be posted, stated positively, introduced through role play, and reviewed periodically. Consistency in carrying out consequences when rules are not followed is mandatory for rules to hold value. Verbal praise should also be provided for additional reinforcement. Another teacher mistake listed is Inconsistent Expectations and Consequences. Instead, Barbetta et al. suggests teachers Have Clear Expectations That Are Enforced and Reinforced Consistently. Rules serve no purpose if they are not understood or are not going to be enforced and reinforced. An additional mistake the authors list is When an Approach Isn't Working, Try Harder which refers to teachers making loud, disapproving statements, increasing negative consequences or removing more privileges. When an approach isn't working, try another way, such as verbal redirecting, proximity control, changing the academic tasks or providing additional cues/prompts. These more positive approaches are more effective and simpler to use. As teachers, we need to be consistent, yet flexible.

Second or foreign language education programs teach the language as a subject, where as a bilingual education programs use the language as a medium of instruction. The forms of bilingual education programs can have aims which include:

1. to assimilate individuals or groups into the mainstream of society; to socialize people for full participation in the community,
2. to unify a multilingual society; to bring unity to a multi-ethnic, multi tribal, or multi-national linguistically diverse state,
3. to enable people to communicate with the outside world,
4. to provide language skills which are marketable, aiding employment and status,
5. to preserve ethnic and religious identity,
6. to reconcile and mediate between different linguistic and political communities,
7. to spread the use of a colonial language, socializing an entire population to a colonial existence,
8. to strengthen elite groups and preserve their privilege position in society,
9. to give equal status in law to languages of unequal status in daily life, and
10. to deepen an understanding of language and culture. (Ferguson, Houghton & Wells, 1977, p. 12)

All teachers contended that if students had a good command of the English language, they had a better chance in the future, particularly in employment and education. This view of English closely linked with the ideology that English is the international language. All teachers talked about three possible benefits they hoped their students would gain from having English skills. Which is:

a) English skills will bring benefits for students' higher education
b) English skill as an economic advantage
c) English is enriching school curriculum with international-based standards
d) English is a means of accessing knowledge and information in English-medium journals, books, and the Internet
e) English language competence and English learning experience. It will be discussed in several things:

*English skills will bring benefits for students' higher education*

Another view held was that bilingual teaching would bring benefits for students by improving their test scores in the Test of English as a Foreign Language (TOEFL). In most Indonesian universities, one of the requirements that students must fulfill to get a bachelors degree is that they should pass the passing grade of TOEFL set by universities. For example, in the university where I am employed, undergraduate candidates must obtain the minimum
score of 500 for the institutional TOEFL-like test. Although there has not been such a study investigating the impacts of bilingual teaching in Indonesian high schools on students’ achievement in TOEFL.

_English skill as an economic advantage_

Students with English competency were considered to gain benefit not only in higher education, but also for employment. Most teachers stated that students who had a good command of English would be more likely to get a job (Interviews, various occasions) and would find it easier to work with foreigners. The perception that job prospects can be boosted by English skills is closely related with their ideology that English is the international language used in international workplaces. English abilities would not only be a benefit in international contexts, but also in national and regional contexts. That English ties to opportunities in career and employment was asserted by Wood (2008) that in the present day English is perceived as a highly influential factor in employment and promotion in periphery nations. Non-English speaking countries such as Indonesia, Vietnam, and Cambodia where the status of English is a foreign language are some examples of Periphery nations (Kachru, 1992). Through learning English at a formal educational institution like a school, competence in English becomes a capital or a resource for one’s competitiveness in workplaces and also in pursuing higher education.

_English is enriching school curriculum with international-based standards_

English was necessary in order for teachers to understand English-medium curriculum of other countries which would enable them to develop and enrich the existing school curriculum with educational standards of foreign countries. the government expected the school to adapt and adopt curriculum from developed countries, that is, the countries which were considered to have a quality education.

_English is a means of accessing knowledge and information in English-medium journals, books, and the Internet_

All school executives stated that English is the international language because it will be the language mostly used in international journal articles, books, and the Internet. They share an opinion that teachers should have adequate competence in English to make use of international journal articles as part of teaching references, especially to keep up with up-to-date content area knowledge of the subjects they taught.

_ English language competence and English learning experience_

The ideology that English is a heavy burden emerged as most teachers vividly described their difficulties and problems when teaching other subject in English. Most teachers admitted that the preparation of teaching tools and also in classrooms made them feel that teaching was a burden as they were expected to be bilingual, using both English and Indonesian. There are some degree of assistance from one or two English subject teachers (of five English teachers in the school), but it is done occasionally and only if the subject teachers asked some help to correct the grammar or translation from Indonesian to English or from English to Indonesian. Learning English and at the same time using the language to teach content subjects is see as a challenge for most teachers as they still struggle to be able to use English for simple conversation. Learning to speak English for the purposes of daily conversation is different from learning to teach in English (Cummins, 2008).

**Conclusion and Suggestions**

This literature review examined the critical role of transforming teachers’ language ideologies to design an additive learning context for English Learners. the teachers need to reflect on their classroom language practices because it can mediate the nature of students’ participation and roles as well as identities construction. Often times, teachers are unaware of their language
ideologies. However, the teachers need to reflect on their classroom language practices because it can mediate the nature of students' participation and roles as well as identities construction. When these transformations in teacher's language ideologies are made incrementally, these changes can create a space for collaborative reflection among educational practitioners. While top-down reform efforts to transform teachers' language practices may appear to be more effective ways of change, it is often difficult to achieve. Given the contextual language constraints with English-only language ideologies, teachers need to be the sources of change from their own classrooms to transform language practices from the bottom.

The suggestions from this paper are the learners can focus on the role of teacher to transform their language ideologies. The teacher development focus can include teachers awareness of language ideologies through talking about language views. English bilingual language can make the school choosen that use international curriculum based standards which they as Cambridge curriculum. The student make apply their English bilingual education in their daily life not only when they study in the school or classroom practice. The goverment can apply cambridge curriculum in South Sumatera. English bilingual eduction can easy for students who will continue to their higher education, that will make it easier to get a job and to get some scholarship in universities.

References


A LITERATURE REVIEW OF TEACHING ENGLISH IN LARGE CLASSES: CHALLENGES AND STRATEGIES

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Abstract
This literature review study aims to address the current issues on teachers’ challenges and strategies in teaching large classes. In this review, we present what literatures suggested and recommended in the area of challenges encountered by the teachers in teaching English at large classes. The challenges commonly encountered by teachers in teaching large classes are divided into five parts: (1) discomfort, (2) control, (3) individual attention, (4) evaluation and (5) learning effectiveness. In addition, this study also reviews several ways of coping with the challenges in teaching large classes as follows: (1) getting familiarities with the students, (2) having close contact with them, (3) giving feedback in time, (4) providing equal opportunities, and (5) finding the students interests in learning. Further, this study discovers the strategies that can be used by teacher in teaching large classes as follows: (1) using cooperative learning activities like think-pair-share, three-step interview, and jigsaw to develop students’ comprehensive language competence and cooperative skills, (2) using different evaluation such as summative, self assessment and formative assessment, and also (3) planning lessons before and after teaching and learning activity. The relevant articles being reviewed were from Indonesian context as well as International context. This research expectedly can contribute to the betterment of teaching English in Indonesia schools especially some schools which have large classes. The topics are presented in order; introduction, the concept of large classes, challenges encountered by teacher in teaching large classes, strategies for coping with the challenges in teaching large classes and conclusion.

Keywords: challenges, large classes, teaching and learning, strategies.

Introduction
Language is used as a communication tool in people’s daily life. Finch (2003) states that language is a system of communication used by certain particular individuals or communities in conveying their thoughts and feelings in various activities in daily life. Furthermore, Marzulina (2018) adds that language means a communication tool that people use to make it easier for them to interact or connect each other. From the definition above, it can be concluded that people use language to deliver their ideas and feelings orally or written communication which enables them to interact each other.

English is one of the languages that are used by people and it had been placed in globalization as the international language in the world. Mauranen and Ranta (2009) state that English has been known as a lingua franca (ELF) which refers to the use of the English language

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as an international language used by people around the world in various aspects of life such as economic, business, and cultural. Herlina & Holandyah (2016) also add that people from different countries use English as their international language to communicate and exchange knowledge with others. In conclusion, it is widely known that English is an international language and it has many interrelations various aspects of people’s life.

English is very popular and it takes special place in educational system in many countries, including Indonesia. Hamra and Syatriana (2010) claim that to make the students of Indonesia interact easily with other people from various countries, the schools are required them to learn English from elementary to high school. Abrar and Mukminin also add that English takes special place in educational system in Indonesia as one of compulsory subjects that must be taught by the teachers to the students from elementary to university level (as cited in Marzulina, 2018, p. 64). Furthermore, the 1989 law on the Indonesian educational system gives English a place as the first foreign language among other foreign languages used in Indonesia such as German, Arabic, or Japanese. In short, English had become the obligatory subject that must be taught by the teachers in many countries.

In Indonesia, teaching English has been done to secondary school and some primary school, however teaching English to young learners or children is considered as a new phenomenon. Therefore, practically, some problems are faced by the teacher in teaching English for young learners. According to Mustafa (2003) at least there are three problems of teaching English to children: (1) The lack of the English language in real-life situations which would likely involve children in their daily life; (2) the way English words are written as opposed to the way the words are pronounced; (3) there has been a persistent misconception about how children learn including learning a foreign language due to the lack understanding of who the children are. Another problem emerges when we observe the number of students in the classroom at many schools in Indonesia. In Indonesia, recently a classroom may consist of 30 to 40 students. The Indonesian government has issued a new rule deals with the number of students in one classroom. The government is trying to enhance the education quality in Indonesia by limiting the quota of the number of students. Issued in Permendiknas number 41, 2007, the government suggests that the number of students in every class should be 28 students for Elementary School (SD/MI), and 32 students for the Secondary school and High school. This number is expected to be the ideal number of any subject, so the process of learning and teaching at school will be more effective and all students can achieve the expected competences.

However 28 to 32 students in a class is not an ideal number of teaching English. National Council of Teachers of English Guidelines of California states that Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussion, and writing. While the Intersegment Committee of Academic Senates (ICAS), representing the faculty of the University of California, California State University, and California Community Colleges supports that Given the intensive interactions demanded by second language learning, institutions at all three systems should maintain a normal foreign language class size of no more than twenty five students. (http://coerll.utexas.edu/methods/modules/classroom/02/howmany.php. Foreign Language Teaching Method: Classroom Management).

The issue about the ideal number of students in Foreign Language Classroom is not easily adopted in Indonesia because of several reasons. Unlike what is suggested in California USA that an EFL classroom must consist of not more than 25 students, as a developing country, Indonesia has many problems deal with the growing of students’ population and also budget of education. Creating small classes means increasing the price of education. It is because some schools have to prepare extra classrooms, facilities and also need to recruit some teachers. On the other hand, expecting the government’s financial support seems cannot overcome the operational budget and hoping parents’ support means raising the price of education for the Indonesian people.

Some experts believe that the number of students in a class is not the only factor which improves the learning achievement. Hanushek (1988) aptly sums up about the class size which turned out as the following: The results are scientifically small. There is much difficulty in
merging the small effects with rhetoric about the positive and many profound effects. The effects of reducing class size may or may not be higher on teacher and student work-related conditions which may or may not translate into effects on student learning. We should trust past evidence (literature review and meta-analyses) which are based as investigation of what has been and not necessarily what could be. Jepsen and Rivkin (2002) showed that small classes are equal to big classes. So it can be concluded that the size of the class does small contribution on the students learning. Just like teaching small class, teachers should come with the brilliant ideas of managing their class to gain the best result in teaching and learning.

Teaching large classes or small classes has its own strength and weaknesses. Teaching large classes seems creating many problems because teachers have to control more students and they may have problem with disciplines, but large classes also offer some benefit in team work and solidarity. Hayes (1997) states that the challenges encountered by teachers in teaching large classes are divided into five parts: (1) discomfort, (2) control, (3) individual attention, (4) evaluation and (5) learning effectiveness. Brown (2001) also adds there are four challenges that commonly present in teaching large classes: (1) students' proficiency and ability, (2) teachers' and students' attention, (3) students' opportunities, and (4) teachers' feedback. In short, large classes are the major problem in some schools faced by the teachers in teaching and learning process.

In order to find out another challenges encountered by teacher in teaching large classes and strategies for coping with the challenges in teaching large classes, this critical literature review study presents and examines a number of relevant topics that would be fruitful information for English teachers, policymakers, and other parties in their efforts to better understand theoretical and practical issues of teaching English in large classes in Indonesian schools.

Discussion

The concept of large classes

Large classes are the part of class size which become a universal phenomenon nowadays. All over the world, teachers faced more challenges when they teach large classes. Large classrooms are those that indicate students-teacher ratios, it means full class with the numbers of pupils and teachers are unable to control, manage, and evaluate them. Many studies show such classrooms are finding in developing countries such as Indonesia. Akhtar et al. (2012) state that there are two factors that established large classes in the school. The first factor is reduction or elimination of school fees. Meanwhile, the second factor is rapid population growth. These factors caused to increase class size and affect the quality of education and have brought negative results to the education system.

In addition, the definition of large class varies from scholar to scholar and also from region to region, for example, in the developing countries such as Indonesia, where the current population is more than 160 million classrooms will be more crowded compared to the developed countries like the USA. According to UNESCO (2006), there is no fixed number of students include large class because the large class is only in the mind of the orthodox teacher. Since large class does not have the exact size, it is measured by the number of students per teacher. Therefore, 25-30 students for one teacher in some countries are thought large but in some countries it is a normal class and even though it is looks smaller. Moreover from teachers view point when the students cannot learn or the lessons are not presented in a good quality and the number of the students is more than 50 is take account large class. And also, large class' students are able to learn the same as small class but they emphasis on the quality of lessons. As it is discussed by Hess (2011), thirty students or more than in one class in secondary and primary levels are called overcrowded.

On the other hand, some studies also report that there is not an exact number or clear definition to establish large classes. Hasan (2012) adds that there can no quantitative definition of what constitutes a large class. Robin (2013) defines that large class refers to the number of students who are too many to learn in a given classroom. In addition, the problem of large classes have been also studied by Hayes (1997), Coleman (1989) and Ur (1996), they said that a large class is one where the students are more than the teacher wishes to manage and where
pedagogical resources are inadequate in relation to the number of students. This view is also supported by Baker and Westrup (2000) who suggest that the definition of large classes is dependent on the teacher's feelings, so it can be any number of students. Todd (2006) also adds that the teachers' judgments of the total number of the students in a classroom will mark the definition of large classes. In short, the definition of large classes is depending upon the teachers' perception through the disciplines and teaching context.

Though large classes do not have the exact size, some experts claim that large class is measured by the number of students per teacher. Brown (2001) affirms that the appropriate language classes should have twelve students. It means that a class which consists of more than twelve students is considered as a large class. Haris and Plank (2000) claim that small class sizes will be defined as classes with approximately 15 students, while large class sizes are defined as classrooms with approximately 24 or more students. Haddad (2015) defines that the number of more than 25 students taught by one teacher is considered as a large class. Furthermore, Hess also states that thirty students or more than in one class in secondary and primary levels is called large class (as cited in Rohin, 2013, p. 5). Further, Qiang and Ning (2011) claim that in some private language's school 20 students are accept large while the average of large classes in University is around 50 normally called large.

Based on definitions of large classes above, it can be concluded that large class is a class that has a number of students consisting of more than 25 students that taught by one teacher.

**Challenges encountered by teacher in teaching large classes**

Conducting a large class can be very difficult for the teachers and especially for the newly recruited teachers. This is supported by Harmer (1998) who states that big classes can be quite intimidating for inexperienced teachers. According to Flaieh Hasan (2012), large classes are creating problems and they are challengeable for teacher and students. Thus, large classes have created a number of challenges to the teachers. Hayes (1997) affirms that the challenges encountered by teachers in teaching large classes are discomfort, control, individual attention, evaluation and learning effectiveness. He explains that discomfort problems encountered by teachers when they feel unable to promote student interaction and feel that teaching in large classes is physically very weary. In addition, teachers are often worried by the discipline aspects of large classes. If the students are too many, the teachers feel that they are unable to control them, and when students do activity, they make a loud noise so that the teacher cannot control the class. Many teachers also are concerned that they are neglecting the needs of their students as individuals. It is because they do not have time to help all students but only some. Teachers also feel that they cannot take their responsibility for checking all of students' work. It takes a long time for the teachers to check all of the students' exercises. Finally, some teachers feel that their self-perceived inability to teach effectively in crowded classrooms. In conclusion, those five challenges will be encountered by the teachers in teaching large classes.

In supporting Hayes' statement above, Brown (2001) adds that there are four challenges that commonly present in teaching large classes: proficiency and ability very widely across students, individually teacher-students attention is minimized, student opportunities to speak are lessened, and teacher's feedback on student's written work is limited. Rohin (2013) also supports that large classes create lack of communication, discipline, assessment, and individual attention. Furthermore, Harmer (2000) states that large classes generally bring difficulties to teaching for several reasons such as: teachers find it challenging to organize activities that are effective and creative. It is also difficult to pay attention to individual students' especially who sit at the back. Furthermore, Yu (2004) states that an anxiety is the dominant problem in large classes, individual's variant is neglected and also there is lack of practice for the target language due to a large number of students. In addition, a report published by British Council (2015) shows a number challenges in teaching English in large classes as follow: (1) students' disciplines, (2) students' motivations, (3) students' attentions, and (4) students' preparations. Wang and Zang (2011) add that number of challenges that teacher faced when teaching in large classes are difficult to discipline the class, to satisfy all the needs of students, to organize efficient class
activities due to the constraints of time and space, to provide equal chances for students to participate and practice, and to give timely and effective feedback and evaluation.

In addition, many researchers have found that maintaining discipline is a major issue in a large class. In this regard making noise is a common problem in a large class which Harmer (2010); Locastro (2001); Zhang (2008), think may arise from students’ boredom for not being able to understand the instructions to activities that are given in the class and also because of the instructor's low voice. Lazear (2003) mentions that if any student behaves badly and tries to disturb the class, the teacher needs to attend the disturbance and eliminate the noise. In a large class such behavior from one or more students blocks the learning of that moment and also hinders the learning process. In this regard Pedder (2006) confirms that in larger classes, more time is needed for non-academic activities related to administrative and organizational procedures and to the management and control of discipline. Reductions in the quantity of learning opportunities constrain teachers from achieving the necessary pace, depth and breadth of curriculum coverage as class size increases. In fact, discipline in large classes can be a vital issue to consider. Most of the time, students make chaos because they cannot hear the teacher when sitting at the back of the classroom and they begin to talk, do another assignment, sleep during the explanation, or even play games among themselves especially in their mobile phone.

Subsequently, large classes are often considered quite challenging if the teachers are aiming to provide quality education. Yu (2004); Hatties (2005) who indicate that teaching large classes gives teachers fewer opportunities to provide quality education and set up an environment conducive to learning. In other words, teaching these classes can prove to be challenging as it becomes difficult for the teacher to manage the classroom activities, maintain discipline and assess the learners' performances. Zhang (2002) adds that large classes can have three problems such as disciplinary problems, students and teachers' drop of energy levels and inefficient learning.

From explanations above, it can sum up some challenges commonly encountered by teacher in teaching large classes are discomfort, control, individual attention, evaluation and learning effectiveness.

**Strategies for coping with the challenges in teaching large classes**

If we consider the challenges discussed above, it would be justified to say that there are a few teachers who would willingly want to encounter the challenges of teaching a large class. However, with the increasing number of students enrolling each year in the school, reducing class size in many teaching contexts seems to be impossible. Therefore, many teachers and educators now shift their concentration on finding ways and strategies to teach large classes effectively rather than focusing on the efforts to reduce the class size. Many studies have been done in regarding to find ways and strategies of teaching large classes. Qiang and Ning (2011) suggests that some strategies had planed based on how to strengthen communication and cooperation, how to apply multimedia instruction efficiently, how to enhance creative teaching, how to organize learner-centred discussions and activities, how to strengthen the management of the students sitting at the back. Some of the strategies are sum up in here. First, getting familiarities with the students and gathering the information and using students name when asking the questions. Second, having close contact with the students and establishing safe environment. Besides that, giving feedback in time to the students make better learning situation. Third, providing equal opportunities for weaker and stronger and give them different task according to their levels. Fourth, finding the students interests and using different teaching methods with multiple activities (ibid).

Additionally, regarding management in large classes which is related to class discipline, a teacher will need extra energy to monitor the students and he/she sometime need to be very discipline. To develop good discipline in a large class, teacher needs to establish the rules. Establishing a code of behavior that is created by teacher and learners together will state clear basic rules of conduct that learners understand, such as, they have to work quietly, they may talk, but not loudly and so on. When the class turns to be a huge crowd, shouting 'be quiet' to get their
attention sometimes does not work. At this time a teacher need to calm down to get his/himself in control, and think another way to get the students in control like asking them to raise their hand if their can hear him.

Considering that managing large classes can be very stressful, the teacher will need extra preparation. He/she can find ways to relax before class so that he/she do not feel anxious. Qiang and Ning (2011) suggest that there are some ways for managing large classes, first, teachers have to keep the voice lower, walk around the class and create helpful practice. Second, they have to make groups in different ways such as by interesting names and mixed the students according to their levels. Third, they also have to check the homework in different techniques such as motivate pupils to mark their homework by themselves, motivate the students to mark their homework in group, give back the homework with group feedback.

Furthermore, pedagogical issue is the other strategy that contains many principles. First, give the opportunities to the students to participate in class activities such as pair, individual work, group work and whole class work. Second, use new mode and change traditional teaching objectives. Qiang and Ning (2011) suggested that organizing cooperative learning activities like think-pair-share, three-step interview, and jigsaw to develop students’ comprehensive language competence and cooperative skills. Third, use different evaluation such as summative, self assessment and formative assessment.

Planning lessons is the other strategy in large classes that help teachers to use the time properly. It is very important for teachers because they do not have enough time like small classes. In large classes lesson plan is not for comfort, it is a necessary because it helps the teacher to manage the classroom environment. The second point is that teachers should feel free or be comfortable regarding to what they are teaching. Teaching in large classes is not easy, if the teachers are not making sure themselves about teaching the topic, he/she will be lost self-confidence. If teachers chose the topic and get ready for class it will help the teacher to continue the lecture very well and the students would be follow the teacher. And also, thinking of what questions the students will be asked and find the answers, besides that make the questions for the students (UNESCO, 2006). The teachers must know the objectives their teaching, in here the teacher can think about the skills, methods and manners. Making clear and specific the lessons to the students, moreover arranging the lessons logically and present the problems then explain the answers to the pupils. Use individual activities, pair work and group work to describe how the students do these activities. Keep the class silent then start the lecture. Before entering to the classroom think what resources are necessary and prepare the materials. To higher an assistant would be helpful to the teachers during, after and before teaching and learning activity.

Eventually, large class is related to the number of the students in a classroom, it means a class with full of students that the teachers are unable to control, manage and have better performance including communication with students. Qiang and Ning (2011) aptly suggest that LC helps students to share their ideas and learn from each other. In addition, LC provides the opportunity for teachers to improve managerial skills and some presentation techniques. In here, dividing the class into group can be one of alternatives in helping teacher in managing the large class. Teachers of large classes can try different strategies to organize the groups to suit the children’s abilities, for example, mixed-ability groups or same-ability group. Harmer (2007) states that pair work and group work will give a very valuable experience for the students since the teacher can maximize the students' participation in every activities. It is very effective in managing a class with large number of students where it is difficult for the teacher to make contact with every students and it is difficult for the students to receive individual attention. In addition, UNESCO Bangkok (2006) adds that group work is a good way to manage the active learning of students in a large class. Students in large classes will have opportunities to work together, solve problems, a process that is also called collaborative learning or cooperative learning. As students work together, students will learn how to build a sense of community.

Group work also can arose the student's solidarity as they work and help each other. Harmer (2007) describes the advantages of group work as follows: (1) Group work dramatically increases the number of talking opportunities for individual students. Because there are more
than two people in the group, personal relationship are usually less problematic; (2) there is also a greater chance of different opinions and varied contribution. It encourages broader skill of cooperation and negotiation and it more private than working in front of the class. It promotes learner autonomy by allowing students to make their own desition in the group without being told what to do by the teacher. Although we do not wish any individuals in group to be passive, nevertheless some students can choose their level of participation. To monitor the groups, the teacher sometimes needs to move around the classroom to see what progress learners are making and what problems are coming up. She/he can give advice, encouragement and extra individual help where it is needed. The teacher can also find help from the student. She/he can give a chance for the capable students to be the leader of the group and help other students. Sometimes a teacher needs to step out from the group crowd and lead the class from the front. This action will provide the students a space to work on their own and give them responsibility in maintaining their learning process and the teacher can observe the class as a whole organization.

Considering a classroom is a limited space for conducting group work. Using the environment outside the classroom offers a new tempting experience. School gardens, lobbies, or halls, offer different space when children get noisy or bored, and helps to reduce overcrowding. Remember that when the teacher works with some groups inside the classroom while the other groups are working outside (use different tasks or the same task). Setting up outdoor activities clearly and carefully and monitoring them is required, because some students may be very active. If it is necessary appointing responsible group leaders who can help maintain discipline. They can also give out and take in work for the groups, and explain what groups must do. When observing the students work, the teacher have to summarize the process, which students are working which are not working. Using a teacher's notebook to take notes while you are monitoring pair or group learning, it will help the teacher in summarizing and assessing the process of learning. Finally use the teacher's note to review common errors as a whole group after an activity is completed. The notes can be used as a teacher's reflection, what success and what is fail in a large class and make revision on the next section. In conclusion, it is very effective in managing a class with large number of students where it is difficult for the teacher to make contact with every students and it is difficult for the students to receive individual attention and also can arise the students' solidarity as they work and help each other.

To sum up, considering those challenges encountered by teacher in teaching large classes. The teacher's ways of coping with the challenges in teaching large classes are getting familiarities with the students, having close contact with them, giving feedback in time, providing equal opportunities and finding the students interests in learning. Further, the strategies that can used by teacher in teaching large classes are using cooperative learning activities like think-pair-share, three-step interview, and jigsaw to develop students' comprehensive language competence and cooperative skills, using different evaluation such as summative, self assessment and formative assessment, and also planning lessons before and after teaching and learning activity.

**Conclusion and Suggestion**

Most teachers agree that teaching a small class is easier, more enjoyable, and less time consuming than teaching a large class. Unfortunately, due to budgets, space, or lack of teachers, many schools especially in developing countries such as Indonesia, only offer large classes. Considering that young learners are active learners and they need to socialize and interact with others in learning language, so teachers should design a suitable class for them. The Indonesian government suggests that the number of students in every class should be 28 students for Elementary School (SD/MI), and 32 students for the Secondary school and High school, yet this is not an ideal number for a Language class.

This study review that in spite of the challenges of large classes such as discomfort, control, individual attention, evaluation and learning effectiveness, large classes also offer tempting experience in managing class organization. To manage large classes, there are several ways of coping with the challenges in teaching large classes as follows: (1) getting familiarities with the students, (2) having close contact with them, (3) giving feedback in time, (4) providing
equal opportunities, and (5) finding the students interests in learning. Further, the strategies that can used by teacher in teaching large classes as follows: (1) using cooperative learning activities like think-pair-share, three-step interview, and jigsaw to develop students’ comprehensive language competence and cooperative skills, (2) using different evaluation such as summative, self assessment and formative assessment, and also (3) planning lessons before and after teaching and learning activity. Disregarding several challenges of large classes can challenge the teachers in teaching English. Therefore, there is no reason for teachers of giving up to large classes and not improving their teaching techniques. Teachers should see large classes as challenges and when they success in improving the quality of students’ learning progress, it will become great satisfactions of all teachers.

In addition, it is suggested that the teacher of English can think creatively about how to make learning in large classes effective and create positive learning environments. Further, we also expect that they can use cooperative learning method to facilitate student centered in large classes. Last, it is necessary to follow-up this study by carrying out more actions in large classes. So, we hope other researchers could have the actions to develop social or language skills by using cooperative learning and to have a study about the effectiveness of cooperative learning as the appropriate teaching strategy in large classes.

References


USING TABLET COMPUTER IN ENGLISH LEARNING PROCESS: IS IT NECESSARY?

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Abstract
As the widespread use of technology is increasing, so does the use of devices like the tablet computer, it is now adapted for the English learning process. This paper tries to shed light the current issues on the use of tablet computer in English learning process at junior high school in their activity to achieve better results in learning, in Palembang, South Sumatra, Indonesia. The acute review of relevant studies on the field of the use of tablet computer in learning divulges that there are several topics related to the student views that compulsory to know to explore the use of tablet computer. In this review, the researchers present what literature suggested and recommended in the area of the use of tablet computer in English learning might hold to develop the quality of learning through tablet computer in junior high schools in Indonesia. The relevant articles being reviewed were from International context. This study hopefully can contribute to the betterment of the teaching practice of English in Indonesian schools. The following topics are presented in order; technology in education, CALL, tablet use of English learning process, tablet computer.

Keywords: CALL, tablet computer, technology in education

Introduction
The use of technology in daily life has become a phenomenon. The vast majority of society make use of technology in every single aspect of life. Younes and Zoubi (2015) state that the word technology consists of two parts (Techno) means application, art or skill, and (Logy) means science and learning. Technology is the methods and tools that society has developed in order to facilitate the solution of its practical problems and to provide the necessary needs for the community. Technology development has been growing tremendously and inherits a lot of inventions. One of the inventions is the computer, from the computer without graphics to the computer with a graphic user interface. This change also follows society necessity. One of the changes is the tablet computer. Griffey (2012) states that a tablet is a computer with the only screen with the input and the display being the entirety of the device. Thus the tablet computer mobility is very supported to what we know as the internet. Leiner et al (1997) state that the Internet is at once a world-wide broadcasting competence, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location. In the United States, they make use of tablet computer as one of the media to facilitate the learning process better (U.S Department of Education, 2010). Although in many developed countries the use of tablet computer in English learning process are already applied well. In Indonesia, only several school that make use of technology development especially tablet computer as the media to facilitate the English learning process.

A number of studies about the use of tablet computer outside of Indonesia suggests that the use of tablet computer in English learning process in schools should be applied because they serve a better and different approach in learning process (Reynolds, 2015). One of the ways to know the use of tablet computer in English learning process is necessary is by gathering information from the students which already exposed to the usage of tablet computer in their learning. In addition to that, exploring the necessity of using tablet computer in English learning process is essential to enhance the learning process.

In order to find out the necessity of the use of tablet computer in English learning process, this critical literature review study presents and examines a number of relevant topics.
that would be fruitful information for English teachers, policymakers, and other parties in their efforts to better understand theoretical and practical issues of English teaching and learning with technology in Indonesian schools.

Discussions

In this section, we would like to shed light on several things technology and education tablet computer, CALL tablet use of English learning process, tablet computer.

Using tablet computer in English learning process

This section presents a review of studies conducted by other researchers regarding a number of aspects related to use of tablet computer in English learning process. The studies examined are from several educational institutions across the world in order to enable a comprehensive overview of tablet computer use from various perspectives to indicate the significance of conducted research on using tablet computer in English learning process. There are two themes highlighted in this section: (i) Tablet computer use in English learning process (ii) the effect and the use of tablet computer in English learning process.

Technology holds great potential for significantly improving second language learning (Chapelle, 2001; Levy, 1997; Pennington, 1996; Salaberry, 2001; Zhao, 2003). However, a study conducted by Oh, Lee, Park & Cho (2014), the title is Exploring the Effects of Tablet PC-Based English Learning. The present study sought to investigate whether Korean learners would benefit from tablet PC-based English learning and how they and their instructors would perceive the relatively new mobile technology as a language learning and teaching tool. To this end, 161 young learners and 57 instructors at private English institutes in several cities in Korea took part in the present study. For three months, the learners received one of two forms of instruction, one based on traditional paper-based materials and the other via tablet PC-based materials. Analyses of the listening and reading tests and of the questionnaire responses, followed by student interviews, indicate that the learners may benefit from tablet PC-based English programs, especially in their reading skills and their learning autonomy. Furthermore, the learners' beliefs in the effectiveness of tablet PC-based instruction were found to be stronger than among the instructors.

Another study comes from Savas (2014), the title is —Tablet PC's as Instructional Tools in English as a Foreign Language Education! this paper to investigate the perceptions of 40 preservice English as a Foreign Language (EFL) teachers about the effectiveness of Tablet PCs as instructional tools in EFL classes. The study was conducted at a state university in Turkey and the data collection was mainly done via two questionnaires. Quantitative data analysis done on participants' responses revealed that the majority of preservice ELF teachers regarded Tablet PCs as effective instructional tools in teaching most of the subcomponents of English. The study did shows how significant the use of tablet computer in English learning process.

The last study were from Ward (2002) A qualitative study of experienced high school teachers' perceptions of learning technologies is reported. Underlying the study was a research-based theoretical background that highlighted the importance of appropriate perceptions to successful integration of learning technologies into classrooms. The transcripts of 31 semi-structured, open-ended interviews with a group of teachers were combined to form a pool of decontextualized statements about learning technologies. The pool of statements was analyzed using a phenomenographic research approach. A limited number of qualitatively different perceptions of learning technologies were identified. The perceptions varied with respect to —what and —how components. The —what component concerned perception of what constitutes a technology. The —how component concerned perception of how the technology impacted on learning. Some of the perceptions were considered inappropriate with regard to the —how component and unlikely to lead to successful integration.

In the other hand According to Suwarwoto (2018), only 40% of the regular subject teacher is ready to use the technology in the teaching process. In line with that, according to Persatuan Guru Republik Indonesia Sumsel (2018), 60% of the productive teacher in South
Sumatra are not proficient in using the technology. From these two facts about the use of technology in the classroom, it can be concluded that many teachers in Indonesia are not ready yet to use the technology in classroom learning. While on the other hand, it is very essential for us to use technology to suit up and compete with other countries that already use it a long time ago.

**Technology in education**

In the Colonial years of United States, wooden paddles with printed lessons, called Horn-Books, were used to assist students in learning verses. Over 200 years later, in 1870, technology advanced to include the Magic Lantern, a primitive version of a slide projector that projected images printed on glass plates. By the time World War I ended, around 8,000 lantern slides were circulating through the Chicago public school system. By the time the Chalkboard came around in 1890, followed by the pencil in 1900, it was clear that students were hungry for more advanced educational tools. (Purdue University, 2010).

In the other hand, the use of technology in the education of Indonesia is not as fast as the United States. The use of technology in Indonesia growth follows the social and economic development of the country. In the past, a teacher in school use chalkboard to teach the student and use it as the main media to teach. But now, since the technology development also excels in Indonesia, many schools started to integrate the technology in the teaching and learning process in school. Sadly, this doesn't follow with the ability of the teacher to operate the technology system in the learning process. According to Microsoft Innovative Educator Expert (2016), from more than two millions of teacher in Indonesia only 60 teachers that Join the program from 2012. Microsoft Innovative Education Experts is a program that aims to educate the teacher how to utilize technology during the teaching and learning process.

According to The International Telecommunication Union (as cited in Badan Pusat Statistik, 2018) there are 8 main indicators to measure the technology access and implementation on the education and separated to the following indicators:

1. Proportion of school that uses radio in teaching and learning process. It is measured by counting the number of school that use radio and the total number of school.

2. The proportion of school that uses television in the teaching and learning process. It is measured by counting the number of schools that uses television and the total number of school.

3. The proportion of school that uses the telephone in the teaching and learning process. It is measured by counting the number of schools that uses the telephone and the total number of school.

4. The ratio of student that use the computer in the learning process. It is measured by counting the number of students that use a computer and the total number of the computer.

5. The proportion of school that has access to the internet according to the internet connection type. It is measured by counting the number of school type of internet connection and the total number of school.

6. The proportion of student that access the internet in the school. It is measured by counting the number of students who accesses the internet and the total number of school.

7. The proportion of student that got to post-secondary level in the ICT field. It is measured by counting the number of students who got to post-secondary level in ICT field and the total number of student who got to post-secondary level.

8. Proportion of teacher that has qualification in the ICT field. It is measured by counting the number of teacher has qualification in the ICT field and total number of teacher.

The indicators are essential to measure the use of technology in the teaching and learning process in the school. Those 8 indicators to measure the technology access in education also
already measured by Badan Pusat Statistik (2018) and the result are created in an info graphic that can be seen:

The statistic shows the percentage of teachers in Indonesia that has the qualification of ICT is only 10 percent approximately. The info graphic shown how the teacher that apply technology in education in Indonesia is still outnumbered with the number of the student itself. As a process, technology in education is abstract. In this case, technology can be defined as a complex and integrated process that involve people, procedure, ideas, tools, and organizing to analyze a problem, finding way out to solve the problem, executing, measuring, and manage the problem solving in all aspects of learning by human AECT (1997).

**Tablet computer**

Griffey (2012) states that a Tablet is a computer with the only screen with the input and the display being the entirety of the device. In line with that Gates (2001) proposes the tablet takes cutting-edge PC technology and makes it available whenever you want it, it’s a PC that is virtually without limits. ("Tablet," 2010) A tablet, or tablet PC, is a portable computer that uses a touch screen as its primary input device. Most tablets are slightly smaller and weigh less than the average laptop. While some tablets include fold out keyboards, others, such as the Apple iPad and Motorola Xoom, only offer touch screen input. It can be concluded that tablet computer is a smaller version of personal computer that rely on only the screen as the primary input and using graphic user interface. Lenovo UK (n.d) defines a tablet is a highly portable PC whose primary interface is a touch screen that occupies the full length/width of the device but whose speaker and microphone are not positioned for hand-held calling. In popular perception, however, tablets simply combine the best aspects of smartphones and laptop PCs, creating what tablet lovers consider the ultimate mobile computing experience:

a. Compatible with home/office wireless and cellular data networks
b. Portable, but with larger, clearer displays than earlier mobile devices
c. Powerful, but lighter and easier to carry than traditional laptops
d. Longer battery life and greater storage capacity than typical smartphones

Tablet owners can use touch commands or a virtual keyboard (sometimes a physical one) to run web browsers, email programs, and interactive games just like they do on a desktop PC or laptop. But when they're ready to move, they can keep working (or playing) simply by switching from a home/office wireless network to a cellular data network. Some PCs have mobile broadband capabilities built into the CPU chipset, and most accept external cellular data cards or sticks. But the wide popularity of tablets shows that many consumers and business buyers prefer the ultimate portability of a tablet.

**Internet**

The internet has been around us for a long time, and now it existed in almost every single part of our life. Internet firstly founded with different name and purpose. Ryan (2010) states that, in February 1958 the Advanced Research Projects Agency (ARPA) created to work for networking and information. It was the pioneer of internet. Later in middle 1968 the research project changes its name to ARPANET and now evolves into internet. Leiner et al (1997) the original ARPANET grew into the interconnected network or what we call now as internet. Internet was based on the idea that there would be multiple independent networks of rather arbitrary design, beginning with the ARPANET as the pioneering packet switching network, but soon to include packet satellite networks, ground-based packet radio networks and other networks. In brief, internet is there to assure that information sharing is easier than ever before.

**English learning**

English learning is a process where one learn how to communicate in English. Learning English just the same with learning other language that requires four compulsory skills, they are writing, speaking, reading, and listening. Ahmad (2016) states that English has a status of a Second language in almost all the countries where it is not the first language. Related to that Romlah (2005)
English is spoken by people throughout the world as their first language, second language and foreign language. According to Marlina (2012) in the general contact of teaching English in most of Indonesians schools, the term of English as foreign language is taken where English as a target language is uncommon within the society in which the learners are living. Hence, English learning in Indonesia still considered as foreign language and needs to be developed.

**Computer Assisted Language Learning**

Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Levy (as cited in Davies, 2002) defines CALL more succinctly and more broadly as "the search for and study of applications of the computer in language teaching and learning".

*Traditional CALL*

Traditional CALL programs presented a stimulus to which the learner had to provide a response. In early CALL programs the stimulus was in the form of text presented on screen, and the only way in which the learner could respond was by entering an answer at the keyboard. Some programs were very imaginative in the way text was presented, making use of colour to highlight grammatical features (e.g. gender in French and case endings in German) and movement to illustrate points of syntax (e.g. position of adjectives in French and subordinate clause word order in German). Discrete error analysis and feedback were a common feature of traditional CALL, and the more sophisticated programs would attempt to analyse the learner's response, pinpoint errors, and branch to help and remedial activities.

*Exploitative CALL*

More recent approaches to CALL have favoured a learner-centred, explorative approach rather than a teacher-centred, drill-based approach to CALL. The explorative approach is characterised by the use of concordance programs in the languages classroom - an approach described as Data-Driven Learning (DLL) by Tim Johns (Johns & King 1991).

*Multimedia CALL*

Early personal computers were incapable of presenting authentic recordings of the human voice and easily recognizable images, but this limitation was overcome by combining a personal computer and a 12-inch videodisc player, which made it possible to combine sound, photographic-quality still images and video recordings in imaginative presentations - in essence the earliest manifestation of multimedia CALL.

*Web based CALL*

In 1992 the World Wide Web was launched, reaching the general public in 1993. The Web offers enormous potential in language learning and teaching, but it has some way to go before it catches up with the interactivity and speed of access offered by CD-ROMs or DVDs, especially when accessing sound and video files. For this reason, Felix (2001:190) advises adopting hybrid approaches to CALL, integrating CD-ROMs and the Web and running audio conferencing and video conferencing in conjunction with Web activities.

*The Use of Tablet Computer in English Learning*

The use of tablet computer in English Learning helps both student and teacher to interact in different way. According to Oktavia (2019), when the learning process involves the tablet computer, they have more options. The teacher can provide videos, audio for the learning which makes the class alive. Research addressing the use of smart devices and tablets for teaching and learning is still in relatively early stages. Nevertheless, the argument that technology present is beneficial for students' performance has been supported by numerous research studies. An extensive second-order meta-analysis revealed a positive moderate effect size in favour of
technology enhanced instruction when compared with traditional non-technology enhanced settings (Tamim et al., 2011).

Many studies have found positive aspects of interaction from L2 learners in computer-mediated communication (CMC), claiming that using technology made it possible for L2 learners to engage in active interaction (Beauvois & Eledge, 1996; Blake, 2000; Godwin-Jones, 2011; Kitade, 2000; Lockley, 2011). Technology can adapt to the learners' abilities, preferences, and learning styles, and as Bruce (1993) argued, the computer will change the nature of learning by placing the power of learning in the hands of the learner. Such individualization was not possible in the traditional L2 classroom (Chapelle & Heift, 2009). Instead of going to a class at a fixed time and place, learners can use learning materials whenever and wherever they want. Technology can also cater to shy or inhibited students (Lee, 2000) and lead to language acquisition by accommodating the learner's learning style (Kartal, 2010).

Using tablet PCs is a relatively recent phenomenon. Its use has been triggered by the ownership and popularity of such mobile, hand-held digital devices as smartphones. In particular, the integration of tablet PCs into L2 classrooms has been attempted in both public and private sectors in the name of m-learning. By definition, wired virtual learning is a form of e-learning, while wireless virtual learning is a form of m-learning as it uses mobile technology tools such as mobile phones and Personal Digital Assistants (PDA). Typically characterized as being available—anywhere, anytime (Geddes, 2004), learning is a natural extension to conventional e-learning practice and makes it possible for learners to have a greater degree of access to learning resources.

Chen (2013) claimed that tablet computers, including other mobile technologies, serve as an effective means of fostering learner autonomy and ubiquitous learning in an informal setting. Kang, Sung, Park, and Ahn (2009) reported positive effects of m-learning on Korean learners' achievement in spoken English proficiency. They reported that for English competence except listening, the achievement of students who participated in m-learning was higher than for those who participated in e-learning. Other domestic researchers reported positive effects of using the state-of-the-art smart devices on vocabulary learning (Choi, 2006; Sohn, 2012), and factors influencing learners' intention to use technology as the gateway for English learning were investigated (Jung, 2009).

Conclusion and Suggestion

To sum up the necessity of the use of tablet computer in English learning process are essentials. Regarding the discussion above there are several reasons why using tablet computer in English learning process is necessary. The first is the tablet computer are easy to carry by the students and teachers as media during the learning process. The next reason is the connectivity that offered by the tablet computer are unlimited, thus help the students and teacher to interact through a connected network. The third reason is the compatibility to the tablet computer makes the learning process easier to accessed, it makes the students hopeful authority towards the lessons and material of learning.

This review study has revealed that among other things. First we expect the use of tablet computer during English learning process are applied in more schools in Indonesia. The second, optimizing the source of technology that are available in that institutions is a must. Finally, for students and teachers who haven't exposed to the technology learning tried to embrace the technology development in the learning process. By this, we hope that there are more variety ways in English learning process.

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USING DICTIONARY IN EFL CLASS: A LITERATURE REVIEW

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Abstract
This literature review aims to address the current issues in the using dictionary in EFL class at department of university in their efforts to develop their professional and pedagogical competence. The critical review of relevant studies on the field of the using dictionary in EFL class reveals that there are several topics related to using dictionary in EFL class that students should have to better improve their using dictionary in class practice. In this review, it present what literatures suggested and recommended in the area of the using dictionary in EFL class that stakeholders might hold to improve the quality of using dictionary in department of university in Indonesia. The relevant articles being reviewed were from Indonesian context as well as International context. It is hopefully can contribute to the betterment of learning practice of English in Indonesian university. The following topics are presented in order; 1)The concept of dictionary, 2)Concept of Reading, 3) Types of dictionary, 4)The kinds of dictionary, 5)The used of dictionary , 6)Problems in dictionaries.

Keywords: dictionary, EFL class, types of dictionary, problems in dictionary

Introduction
English is one of the international languages in the world. People use language as a media to communicate with other people from the different country. According to Richard (2007), English is the language of globalization, international communication, commerce and trade media, pop culture, different motivation for learning, it comes in to play language. So it is important for people to learn English, because English is used in every aspect of the society life (as cited in Herlina and Holandyah, 2016, p. 107-108). Therefore, it can be seen that English is an international language that use as a communication tool in several aspect of social life. In Indonesia, English is very important for learners. English is as one of the subjects that is tested in the national exam in form of national standard and used as one of the requirements for graduating students both at junior and senior high school level. Sari and Saun (2013) state that English has become an important subject from junior high school. For this reason, English plays an important position because it is very crucial for the students to learn English to graduate from the school with a good score in national examination.

There are four language skills that must be mastered. Those skills are reading, writing, speaking and listening. Khamis (2006) states that these four language skills appear together in English class naturally (as cited in Herlina and Holandyah, 2016, p. 108). Reading is the way people learn language by seeing the words on the paper and begin to learn how the way the word, the pattern, and the sentence make a sense. While, writing is the way people to create the sentences after learn about the pattern of language. Meanwhile, speaking is how the way people learn language in oral. The last, Walker (2012) states that listening is how the people learn by interpreting what the speaker says. In other words, English covers four basic skills such as, reading, writing, speaking, and listening. Reading skill is very important for student. According to Brassell and Rasinski (2008), reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Pang (2003) states that learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities (as cited in...
Putra and Marzulina, 2016, p. 186). To sum up, reading is one of the skill in English that is important for student to get the knowledge and gain the new information in English from so many sources in the written text.

To comprehend the Reading skill, it is necessary to have the media that can lead the learner to get the meaning of the language. The media that every learner need when they study English is dictionary and most of the dictionaries are used in reading class. According to Labrousse (1977), dictionary is a book containing a collection of words of language arranged in alphabetical order followed by definitions or translations in other languages (as cited in Kurniasih, 2014, p. 11). Albulushy (2014) states that, the following points are some information found in dictionaries including definitions / word meanings us (american) spelling synonyms / antonym, collocation, parts of speech, pronunciation of word, plurals of nouns, origin of words, capitalization, grammatical information, prepositional rules, English spelling and word usage (e.g. slang). Because of this function, the dictionary will help the students when they learn English.

Discussion

In this section, we would like to describe about: 1) The concept of dictionary, 2) Concept of Reading, 3) Types of dictionary, 4) The kinds of dictionary, 5) The used of dictionary, 6) Problems in dictionaries.

The concept of dictionary

Dictionary is a book containing a collection of words of language arranged in alphabetical order followed by definitions or translations in other languages (Labrousse, 1977). Based on Summers (1988), learners are found to be more successful in using dictionaries for reading tasks compared to production tasks, because production requires more conceptual information, include the understanding of idioms, grammar, collocation, synonyms, and lexical phrases (as cited in Jian, Sandness, Law and Huang, 2009, p. 504). However it can be concluded that dictionary is very important especially in reading class. There are some factors that arouses the students to used the kind of dictionary. Teacher's and student's preferences are the kind of factors that arouses the students to use the dictionary. Based on Koca, Pojani, and Ciccko (2014), the students use the dictionary based on the student itself and the teachers recommendation. From this statement, it can be infered that most of the student use the dictionary based on the students choices or teachers arouses.

Dictionaries have several functions when the students looks up the dictionary. This is indicated in Albulushy (2014), there are a lot of purposes of dictionary than word meanings that are considered as practical sources of information that learners and teachers can depend on. Albulushy (2014) states that, the following points are some information found in dictionaries including definitions / word meanings us (american) spelling synonyms / antonym, collocation, parts of speech, pronunciation of word, plurals of nouns, origin of words, capitalization, grammatical information, prepositional rules, English spelling and word usage (e.g. slang). Because of this function, the dictionary will help the students when they learn English.

Concept of reading

In studying the four English language skills, reading is important skill to be learnt, it enables learners to comprehend all new information in English printed and written text. According to Pang (2003), learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on (as cited Putra & Marzulina, 2016, p. 186 - 187). Therefore, reading is one of the language skills that should be mastered when learning a language.

Reading is very difficult to learn. According to Khand (2004), comprehending a reading text is not an easy activity. It is because reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. It means it is about
understanding written texts that refers to the process of perceiving how written symbols correspond to ones' spoken language. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. It is a complex activity that involves both perception and thought of making sense of words, sentences and connected text. It is not just transferring the printed symbols from page to brain but readers have to understand the content of what the readers read. Hence, reading comprehension plays a great role in understanding a written statement accurately and efficiently.

**Types of dictionary**

**Monolingual dictionaries**

Monolingual dictionaries are the kind of dictionary that made in form of one language. According to Boonmoh (2010), monolingual dictionaries are written in only one language (e.g. English-English learner's dictionary) and provides detailed and precise information about the words in the second language. From the English Monolingual Dictionary (EMD), students can learn many aspects of the English language, such as the meaning of words and phrases spelling and pronunciation, word stress, words' part of speech, grammatical information about the word, the use of target word in context, its synonyms and antonyms, the register of the word etc. Stein (1989) notes that EFL monolingual dictionaries —include explanations of meanings, specification of a word's grammatical behavior and the illustration of meaning and the syntactical use of a word with real language examplesl. However, monolingual dictionary can also help learners to work independently and think in English.

**Bilingual dictionaries**

Bilingual dictionaries are the kind of dictionary that produced in form of two languages. Based on Boonmoh (2010), bilingual dictionaries are written in two languages (e.g. English-indo and indo-English dictionaries) that involves providing equivalents to the lexical units of one language by the lexical units of another language i.e coordinate with lexical units of one language those lexical units of another language which are equivalent in their lexical meaning (Zgusta, 1971, p. 274). Yorio (1971) and Bensoussan (1984) note that BD-s seem to give students security of concrete answers. They offer valid support for comprehension and production; they are time-saving, straightforward and easy to use by students and users. (as cited in Koca, Pojani, and Cicko, 2014, p. 75). It can be seen that, bilingual dictionary are the kind of dictionary that produced in two language and have several benefit for the learner.

**The kinds of dictionary**

**Printed dictionary**

The traditional print dictionary has been developed greatly over the past decades, and it has become ever more sufficient in giving learners the information they need. Paper based dictionary is the dictionary that are produced in form of paper. This statement is indicates in journal article by Al-darasyeh (2013), printed Dictionaries is the dictionaries that are produced on paper or another material using a machine. Al-bulushy states that Printed dictionaries vary from tiny pocket-sized versions that could be affordable and easy to carry, to large wide-ranging multi-volume works (Al-bulushy, 2014, p. 6). In addition, printed dictionary are the dictionary that made in form of book or printed.

**Electronic dictionaries**

Technology is important in electronic dictionary. Olimat (2010) has seen that the technology entered the world of lexicography making the electronic dictionary more popular as a source of lexical knowledge. Midlane (2005) defines the electronic dictionary as a pocket-siz ed devices which can easily be carried by students for use in the classroom or for translation. He stated that most models can offer an audible pronunciation option allowing students to hear the word they look up.
Electronic have several function. Boonmoh (2010) stated that the developed electronic dictionary is not merely a reference but also can be classified as a language learning tool. He added that it is not wise for the teacher to teach only by the paper dictionary. Olimat (2010) said that the students who use the electronic dictionary save more time and efforts. The electronic dictionary affects the teaching and learning process. Moreover, it is a fast effective tool which gradually replaced the bulky heavy paper dictionary as a result of rapid development of technology. This dictionary improved our ability and made us have better, more efficient memorization.

The used of dictionary

The use of dictionaries is a two-way game, and the players are: the dictionary itself, and the dictionary user. The game proceeds smoothly only if both perform well. In recent decade much effort has gone into improving dictionaries, but not nearly as much into discovering how to give users better skills in interfacing with a dictionary (Lew, 2013, p. 79). Hence, dictionary have the skill that is used to make the contains of information effective.

There are several functions of dictionary. According to Longman dictionary of contemporary English 6th edition (2017) the used of dictionary are consists of five major skill.

Finding a word or phrase

There are five aspects in finding word of phrase. The first is words that have more than one spelling consist of the word are spelling differently in british american, and have a word more than one spelling. Second is derived words consist of the words that are shown at the end of the entry, these words that can easily be understood if you know the meaning of the main word. Many of them end in ly or ness. Third is Compound words that are treated like ordinary words and listed in alphabetical order as if there were no space or hyphen in them. Fourth is position of idioms and phrases that are shown at the first important word of the phrase or idiom. The last is phrasal verb that are listed in alphabetical order after the main word.

Learning more about word

There are four aspects in learning more about word. The first of Pronunciation. Pronunciation is shown using the International Phonetic Alphabet (IPA). If the British and American pronunciation are different, the British pronunciation is shown first and the American pronunciation has a dollar sign ($) in front of it. For compound words, the primary stress (‘) and the secondary stress (,) are shown. Second is Frequency that explains the meaning of each word in order of the Frequency. The third is Academic Words these are important words to know if the learner are studying in an English speaking environment, or if the learner are writing academic assignments. The last is Register , the labels before the definition show if a word is used in Informal, formal, spoken, literally, legal, technical english and so on. Register notes give additional information about the formality of a word or phrase, helping the learner to choose the most appropriate word for a particular context.

Finding out about meaning

Defining vocabulary is the one aspect in finding out about the meaning. It is explain about the meaning of the word in clear simple language.

Finding out about grammar

There are four aspects in this case. The first is part of speech and grammar Information. It is explain about the part of speech that is followed by infomation about whether a word is countable, uncountable, transitive, intransitive. Second, inflections it is describe the information about irregular forms of verbs, nouns, and adjectives. Third is Grammar patterns, Common grammar patterns are shown in bold before the example so that the learner can see clearly how the word operates in a sentence. Common prepositions are shown in bold before the example. The last is Grammar notes that provide detailed information about areas of Grammar, singular or plural verb.
Building vocabulary

In building vocabulary there three aspect in this steps. The first is Synonyms and antonyms. Synonyms is the words that have the same meaning while antonym is the kind of words that have the opposite meaning. Second, Collocation of the words that is used with a particular word. Third is thesaurus. Thesaurus explain the difference between words which are similar meaning and give example that show how they are used differently.

Factors affecting the students use the dictionary

There are some factors that arouses the students to used the kind of dictionary. Teacher’s and student’s preferences are the kind of factors that arouses the students to use the dictionary. Based on Koca, Pojani, and Cicko (2014), the students use the dictionary based on the student itself and the teachers recomendation. From this statement, it can be inferred that most of the student use the dictionary based on the students choices or teachers arouses.

The problems of dictionary

In this modern era, there are several issues about the dictionaries that can prevent the learner to study English. These views are concerned with the problems in the online and printed dictionaries. The first phenomenon is in online dictionary. Unfocused, cheating, lack of battery, internet connection, noisy and distracting are the kind of problems that occur in online dictionary (Zheng & Whang, 2016, p. 146). Similarly, Stirling (2005) also indicated that several teachers complain about electronic dictionaries as inaccurate, noisy, cheating and distracting (as cited in Razei & Davoudi, 2016, p. 142). It is clear that, these issues are the phenomenon that showed by the student when they used the dictionaries

The other problem is about printed dictionaries. Jian, Sandness, Law and Huang (2009) and Albulushy (2014) states that heaviness, inefficient, wasting time, bothering, and can not be updated are the general problems of the printed dictionary. Printed dictionary are not efficient to use rather than online dictionary (Jian, Sandness, Law & Huang, 2009, p. 503). Yonally and Gilfert (1995) claims that students taking longer and requiring more effort to consult paper dictionary, while online dictionary allow students to quickly find the desired dictionary entries, motivation to use online dictionary also increasing than paper based dictionary because of ease of use, speed, small size, and lightweight, and ability to hear pronunciation (as cited in Jian, Sandness, Law & Huang, 2009, p. 505). Moreover, the heaviness of the paper dictionary is the main reason for students not bringing it to the class (Albulushy, 2014, p. 5). Therefore, there are several factors in printed dictionary that make the students are not recently used the dictionary.

There are some problems in printed and online dictionary. According Zheng and Whang (2016) Online dictionaries can cause distraction when students use electronic dictionaries in the classrooms. It happens when students are trying to look up the meaning of new words. As a result, students might ignore what the teacher is saying and pay little attention to the lesson. Electronic dictionaries can also be very disturbing when students use them in the classroom.

The voice of electronic dictionaries that suddenly occurs in class could be very annoying or surprising to the teacher and the students who are busy doing their work. The using of electronic dictionary by one student could affect the rest of students because they would be easily hearing pronunciations and explanations of irrelevant words while their teacher is teaching, which could discourage them from focusing on the lesson. As a result, it might be a great disturbance for both teachers and students during learning process.

Conclusion and Suggestion

In conclusion, to improve and maintain quality of the use dictionary in EFL class, several studies have been conducted as preview. First study is conducted by Tabell (2017) about —I trust the printed ones more, finish upper school students, use printed and Electronic dictionaries the purpose of this study was to examine how finish upper secondary school students use print and electronic dictionaries, and how often and in what situations they consult dictionaries in general. Another important factor was the students’ own opinion about these two dictionary types, for
example their ease of use and their usefulness in finding the word they are looking for. The results show that some respondents used dictionaries with mobile devices, which they carry with them in situations where a traditional print dictionary would cause too much inconvenience. As most of the respondents reported having used a dictionary in some other place than school or home, and also for tasks other than school work, one could assume that the increased portability of dictionaries in their electronic form has also made it possible for people to consult a dictionary in new contexts.

The other studies is conducted by Dwaik (2015) about —English Digital Dictionaries as Valuable Blended Learning Tools for Palestinian College Student. The purpose of this study is to explore the influence of using different types of dictionaries, as well as on their purposes and domains of using them, college students' actual use of electronic and online dictionaries is compared to their use of traditional print dictionaries, and students' patterns of dictionary use. The results show that involving students in classroom activities that require the use of digital technology would actually open their eyes to the actual potential and benefits of such electronic resources and would encourage them to resort to these resources more frequently. Another important consideration is the students' attitude towards technology and how this attitude may be modified or changed, although this generation is technology savvy, they may still need special guidance.

The suggestion from this paper the number of people are aware of this importance that dictionaries will give some contributions to English language learning and teaching when the students looks up the dictionary. This is indicated in Albulushy (2014), there are a lot of purposes of dictionary than word meanings that are considered as practical sources of information that learners and teachers can depend on. Albulushy (2014) states that, the following points are some information found in dictionaries including definitions / word meanings us (american) spelling synonyms / antonym, collocation, parts of speech, pronunciation of word, plurals of nouns, origin of words, capitalization, grammatical information, prepositional rules, english spelling and word usage (e.g. slang). Because of this function, the dictionary will help the students when they learn English.

This review has revealed among other things, the learner's knowledge and experience are increasing through the dictionary use and function if the learner know how the importance of dictionary in the process of learning. The findings can inform the learners about how they use the dictionary in the form of types of dictionary, preferences, dictionaries function, frequencies and the problems in using online and printed dictionary that faced by the students. Maximizing the information about the use, function and problems of dictionary the learner and leacturer will prepare more about using the dictionary in EFL class.

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A CONCEPT OF ENGLISH LANGUAGE ANXIETY: A LITERATURE REVIEW

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Abstract
This literature review study aims to address the current issues on undergraduate English foreign language students’ problem by exploring factors that cause their English language anxiety in Palembang, south Sumatera, Indonesia. The critical review of relevant studies on the field of English language anxiety reveals that anxiety is a critical problem of English foreign learner student in learning English. In this review, we would like to present some literature that suggested and recommended in the field of English language anxiety and the factors that cause English language anxiety of English foreign language students when they learn English in classroom. This paper hopefully can contribute to the betterment of teaching and learning practice of English in university of Indonesia. Then, this paper hopefully can help the next researcher to conduct study about 1) English Language Anxiety. The following topics are presented in order: 2) The domain of English anxiety, 3) The factors that cause English anxiety.

Keywords: English language Anxiety, Factors of causing English language anxiety

Introduction

English is used widely by many people in daily life. Harmer asserts that English is used in various aspects of human life such as in the fields of art, science, human sciences, travel, and the social sciences. He also states that in international trade and diplomatic relations also use English as a communication tool (as cited in Astrid, 2011, p.176). In addition, English is also used by people for entertainment, getting job, business, education, and information. Similarly, Reddy (2016) says English is used in our everyday life such as business, education, getting job, information, media and entertainment.

In global era, awareness of the importance of using English makes English is used by people in several countries. Brumfit, Broughton, Flavell, Hill, and Pincas (2003) explain that English is the most widely used by people in the world and there are 300 million native speakers of English are found in every continent. In fact, there are some countries use English as first language and there are some other countries use English as foreign language. Similarly, Reddy (2016) states that there are 375 million people use English as first language and there are 750 million people use English as second language. To sum up, English is used by many countries in this world as first language or foreign language.

In relation to the countries that use English, Indonesia is one of countries that use English. In Indonesia, people use English as a foreign language. Mukminin, Muazza, Hustarna, and Sari explain that English plays as foreign language in Indonesia. It puts English as a subject that must be learned in education (as cited in Khadafi, 2017, p.2). In addition, as importance subject, Indonesia pays more attention to English. In fact, student learns English start form elementary school up to university. Similarly, Wulandari (2010) states that English subject is learned by Indonesian student from elementary school up to university in order to improve the quality of human resources in Indonesia. Subsequently, Herizal and Afriani (2016) argue that English has become a subject that must be studied by students from elementary up to university. In brief, English is first foreign language that has to be learning from the elementary to university level in Indonesia.
Fortunately, there are some problems that are faced by people in learning English. Bibi states that the problems that are faced by students in learning English are students lack of grammatical, especially about how to arrange sentences, how to use conjunctions and how to use verbs (as cited in Astrid, 2011, p. 176). On the other hand, the problems come from students themselves. Brown (2000) explains that the problems faced by students in learning English come from themselves such as, self-esteem, willingness to communicate, motivation, and anxiety. In short, there are many factors that cause problem in learning English and one of the factors is anxiety.

Anxiety is a feeling of fear that occurs continuously. Specifically, Horwitz (1986) explains that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Similarly, Xu (2011) states that anxiety is correlated by negative feelings like uneasiness, frustration, self-doubt, apprehension and tension. To sum up, anxiety is reaction of people that have a negative feels such as, uneasiness, frustration, self-doubt, apprehension and tension. In addition, anxiety actually is a critical problem for students in learning English. Horwitz (2001) asserts that one-third of all English foreign language learners face anxiety. Furthermore, Salehi and Marefat (2014) argue that anxiety is problem in language education setting especially in English language because it will be obstacles for students to learn English.

There are some examples of obstructions that are faced by students who experience anxiety. Hu and Wang (2014) state that in communication class, students who experience anxiety face obstacles such as they are so nervous in front of the class, they avoid answering the questions or the answer is short and unclear and they do not open their mouth in English class. Additionally, teacher feels that anxiety is a problem that influences students in learning English. Horwitz (1986) argues that teachers and students generally feel that anxiety is a major problem to be overcome in learning English as foreign language. In short, the problems of anxiety on learning English are serious problem because it impacts to students' skill and foreign language learning activities.

Therefore, in this paper we would like to describe about English language anxiety and the factors causing it. Then, the previous study which related to English learning anxiety will be explained in this paper.

Discussion

In this section, we would like to explain about 1) Concept of English language anxiety; 2) the domain of English language anxiety and 3) the factor cause of English language anxiety.

Concept of english language anxiety

There are some explanation about the definition of foreign language anxiety in the various utterances. Foreign language anxiety is a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom and not merely a composite of other anxieties (Horwitz, Horwitz & Cope, 1986, p.125). Next, Argaman and Rabia (2002) also note that language anxiety manifests itself as an individual's concern for himself, excessive self-consciousness, and doubts regarding self-esteem and his or her ability in language use. Another definition of foreign language anxiety that explain foreign language anxiety comes as the result of the situations.

According Gardner and Maclntyre (1993) state that foreign language anxiety is apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient. In addition, Souad explains that foreign language anxiety can start as felling of fear in situation in which students have to perform in foreign language(as cited in Sarason, 1982, p.4). In conclusion, foreign language anxiety has two aspects: the first comes as the result of the situations of foreign language classroom and the second comes as the result of learners themselves.

Anxiety is one of serious problem that happen to human activities especially in learning English. Every problem must have a cause. Likewise with learning English anxiety, there are
several causes of learning English anxiety that affect students. The factor of foreign language anxiety adapted from Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz, Horwitz and Cope (1986). Anxiety is one of human emotion. It is similar to the feeling of angry or sad even, it can be a motivation for people to improve their performance (Zion, 1970). Also, Gaibani and Elmenfi (2016) explain that anxiety experienced by students can cause different things in students, such as fear, confusion, trembling, tension, stiffness, heart beat faster, and nervousness. Anxiety is commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object (Scovel, 1978, p. 129-142). In short, anxiety is feeling of human psychology.

Additionally, foreign language anxiety is a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom and not merely a composite of other anxieties (Horwitz, Horwitz & Cope, 1986, p.125). Next, Argaman and Rabia (2002) also note that language anxiety manifests itself as an individual's concern for himself, excessive self-consciousness, and doubts regarding self-esteem and his or her ability in language use. Another definition of foreign language anxiety that explain foreign language anxiety comes as the result of the situations. According Gardner and MacIntyre (1993) state that foreign language anxiety is apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient.

In addition, Souad explains that foreign language anxiety can start as feeling of fear in situation in which students have to perform in foreign language(as cited in Sarason, 1982, p.4). In conclusion, foreign language anxiety has two aspects: the first comes as the result of the situations of foreign language classroom and the second comes as the result of learners themselves. Foreign language anxiety divided into some components. Horwitz, Horwitz and Cope (1986) argue that foreign language anxiety can be related to three different components of anxieties which are related to academic and social evaluation situations: communication apprehension, test anxiety and fear of negative evaluation.

The domain of English language anxiety

In this section, we would like to discuss about 1) anxiety in English four skills; 2) categories of anxiety.

Anxiety in listening skill

Krashen (1980) theorised that listening or the extracting meaning from messages in L2 was the primary process in the development of a second language, and consequently postulated that anxiety formed an affective filter that interfered with an individual's capacity to receive and process oral messages successfully. Vogely (cited in Wilson, 1998) carried out a descriptive study on what she called listening comprehension anxiety (LC). As far as features of input were concerned, the speed of delivery was the most frequently reported cause of LC anxiety, followed by bad diction, variety of accents, and teachers who spoke too quietly. As to the level of difficulty, exercises that were too complex, unknown vocabulary, difficult syntax and unfamiliar topics were other sources of LC anxiety. Students reported feeling anxious if they could only listen to texts twice before having to respond. This feeling was particularly prevalent in listening tests. Though these sorts of practices are not followed in the schools of Bangladesh, yet the researcher, by taking into consideration, was intended to observe the overall situation of language learning.

Anxiety in speaking skill

Indeed, Daly (1991; cited in Von Worde, 2003) reported that—In some individuals fear of giving a speech in public exceeded such phobias as fear of snakes, elevators, and heights.

Horwitz et al. (1986) found that in counselling sessions at the Learning Skills Centre at the University of Texas students said that they had most problems in speaking, with difficulty in speaking in class being probably the most frequently cited concern of the anxious foreign language
students. Learners said that they did not feel too apprehensive during drills or about speaking if they had time to plan their spoken interventions, but would freeze if they had to speak spontaneously. This is seemingly identical with the Bangladeshi students. He also noted that students who are apprehensive about making mistakes in front of others "seem to feel constantly tested and to perceive every correction as a failure" (Horwitz et al., 1986:130).

Besides, classroom activities and the learning/teaching environment seem to bear directly on students' anxiety and on their performance in speaking.

Anxiety in reading skill

Saito et al. (1999; cited in Wilson, 2006: 114) asserted that reading in a foreign language could elicit anxiety due to two key reasons: one is the unfamiliar writing systems and scripts and the other is unfamiliar cultural background. Anxiety is also anticipated when a reader can decipher the words of a Foreign Language (FL) text, but not its sense, because of incomplete knowledge of the cultural material underlying the text. This sort of reason of reading anxiety is postulated in case of the Bangladeshi students. Yuan (1998; cited in Chen, 2007:32) wrote that "most L2 readers complain about having problems to understand the passage they read even though they have checked every vocabulary word by word. Thus, whenever uncomfortable feelings are associated with reading a foreign language, the higher the reading anxiety would become."

In this sense anxiety in reading could be expected also. Along with the remark of Saito et al. (1999; cited in Chen, 2007: 32), it is convincing that reading anxiety can be aroused through reading the foreign language itself.

Anxiety in writing skill

Writing has long been claimed to be a very difficult skill to acquire and is dreaded by Second Language (L2) learners. According to Daly (1978; cited in Onwuegbuzie & Anthony, 2009: 1): "Writing anxiety is a situation- and subject-specific individual difference concerned with people's general tendencies to approach or avoid writing!"

Basturkmen and Lewis (2002; cited in Dau, 2006: 5) asserted that: "the notion of success in writing is associated with self-expression, flow of ideas, outsider expectations, growing confidence and enjoyment of L2 language academic writing and L2 learners are known to have problems coping with this!"

That could be a question in Bangladesh context, whether the students get opportunity to follow the notion of success in writing or not. Researchers Daly & Miller (1975a,b,c; Daly & Shamo 1976, 1978; cited in Onwuegbuzie & Anthony, 2009: 1) have identified several characteristics of people suffering from writing anxiety, including: (a) they are apprehensive about demands for writing competency; (b) they fear their writing being evaluated, because they think that they will be rated negatively, and thus fail the task, assignment, or examination; (c) they avoid writing whenever possible; and (d) when they are forced to write, they tend to focus less energy and attention on the task itself, and thus allow concern to interfere with pertinent thought processes. In this case, there might be a question about do the students go through these for writing or its' development, because writing, here, is only used as a means of giving home works and sit for examinations.

Categories of anxiety

Anxiety divided into some categories. According to Wang (2009) there are three categories of anxiety such as trait anxiety, state anxiety and situation-specific anxiety. In the same opinion, Spielberger (1983) states that anxiety divided into three categories like trait anxiety, state anxiety and situation-specific anxiety.

Trait anxiety

The first category of anxiety is trait anxiety. Trait anxiety is defined as a more permanent predisposition to be anxious (Scovel, 1978, p. 129-142). Furthermore MacIntyre (1999) states
that anxiety as the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity. Trait anxiety is a part of persons’ character and hence is permanent and it may hinder the language learning. Trait anxiety is constantly felt by some individuals regardless of threats generated within their environment (Gulmez & Bozavli, 2012, p.1035). In conclusion, trait anxiety is permanent anxiety that experienced by people.

**State anxiety**

The second category of anxiety is state anxiety. State anxiety is temporary and alters over time according to the degree of confrontation with the perceived threat, whereas trait anxiety is relatively permanent and is a steady personality feature (Spielberger, 1983, p.8). In short, state anxiety is temporary and alters over time anxiety.

**Situation-specific anxiety**

The last one is situation-specific anxiety. Spielberger (1983) explains situation-specific anxiety is apprehension of a particular moment and response to a definite situation. This perspective focuses on the situations where anxiety is aroused and thus it's called situation-specific anxiety. These situations may include public speaking, oral examinations, interview, or in a group discussion in English classes. In brief, situation-specific anxiety is situation anxiety.

**Factors causing of english language anxiety**

Anxiety is one of serious problem that happen to human activities especially in learning English. Every problem must have a cause. Likewise with learning English anxiety, there are several causes of learning English anxiety that affect students. The factor of foreign language anxiety adapted form Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz, Horwitz and Cope (1986).

**Lack of preparation**

When the teacher asks students to perform in front of class without any preparation makes students unwilling to do. It happens because the students feel anxious when they do something without any preparation. Similarly, Ozturkand Gurbuz (2014) argue that students become feel anxious when speaking English in front of class without preparation before. In addition, Jen (2003) explains the factors that cause students feel anxious in learning English such as fear of negative evaluation, parental pressure, low English proficiency and the last one is Lack of preparation. For example, students start to anxiety when they have to speak without preparation in language class (Horwitz, Horwitz & Cope, 1986, p.130). In conclusion, students will feel anxious when they speak English in front of class without preparation.

**Lack of confidence**

The main thing that causes student learning English anxiety is when students are not confident. Mc Croskey, Richmond, Daly and Falcone (1977) explain that lack of confident is associated with high oral communication apprehension and must be considered in describing of the communication apprehension construct. Students that lack of confident think that they do not have a sufficient knowledge in the language so that they fear of losing their face when giving utterances. Thus, they are afraid when perform in front of class.

**Personality factors**

Another thing that causes student anxiety in learning English is personality factors. Jen (2003) explains personality factors can be causes of students’ anxiety in learning English and personality factors comes when students feel tension, worry and nervous. For Examples, students get nervous when they are speaking in class, students worry about the consequences of failing their foreign language class and students tremble when they know that they are going to be called on in English language class (Horwitz, Horwitz & Cope, 1986, p.130). In short, tension, worry and nervous are the factors that cause students’ anxiety in learning English.
The last factor that causes students anxiety in learning English is teacher and other students' feedback and evaluation. Kamaruddin and Abdullah (2015) argue that interactions between student and teacher that contribute to make students feel anxiety in learning English. For examples, Student feels afraid that the other students will laugh at me when he speaks the foreign language and Students get nervous when he does not understand every word the language teacher says (Horwitz, Horwitz & Cope, 1986, p.130). In brief, teacher and other students’ feedback and evaluation have effect to the students' anxiety. Fear of negative evaluation, defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively (Horwitz, Horwitz & Cope, 1986, p.128). Additionally, Aida (1994) explains students who fear of negative evaluation might sit passively in the classroom and withdrawing from classroom activities that could otherwise enhance their improvement of the language skills.

Although similar to test anxiety, fear of negative evaluation is broader in scope because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation such as interviewing for a job or speaking in foreign language class (Horwitz, Horwitz & Cope, 1986, p.128). Moreover, MacIntyre and Gardner (1991) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression (Wu & Chan, 2004, p.293). In short, Fear of negative evaluation is Apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.

Communication apprehension (CA)

Communication apprehension is connected to the state in which a learner feels shy, uncomfortable and stressed while talking to others in foreign language. Similarly, a communication apprehension is a type of shyness characterized by fear of communicating with other people (Horwitz, Horwitz & Cope, 1986, p.127). Additionally, Mc Croskey (1977) explain communication apprehension is an individual's level of anxiety associated with either real or anticipated communication with another people.

Communication apprehension plays a large role in foreign language anxiety. People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class. Thus, Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or difficult in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension (Horwitz, Horwitz & Cope, 1986, p.127). Similarly, in communication apprehension, people are usually afraid of oral communication that is about speaking and listening (Wu & Chan, 2004, p.292). In conclusion, communication apprehension is people who typically have problem in speaking.

There are some factors of communication apprehension. Mc Croskey, Richmond, Daly, and Falcione (1977) explain seven factors of communication apprehension such as low intellectual skills, speech skill deficiencies, voluntary social introversion, social alienation, communication anxiety, low social self-esteem and ethnic/cultural divergence in communication norms. Moreover, Buss lists novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, and degree of attention as the major sources of situational communication apprehension (as cited in Sarason, 1982, p.10). In short, many factors that cause people feel communication apprehension.

Test anxiety

Since performance evaluation is a regular feature of foreign language classes, test-anxiety is also related to a discussion of foreign language anxiety. Test anxiety refers to a type of performance anxiety stemming from a fear of failure in a test (Horwitz, Horwitz & Cope, 1986, p.127-128). In Addition Wu and Chan (2004) state that it generally occurs when students have poor performance in the previous tests. They develop a negative stereotype about tests and have irrational perceptions in evaluative situations. These students might have an unpleasant test
experience from either language class or other subjects. According to Horwitz, Horwitz and Cope (1986), test anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Next, oral tests have the potential of provoking both test and oral communication anxiety simultaneously in susceptible students.

Fear of negative evaluation, defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively (Horwitz, Horwitz & Cope, 1986, p.128). Additionally, Aida (1994) explains students who fear of negative evaluation might sit passively in the classroom and withdrawing from classroom activities that could otherwise enhance their improvement of the language skills.

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Conclusion and suggestion

In brief, some problems will be faced by students during English learning process, especially anxiety. According to explanation above there are four factors that causing students' English learning anxiety. The first is lack of preparation. Students feel anxious when teacher ask students to perform in front of the class suddenly. It makes students' anxiety increase. For the next factor is lack of confidence. Students have low confident think that they do not have a capability in English so that they fear of losing their face when giving utterances. Personality factors is the other factors of English learning anxiety. Personality factor comes from students' problem in their real life. It affects students' performance in speaking. The next factor is teacher and other students' feedback. Feedback from teacher and other students will effect students' performance in English. Negative feedback from others makes students' performance getting worse. Then, communication apprehension is factor cause anxiety. Communication apprehension is connected to the state in which a learner feels shy, uncomfortable and stressed while talking to others in foreign language. Similarly, a communication apprehension is a type of shyness characterized by fear of communicating with other people (Horwitz, Horwitz & Cope, 1986, p.127). The other factors is test anxiety since performance evaluation is a regular feature of foreign language classes, test- anxiety is also related to a discussion of foreign language anxiety. Test anxiety refers to a type of performance anxiety stemming from a fear of failure in a test (Horwitz, Horwitz & Cope, 1986, p.127-128).

The last thing is suggestion for teacher and students. First, we expect that the teacher or lecturer to measure their students anxiety in learning English because students' anxious can affect their performance in learning process. To decrease the students' anxiety in learning English, lecturer can improve their way to teach, such as giving warming up for students or introducing them the material before starts to learn. It is can be used to reduce their anxious in learning English. Finally, for students who have anxiety in learning English, by knowing the factors causing English learning anxiety, you out best strategy which can reduce your anxiety in learning English. So your performance can be improved.

References


A CONCEPT OF LISTENING ANXIETY AND IT'S INFLUENCE TO LISTENING PERFORMANCE

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Abstract

The literature review study aims to address the current issues on the way students' listening anxiety affect to students' listening performance, and the factors that causes students listening anxiety, in Palembang, South Sumatera, Indonesia. The critical review of relevant studies on the field of listening anxiety that there are several topics related to the students' listening performance and the factor of listening anxiety that should known by the teachers to decrease their students' listening anxiety and increase the students' listening score. In this review, what literature suggested and recommended in the area of listening anxiety might hold to improve the students listening score in Indonesian university. This paper hopefully can contribute to the betterment of teaching practice of English in Indonesian university. The following topics are presented in order; 1)Listening anxiety; 2)The effect of listening anxiety to listening performance; 3)Factor that causes listening anxiety. The domain of listening anxiety.

Keywords: factors of listening anxiety; listening anxiety, listening performance

Introduction

English is one of international languages. According to Harmer, it is important because it is used in all aspects of life such as, arts, sciences, humanities, travel and social sciences (as cited in Astrid, 2011, p. 176). Similarly, Reddy (2016) states that English play a necessary role in humans' life. It is because English is used in business, education, information, media and entertainment, and international relation. Other researchers Ammon and Seargeant and Erling also said that the major venues of foreign country use English too (as cited in Abrar, et al., 2018, p.129). From that statement, it can be concluded that English is necessary for human to communicate in daily life.

In order to communicate actively in English, there are four language skills that must be mastered. Those skills are reading, writing, speaking and listening. Khame is supported that these four language skills appear together in English class naturally (as cited in Herlina & Holandyah, 2016, p. 108). Furthermore, Sadiku (2015) states that these skills must be applied in learning English. It is useful for helping students meey standards set by the teacher. It also can make the students to improve their communicative competence. In other words, those skills are essential to learnby the people who want to master English.

Listening skill is considered very important. People usually spend their time more to listen than to speak. More than forty percents of our daily communication time is spent on listening, twenty five until thirty percent on speaking, eleven until sixteen percent on reading, and only nine percent on writing (Gilakjani & Ahmadi, 2011). Meanwhile, Hamouda (2013) states that kindergarten until high school students are expected to listen for about 65-90 percent of the time. Thus, it can be concluded that listening is essential skill for human.

People's ability to comprehend the listening message from speakers' utterances is called listening comprehension. Similarly, Hamouda (2013) states that understanding what other people said is called listening comprehension. Subsequently, Kim and Pilcher (2016) define listening comprehension as one's ability to comprehend the meaning of spoken language that involves extracting process and constructing meaning. Specifically, listening comprehension is
the way people select the aspect of input, form meaning of passages, and associate what they hear with existing knowledge (Gilakjani & Ahmadi, 2011). In short, listening comprehension is the way people understand or select the aspect of input from what they hear with existing knowledge.

However, there are some problems in the process of learning listening, one of the problems is anxiety. Otair and Aziz, 2017; Sadiq, 2017 state that anxiety is a major problem that relates to listening comprehension. Listening anxiety also a variable that can affect the success and failure of foreign language students. Similarly, Vogelly (1995) said that the most ignored but potentially one of the most debilitating type of anxiety is the anxiety accompanying listening comprehension. Furthermore, Golchi (2012) explains that anxiety is usually provoked by listening skill. Even, not only listening comprehension but also listening performance is affected by anxiety because anxiety will make student's attention be dispersed and make students' auditory organ reaction be weaken (Pan, 2016, p. 12). To sum up, anxiety is one of critical problem in the process of learning listening.

Further, some researchers found that the majority phenomena of students who are anxious in listening happened in big countries however, in fact the phenomena also happen in Indonesia as one of developing countries. For example, Katemba (2013) found that Indonesian university students were highly anxious in English, it includes listening too. Similarly, Erlina, Inderawati, & Hayati (2016) also found some students of Sriwijaya University Palembang were high anxious in listening. Next, Dewi (2018) also found that there were some students in Sanatama Dharma University Yogyakarta who had high anxiety level in listening. Furthermore, Munawarah (2018) also found that some students in Muhammadiyah University Yogyakarta had highly anxious in listening. Last, Agustiana (2019) also found that some Indonesian EFL students of private university Jakarta were highly anxious in listening. In short, listening anxiety is faced by almost all of EFL students, including Indonesia.

In addition, listening anxiety can affect listening performance. This was proven by some previous researcher. First is Wang and Cha (2019) who found that listening anxiety was a negative predictor for less performance students'. Next, Dalman (2016) also found that listening anxiety has a negative correlation to listening performance. Similarly, Afshar and Hamzavi (2014) also found there was negative significant correlation between students' listening anxiety test and students' performance. Subsequently, Zhang (2013) also found that listening anxiety could affect FL listening performance. Moreover, Ghapanchi and Golparvar (2012) also found that there was a negative relationship between foreign language listening anxiety and students' listening performance and their locus of control. Finally, Yan (2005) also found that high listening anxiety level has a negative influence to students' listening performance.

Besides, there are some researchers who have conducted research studies about the factors that can cause students listening anxiety. First the research which was conducted by Pan (2016) who found that there are three factors of listening anxiety; teacher and learner factor, listening and material process and other factor. Next, Serraj (2015) found the three factors of listening anxiety; individual factors (nerves and emotionality, inappropriate strategies and lack of practice), input factors (lack of time to process information, lack of visual support, nature of speech and level of difficulty) and environmental factors (instructors, peers and class environment). Moreover, Lili (2015) found that there are five listening anxiety factors; lack of confidence, lack of listening strategies, characteristics of listening comprehension, characteristics of listening materials and fear of negative evaluation. Then, Stawierska (2013) found that there are five factors which cause listening anxiety; knowledge related factor, process related factor, learning strategies, output related factor (evaluation and performance) and personal factor. Finally, Kim (2000) found two factors that cause listening anxiety; tension and worry.

In order to find out the way listening anxiety affect to listening performance study review presents and examines a number of relevant topics that would be fruitful and factors that causes students' listening anxiety, this critical literature information for students, English lecturer, and other parties in their effort to better understand theoretical and practical issues of English teaching in Indonesian university.
Discussion

In this section, we would like to discuss about three main concepts; 1) Listening anxiety; 2) The effect of listening anxiety to listening performance; 3) Factor that causes listening anxiety.

**Listening anxiety**

There are many definition of listening comprehension. According to Afshar and Hamzav, listening comprehension is an active process of multifacet, it is affected by many factors such as differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to given context (as cited in Yulisa, 2018). Another expert, Hogan, Alonzo and Adlof(2014) define it as the people competence to know text read aloud. Similarly, Gilakjani and Ahmadi (2011) described it as the way people select the aspect of input, significant passages, and associate what they hear with prior knowledge. It can be concluded that listening comprehension is the way people understand deeply about what speaker says.

Furthermore, listening comprehension has some components. Based on Chastain (1998) there are four main components of listening comprehension. (1) the listeners' ability to distinguish sounds, intonation pattern, and similar sounds in the foreign and native language. (2) the listeners' ability to understand the whole passage uttered by native speaker. (3) the listeners' ability to gather the passage from listening audio to their auditory memory until they can administer it, and (4) the listeners' ability to construct the meaning from listening material.

Anxiety is one of human emotion. It is similar to the feeling of angry or sad even, it can be a motivation for people to improve their performance (Zion, 1970). It is normal when someone feel anxious in some conditions. For example, the students will have a final examination. Commonly, they will feel worry or nervous before the examination and after that they will feel like usual. This condition is reasonable for human. But, anxiety also can be critical, it happens when anxiety is really strong or last for a long time (Marsh, 2015). This condition is different from normal anxiety and the definition of it be changed. The MNT Editorial Team (2017) explains it as the name of disorder that makes human feels nervous, fear, apprehension, and worry. Demir (2015) divides the anxiety into two kinds based on the level of it such as, facilitating (little anxiety), and debilitating (too much anxiety). It can be included that anxiety has the different types depending on the anxiety level.

In addition, listening anxiety has some levels. Each level will have different effect for students. According to Demir (2015), learners who have little anxiety (facilitating anxiety) will be attentive, use knowledge and strategies, and understand well in listening class. On the other hand, learners who have over anxiety (debilitating anxiety) will have lack of concentration, be hard to listen distinctly and have lack of understanding to the audio pessage. However, if students' anxiety level is too low, it will give them the negative effect too. It will make them not concentrate consciously in listening (Avci, 2017). So, the different learners' level of anxiety will give the different effect on their listening performance.

**The effect of listening anxiety to listening performance**

There are many previous studies related to students' listening anxiety and students' listening performance. First is Wang and Cha (2019) who investigated English majors from Chinese university to examine the differences between and effect of FLLA factors on listening performance in low and high proficient EFL listeners. The result of their study showed that listening anxiety was a negative predictor for less performance students'.

Next, Dalman (2016) who conducted a study to explore the relationship between listening anxiety, listening strategies, and listening performance. The result showed that all listening strategies were negative correlated with listening anxiety, and listening anxiety also has a negative correlation to listening performance.

Furthermore, Afshar and Hamzavi (2014) who investigated the relationship between reflective thinking, listening anxiety, and listening comprehension of Iranian EFL learners with regard to their proficiency. The result of their study showed that there is positive association between reflective thinking and listening comprehension, reverse correlation between listening
anxiety and listening comprehension, and reverse relationship between reflective thinking and listening anxiety of Iranian EFL learners.

Moreover, Zhang (2013) who explore the possible causal relations between foreign language (English) listening anxiety and English listening performance. Based on his research, it was found that listening anxiety could affect FL listening performance.

Last, Ghapanchi and Golparvar (2012) who investigated foreign language listening anxiety (FLLA) and students’ listening performance and their locus of control (LOC). The result of their research showed that there is a negative relationship between FLLA and LOC.

**Factor that causes listening anxiety**

There are many factors that cause learners listening anxiety. Vogelly (1998) found the factor of listening anxiety based on students comment. She divides it into four categories such as, input, process, instructional factors and personal factors.

The first factor proposed by Vogelly is input, it divides as five sources such as, nature of speech, level of difficulty, lack of clarity, lack of visual support, and repetition of input. Based on Vogelly research, the students claim that the speech is too fast, poor enunciation, different accent, and the instructor speak too softly in listening class make nature of speech become one of anxiety sources. While in level of difficulty, it makes some learners feel frustration and anxious if the exercise of listening comprehension is too hard. Further in lack of clarity, the learners got anxious when they do not know what kind of text that they listen and what supposed to do. Meanwhile in lack of visual support, Vogelly state that it is important to notice it even thought, there is not many learners got anxiety cause this source. It is dissimilar with repetition input which is many learners feel frustration and anxious when the input is presented only twice.

Furthermore, the process factor has four sources such as, cannot use appropriate strategy, cannot manage time to process, cannot study for listening comprehension, and cannot check answer for listening comprehension task. Many learners use inappropriate strategy on listening, most of them try to translate every single word, this strategy make them miss the next part and feel anxious. Subsequently, several learners claim that they feel anxious when the instructor asks them to give the respond directly without giving them time to process the material. Following that, some learners cannot study for listening comprehension because they do not know how to prepare on listening, it make them frustrated and anxious. Afterward, the learners also feel anxious because in listening class they cannot check their answer, it is not same as in reading class.

Another factor is instructional, it sourced from lack of listening practice, the test thing, and uncomfortable environment. Starting with listening practice, the learners feel anxious because there is only a little or no special class time to practice their listening. Next, several learners claim that they got anxious just because a test. They cannot reply or go back to previous question. Subsequently, uncomfortable environment can make learners feel anxious such as, the room is too noisy, lacks oxygen, or is small and cramped.

Last is personal factor. It has three sources such as, fear of failure, nerves, and instructor’s personality. Fear of failure and nervous are common things in learning, but some learners feel it too much when learning listening comprehension. It is the best factor of anxiety. On the other hand, the instructor that often asks the learners to answer the question directly will make the students feel anxious too.

Similarly, Another factor that causes listening anxiety on learners was found by Pan (2016) such as, teachers and students factor, listening material process, and other factors. Based on Pan's research, teachers' personality can make the students feel anxious, some teachers are too serious in the class and a part of them are too strike about students' mistake. It will make students feel under pressure and anxious in classroom. However, she also found that the students' listening comprehension ability, students' self-efficacy and students' habit can be the factor of their anxiety too. The studies have shown that if the listening comprehension level is low, it means the anxiety level is high and vice versa. Similarly, if the self-efficacy is weak, it means the anxiety is strong. Furthermore, the learners who show little interest in listening and
lack of motivation will easily make them absent-minded during the class. It will make them miss important information and get anxious. Besides, the material difficulties also are the causes of learners' anxiety. Pan (2016) state that—The more difficult the listening material is, the more complex the syntax, the more likely to cause learners' anxiety (p. 13). In process of listening, the material that cannot be repeated will make the students afraid to make mistakes and cause their anxiety. Lastly, she also found other things that effect listening anxiety such as, multimedia facility, learners' physical surroundings (the room is too hot or cold), and class condition (noisy, lacks oxygen or small, and cramped).

Furthermore, Lili (2015) found the factor that causes listening anxiety based on the freshmen of English major. Those are lack of confidence, lack of listening strategies, characteristic of listening comprehension, characteristic of listening materials, and fear of negative evaluation. Based on Lili's research, the freshmen who have lack of confidence will lose and anxious in listening activities. She found only a few of freshmen who use the strategy in listening class. This makes many freshmen easy to feel worry, nervous, and anxious during the listening class. Furthermore, the characteristic of listening which does not provide much time also make the freshmen easy get anxious. Following that, the characteristic of listening material such as, speed, and condition also affect the anxiety. Some of freshmen said that they want to give up if the speed is too fast. They also said the noises in classroom made them easy to miss their attention and make them feel anxious. Finally, fear of negative evaluation can increase the anxiety. Several freshmen state that volunteering to respond in class could make them anxious because they are afraid to be looked down by others.

Likewise, Serraj (2015) found the three factors of listening anxiety based on Iranian EFL context listening comprehension remains as one of the most problematic skills for learner. Those factors are individual factors (nerves and emotionality, inappropriate strategies and lack of practice), input factors (lack of time to process information, lack of visual support, nature of speech and level of difficulty) and environmental factors (instructors, peers and class environment).

Based on Serraj's research, most of the respondents mentioned that that they do not feel confident in their listening skills. They are afraid that they might not have adequate knowledge about the topic. The majority of participants noted that their thoughts are jumbled and feel confused while they are listening to important information. They confessed that they get upset and uncomfortable when they are not certain if they have understood the information properly. Other interview respondents mentioned that they have fear of listening to public speech in English. Moreover such fear will be negatively evaluated when they are listening to or imagining themselves listening to a lecture. Another significant factor that was identified as having an influence on the learners' foreign language anxiety is the lack of appropriate strategies. Some participants are concerned about the speed of input. It is inferred that for many learners who experience anxiety in listening tasks normal speed seems to be fast, and they are not able to catch up with strings of words that strike their ears, and therefore they feel anxious. Another factor related to the nature of speech that causes listening anxiety in the participants of the study is facing with the inputs that are presented in accents which they are not familiar with them. Following that, through the interview with participants, he is revealed that students generally feel anxious when they find the level of listening materials difficult. The participants associated the level of difficulty of listening input mainly to the use of unfamiliar vocabulary or complicated syntax, the use of unfamiliar idioms and expressions and facing with the texts with unfamiliar topics. In these situations students are not able to cope with the difficulties listening imposes and they cannot tolerate ambiguities in listening comprehension process.
Another factor interview respondents emphasized as contributing to their level of listening anxiety is the environment and classroom atmosphere. The respondents believe that the classroom atmosphere can either elevate or decrease their anxiety. Respondents reported that noisy and crowded classes, distractors, the quality of audio materials and temperature of the class influence their level of anxiety and interfered with listening comprehension. Another important factor that was identified as having an influence on the learners’ degree of listening anxiety is the role of the interlocutor. In this regard, several features of the peers were raised by the interviewees of the study. The gender of the peer was shown to have an impact on the level of to the participants’ listening anxiety. This can be explained by the fact that the presence of an interlocutor from an opposite gender for some learners is beneficial since it pushes them to be more careful with comprehending the input one makes while for some other individuals the existence of opposite sex can be distractive and elevate their listening anxiety. Another factor related to the effect of peers on the participants’ level of listening anxiety was the risk of making errors in listening comprehension in front of other classmates. According to many participants one of the most stressful aspect of the listening class, directly is related to the instructors themselves. Participants believe that it is difficult to meet their teacher's expectation to comprehend difficult listening tasks. Finally, one more influential factor worth noting is the amount of listening practice learners have in language classrooms. Most of the interview respondents attribute their listening anxiety to their lack of listening practice in language classroom, which is resultant from the lack of exposure to the authentic listening materials and instruction.

Last, Stawiarska (2013) also found some factors that causes students' anxious in listening process. These factors are input related factors, knowledge related factor, process related factor, learning strategies, output related factor (evaluation and performance) and personal factor. In input related factor, the Stawiarska defines that some students felt anxious because too fast speech, background noise, and native speaker pronounced words differently. It was also because they were listening to English speaker on the phone, no access to a script, could not listen to English at their own pace, and not being able to see someone's lips or face. Likewise, In knowledge factor, some students were anxious in listening process because of they had inadequate background knowledge of some topics, came across unfamiliar vocabulary or grammar structures, and had some problems with cultural knowledge. Furthermore, in process related factor, some students felt anxious in listening because of they would drift their minds while listening, had little time to process what they had just heard, not being able to catch a key word, did not understand every word, get stuck on one or two words, had problems with guessing the content, translate word by word, and difficult to differentiate words from one to another. Moreover, in learning strategies, some students were anxious during listening process because of they do not know how to prepare for listening comprehension classes, and not knowing appropriate listening comprehension strategies. Following that, in output related factor (evaluation and performance), some students felt anxious when they followed listening class because of they worry about getting a poor mark, knew they would be evaluated, worry about what other people would think of their listening comprehension, and afraid that the other students would mock their listening skills. Finally, in personal factor, some students said that they felt anxious when they followed listening class if their teacher openly demonstrated frustration when they did not know the answer. However, teacher behaviour, as generally perceived by students, caused anxiety for 27% of them. Then, the group also displayed a significant inclination towards feeling anxiety through comparing their skills to others and assessing themselves as inferior.

Conclusion and Suggestions

In summary, in teaching and learning listening contexts, listening anxiety can affect to students' listening performance. This fact is supported by Wang and Cha (2019); Dalman (2016); Afshar and Hamzavi (2014); Zhang (2013); and Ghapanchi and Golparvar (2012) who found that listening anxiety has a negative correlation to students' listening performance. Similarly, Pan
(2016) explains the effect of listening anxiety to students. She said that it will make student's attention be dispersed and make students' auditory organ reaction be weaken, listening anxiety also can make students' ability and performance be decrease. In short, the factors that cause listening anxiety has negative effect to the listening comprehension.

Besides that, there are many factors that caused students anxious in listening process. It is supported by some previous study who conducted by some researcher. First, Vogelly (1998) who found the factor of listening anxiety based on students comment. She divides it into four categories such as, input, process, instructional factors and personal factors. Moreover, Lili (2015) who found the factor that causes listening anxiety based on the freshmen of English major. Those are lack of confidence, lack of listening strategies, characteristic of listening comprehension, characteristic of listening materials, and fear of negative evaluation. Similarly, Serraj (2015) found the three factors of listening anxiety based on Iranian EFL context listening comprehension remains as one of the most problematic skills for learner. Those factors are individual factors (nerves and emotionality, inappropriate strategies and lack of practice), input factors (lack of time to process information, lack of visual support, nature of speech and level of difficulty) and environmental factors (instructors, peers and class environment). Likewise, Pan (2016) who also found some factors that causes listening anxiety in Chinese school such as, teachers and students factor, listening material process, and other factors. Last, Stawiarska (2013) who also found some factors that causes students' anxious in listening process. These factors are input related factors, knowledge related factor, process related factor, learning strategies, output related factor (evaluation and performance) and personal factor. Thus, those factors can make students feel anxious during they follow listening process.

From this review study, we have some suggestions for other researcher, listening lecturer, and students. First, we really expect to another researcher to conduct other study that related to listening anxiety because listening anxiety can affect the students' listening performance. Therefore, it would be nice for you to investigate it further. Second, it is important for English lecturer, especially listening lecturer to measure their students listening anxiety level because high anxious level can make students' listening performance be decrease. The lecturers also can improve the way they teach listening subject, such as giving warming up for students or introducing them the vocabulary related to the material before playing the listening audio, and asking the students if there is a student with hearing disorder or not, so the lecturer can reduce their anxious feeling by placing them in the front seat. It is can useful to reduce the students' anxious feeling during listening process. Finally, for students who realize that they often feel anxious in listening process, we expect that they can find out the appropriate strategy that can reduce their anxious feeling, so their listening performance can improve. we also hope the students improve their vocabulary to make them easy to catch what the native speaker said in listening audio, so they can reduce their anxious feeling too.

References


Abstract
This literature review aims to analyze the types of code-switching and to investigate how code-switching functions as a communicative tool in a English as a second language teacher in classroom. This critical review of relevant studies reveal that there are several types of code switching and the functions related to code-switching that teacher use to make easier in teaching foreign language and used as additional sources. In this review, the researcher presents what literatures recommended in the area of perceptive in using code-switching to facilitate students' understanding in English learning in junior high school in Indonesia. The relevant articles being reviewed were from Indonesian context as well as International context. This review hopefully can contribute to the betterment of teaching practice of English in Indonesian school. The following topics are presented in order; 1) the types of code switching known as tag switching, inter-sentential switching, and intra-sentential switching, and 2) the functions of code switching.

Keywords: code-switching, English teacher, the types of code-switching, the functions of code-switching.

Introduction
Language as a tool used to communicate has variation in each countries in the world. It means when people from different country meet, they need to communicate using particular language as a lingua franca. Nowadays, English is the most widespread language in the world and is more widely spoken and written than any other language (Gohil, 2013). Because English is most commonly spoken in the world, it has often been referred to as a global language, the lingua franca of the modern era. Thus, with English, people in the whole world can communicate their individual thoughts, as well as the cultural beliefs and practices of the society.

Language and society cannot be separated. These two are complement each other. The use of language in society is as the aspect used in language. Sociolinguistics here gives contribution as regulator on how language is used in society. According to Wardhaugh (2006) language is what the members of particular society speak. Language gives main contribution to make interaction between the people. When the people have equal topic or purpose, it will make interaction in social community.

In socialcultural, there are three kinds of mastery in language; monolingual, multilingual and bilingual. Karahan (2005) states bilingual as a person which control of two language. Additionally, Nababan argues that there are some factors make person can be a bilingual. Such as mobilization, nationalism, education, culture, or religion. Mobilization makes bilingualism condition when immigrant forced to interact with the native. This condition makes them should study about native language because they should fulfill their needs. Nationalism appears a necessity of a national language to unite a whole nation or a necessity to have a legal language of a country like Indonesia. Education and culture also make bilingualism situation. When person want to learn in other place or culture, he/she should understand the language first. The religion is usually written in a language, Arabic in Islam or Latin in Christian. This situation makes the person should understand the language first if he/she wants to understand about what they want to learn.
In Indonesia, this is not surprising if people in Indonesia is bilingual. According to Nababan (1991) people speak using local language and Indonesian. But this is different with urban people, they have competence in three local languages (local language, Indonesian, and foreign language). This happens because official matter, business and government affair are conducted in urban center. People use formal Indonesian or foreign language such as English when they have to face official business matter or government affair, and they use their mother tongue when they speak in informal situation.

Bilingualism is an ability using two language. The term of bilingualism in the first time introduced by Hamers and Blanc (2000) argue that bilingualism as native like control of two or more language. Futhermore, the definition gives emphasize that the people who master in two languages very well. This is very difficult to be a bilingual, because the people should in both languages. In Indonesia, this is not surprising if people in Indonesia is bilingual. In daily life, people speak using local language and Indonesian. But this is different with urban people, they have competence in three local languages (local language, Indonesian, and foreign language).

Bilingual or multilingual cannot be avoided in daily language especially in youth daily language. It is called code switching. Code switching will be existed when people communicate with bilingual. It is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate. Gumperz (1983) gives the idea that code switching could be seen as a real, specific discourse strategy for bilinguals (as cited in Mujiono, Poedjosoedarmo, Subroto, & Wiratno, 2013, p.50). Being able to speak more than one language, bilinguals can code-switch and use their languages as resources to find better ways to convey meaning. Code-switching can also be defined as the alternation of two languages within a single discourse, sentence, or constituent (Tahir, Fatima, & Abuzar, 2016).

The use of code switching may also be found in a classroom. According to Puspawati (2018) code switching can be found that consists of bilingual, or even, multilingual speakers, such as foreign language (L2) classes. Although there is a tendency to impose the use of only second language in such classes, code switching phenomenon is unavoidable. Especially in Indonesia, as a multilingual and multicultural country where people speak more that one languages and dialects, the use of code switching in English as a foreign language (EFL) classes is inevitable. In the classroom context in Indonesia where teachers and students share the same first language.

Code-switching as main topic of this research is part of sociolinguistics study which concerned with the relationship between language and the context in which it is used (Holmes, 2001) Sociolinguistics actually focuses on how a language is used, so the role of sociolinguistics is to manage a language as its functions in society. The use of two languages in informal situation in conversation gives interactive impression that cannot be avoided. Ifechelobi (2015) argues that code switching as the inevitable consequences of bilingualism that people who speaks more than one language chooses between them according to circumstances. In choosing language, it can occur in single sentence without changing the purpose. According to Wardhaugh (2006), Code switching can occur in conversation between speakers' turns or within a single speaker's turn. It can occur between sentences or within a single sentence. Wooland explains that code switching is a individual's use of two or more language varieties in the same speech event or exchange. Bullock and Toribo defines code switching as the ability on the part of bilinguals to alternate effortlessly between their two language (as cited in Puspawati, 2018, p.42). Code switching only occurs among people who master two or more different languages and their practice of the use of these language in communication. This phenomenon generally occurs in society, but people are not aware of it.

The switching code is needed to be used in English teaching and learning processes since it is able to facilitate students' understanding in English learning. According to Hankova and Mattruk (2018) the teachers can minimize misunderstanding between them and their students towards the use of language in the classroom. Moreover, it would be better if the students make some agreements about how many percent local language could be used in the classroom. However, the use of code switching should be matched with students' English proficiency. The higher level students of English proficiency, the less it would be to teach code switching in
teaching and learning processes. Some review reveals that teachers hold positive attitude toward using code switching in ESL classrooms. Jingxia (2010) reports that teachers agreed that the use of code switching in the classroom gave a great benefit for classroom teaching and learning process. The teachers in her explanation that the use of code switching helped the teachers in explaining grammar and vocabulary which facilitated the students’ learning. Although the teachers in this review claimed that they used code switching unconsciously.

Code switching came naturally the teachers were aware that code switching that they did have certain functions that could help their students learn first language effectively and efficiently. Songxaba, Coetzer, and Molepo (2017) investigate that the teachers’ perception on the use of code switching as a strategy in second language teaching in Afrika. It reveals that teacher also hold positive perception about the use of code switching in this review. Their explanation also reveals that teachers were aware that the use of code switching in second language learning is a good strategy for second language learning, and they all expressed that they did not use only first language when teaching second language because they believed that it cannot improve the students’ communication skills. These is revealed that despite the controversies on using first language in teaching EFL classes in the form of code switching, teachers have had to be aware that code switching has to be sought as a strategy in teaching and learning, not be sought as a tool to conceal their incompetence in using second language. This review was carried out to find out whether the teachers in this review have made informed decision in using code switching in the classroom as a strategy in EFL classes. Therefore, based on the explanation above, the researcher will be explain in this paper about the types and the functions of code switching which related to English language teaching.

Discussion

In this section, we would like to elaborate two mains concept, they are the types of code switching and the functions of code switching.

The types of code switching

There are many kinds of code switching. Wardhaugh (2006) divided code switching into two types (e.g., situational and metaphorical). First is situational code switching. Situational code switching occurs when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one. No topic change is involved. E.g.: in a single conversation, students from Thailand usually speak English when they discuss with Lecturer or English students. But they may switch to Indonesian or Patani-Malay to discuss with their friend from Thailand. Second is metaphorical code switching Metaphorical code switching is when a change of topic requires a change in the language used. Some topics discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. In metaphorical code switching, it change the code as redefined the situation: formal to informal, official to personal, serious to humorous and politeness to solidarity. Blom and John identifies two categories of code switching namely situational code switching and conversational code switching. Situational code switching occur where there is a change of topic or situation, while conversational code switching occur where there is no such change of topic or situation (as cited in Hutauruk, 2016, p.70). Poplack claims that three different types of code switching which are tag-switching, inter-sentential, and intra-sentential (as cited in Abdely, 2016, p.11).

Tag-sentential code-switching. A tag code-switching happens when a bilingual inserts short expressions from different language at the end of utterences. It involves the insertion of a tag inone language into an utterance which is otherwise entirely in the other language, e.g. you know, I mean, etc.

Intra-sentential switching. An intra-sentential switching is found when a word, clause, phrase, of a language is found within the sentence in a base language. It switches of different types occur within the clause boundary, including within the word boundary.
Inter-sentential switching. An inter-sentential switching happens when there is complete sentence in foreign language between two sentences in a base language. It involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. It occurs between speaker turns, as in my first example. Inter-sentential switching can be thought of as requiring greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages.

Furthermore, Cook describes three linguistic level of code switching: word, phrase, and sentence (clause) levels (as cited in Zainudin, 2016, p.278).

Code switching in word level

Word is a general term for a morphological form which is internally stable can stand on its own and which in principle can be moved to a new position in a sentence. Moreover, word class is a group of words which are similar in their grammatical characteristics: the kinds of inflections they take, their distribution in sentences and the relations they enter with other sets of words. Typically word classes are nouns, verbs, adjectives, adverbs, prepositions.

E.g: —your mother bilang kalau you ada talent

The linguistic level of the above examples lies on word level. The speaker just change the Indonesian word of Ibumu into your mother and kamu into you. The linguistic analysis is by changing the subject and the object. Then, they change the word bakat into talen. Thus, your mother, you, and talent belong to words in English Linguistics.

Code switching in phrase level

Phrase is any group of words which are taken to be less than a sentence, e.g. by lacking a finite verb, but which are regarded as forming a unit grammatically.

E.g: —coba isi saja absent list itu!

The code switching comes in when the phrase—Daftar Kehadiranl becomes—absent list which contains two words: Absent and list.

Code switching in sentences level

Clause is a syntactical unit which is smaller than a sentence. There are basically two types, main clauses and subordinate clauses, which are joined by certain grammatical words such as conjunctions or subordinators.

E.g: —Aku tuh bingung dan I don't know what i have to do

The linguistic level of the above expression is on sentence level. The code switching of the Indonesia expression —saya ga tau lagi apa yang harus saya lakukan! rendered into —I don’t know what i have to do. The linguistic level categorized as sentence is that the expression occurs in sentence type. The part of speech of the expression is I (subject), don't know.

This level of the language would be used to identify the language level produced by the EFL students. Beside that, there are a number of possible reasons why switching from one language to another occurs. The first, a speaker may not be able to express him/herself in one language so switching to the other language to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while.

Gumperz (1983) distinguishes two types of code switching which are situational code-switching and conversational code-switching. The speaker may speak one language in one situation and another in a different situation. In terms of situational switching, each point of switching corresponds to a change in the situation. In other words, one speaker may speak a different language depending on the situation, but the language spoken in that particular situation does not vary. In this situation, many features relating to social factors are involved in determining which language is to be used. In addition, the notion of situational switching assumes a direct relationship between language and social situation.

Many instances of code switching have been identified in the English language used by English teacher. According to Abdely (2016), teacher prefers to code-switch giving full English sentences, while in other cases they use intra-sentential code switching leaving the sentence in the
matrix language but inserting one or two English words inside the sentence from the subordinate language. This is not surprising as inter-sentential code switching is more difficult than intra-sentential code switching as it requires grammatical, morphological, and textual knowledge in both languages. This means that the teacher does not possess a high proficiency in English that enables them to use inter-sentential code switching. The teacher employs intra-sentential code switching more frequently though it is more complex because when a word is inserted in a sentence, it should be incorporated in a correct way resulting in well-formed structure. The teacher prefers to use the second type either because they are not confident in their linguistic skills in English, they really do not have these skills, or they do not want to pay attention to grammar and sentence structuring as they are after meaning only. It could be because of the fact that intra-sentential code switching can occur at any point of the sentence regardless of the grammatical constructions of the languages used, though the resulting structure may not be well formed. English teacher, on the other hand, does not use tag-switching very often though it is easy to employ. This may be attributed to the lack of knowledge about the pragmatic and linguistic functions behind using these tags. The English teacher usually code-switch for linguistic and communicative reasons. In formal interactions, the English teacher is obliged to switch to the second language because there is no exact word in that language that corresponds to the one they need to state, so it is necessary to use words or idioms from the other language. The social aspect of code switching use in the case of English teacher is very clear, as teacher sometimes uses English instead of Indonesia just to sound different. They support their social status in the society via various things including English use. Moreover, code switching helps the teacher to communicate with the students. when the students understand the material which is delivered by the teacher, it makes them more active and motivated during the classroom activities. There is one type of code switching The findings showed that the type of code switching that was used was intra-sentential code switching that mostly used by English teacher was intra-sentential code switching. According to Romaine (1995), the intra-sentential code switching is switching at the clause, the phrase or word level if no morphology-phonological adaptation occurs (as cited in Abdely, 2016, p.12). It is the most complex type of code switching in which two linguistic systems are simultaneously.

The functions of code switching

There are many functions of code switching in teaching-learning process. According to Reyes (2004, p. 84), they are: (1) speech representation, (2) imitate quotation, (3) turn accommodation, (4) topic shift, (5) situation switch, (6) incident, (7) giving an emphasis, (8) clarification or persuasion, (9) person specification, question shift, and (11) as a discourse maker. An additional function by Mattsson and Burenhult (1999, p. 9) is repetition, where the repetition in the first language can be either partial or full and is often expanded with further information, but more frequently code switching is used as a repetition of the previously uttered sentences.

The functions of code switching the teacher and her students were found by Reyes (2004) to be: The first is the function of clarification; it was conducted by the teacher and the students to provide clarification or confirmation of an explanation or of information, or of questions, or of a statement. The second is the function of reiteration or repetition. In doing the code switching for reiteration, the teacher repeats the speech in Indonesian in the form of a sentence or phrase. Repetition was done to align the meaning in the two different languages (i.e. Indonesian and English), so that the students in the interaction could gain a better understanding of the words or phrases spoken by the teacher. The third is the function of explanation or redirection of code made by the teacher in the interaction when there are lessons that needed further explanation, and to explain the earlier information given in English. The fourth is the function for asking questions. When the teacher interacted with the base code English, and then a student asked a question using Indonesian not English and so the teacher used code switching when answering the student’s question and asked him back another question. Translation is the fifth function found in data. This form of code switching from English to Indonesian is done by the speakers to translate a statement or question because they felt that it needed translation to
make the listener better understand the meaning of the statement or question in order to avoid misunderstanding. The sixth function is to check understanding. This form of code switching from English into Indonesian or vice versa has a function to review material that has been taught previously. The seventh function is for emphasizing some elements of language. The teacher tried to emphasize the elements of language specifically related to teaching materials in English, so she felt the need to code switch to avoid misunderstanding between her and the students. The eighth function is for making inferences. This code switching is done for functionality to make conclusions, it means that the teacher in this review used basic codes in English when explaining the materials. However, when concluding the lessons, she explained them by code switching into Indonesian. The ninth function is for developing vocabulary. This form of code-switching is done when the teacher and the students were discussing about vocabulary. There were many times when the words had to be interpreted or translated into the first language so that the students could better comprehend English words to develop their vocabulary. The tenth function is to discuss the students' assignment. This form of code switching was done by the teacher to discuss the assignments that she had given to her students. The eleventh function is to give feedback. In the data, this was found when the teacher required the students to give her feedback on the lessons. This importance of code switching here was to determine the extent of students' understanding on the material being studied. The twelfth function is to remember or memorize. It was common in class that the lecturer frequently reminded the students about the materials, tasks, rules or roles that the students may have forgotten about, or otherwise not done. In such conversations code switching often occurred. The thirteenth function is to assist in managing the teaching-learning activities in the class. There were some activities in the class that did not require the process of transferring knowledge as their main aim, but to support the management of the class during learning. The last function, the fourteenth one, is for entertainment and general communications.

Conclusion and Suggestions

In summary, in language teaching, there often appears the sociolinguistic phenomenon of code-switching, which is the use of two languages in a single interaction. In the teaching of English, the use of code-switching occurs frequently in Indonesia. The teacher was likely to use intra-sentential types of code switching. From the teaching process that teacher uttered, she probably used the code of language to emphasize the words that he said. As the explanation mentioned, that intra-sentential was simple utterance without any associate topic change. It appears as a glance of translation or adopted only by bilinguals with high level of fluency.

However, based on this review, the use of code-switching in the language instruction has multiple functions that support an effective learning process. This fact is supported by Reyes (2004). These functions include (1) clarification, (2) reiteration or repetition, (3) explanation, (4) asking, (5) translation, (6) checking for understanding, (7) emphasizing a language element, (8) making inferences, (9) developing vocabulary, (10) class discussions of student tasks, (11) giving feedback. There are shortcomings in the conduct of this research, such as focusing on only one class, and on her students, thus, this research is expected to be useful especially for teachers in the field of language to understand the functions and the effectiveness of code switching in the classroom.

Regarding to the functions of using code switching, the teacher used code switching for constructing and transmitting knowledge such as introducing new introduce new vocabulary and new language expressions, explaining grammar points, and explaining content. Code switching used by the teachers in this review also function as a tool to manage the class or classroom management. The teachers used code switching when giving instruction and repeating questions. The use for code switching was meant to facilitate students understanding in the classroom. The last function was for main-taining interpersonal relation between teachers and students through humor to maintain a close and friendly atmosphere for the students.

The suggestions from this paper are that teachers need to be aware of the functions and reasons on the use of code switching so that code switching can be used as a great tool to
facilitate students learning. Code switching is not an escape for teachers whose language proficiency is low, but it is a teaching and learning facilities when it is used correctly and appropriately can help students learn better and help teachers teach more effectively. In foreign language classes, code switching is encouraged to be used since it can promote students' learning. However, precautions should be taken when using first language in the classroom so that it may not overtake the target language. The switching code is needed to be used in English teaching and learning processes since it is able to facilitate students' understanding in English learning. The teachers can minimize misunderstanding between them and their students towards the use of language in the classroom. Moreover, it would be better if the students make some agreements about how many percent local language could be used in the classroom.

References


A CONCEPT OF IMPROVING READING COMPREHENSION ACHIEVEMENT BY USING RECIPROCAL TEACHING STRATEGY

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Abstract
This literature review study aims to analyze the current issues the concept of reciprocal teaching strategy reading comprehension. In this review discussing about the concept of reading, the concept of reading comprehension, the concept of reciprocal teaching strategy and procedure of reciprocal teaching strategy. The reciprocal teaching strategies help teachers to effectively teach the type of close reading. The strategy can be apply effectively in every kinds of text, reciprocal is a discussion technique. It is good for learners who learn conversations and collaborative discussions and who want to plays an active role in discussion. This review hopefully can contribute to the betterment of teaching reading comprehension in Indonesian schools. The following of topics are presented in order; reading comprehension, concept of reading comprehension, concept of reciprocal and procedure of reciprocal teaching strategy.

Keywords: reciprocal teaching strategy, reading comprehension, descriptive and recount text.

Introduction
English is the most important language in the world, as the main tool of communication. It can be seen from several facts. Firstly, According to Cristal (1997) English is used as the language of communication in industries and every field of the society such as the advertising, press, broadcasting, transport, communication, sound recording, and motion picture (as cited in Mapiase and Sihes, 2014, p.113). So, English is the crucial language for communication that needs to be learnt by people in the world including Indonesia.

English is the part of education in indonesia. According to Mapiase and Sihes (2011), English is a compulsory subject in the schools of Indonesia, it is legalized by the Department of National Education of the Republic of Indonesia, it has been recently taught from Elementary to High Schools in the country. In addition, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, (2018) state that in 1989 law of Indonesia educational sistem gives English as the first foreign language among other foreign language is used for education in Indonesia such as German, Arabic, or Japanese (as cited in Marzulina, 2018, p.64). Therefore, English is one of the most important subjects that should be learnt by Indonesians.

There are four basic language skills that have to be learnt in studying English. There are some reason why the four language skill have to be comprehended by students. First, Aydogan and Akbarov (2014) explain that the four basic skill shave to be learnt by english learners because they are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. So, in learning English, learners need to be learnt the four skills because all of skills are important.

When people read a text they need to comprehend the text. According to Saeedi, Khanmohammadi, and Mahmmodi (2016) reading comprehension is understanding of writer's
message or constructing the meaning that a reader understand the original meaning of the author. It means that reading comprehension is an interaction between the reader and the text to understand and find an information and meaning from the text.

There are many problems faced by students in reading activity. Kweldju (1996) argues that students are not willing to read their reading textbooks although they realize it is useful activity. She argues that this lack of interest is due to the student inadequate prior knowledge, inability to comprehend the English texts, and complex structure of the text books. Besides, Rukmini (2014) defines that students are not interesting to read their textbook because textbook is not accustomed for them, which over long text, unfamiliar vocabulary, and lack in pre-reading activity to activate their background knowledge. It means that reading in English is still hard to do by students.

Based on my experienced when conducting teaching practice, there were many problems faced by students during the reading process. For example, students were difficult to find the information and the main ideas in the reading text. Then students were difficult to identify theme and summarize the text. Besides, teacher just give text to the students when teaching reading. When the teacher taught them, he asked the students listen to him carefully, then the students find the meaning of the text, also how to pronounce the words correctly. So, teacher just focused to improve how the students pronounce the words than comprehend the text.

Considering the difficulties that described above, a teacher needs to think some ways to improve the students' reading skill. There are some strategies that can be applied by them. In teaching reading, there are so many strategy one of them is reciprocal teaching strategy. Oczkus (2013) discusses that reciprocal teaching is a scaffolded discussion technique that involves four strategies. There are question, summaries, clarify, and predict. Reciprocal teaching strategies help teacher to effectively teach reading. This strategies can be applied in every reading material text especially for information text.

Discussion

Based on the introduction, we will discuss about the concept of reading, concept of reading comprehension, concept of reciprocal teaching strategy, and procedures of reciprocal teaching strategy

The concept of reading

One of the four language skills is reading. When reading a text a reader attempt to get a meaning and connect it with their reading experience. Pardo (2004) says that reading is a process in which readers construct meaning by interacting with text through the combination of background knowledge, previous experience, information in the text and the stance the reader takes in relationship to the text (as cited in Lestary & Holandyah, 2016, p.45). Therefore reading is the activity that the reader get the meaning and information from the text.

Reading is the process of understanding the meaning of written text. according to Pang (2003), Reading is an activity to understand the written text. He mention that reading contain of two process: word recognition and comprehension. Word recognition is learns the symbols in written text. Meanwhile comprehension is the activity to find the meaning of words and sentence in a text. He adds his statement that a reader who has background knowledge, vocabulary, 65 grammatical knowledge, experience with text and other strategies can help them understand the texts (as cited in Susiana, 2014, p.45). Therefore in the reading activity a reader not only get the meaning of the text but also use the background knowledge to build a text.

Reading is the essential skill in English. Swalm and King (2000) Reading is important, students have to master reading in order to understand the vast knowledge of the world (as cited in Ria, 2014, p.63). Furthermore, reading is a way for relax and enrich the reader's mind since reading activities can give new lesson, sense of values, ideas, etc. If if the readers can be connected what they read with our prior knowledge.

Reading is one of the essential language skills. Alfassi (2004) describe that reading is cognitive activity in which reading is crucial activity in which the aims of reading is to obtain an
adequate information in construct meaning in current society (as cited in Zare & Othman, 2013, p.188). reading is essential because it is language skills that frequently used in everyday life. According to Medina (2012) reading is an action that the author interact through a text (as cited in Arisca and Marzulina, 2015, p.23). It means that reading is the most important part that have to be learnt by human in the world for get information.

**Concept of reading comprehension**

Reading is a comprehension, Comprehension is all about reading. Duke and Pearson (2001) which express reading comprehension is the reader build up the meaning to create material in a form of information in a text, it is involves thinking of the reader to understand text. Snow (2002) argues in reading comprehension a reader extracting and constructing meaning through interaction and involvement with written language, we are used the words extracting and constructing to emphasize both and the insufficiency of the text as a determinant of reading comprehension (as cited in Arisca and Marzulina, 2018, p.26). In short, reading comprehension relates to the students' understanding about the text and they try to analyze texts and meanings inside.

Reading comprehension means to comprehend and remember the ideas that the reader gets when they read. According to Klingner (2007), Reading comprehension is to build up meaning by coordinate number complex involves the word and knowledge in the world fluency, that is refers the ability to interpret the meaning (as cited in Susiana, 2014, p.65). A reader understanding a message and the ideas in a text. He summarized reading comprehension instruction for the teacher as the following a three step procedure: mentioning, practicing, and assessing. Comprehension skill can distinguish a reader to be more active, passive reader is who just read without getting meaning.

Reading comprehension is important for students to improve their ability for acquiring knowledge of the world. According to Alderson (1984) Foreign language is important academic education, which improve the ability personally, because nowadays so many knowledge using english like technology and scientific written in English (as cited in Saeedi, Khanmohammadi, & Mahmmodi, 2016, p.63). Meanwhile, Wahyudin (2009) said that by reading comprehension people will get new information, and can distinguish between good and bad ones as well as education as an effort in helping people (as cited in abdul, 2017, p.22). reading comprehension is require to be learnt by student who learn english as foreign because many exam in reading comprehension. Therefore students who learn English should be mastering it.

The level of reading comprehension:

According to Rubin (1992) there are four levels of reading comprehension as follows:

1. **Literal Comprehension** is the readers understand the message by authors written or the specific details provided of text. This level of comprehension involves finding surface meaning, understanding concrete words, phrases, clauses, and sentence patterns, recalling details, remembering stated sequence of events, interpreting abbreviations, symbols, and acronyms.

2. **Interpretative or Refferencial Comprehension** is understanding the author's purpose, using signal words to understand the meaning, recognizing implied sequence, to use context clues to determine meaning, summarizing the main idea in the text, and making generalizations.

3. **Critical Reading** is indentifying relevant and irrelevant information, understanding the reliability of an author, differentiating facts and opinions, separating real and unreal communication.

4. **Creative Reading** is used of divergent thinking skills to go beyond literal, interpretation, and critical reading comprehension levels. Also the readers tries to come up with new or alternate solutions to those presented by the writer.
**Concept of reciprocal teaching strategy**

Reciprocal teaching is fourth strategy can be used to comprehend text, Palinscar and Brown claim (1984) the fourth strategy are: question, summarize, clarify, and predict in order the reciprocal teaching strategy can be used effectively in reading comprehension. Teacher has an important role in learning activity by giving support in order the use of reciprocal strategy successfully. Student see the teacher modeling every strategy first and the student try the strategy for themselves in adequate environment. Learners work independently to comprehend the text. Every time teacher help them by giving support to do difficult reading tasks (as cited in Glass and Coe. 2005). Reciprocal teaching is a comprehension strategy where the students take on the role of being a teacher for their small group. Students are divided into small groups, usually consisting of four students. According to Jennings, Caldwell & Lerner (2014), the four parts of reciprocal teaching include: summarize, question, clarify, and predict. Each student is given a role and they complete the role for a text or for whatever the teacher determines. The general methodology of reciprocal teaching involves the instructor and students, usually in small groups, reading a section of text. The instructor then leads a discussion of the text, while modeling appropriate reading comprehension strategies. During this dialogue and modeling process, the instructor encourages students to ask questions of both the text and strategies. The instructor uses this dialogue to foster both reading comprehension and strategic cognition. This general process of reading, dialoguing, and clarifying, continues throughout the length of the text. However, as students become more facile with the dialogue process and the reading comprehension strategies, the instructor begins to have students take the role of instructor or dialogue leader.

Reciprocal is one of the effective strategy in reading comprehension. Oczkus (2013) discuss Reciprocal teaching strategies help teachers to effectively teach the type of close reading. Common Core State Standards National Governors Association 2010, The strategy can be apply effectively in every kinds of text, reciprocal is a discussion technique. Reciprocal teaching strategy involved listening and speaking skills also. it is good for learners who learn conversations and collaborative discussions and who want to play an active role in discussion.

Reciprocal teaching is an instructional activity that utilizes four comprehension strategies (predicting, questioning, summarizing, and clarifying) in the form of a dialogue between teachers and students regarding segments of a text. Pressley (1998) asserts that reciprocal teaching encourages students to take a more active role in leading a group dialogue, and helps to bring more meaning to the text at a personal and cognitive level. It is based on the assumption that knowledge and meaning are the result of creative socializations arranged through negotiation and discourse among teachers and students, or students and students. Three theoretical perspectives underpin reciprocal teaching: interactive, cognitive constructivist, and the social constructivism perspectives. Knowledge and meaning can only be derived when the reader either interacts with the text alone or constructs its meaning with others. When students interact with the texts, they use their prior knowledge, acquire information from the context, and combine disparate elements into a new whole before they arrive at their own idea of the meaning (McNeil, 1992). In the process of interacting with 142 others, the learning takes place in a sociocultural environment (students to student or student to teacher) through dialogue (Anderson & Pearson, 1984; Wilson, 1999). This is in line with Vygotsky's (1978) sociocultural theory, in which learning takes place in an interactive environment. Reciprocal teaching is based on active socialization, wherein the knowledge constructed from the text is negotiated within discourse communities through both teacher student and student-student interactions. In facilitating learning using reciprocal teaching activities, students are taught cognitive strategies (Rosenshine & Meister, 1994) through appropriate support and feedback (Oczkus, 2003). Students learn these strategies through discussion, support, and feedback to enhance reading comprehension, develop self-regulatory and monitoring skills, and achieve an overall improvement in motivation (Palinscar, David, & Brown, 1989). Research by Pearson and Fielding (1991) has shown that instruction in comprehension strategies is especially effective for students who exhibit poor comprehension. Findings from a study done by Westera and Moore (1995), who used three groups of students.
Reciprocal teaching strategy is defined as a strategy that directly teaches learners to use meta-cognitive thinking while constructing meaning from a text. In fact, it is a method of reading comprehension as an interactive one, in which readers interact with the text as their prior experience is activated and improves their motivation and interest. It is a strategy that makes dialogue between students within themselves or students with their teacher. Once the instructor has modeled the process, students take on the role of instructor and teach one another using reciprocal teaching strategy. This instructional strategy allows an instructor to model and give the learners enough practice to construct the meaning of a text through sub-sections of reciprocal teaching strategy (making prediction, generating questioning, clarifying and summarizing), furthermore, this activity is used before, during and after reading. The instructor can use this strategy as a whole class, guided reading to improve a deeper understanding of text (Stricklin, 2011). Hacker and Tenent (2002) stated —reciprocal teaching is an instructional method in which small groups of students learn to improve their reading comprehension through scaffold instruction of comprehension-monitoring strategies. In this model, the students learn the four key strategies of reciprocal teaching and practice them. Second, the teacher models the entire process step by step using structured dialogues. Third, the teacher gives the students a chance to get involved and coaches them on how to ask appropriate questions, write adequate summaries, and so on. Gradually, the teacher's role as a leader decreases. On the other hand, students' role increases. Finally, the students take on greater responsibility to carry out the whole process. They agreed that teacher's possession of a number of effective teaching strategies is considered one of the main key factors for their professional success, enhancing students' performance, improving their reading motivation and promoting their abilities to discover suitable models for effective learning. This will be reflected in students' ability to draw on their background knowledge to pay attention on the main points in content, to enhance higher-order thinking skills and change the new learning into real life situations. This will enable them to evaluate knowledge, understand meaning and organize it in their own knowledge structure.

Carter (1997) defined reciprocal teaching as an interactive process of reading, where readers interact with the context as their background knowledge is activated. Using prior knowledge as a way, students learn new information, new vocabulary and main ideas. So, learners create meaning from the text by relying on background knowledge, reject or affirm what the author suggests. The content would be meaningless, if good learners do not follow this construction on the text. And also learning does not take place without meaning construction. According to Rosenshine and Meister (1994), reciprocal teaching is an instructional strategy that directly helps students to apply metacognitive thinking as they understand meaning from a text. As mentioned in previous sections, Reciprocal teaching is a way of scaffolding discussion, social interaction and method which is based on reading comprehension strategies, this instructional approach allows a teacher to model and give the students enough practice on reciprocal teaching strategies to construct the meaning of a passage in a social setting. The learners monitor their own thinking through the reading process. Reciprocal teaching improves reading comprehension and reading motivation and assists students to become independent readers.

Reciprocal teaching is an interactive teaching strategy and a cooperative learning instructional method based on Vygotsky's (1978) theory of the fundamental role of social interaction and Zone of Proximal Development (ZPD) (cited in Galloway, 2001) which is used to develop text comprehension. It involves a high degree of social interaction and collaboration in which learners step by step learn to assume the responsibility of helping their peers construct meaning from text (Alverman & Phelps, 1998). It incorporates four activities: summarizing, questioning, clarifying, and predicting (Oczkus, 2003; Palincsar & Brown, 1984) in which students move from spectators to performers. According to Hashey and Connors
(2003), each of these strategies are first taught and modeled for the students over a number of teaching sessions by the teacher. After they are understood by students, they are practiced with peer and teacher feedback. The interaction may happen between teacher and student or between students. The teacher collaborates with the students and hands over the control of the group to the students in the end (Allen, 2003). Reciprocal teaching is an interactive teaching strategy and a cooperative learning instructional method based on Vygotsky’s (1978) theory of the fundamental role of social interaction and Zone of Proximal Development (ZPD) (cited in Galloway, 2001) which is used to develop text comprehension. It involves a high degree of social interaction and collaboration in which learners step by step learn to assume the responsibility of helping their peers construct meaning from text (Alverman & Phelps, 1998). It incorporates four activities: summarizing, questioning, clarifying, and predicting (Oczkus, 2003; Palincsar & Brown, 1984) in which students move from spectators to performers. According to Hashey and Connors (2003), each of these strategies are first taught and modeled for the students over a number of teaching sessions by the teacher. After they are understood by students, they are practiced with peer and teacher feedback. The interaction may happen between teacher and student or between students. The teacher collaborates with the students and hands over the control of the group to the students in the end (Allen, 2003). Reciprocal teaching is an interactive teaching strategy and a cooperative learning instructional method based on Vygotsky’s (1978) theory of the fundamental role of social interaction and Zone of Proximal Development (ZPD) (cited in Galloway, 2001) which is used to develop text comprehension. It involves a high degree of social interaction and collaboration in which learners step by step learn to assume the responsibility of helping their peers construct meaning from text (Alverman & Phelps, 1998). It incorporates four activities: summarizing, questioning, clarifying, and predicting (Oczkus, 2003; Palincsar & Brown, 1984) in which students move from spectators to performers. According to Hashey and Connors (2003), each of these strategies are first taught and modeled for the students over a number of teaching sessions by the teacher. After they are understood by students, they are practiced with peer and teacher feedback. The interaction may happen between teacher and student or between students. The teacher collaborates with the students and hands over the control of the group to the students in the end (Allen, 2003).

**Procedures of reciprocal teaching strategy**

There are procedures in reciprocal teaching strategy that help teachers to effectively teach reading comprehension. Palincsar and Brown (1984) define that in their original research, is used four discrete reading comprehension strategies within reciprocal teaching: questioning, summarizing, clarifying, and predicting (as cited in Oczkus 2013, p.34).

1. **Questioning:** Questioning involves identification of information, themes, and ideas, it is central and important enough to warrant further consideration. Questioning provides a context to explore the text more deeply and ensuring construction meaning. Questioning
provides a context for students to explore the text more deeply and assure the meaning construction. It is used to check students' understanding of the text including main idea of each paragraph and some important information of the text. During modeling process, teacher encourages learners to ask questions about material at the first paragraph. Here, they are encourage to identify key ideas of text and connect to their prior knowledge. When the students begin generating questions, they need to identify the information, theme and idea that is significant enough to provide the substance for a question. Then, they pose information in question form and as self test to ensure their own question.

2. Summarizing: Summarizing is the process of identifying important information, themes, and ideas within a text and integrating these into a clear and concise statement communicates the essential meaning of the text. Summarizing may be based on the single paragraph, a section of text, or an entire passage. Summarizing provides impetus for creating a context for understanding the specifics text.

3. Clarifying: Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remedy confusion through re-reading, the use of context in which the text was written and/or read, and use of external resources (e.g., dictionary or thesaurus). Clarifying helps students to decrease confusion they face during reading activity. It can happen whenever students find unfamiliar words, phrases and structural difficult sentences.

4. Predicting: Predicting involves combining the reader's prior knowledge, new knowledge from and structure for creating hypotheses related to direction of text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses. Predicting encourages students to think ahead based on their prior knowledge and experience to the following plot or paragraph. It provides students an opportunity to combine the new knowledge they will obtain from the text to the basic knowledge they already have, in this stage, they are going to confirm whether or not their predictions are acceptable.

The general methodology of reciprocal teaching involves the instruction and students, usually in small groups, reading a section of text. Then the teacher models the reading comprehension strategies.

Conclusions and Suggestion

Based on the concept and interpretation in the previous chapter, it could be conclude as follows: First, there is the effect who were taught by using reciprocal teaching strategy and those who were not. It can be conclude that teaching reading comprehension using reciprocal teaching strategy gives more benefit since reciprocal teaching strategy can motivate students in teaching and learning process in the classroom.

Second, from the score it can be concluded that teaching reading comprehension by using reciprocal teaching strategy can improve students' reading comprehension in average, good, and poor categories in teaching and learning process in the class room.

The result of review explained, it can be concluded that learning descriptive and recount texts by using reciprocal teaching strategy were effective to increase the student's score reading comprehension. It can be seen from the result of the test, it implied that reciprocal teaching strategy could be used as an alternative strategy in teaching reading especially in descriptive and recount texts.

Based on the conclusion above and based on the concepts that has been discuss, we would like to offer some suggestions to the teachers English and the students.
The first teacher of English can use Reciprocal teaching strategy to give positive effect on reading comprehension. Teachers should be encouraged to model reciprocal teaching strategies in their reading classes, providing an effective work collaboratively in the context of group discussion for improving students’ motivation in reading comprehension and successful. It can be useful to improve learning and teaching especially reading comprehension.

Second for students we suggest the Students use kinds of reciprocal teaching strategies and know what, when, why, and how to use them. Because In this strategy, students learn reciprocal teaching key strategies which motivate and help them overcome difficulties when reading texts and also Reciprocal teaching strategy facilitates students to become independent readers, as well as enhancing achievements in reading texts. So that, they get maximal result in reading comprehension.

References


A CONCEPT OF STUDENT’S SELF-EFFICACY IN SPEAKING ENGLISH: A LITERATURE REVIEW

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Abstract
This literature review study aims to describe the issues about the student’s self-efficacy in speaking English of English foreign learner. The review from previous related studies on the field of students’ self-efficacy in speaking English of English foreign learner admit at there are some topics that related to the expert view that every teacher need to know how to improve students’ self-efficacy in speaking English. In this review, I would like to presents some literature that suggested and recommended in the field of students’ self-efficacy and some factors that can affect students’ self-efficacy in speaking English of English foreign learner. The relevant articles being reviewed were from international context. This study hopefully can contribute to the improvement of students’ speaking practice of English teaching learning process. The following topics are presented in order; 1) speaking concept, 2) concept of self-efficacy, 3) self-efficacy in speaking, 4) dimension of self-efficacy, 5) characteristics of high and low self-efficacy, 6) students’ self-efficacy, 7) self-efficacy in speaking, 8) factors influencing self-efficacy.

Keywords: self-efficacy, speaking, English subject, self-belief, students' confidence

Introduction
People tend to have different ways to speak English. Some people may feel doubt to speak English in front of other people that not use it as primary language. Besides, some others have their own motivation, so they are willing to speak English. Hamouda (2013) states, that the same issues are appearing in English language learning at non-speaking English schools, where most learners often seem passive and reticent in speaking English in the classroom. It also appears in Indonesia that study English as foreign language.

In connection with the issue above, some experts said that there are diverse factors that influence students to speak English. Dörnyei (2005) and Riasati (2012) indicate some factors that might encourage learners to speak English such as students’ motivation, personality, content and context, as well as learners’ beliefs on their communication competence. On the other hand, Hamouda (2013) highlights some causes that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, incomprehensible input, shyness, comparison with peers, low self-belief on their speaking capability, and lack of confidence.

Students’ beliefs on their capability either it has positive or negative impact on their willingness to speak. According to Bandura (1997), since one of the significant factors to impact over students to speak English is their self-efficacy or what so called as self-belief. For that reason, this study focused on highlights students’ efficacy on students’ speaking skill in English.

Self-efficacy is indicated to individual’s beliefs in his capabilities, and it gives effect to the efforts he puts to achieve desirable performance. As defined by Bandura (1997), self-efficacy is the belief in one’s capabilities to organize and execute the courses of actions to attain designated type of performance. Dörnyei (2005) states, that self-efficacy can be seen as the confidence that people have in their ability to do the things, attain the goal and do the task competently. It is concluded that self-efficacy can determine how people feel, think, and behave, as well as the choices they make in specific situation (Bandura, 1994). Thus, the beliefs that students hold
about their ability in speaking English can either encourage or make them hesitate to speak English in front of others in the classroom.

In addition, self-efficacy has correlation with students’ English performance. Dodds (2011) conducted a correlation study on self-efficacy and language performance among Chinese immigrant newcomers in Canada. She found that there was significant positive correlation between English-speaking self-efficacy beliefs and English speaking performance among the participants. It is stated that the participants who had strong beliefs in their abilities to perform certain speaking tasks were subsequently able to perform those tasks to a high degree.

However, Idrus and Salleh (2007) state that study relates to students’ self-efficacy with regard to speaking English skill remains under-discussed, especially in Asia. Many studies that have been done on self-efficacy in second and foreign language learning settings are focused only on reading and writing skill (Schunk 1993). Hence, it is interesting to see the application XSOF self-efficacy concept in speaking English in Indonesian context. Moreover, this study is essential in order to provide students and English teachers with an alternative idea on how to enhance students’ beliefs on their speaking ability, and boost their speaking performance in the classroom.

There are three studies that already discussed about self-efficacy especially in speaking. The first is from Paradewari (2017). The results demonstrated that the students had a self-efficacy and showed a positive investigation of self-efficacy in public speaking. They are already aware of their own self-efficacy in delivering a speech in Public Speaking class. The second study is conducted by Khatib and Maarof (2015). the findings have indicated that all 60 students in the sample possessed low self-efficacy beliefs in all three constructs, meaning that they showed low confidence in their ability to communicate in English. This implies that technical college students are still weak in mastering the English language. The last is from Anggia (2013). The findings indicated that five students (8.20%) had very high self-efficacy and thirteen students (21.31%) had high self-efficacy in speaking English. Almost half of the participants (42.62%) had medium self-efficacy belief in their speaking ability in English. Meanwhile, there were fourteen students (22.95%) who had low self-efficacy and three students (4.92%) who had very low self-efficacy in speaking English. Families and peer networks were revealed as the influencing factors to increase students' self-efficacy in speaking English.

Based on the explanation above, the researcher will explain the factors that affects students' self-efficacy in speaking English, then the previous study which related to students' self-efficacy in speaking English will be explain in this paper.

Discussion

In this section, we would like to discuss about speaking concept, concept of self-efficacy, self-efficacy in speaking, dimension of self-efficacy, characteristics of high and low self-efficacy, students' self-efficacy, self-efficacy in speaking, and factors influencing self-efficacy.

Speaking concept

Speaking is the most essential skill in English learning. Speaking has been regarded as one of the important parts in foreign language learning (Fang-peng & Dong, 2010, p.95). Generally, speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In this study, the term —speaking— is one of four language skills related to language teaching and learning (Al-tamimi & Attamimi, 2014, p.32). Richards (2018) states, that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea. Rozakis (2007) explains that communication can be classified into five categories, they are as follows: Interpersonal communication means communication with ourselves (e.g. evaluate feedback and construct meaning). Interpersonal communication with other people (e.g. talk with one or more people and work as equals). Small group communication means communication with three or more people (e.g. work together to research consensus, state belief as a group, and work with others to solve problems). Public communication means communication with large of
group (e.g. share in front of the audience and speakers and receive less feedback). Mass communication.

**Concept of self-efficacy**

People believe that they can perform better in some tasks, therefore, they motivate themselves and work hard to get a good result. Their beliefs are called efficacy beliefs. Bandura (1994) states, that efficacy beliefs influence how people feel, think, motivate themselves, and behave. Self-efficacy is a belief of person's capabilities to acquire or do behaviors at some designated levels. Self-efficacy may measure a person's thoughts, feelings, and actions and influence our actions.

People who have low self-efficacy believe that the task given is hard and they build strong disagreement choice to finish the task. On the contrary, people who have high self-efficacy tend to enjoy the task and do it willingly. Bandura (1994) defines self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It is shown that these are strong determinants of the person's level of achievement. According to Bandura (1997), Self-efficacy plays an important role in doing some challenges because it can affect achievement settings. Self-efficacy can influence people's accomplishment (Karsten & Roth, 1998, p.63). Therefore the choice of activities and challenges can be influenced by self-efficacy. Bandura (1997) states, that self-efficacy is an individual belief to control the situation and obtain the positive result. Besides, Schultz & Schultz (1994) defines self-efficacy as feelings toward the adequacy, efficiency, and ability to cope the life. To sum up, these experts explain the positive impacts of having self-efficacy.

Some researchers have conducted the research about self-efficacy in some areas. According to Lent (1991), The researchers investigate the mathematics self-efficacy can influence people's. On the other hand, there is a study on science (Lent, Brown, & Larkin, 1984, p.356). The result showed that high self-efficacy influence the academic achievement.

Furthermore, Self-efficacy (beliefs about one's ability to accomplish specific tasks) influences the tasks employees choose to learn and the goals they set for themselves. Self-efficacy also affects employees' level of effort and persistence when learning difficult tasks (Lunenburg, 2011, p.1). In addition, Lunenburg (2011) argues that self-efficacy has influence over people's ability to learn, their motivation and their performance, as people will often attempt to learn and perform only those task for which they believe they will be successful. Along with goal-setting, self-efficacy is one of the most powerful motivational predictors of how well a person will perform at almost any endeavor.

Others have studied self-efficacy in educational research, in the area of academic performance, motivation, and self-regulation (Bandura, 1986; Graham & Weiner, 1996; Lent et al., 1984; Linnenbrink & Pintrich, 2002; Mills, 2004; Pintrich & Schunk, 1996; Schunk, 1991). Selfefficacy studies basically concern about a number of variables such as motivation, language learning strategies, language anxiety, and language achievement. The results of some studies show that there is a correlation between the high levels of self-efficacy and good performance in language learning tasks (Rahimi & Abedini, 2009; Farjami & Amerian, 2013; Ghonsooly & Elahi, 2010; Hsieh & Schallert, 2008; Liu, 2013; Mills, Pajares & Herron, 2006, 2007; Wang, Kim, Bong & Ahan, 2013). Other studies showed a significant positive estimation of academic achievement (Doordinejad & Afshar, 2014; Hsieh & Schallert, 2008; Rahemi, 2007; Rahimpour & Nariman-Jahan, 2010; Wigfield, 1994; Zim Students' learning achievement has associated to EFL contexts. Ghoonsoly, Elahi, and Golparvar (2012) investigate the relationship between college students' selfefficacy and their achievement in English. In addition, Başaran and Cabaroğlu (2014) assert that students with poor proficiency in English have a belief that they cannot learn the foreign language and it is based on teachers' observation in a classroom. A great amount of research has confirmed this observation on self-efficacy in foreign language learning has significantly reported that the results showed a positive correlation between students' self-efficacy and their achievement in English (Tanaka & Ellis, 2003). Students who have a low self-efficacy might affect their academic achievement (Caprara et al., 2003). They tend to ignore the
strategy to complete the mission or task because they believe that whatever they do may lead them in wrong path or unsuccessful results. On the contrary, students who have a high self-efficacy might work harder, evaluate their own strategy in learning and engage in self-regulation which makes them be successful in school (Pajares & Schunk, 2001). Bandura & Martinez-Pons, 1992).

**Self-efficacy in speaking**

Speaking is a productive skill that challenges students' capability to perform a task. The key to communication is the ability to communicate or speak with other people. Speaking is carried out in a real-time which demands learner's abilities to plan, process and produce the language. This poses as a difficult task for students attempting to master speaking skills, especially ESL learners.

Kim and Lorshbach (2005) conducted a study on self-efficacy and speaking ability of pre-university ESL students at a private university. They found that the students had high levels of self-efficacy in terms of their ability to speak English. The study also revealed that students who are more confident in their speaking ability performed better than those with low efficacy beliefs. Another study conducted by Kim and Lorshbach found that the t-test results for speaking self-efficacy level of female students were significantly higher than male students in terms of ability and aspiration. These findings on gender differences were similar to previous studies carried out on the relationship between gender and self-efficacy.

Similarly, high efficacy students from the Faculty of Social Sciences at a public university were found to be actively involved and to speak more in the classroom. They appeared to be more confident and tended to show a higher interest in performing speaking tasks.

A majority of technical and engineering fields in Malaysian institutions of higher learning are dominated by male students. As such, it would be interesting to investigate whether there is a difference in terms of confidence in speaking between male and female students. Idrus and Saleh (2008) found that female students exhibited higher self-efficacy in areas related to language. This finding is also consistent with a study by Pajares (1996) on gender and psychological factors in English language learning. They found that female learners have a higher positive attitude towards the language and a liking for it. This finding shows that even though engineering fields are dominated by male students, when it comes to speaking ability in English, female engineering students seemed to be more confident than their male counterparts.

**Dimension of self-efficacy**

In this section, there are several dimensions of self-efficacy which have an important implication on performance. self-efficacy has divided into three dimensions; magnitude, strength, and generality (Bandura, 1986, p.396).

**Magnitude**

This dimension refers to the difference of someone's self-efficacy depends on variety demands that he or she faces. Based on Bijl and Shortridge-Baggett (2002) self-efficacy magnitude measures the difficulty level (e.g. easy, moderate, and hard) an individual feels it required to perform a certain task. It means something to do with degree of task difficulty an individual believes he or she is able to handle. When they perform something in easy level, they believe can do it well because they have their own standard or degree of difficulty. The level of difficulty causes someone to choose tasks which they think can be performed well and avoid the difficult tasks because the doubt of their capabilities.

**Strength**

Various experiences give many influence someone's self-efficacy. Lack of experience will cause lack of self-efficacy. Bijl and Shortridge-Baggett (2002) states, that self-efficacy strength refers to the amount of conviction an individual has about performing successfully at diverse levels of difficulty. Strength refers to the degree of someone's confidence in believing their
capabilities. This dimension refers to degree of confidence about someone's belief or expectancy. According to Mbato (2013), then a learner possesses a high sense of self-efficacy, that is, they feel capable of carrying out a given task, they may devote an appropriate degree of effort to achieving success. However, someone who has low self-confidence does not have any desire to keep trying and decide to give up easily. The strength of the belief in someone's capability will determine the degree of correspondence between self-efficacy and performance.

**Generality**

Generality is the concept in which someone's self-efficacy is not limited to the specific situation. It has something to do with similar behaviour. Generality of self-efficacy refers to the degree to which the expectation is generalized across situations (Lunenburg, 2011, p.1). Individual may believe that he or she is able to produce the intended result only in certain area or in various activities and situations. It depends on their beliefs of their abilities when they are given certain tasks which vary level of difficulty.

**Characteristics of high and low self-efficacy**

According to Bandura (1997), the characteristics of high and low self-efficacy is described as follow:

**High self-efficacy**

Individuals believe if they can handle something to do or any situation that they face effectively. Individuals believe in their own abilities. Individuals see the difficulties as a challenge not a threat. Individuals set their own goals and strengthen their commitments. Individuals do their best in doing something and put more efforts when face the failure. Individuals focus while doing tasks and think the strategy to overcome any difficulty. Individuals recover their selves after their failures directly. Individuals can overcome their stresses with belief that they can control it.

**Low self-efficacy**

Individuals feel not useful. Individuals will feel sad, apathetic, and worried. Individuals avoid the difficult tasks. Individuals tend to give up easily. Individuals have low aspirations. Individuals have low commitment through their own goals. In difficult situation, individuals tend to think about their weakness, how difficult the task is, and the consequences of their failure. Individuals need more time to recover their feeling after experiencing failure.

**Students' self-efficacy**

A well-built sense of efficacy increases human achievement and personal success in many ways. People who strongly believe in their competence view difficult tasks as challenges and they are not afraid of performing them. They set themselves special objectives and are committed to them. They make hard efforts in the face of breakdown. They rapidly get well their feeling of efficacy after break downs. They believe that failure is because of inadequate effort or poor knowledge which is achievable. Such an effective idea causes personal success, decreases anxiety and reduces depression.

However, student's achievements are depending on their beliefs in their capability. According to Pajares (2000), beliefs that students create, generate and keep are very important factors in their achievement or breakdown in school. So it is concluded that why students' succeed or not succeed largely depends on students' self-efficacy belief.

**Self-efficacy in speaking**

Speaking is a productive skill that challenges students' capability to perform a task. The key to communication is the ability to communicate or speak with other people (Khatib & Maarof, 2014, p.99). Speaking is carried out in a real-time which demands learner's abilities to
plan, process and produce the language. This poses as a difficult task for students attempting to master speaking skills, especially ESL learners.

Speaking skills are related to the students' positive performance. According to Asakereh and Dehghannejad (2015), there is a positive relationship between speaking skills achievement and satisfaction with speaking classes and speaking skills self-efficacy beliefs. Speaking self-efficacy belief is a stronger predictor of Iranian EFL students' speaking skill achievement.

Learners with high self-efficacy tend to be more confident and are more positive to accomplish speaking activities with special complexity levels. As Asakereh and Dehghannejad (2015) argued, learners with higher speaking skills self-efficacy tend to perform better in speaking skills. Moreover, the extent of effort, insistence and flexibility are organized on the basis of self-efficacy beliefs. And self-efficacy-beliefs can change an individual's thinking prototypes and mental feedbacks. According to Pajares (1996), those with a high self efficacy belief tend to do complex assignments, whereas those with low self-efficacy may consider tasks more difficult than they actually are. This kind of belief may cause a feeling of anxiety and hopelessness.

**Factors influencing self-efficacy**

Self-efficacy is not a measure of the skills one has but it is a belief in what one can do under certain conditions with whatever skills one possesses. Bandura (1982) argued, those beliefs give influence on some aspects, namely individuals' task orientation, effort and persistence, strategy use, beliefs, and performance. Self-efficacy can be determined by understanding those four aspects:

*Mastery experience, or "enactive attainment"*

The experience of mastery is the most important factor determining a person's self-efficacy. Success raises self-efficacy, while failure lowers it. Bandura (1997) claims that mastery experience is the most influential because it provides the evidence to succeed. This factor refers to how people assess their own personal accomplishment in a designated level. Students who have already assessed their own strategies in learning may have successful and unsuccessful results.

*Modelling, or "vicarious experience"*

Modelling is experienced as, if they can do it, I can do it as well. When we see someone succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. Based on Bandura (2008), seeing people similar to oneself succeed with consistent effort, raises the observers' beliefs in their own abilities to succeed. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modelling is particularly useful for people who are particularly unsure of themselves.

*Social persuasion*

Social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person's self-efficacy than encouragement at increasing.

This mode is often about 'finding the right mentor.' While social modelling refers to the observation of a role model, social persuasion is about having others directly influence one's self-efficacy and providing opportunities for mastery experiences in a safe manner. According to Bandura (2008), due to the specific nature of self-efficacy strengthening experiences (avoiding easy successes and overwhelming failures), it is essential that mentors are knowledgeable and practice what they preach

*Physiological factors*

In stressful situations, people commonly exhibit signs of distress: shakes, aches and pains, fatigue, fear, nausea, etc. Perceptions of these responses in one self can markedly alter self-efficacy. Getting 'butterflies in the stomach' before public speaking will be interpreted by
someone with low self-efficacy as a sign of inability, thus decreasing self-efficacy further, where high self-efficacy would lead to interpreting such physiological signs as normal and unrelated to ability. It is one's belief in the implications of physiological response that alters self-efficacy, rather than the physiological response itself.

**Conclusion & suggestion**

In conclusion, these factors will be affects the students during English learning process, especially in speaking English. Based on the explanation above, there are four factors that influencing students' self-efficacy in speaking English. First of all is mastery experience. This factor refers to how people assess their own personal accomplishment in a designated level. The second factor is modelling, seeing people similar to oneself succeed with consistent effort, raises the observers' beliefs in their own abilities to succeed. The third is social persuasion. Social persuasion generally manifests as direct encouragement or discouragement from another person. The last but not least is psychological factor. In stressful situations, people commonly exhibit signs of distress: shakes, aches and pains, fatigue, fear, nausea, etc. Perceptions of these responses in oneself can markedly alter self-efficacy.

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THE CONCEPT OF RETICENCE: CAUSES AND STRATEGIES

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Abstract
The literature review aims to address the current issues on undergraduate EFL students' reticence by exploring causes and strategies in Palembang, South Sumatera, Indonesia. The critical review of relevant studies on the field of the recitence of EFL students in learning English. In this review, the researcher present about the causes and strategies of reticence faced by EFL students when they learn to speak in the classroom. This paper hopefully can contribute to the betterment of teaching and learning, especially in understanding about the reticence of the students in speaking English in the classroom in university of Indonesia. The following topics are presented in order: causes and strategies that happened in the classroom. The domain of literature review is (1) concept of reticence, (2) students' reticence in the undergraduate EFL classroom (3) possible causes of reticence in the undergraduate EFL classroom (4) lecturer's strategies in coping with the reticence in the undergraduate EFL classroom.

Keywords: reticence, undergraduate EFL classroom

Introduction
Nowadays, English is very important to master because most nations in the world use it as international communication. According to Cook (2003), English is thought as the main foreign language in virtually every country because it is as an international language communication used for business, education, and access to information by all the population in this world. As well as, Jackson and Stockwell explain that English is used in every corner of the world in doing interaction among each one that has different cultural, ethnic, and social backgrounds (as cited in Abrar, Mukminin, Habibi, Makmur, & Marzulina, 2018, p. 129). Therefore, mastery in English is very needed for people because it is used as the language for communication around the world.

In Indonesia, English is considered as the parts of education. There are three evidence that English is one of education parts in Indonesia. Firstly, English is a compulsory subject to Indonesian's learners. According to Mapiase and Sihes (2011), English is a compulsory subject in the schools of Indonesia. It is legalized by the Department of National Education of the Republic of Indonesia has been recently implemented that English is studied from elementary to high schools in the country. Secondly, English is a subject that is taught from elementary to college. Gitawati (2010) states that the Indonesia's government through The Department of National Education has decided English as one of the school subjects that is taught from elementary to college. In addition, according to Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, (2018) in law of Indonesia educational system gives English as the first foreign language among other foreign language is used for education in Indonesia such as German, Arabic, or Japanese (as cited in Marzulina, 2018). Thus, it indicates that English is much needed to be learned and the Indonesian government cares about the development of the students in learning English.
As the matter of fact, in learning English, there are four language skills that have to be mastered. Those language skills are speaking, reading, writing, and listening. Khameis (2006) states that the four skills (speaking, reading, writing, and listening) naturally appear together in every English class even in English as Foreign Language (EFL) class (as cited in Herlina and Holandyah, 2013, p. 108). Thus, all of four skills are integrated to each other. Aygon and Akbarov (2014) adds that by the two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message, the four language skills are related to each other (as cited in Suryani, 2016, p. 1). In short, to interact with other people who use English as a mean of communication, and to gain many knowledge to adapt with the global environment, people should learn more about English. Not only study one skill, but learners need to study all four skills of English.

To express meaning of language, speaking is the active use of language so that other people can make sense of them. According to McDonough and Shaw (1993), a skill which enables people to produce utterance is speaking skill (as cited in Suryani, 2016, p. 1). Next, speaking is the way to transfer thought and feelings from the speaker to the listener. According to Hornby (2009), in spoken language, speaking is the action of conveying information or expressing one’s thought and feeling (as cited in Triana, 2015, p. 8). In other words, people genuinely want to communicate something to achieve a particular feedback.

In relation to English as a communication tool, reticence can be a big problem when people want to apply English in real communication. According to Keaten and Kelly (2000), reticence is phenomenon when people avoid communication because they believe they will lose more by talking than by remaining silent. Equally important, Li and Liu (2011) claim reticent individual tend to avoid communication in social and public contexts, particularly novel situations that have the potential for negative evaluation. In brief, reticence phenomenon can give bad influence in process of applying the English.

Reticence is a prominent and complex phenomenon which occurs in foreign language classrooms. Baktash and Chalak (2015) state reticence impedes students expressing and sharing what they know and reticence also impedes teacher's or lecturers’ help because the teachers or lecturer's do not know whether the learners have any problems or not, especially pronunciation problems if the students remain reticent. Consequently, reticence restrain students in learning something when teacher's or lecturer's teaching.

Reticence in the EFL classroom emerge as problematic because it is not fit with the language learning and teaching. In addition, Abdullah, Bakar, and Mahbob (2012) state students are encouraged to actively participate in classroom whereas reticence influences student's oral passivity and make many of them reluctant to speak up. According to Riasati and Javad (2014) modern language pedagogy attaches great importance to communication and training individuals who will eventually be able to use their language for communicative purposes not only in structure grammar. Therefore, the reticence problem is the barrier to achieve the goal of language learning and teaching.

Therefore, it is essential to find out the reasons of reticence knowledge that can help people to understand about reticence and can improve students' speaking English ability because the students know the causes of their reticence and also the ways to cope with their reticence in the class. This critical literature review present and examines es a number of relevant topics that would be fruitful information for English teachers, policymakers, and other parties in their efforts to better understand theoretical and practical issues of English teaching in Indonesian schools.

Discussion

In this section, we would like to discuss about three main concepts; 1) Concept of reticence; 2) Students'Reticence in the Undergraduate EFL classroom; 3) Possible causes of reticence in the classroom; 4) Lecturer's strategies in coping with reticence in the classroom.
**Concept of reticence**

Reticence is the phenomenon when people avoid to talk with other people. Keaten and Kelly (2000) say reticence is phenomenon when people avoid communication because they believe they will lose more by talking than by remaining silent. In addition, according to Barnhart, the reticent person is defined as an individual who evades social and verbal interaction and who is unwilling to communicate unless prodded, disposed to be silent not inclined to speak freely reserve (as cited in Zare & Izadi, 2016, p. 74). In brief, we called the reticence phenomenon as the problem when people evade to talk and think become silent is better.

Reticence in the EFL classroom emerge as problematic because it is not fit with the language learning and teaching. In addition, Abdullah, Bakar, and Mahbob (2012) state students are encouraged to actively participate in classroom whereas reticence influences student's oral passivity and make many of them reluctant to speak up. According to Riasati and Javad (2014) modern language pedagogy attaches great importance to communication and training individuals who will eventually be able to use their language for communicative purposes not only in structure grammar. Therefore, the reticence problem is the barrier to achieve the goal of language learning and teaching.

There were many previous studies related to this study. First, Chang (2011) observed the reticence in Taiwanese learners. Chang (2011) found learners' reticence can happen by a variety of reasons including keeping group harmony, the fear of losing face, the fear of showing off, the teachers' or lecturer intolerance of silence, and the insufficient wait-time. Furthermore, this research has similarities and differences with my research. The similarity between Chang and mine is I observed the causes of reticence as Chang (2011). Meanwhile, the difference is that Chang (2011) observed English classrooms in senior high schools in Taiwan whereas I examined Undergraduate EFL classroom students in the Muhammadiyah University.

The second study observed reticence in Chinese students. Liu (2005) revealed that majority of the participants were active during pair work but only a few volunteered to respond to their teachers or lecturers or actively engaged in group discussions, advanced-level students tended to be more active than their lower-level counterparts, and multiple variables worked together to result in student reticence in EFL classrooms. Furthermore, this research has similarity with my research. The variable that is observed is the causes of reticence. Meantime, the difference is the participant of study were three teachers and 100 university freshmen from three proficiency levels enrolled in an English Listening and Speaking course whereas I examined Undergraduate EFL classroom students in the Muhammadiyah University.

Subsequently, other examinations had been conducted in line with reticence. Tong (2010) observed reticence in Hongkong English classroom. It was found that students reticence may be attributed to a range of factors, including student affection, their language proficiency, and immediate pedagogical contexts. The next research was conducted by Abedi and Aghazadeh (2014) that observed reticence in Iran's academia. From this study, it showed there are several factors that contribute to students' reticence in classroom activities, such as linguistic, psychological, and sociocultural. Last, Ellabiadi, Salah, and Atturky (2017) contemplated reticence in Libyan University EFL classroom. The findings revealed some leading causes to reticence in the classroom such as fear of making mistakes, lack of confidence, shyness, low English proficiency, and so on. The participants also demonstrated some needs which can be used as strategies by teachers to help reduce reticence such as, teacher encouragement, appropriate teaching methodology, use of group work, and extending wait-time.

Moreover, based on an informal interview with the lecturer from English Education Study Program of Muhammadiyah University, she said that some of students did reticence in the English classroom. Students who did reticence had some characteristics of reticence such as tend to be reluctant in responding lecturer questions, passive and rarely ask questions. Moreover, the lecturer said that this phenomenon often occurred in second semester undergraduate EFL classroom. Then, it was essential to analyze these students and found the causes of reticence in the undergraduate EFL classroom.
Chang (2011) observed the reticence in Taiwanese learners and found learners' reticence can happen by a variety of reasons including keeping group harmony, the fear of losing face, the fear of showing off, the teachers' intolerance of silence, and the insufficient wait-time. Additionally, Liu (2005) discovered reticence in Chinese students. From this study, it revealed that the causing of reticence is that the majority of the participants were active during pair work but only a few volunteered to respond to their teachers or actively engaged in group discussions, advanced-level students tended to be more active than their lower-level counterparts, and multiple variables worked together to result in student reticence in EFL classrooms.

Subsequently, other examinations had been conducted in line with reticence. Tong (2010) observed reticence in Hongkong English classroom. It was found that students reticence may be attributed to a range of factors, including student affection, their language proficiency, and immediate pedagogical contexts. The next research was conducted by Abedi and Aghazadeh (2014) that observed reticence in Iran's academia. From this study, it showed there are several factors that contribute to students' reticence in classroom activities, such as linguistic, psychological, and sociocultural. Last, Ellabiadi, Salah, and Atturky (2017) contemplated reticence in Libyan University EFL classroom. The findings revealed some leading causes to reticence in the classroom such as fear of making mistakes, lack of confidence, shyness, low English proficiency, and so on. The participants also demonstrated some needs which can be used as strategies by teachers to help reduce reticence such as, teacher encouragement, appropriate teaching methodology, use of group work, and extending wait-time.

The next study found the factor of reticence in other classroom activities. Abedi and Aghazadeh (2014) showed there are several factors that contribute to students' reticence and passivity in classroom activities, such as linguistic, psychological, and sociocultural. In addition, the similarity in this research is the researcher perceived reticence. The difference is the sample in this study were 28 university EFL students whereas in my research I observed Undergraduate EFL classroom students in the Muhammadiyah University and also the lecturer.

Last, the research was done in Libyan University EFL classroom. Ellabiadi, Salah and Atturky (2017) revealed some leading causes to reticence in the classroom; i.e., fear of making mistakes, lack of confidence, shyness, low English proficiency, and so on. The participants also demonstrated some needs which can be used as strategies by teachers to help reduce reticence; such as, teacher encouragement, appropriate teaching methodology, use of group work, and extending wait-time. The similarity of research is the researcher perceived the causes and strategies to solve reticence. The difference is the sample. Fifteen Libyan students from the English department at the faculty of education University of Misrata participated in this study whereas in my research I observed Undergraduate EFL classroom students in the Muhammadiyah University and also the lecturer.

Moreover, the researcher has divided the dimension of reticence. Phillips' break two dimensions of reticence: cognitive and behavioral (as cited in Keaten & Kelly, 2000, p. 168). According to Phillips, the behavioral dimension are avoidance and ineptitude because of low skill in rhetorical processing the five canons of rhetoric (as cited in Keaten & Kelly, 2000, p. 168). In addition, the cognitive dimension is the faulty belief system which justifies the reticent individuals' avoidance of communication (as cited in Keaten & Kelly, 2000, p. 168). In brief, in reticence behavioral refer to avoid talk because low skill and cognitive refer to belief about reticent individuals. Reticent individuals refer to those who view themselves as incompetent communicators. Moreover, Keaten and Kelly (2000) say reticent individuals believe that incompetent communicator cannot engage in practices to improve their skill will experience helplessness. Consequently, reticent individual belief is think they are as incompetent communicator.

**Students’ reticence in the undergraduate EFL classroom**

For decades, research reveals that foreign language learners often seem reticent in the classroom that make them become passive learner. According to Cortazzi and Jin (1996), students are reluctant to participate in classroom discourse; they are unwilling to give responses; they do
not ask questions; and they are passive and over-dependent on the teacher. For this reason, passive learner is a student who are not willing in participate in the classroom.

Moreover, there are several reason students become passive in the classroom. Siti, Nik, and Melor, (2010) claim students can become passive in classroom discussion due to the self-limitations, such as cannot focus during lecture or learning time, fear of offense low levels of self-confidence, do not make preparations before class, fear of failing to show their intelligence, fear that their answers will be criticized by the lecturers and. Furthermore, Fassinger (1995) state the feelings of confusion, thus becoming less engaged in classroom discussions become the other reason students become passive. Hence, self-limitation and feelings of confusion become the reasons why student become passive learner. Among all, sorts of classroom phenomena, the most frustrating one is that students will not or cannot actively participate in group discussion. According to Li and Liu (2011), students' reticence deprives students' in sharing what they know. Further, Jackson (2002) affirm reticence and non-participation in language classrooms is problematic because learners should be orally active in the target language in order to progress their foreign language. Thus, it is no doubt that reticence confirmed as the negate problem that make students not participate in the class or group discussion.

**Possible causes of reticence in the classroom**

Different researchers have tried to identify why some language learners choose to remain silent in the foreign language classroom. However, the causes of reticence cannot be generalized as being applicable to all learners. For example, Dwyer and Heller-Murphy (1996) found that students were reticent due to several reasons including fear of making mistakes, low English proficiency, lack of self-confidence, and lack of familiarity with the classroom environment. Moreover, other researcher found student can become passive and reticent because some reasons. According to Flowerdew and Millar (2000), students being passive and reticent in the language classroom are likely to be as a consequence of such reasons as fear of losing face, their inability to understand concepts, the passive learning style they use, and lack of preparation before coming to class. For these reason, we can conclude that possible causes of reticence can not be generalized with other problem of reticence in other place.

**Lecturer's strategies in coping with reticence in the classroom**

There are some strategies that lecturer can do in order to reduce students' reticence. A lecturer can increase classroom talk. In addition, Mohrand Mohr (2007) said that in order to increase classroom talk and language use, lecturer should give their students sufficient time, including pauses that might be needed for code switching; i.e., thinking or speaking in one language and switching to another. The next strategy is make students interest in English. Liu (2005) said lecturer can prepare more topics which are not only interesting but related to student life so that students have the interest and ability to talk about them in English. Another strategy for eliminating reticence is using peer support and group work that can help learners cope with their reticence. Moreover, Jackson (2002) state working in small groups may allow students use the language and support each other in the class. Jackson (2002) indicates, there is more opportunity to use the language when students work in small groups, where they can get support from their classmates working in the same group. Moreover, lecturer can make clear their objective of course. Jackson (2002) assert lecturer should clarify the aims of their teaching strategies and the objectives of the course. It is important to let students know about the elements of the course, and help them experience the class environment, so that students can understand their roles in the classroom. Furthermore, the next strategy is increase the motivation of students. Liu (2005) says it is important for lecturer to enhance their students' interest and motivation to speak (e.g., using role-plays) which may help students be less reluctant and more willing to speak. According to Price state it would be helpful for lecturer to tell their students that it is inescapable for foreign language learners to make mistakes, because it is really difficult to speak English as a native speaker (as cited in Jackson, 2002 ). Hence, increase classroom talk, make students interest in English, use a group of work, give the goal of the course and give the
motivations are suggestions strategies for the lecturer's coping with the students' reticence problems.

**Conclusion and Suggestions**

In summary, Reticence in the EFL classroom emerge as problematic because it is not fit with the language learning and teaching. In addition, Abdullah, Bakar, and Mahbob (2012) state students are encouraged to actively participate in classroom whereas reticence influences student's oral passivity and make many of them reluctant to speak up. Reticence in the EFL classroom emerge as problematic because it is not fit with the language learning and teaching. Therefore, the reticence problem is the barrier to achieve the goal of language learning and teaching. It revealed that the causing of reticence is that the majority of the participants were active during pair work but only a few volunteered to respond to their teachers or actively engaged in group discussions, advanced-level students tended to be more active than their lower-level counterparts, and multiple variables worked together to result in student reticence in EFL classrooms. The nervous can be caused by didn't feel confident and also fear of wrong along with the tense that can be caused by the new atmosphere of English that affected the student to not dare speak up in the classroom. Moreover, the lecturer's encouragement showed providing a group of discussion to students which made students motivated to speak in the classroom. This strategy including the reticent student to made a grup with the active student and then speak together in the classroom. Further, the other strategy to cope with the reticence problem was teaching by styles. The lecturer taught the students by using lecturing and role play style to inspire the students to speak in the classroom. The role play would effectively forced the reticent student to talk in the class. Moreover, the lecturer used words that were easy to understand, and gave easy examples. The simple sentence and example would attracted the student to dare to speak. Last, the lecturer gave reward for each student who willing to speak in the classroom. The reward would enhanced the students motivation to speak because they knew the lecturer appriciated their performance.

From this review study, we have some suggestions for other researcher, English teacher, and students. First, we really expect to another researcher to conduct other study that related to reticence because reticence can affect the students' speaking performance. Therefore, it would be nice for you to investigate it further. Second, it is important for English teacher, especially teacher who teach speaking to measure their students reticence in speaking class. The teachers also can improve the way they teach speaking subject, such as giving warming up for students or introducing them the vocabulary related to the material before ask the students to speak English in front of class, and asking the students if there is a student who is not understand the topic well , so the teacher can reduce their reticence by review or recall the topic. It is can useful to reduce the students' reticence feeling during the students speaking in front of class. Finally, for students who realize that they often feel reticence in speaking process, we expect that they can find out the appropriate strategy that can reduce their reticence, so they speaking performance can improve. We also hope the students improve their vocabulary to make them easy to catch what they want to speak to the audience, so they can reduce their reticence feeling too.

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CONCEPT OF LANGUAGE LEARNING STRATEGIES AND ITS INFLUENCE TOWARD STUDENT’S ENGLISH PERFORMANCE

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Abstract

This literature review study aims to identify the influence of students’ language learning strategies toward student English performance in their learning activity to help them determine how and how well students learn second or foreign languages. The review from previous related studies on the field of students’ language learning strategies in English language admit that if students should be aware of their ability and aware of what they have and what they are doing for their learning process. In this review, I would like to present some literature that suggested and recommended in the field of students’ language learning strategy and some factors that help students and this is hoped for students in learning the second language easier and becoming successful linguist. The following topics are presented in order: the features of language learning strategy, the concept of language learning strategies, the classification of language learning strategies, conclusion, and suggestions.

Keywords: language learning strategies, learning strategies, strategy, student teachers, second language.

Introduction

There are numerous languages talked within the world nowadays, and English is ordinarily the foremost second languages that individuals procure after their own local languages. As the learners are within the minute of finding their personality, students are requested to learn and discover out the second languages. In this globalization era, we do have to acquire more than one language. Over the past few decades, researchers and language teachers started to consider that no single research finding or teaching method could guarantee absolute and predicable success in second or foreign language teaching. Some learners seem to be successful in second or foreign language regardless of teaching methods or techniques (Lee, 2010). Juanggo (2017) assumes if it is commonly believed that knowing one language is not enough, and people need to acquire another language besides their native one to meet the demands of this era. Subsequently, it will highlight the common goal of English language teaching that attempts to make students gain interest about learning English as a second foreign language.

In acquiring second language, students need strategies to make everything easier. Learners employ many different strategies when learning new languages. According to Oxford (1990) the primary goal of strategy use is communicative competence in target language. This reflects the general idea of language learning which emerged at the time. Strategies affect the learning process and competence on multiple levels. O’Malley and Chamot (1990) highlight the learners use learning strategies to develop their sociolinguistic competence as well as linguist competence. Language learning strategies are used to both learn the structure of target language and learn about the language and its socio-cultural context. Different learning strategies can be grouped together based on the way the affect learning. However, there are many different approaches to forming these broader categories for language learning strategies (LLS). LLS have been used for thousands of years, although they have been formally identified only recently. Research on LLS has increased significantly since the 1970s. Areas of research interest include how learners go about learning something, what makes learners successful at learning something, and why some people are more effective at learning than others. LLSAs Williams and Burden (1997) point out, investigating learning strategies (LSs) will answer these questions. Research suggests that training learners to use LLS can help them to become successful language learners and that is what make LLS are important. LLS enable learners to
take more responsibility and to improve their progress in developing L2 skills. In other words, LLSs are procedures that facilitate learning tasks (Chamot, 2005). They also enable learners to become autonomous, lifelong learners and independent (Little, 1991). LLSs represent steps that learners take to manage their learning and achieve their goals. They LLSs are important for SL/FL learning and teaching because they develop learning autonomy and language competence and are tools for active, self-directed involvement. Effective LLSs can also help —unsuccessful learners to realize why they are —unsuccessful, and assist learners to plan their learning (Brown, 1994; Chamot, 1999; Gregersen, 2001). They also help teachers plan their teaching (Oxford, 1990; Cohen, 1998; Murat, 2000; Kumaravadivelu, 2003). According to Murat (2000), the ultimate goal of empirical research in this area is to develop knowledge that is useful for improving language learning and teaching in ESL and EFL classrooms.

In the field of second/foreign language teaching and learning, the interests of practitioners and researchers have been geared to the language learning strategies (LLSs) selection and adoption of successful language learners. The suggestion that a good language learner may have some special strategies that others could learn from was initially introduced by Rubin (1975). Using a mixed methods approach including classroom observation, self-observation, and interviews, Rubin proposed a list of seven characteristics of good language learners. They include the ability to make good guesses, communicate in many ways, tolerate mistakes, pay attention to form and communication, practise the language regularly, monitor one's own language use, and understand and attend to meaning.

With the same goal, to help less successful learners enhance their success, Stern (1975) introduced his description of good language learners with ten LLSs, which were drawn from his interpretation of language competence and second language acquisition; his experience as a teacher and learner; and his review of the literature of language learning. The most significant elements in his proposed strategies were the initiative and activeness of the learners in approaching a learning task or problem. Findings by Rubin (1975) and Stern (1975) have been supported and further developed by many subsequent researchers in the field (Green & Oxford, 1995; Naiman, Froehlich, Stern, & Todesco, 1978; Rubin & Thompson, 1982).

These early research studies have set the scene for an emerging interest in how language learners themselves go about learning and what teachers can do to assist learners during that process. However, Rubin (1975) recognized the influence that many variables, such as target language proficiency, age, situation, cultural differences and learning styles, may have on the deployment of LLSs. As such, Naiman et al. (1978, p. 224) stressed that there were no —predetermined overall characteristics among good language learners due to the various individual pathways that could lead to successful language learning. This emphasis on individual variation in LLS use has become a principle for most research efforts in the field. On the one hand, it highlights the issue of individual differences and underscores the flexibility in language learning strategy deployment. On the other hand, it puts a restriction on the generalizations to any target population beyond the sample of any research findings about the good language learners.

Research on LLSs started in the mid 1970s. Initial studies focused on the language learning habits of successful learners. Rubin (1975) and Stern (1975) reported that good language learners are more actively engaged to improve their language proficiency. Language Learning Strategies (LLS) have been defined in various means since they became an area of research interest in Second Language Acquisition (SLA). In general and according to Rigney (1978), LLS refers to specific steps or actions taken by the learner to facilitate the acquisition, retention, retrieval and performance. Research suggests that training learners to use LLS can help them to become successful language learners and that is what make LLS are important. Furthermore, Chamot (2005) argues that LLS enable learners to take more responsibility and to improve their progress in developing L2 skills. In other words, LLSs are procedures that facilitate learning tasks. Similarly, Richard and Platt (1992) defined LLS as an intentional behavior that helps learners understand, learn and remember new information. Oxford (1990) broadens the scope of this
definition, proposing that the objective of using LLS is to make learning easier, faster, more enjoyable, self-directed, effective and transferrable to new situations.

Language learning strategies is also a broad topic that can include all types of a variety of ways in obtaining knowledge and information. It is important, therefore, that a teacher should be aware that students might have different learning strategies that are influenced by background differences. As Hong-Nam and Leavall (2006) state in their article, when the teacher interacts with students from different social and culture, they must assume that there are differences in thinking and behaviors of their students. This understanding will facilitate the respective learning process and will benefit both teacher and students. However, this study focuses only on gender and nationality differences.

Cohen (1998) argues that LLS are consciously selected by the learner. LLS can therefore be defined as conscious, selected behaviors, used to overcome certain educational challenges, which vary depending on the nature of the problem. They are used to memorize information, to synthesize it, or to use that information in speaking or writing. Tudor (1996) described LLS as the purposeful actions learners engage in consciously or unconsciously in order to enhance skills in speaking, listening, reading and writing of a foreign or second language. Further, Learners develop an awareness of their own metacognition and thus control their own learning through LLS. When learners have awareness of their own learning processes, strategies and preferences, they will be able to regulate their learning endeavors to meet their ultimate goals; they become increasingly independent and self-directed learners (Chamot, Barnhardt, El-Dinary, & Rubbin, 1999). According to Chamot (2004), defines LLS as —the conscious thoughts and actions that learners take in order to achieve learning goals (p. 14). Recently, LLS have been defined as the learner's consciously chosen tools for active, self-regulated improvement of language learning (Griffiths, 2008b; Oxford, 2011b). In the present paper, LLS is defined as actions taken by learners to enhance their language skills.

Several studies have found that cultural background and nationality are some of the factors that influence language learning strategy use (Aliakbari & Hayatzadeh, 2008; Hong-Nam and Leavall, 2007; Mochizuki, 1999). Students from different countries supposed to have different cultures and languages as well. These culture differences might affect their preference in learning new language such as English. Some studies that focus on the correlation between the use of language learning strategy and nationality and culture have found that there are differences in using strategies among nationalities (Hong-Nam & Leavell, 2006; Oxford & Burry-Stock, 1995; Wharton, 2000).

The possibility of gender influencing learning strategy use has been reported in several studies. In general, those studies report that females are considered to use more strategies than males (Hong-Nam & Leavell, 2006; Oxford & Nyikos, 1989). This might be moderated by the context or culture of language learning (Hong-Nam & Leavell, 2006).

Due to the importance of language learning strategies in the language learning process I would like to elaborate thee main concepts of language learning strategies and its influence toward student English performance

**Discussion**

In this section, we would like to discuss about three main concepts; 1) The features of language learning strategies; 2) the concepts of language learning strategies; 3) the classification of language learning strategies; 4) Variables affecting learning strategy choices.

**The features of language learning strategies**

LLS have been used for thousands of years, although they have been formally identified only recently. Research on LLS has increased significantly since the 1970s. According to Oxford (1990), LLS have the following features: (1) contribute to the main goal, communicative competence, (2) allow learners to become more self-directed, (3) expand the role of foreign language teachers, (4) problem-oriented, (5) specific actions taken by the learner, (6) involve many other aspects of learner, not just the cognitive, (7) support learning both directly and
indirectly, (8) not always observable, (9) often conscious, (10) it can be taught, (11) flexible, (12) influenced by a variety of factors.

In summary, LLS are applied by language learners as a means of acquiring and using information for storage and recall.

**The concepts of language learning strategies**

The term of strategy refers to the tools for active, self-directed involvement needed for developing second language (L2) communicative ability (O’Malley & Chamot, 1990, p. 21). When learners have awareness of their own learning processes, strategies and preferences, they will be able to regulate their learning endeavors to meet their ultimate goals; they become increasingly independent and self-directed learners (Chamot, Barnhardt, El-Dinary, & Rubbin, 1999, p.12). For this reason, awareness of the learning strategy is really necessary.

In addition, Language Learning Strategies (LLS) have been defined in various means since they became an area of research interest in Second Language Acquisition (SLA). In general and according to Rigney (1978), LLS refers to specific steps or actions taken by the learner to facilitate the acquisition, retention, retrieval and performance. Research suggests that training learners to use LLS can help them to become successful language learners and that is what make LLS important. Furthermore, Chamot (2005) argues that LLS enable learners to take more responsibility and to improve their progress in developing L2 skills. In other words, LLS are procedures that facilitate learning tasks.

There are also various goals people want to achieve by learning a second language. One of them is to gain the ability to interact and communicate with those who do not speak the same native language. Currently, many people are becoming a part of multilingual communities and a number of them may live in a place where several languages are spoken. In addition, as a result of globalization there are also a number of people who need to deal with others from various parts of the world for several reasons, such as business, academics or pleasure. In this kind of situation, they need a —common language— to interact with others who come from different linguistic backgrounds. A language which is understood by both sides is required to make the communication successful. Therefore, a second language is learnt and taught to meet this sort of need. Cook (2007) categorizes such an aim into external goal of the second language learning.

External goal relates to the use of language in real life outside the classroom. These type of goal emphasises language functions and interactions in external contexts. Ellis(1996) assumes that the target of learning a second language is to use it in a communicative way. Admittedly, the current global situation means that a language (such as English) can be used not only in a single territory but across several regions/countries.

**The classifications of language learning strategies**

Learners employ many different strategies when learning new languages. According to Oxford (1990) the primary goal of strategy use is communicative competence in target language. This reflects the general ideas of language learning which emerged at the time. Strategies affect the learning process and competence on multiple levels. O’Malley and Chamot (1990) highlight that learner use learning strategies to develop their sociolinguistic competence as well as linguistic competence. Language learning strategies are used to both learn the structure of target language and learn about the language and its sociocultural context. Different learning strategies can be grouped together based on the way they affect learning. However, there are many different approaches to forming these broader categories for language learning strategies. In this chapter, I discuss the different approaches to creating strategy taxonomies for language learning strategies.

Rubin (1987) recognizes three separate categories of strategies used by learners: cognitive, metacognitive and social strategies. Oxford (1990) divides language learning strategies into two main groups, direct and indirect strategies, which she further divides into eight sub-groups. Direct strategies directly involve the manipulation of the target language and include memory strategies, cognitive strategies and compensation strategies. Indirect strategies include social, affective and metacognitive strategies (Oxford 1990). These strategies are related to how learners
manage their own learning and behavior. O’Malley’s and Chamot’s (1990) taxonomy separates learning strategies into three categories, including cognitive, metacognitive and social/affective strategies. Many of the same specific strategies appear across each of these taxonomies, but are grouped slightly differently across different categories.

Oxford’s classification is regarded as the most comprehensive classification and has been used by many researchers (Ellis 1994). In total there are 6 categories of direct and indirect strategies. Direct learning strategies involve the specific use of language and are classified into memory, cognitive and compensation strategies. Indirect learning strategies do not use language directly but support and manage language learning; they are categorized into metacognitive, affective and social strategies (Oxford, 1990).

**Direct strategies**

Direct learning strategies can be categorized as memory strategy, cognitive strategies and compensation strategy. Memory strategy help learners to link one L2 item or concept with another but do not necessarily involve deep understanding (Oxford, 2003). Various memory-related strategy enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) (Oxford, 2003). Thus, the dominant factors in memory strategies are came from external.

Afterward, cognitive strategy helps the learner to use the language material in direct ways through note-taking, reasoning, outlining synthesizing, reorganizing information to develop stronger schemas, summarizing, practicing structures and sounds formally and practicing in naturalistic settings (Oxford, 2003), and then compensation strategy enable learners to use the language either in speaking or writing despite knowledge gaps. These strategies are divided into two sets which are guessing intelligently and overcoming limitations in speaking and writing (Zare, 2012). Cohen (1998) cited in Oxford (2003) asserted that compensation strategy that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

**Table 1. Functions and examples of direct strategies**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Function</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory</td>
<td>Enable learners to store and retrieve new information of a new language</td>
<td>Grouping, imagery, and rhyming</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Enable learners to understand and produce new language</td>
<td>Reasoning, analyzing, summarizing, and generally practising</td>
</tr>
<tr>
<td>Compensation</td>
<td>Allow learners to use the language despite knowledge gaps</td>
<td>Guessing meaning in context, using synonyms and body gesture</td>
</tr>
</tbody>
</table>

**Indirect strategies**

The second classified group from language learning strategy is indirect strategies. Indirect learning strategies can be categorized as social, affective and metacognitive (Oxford 1990). Indirect strategies manage and support language learning, often without involving the target language directly. Social strategy provide increased interaction and more empathetic understanding, since they occur among and between people (Canale, 1983) cited in (Paredes, 2010). An example of a social strategy is asking the speaker to repeat, paraphrase, and slow down,
and so forth to aid comprehension. Then, affective strategy are concerned with the learner's emotional requirements such as confidence and perseverance needed for learners to involve themselves actively in language learning, for example, lowering anxiety levels by laughing at their own mistakes (Vlckova, et al, 2013). Overall, indirect strategies encourage the target language not immediately.

After that, there is metacognitive strategy. Metacognitive strategy is aspects associated with planning, monitoring, and evaluating the language learning process (Fewell, 2010). Metacognitive strategy enable the learners to control their own emotion and to coordinate their learning through centering, arranging, planning and evaluating (Oxford, 1990). Learners seek out or create opportunities to practice the new language in naturalistic situations (Paredes, 2010). Overall, the indirect strategies need students to understand themselves to evaluate and monitor their own learning process.

<table>
<thead>
<tr>
<th>Table 2. Functions and examples of indirect strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Metacognitive</td>
</tr>
<tr>
<td>Affective</td>
</tr>
<tr>
<td>Social</td>
</tr>
</tbody>
</table>

Variables affecting learning strategy choices

The different variables which affect the strategies chosen by learners are examined. Griffiths (2013) recognizes three types of factors that affect strategy choices: individual, contextual and purpose. Individual factors are related to the learner. These include aspects such as their age, sex, nationality, proficiency, motivation and learning style (Grenfell and Macaro, 2007; Griffiths, 2013). Learning environment and methods used for teaching are contextual factors. The purpose of learning, or the learning goal, also affects which strategies need to be employed. These factors affect which learning strategies learners use and how frequently they are used. Oxford and Nyikos (1989) studied variables affecting reported learning strategy use of undergraduate students studying French, Spanish, German, Russian and Italian. They recognized five strategy factors used by the students using the SILL questionnaire and studied variation in reported use of these five strategies. Green and Oxford (1995) studied effect of gender and proficiency level in learning strategy use among Puerto Rican English language learners. Multiple factors related to learners themselves, context and the present task affect which strategies learners choose to use.

O’Malley and Chamot (1990) define learning styles as including both the cognitive approach a learner has to learning and their attitudes. Both what learners feel works for them in learning and what they believe to be effective and important contribute to the formation of a learning style. According to Nel (2008), learning styles include learners preferences for instruction and environment, how they obtain and process information and their personality. While, as discussed above, learning strategies are specific actions learners take to manage their learning and complete specific tasks, learning style is a broader concept of how learners learn and
what their views on learning are. It has been well recognized that learning strategy use is tied to learning style (Cohen, 1998: 15; Griffiths, 2013). Oxford and Burry-Stock (2003) argue for a particularly strong connection between sensory preference and learning strategy use. Rossi-Le (1989) found, for example, that auditory learners frequently used memory and metacognitive strategies, while this learning style predicted less frequent use of strategies for authentic language use. Macaro (2006) characterises the cognitive aspects of learning styles as cognitive styles, the habitual choosing of strategies learners employ to accomplish different learning tasks.

Oxford and Nyikos (1989) in one of the earliest studies on motivation and the use of language learning strategies found that highly motivated learners used a larger number of strategies more frequently than less motivated learners. Oxford (1990) also found that, in general, motivated learners not only use more strategies, but are also able to select more appropriate strategies for the task at hand. Motivation does not simply affect the general frequency of strategy use, but also affects which strategies learners choose to complete tasks. Macaro (2006) asserts that motivation and language learning strategies interact in the formation of learners' strategic plans. Thus, the role of the teacher is important in motivating learners in both language learning and strategy use. Learners need to be made aware of why what they are learning is important. Macaro (2006) argues that clusters of strategies form plans with broader learning objectives when compared to individual strategies, and motivational components shape plans and affect how efficiently learners can carry them out. O’Malley and Chamot (1990) also recognize the significance of learners' motivations. Learners who have experienced successes in their language learning are more likely to approach new tasks with more enthusiasm and motivation than less successful learners (O’Malley and Chamot 1990). Providing learners with positive experiences is important in terms of motivation. Learners need enough support to complete given learning tasks. However, this can be challenging in environments where learners of very different skill level are present. The level of confidence that learners have for their own language learning skills can greatly support or hinder their learning.

**Conclusion & Suggestion**

This research has explained the concepts and features of language learning strategy. From this study, students as expected can be aware of their ability to learn the new language faster and more enjoyable because they know the strategy. Moreover, it will make them aware about their strength and weaknesses, so that they can apply appropriate strategies which are like Oxford's classification that involves direct and indirect strategies. In total there are 6 categories of direct and indirect strategies. Direct learning strategies involve the specific use of language and are classified into memory, cognitive and compensation strategies. Indirect learning strategies do not use language directly but support and manage language learning; they are categorized into metacognitive, affective and social strategies for the learning process in relation to this, teachers, by knowing and considering the students' strengths and weaknesses can synchronize the students. The research is also expected to be beneficial for future research in which it can be one of the references related to the discussed variables. Furthermore, it is hoped that the further research can investigate more deeply about language learning strategies.

From this review study, we have some suggestions for other researcher, English teachers or lectures and students second language learner. First, we really need the researchers to research other study of language learning strategies because the students need more knowledge so they will be aware if they have strategy when learning the second language. Second, it is also really important to the English teachers or lectures to measure their students' strategy to make learning and teaching process easier and effective. The lecture also can improve the process of study with give them the six of language learning strategies then find the strategy which is fit to the student itself. Finally, the last is suggestions for second language learners after read this research, they are as the students must be active to identify what is the appropriate strategy for themselves due to learn the second language faster and enjoyable.
References


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AN ANALYSIS OF STUDENTS DIFFICULTIES IN LEARNING GRAMMAR
AT JUNIOR HIGH SCHOOL NUMBER 13 PALEMBANG

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Abstract
The aim of the study was to find students difficulties in learning grammar at SMPN 13 Palembang. The qualitative case study research design to understand the various factors has made the grammar difficult to understand by the students of SMPN 13 Palembang. The participants were chosen by purposeful sampling that consists of six students of SMPN 13 Palembang. The data were collected by using interview with the participant to get an in-depth data of the grammar difficulties faced by the students of SMPN 13 Palembang. The interview sessions were audiotaped and transcribed. Thematic analysis technique was used for data analysis. The research findings revealed that the most problematic area faced by the students: (1) lack of tenses understanding (2) lack of understanding in plural markers.

Keywords: grammar difficulties, learning grammar

Introduction
People use their own language to communicate and interact in different linguistics context. It means that the success in communication process leads us to be able to choose one language that can be used in daily life because language is a characteristic of human being. According to Ariesca & Marzulina (2015) It plays an important role in human life because by using a language, people can express their ideas, emotion, and desire. English has become one language which is used by most of people around the world and it plays an important role. As stated by Ardiansyah & Djojar (2012) As the effect of the globalization, English mastery becomes a requirement in all of work field, and most of the documents and information are served in English. Consequently, Indonesian government has recommended that English as one of the foreign languages that should be taught as a compulsory subject in the national curriculum. According to Ramelan (1994), English has been taught at school in Indonesia as the first foreign language. It is taught in kindergarten, elementary school, junior high school, senior high school, and in university level. Saputra and Marzulina (2015) confirm that English has become a compulsory subject and it must be learned as a foreign language from junior high school to senior high school in Indonesia. It is important because students learn English as a compulsory subject in school, especially for students of senior high school. In Indonesia, English is mostly learned by students in school and university which the students have the variety background and different motivation to learn it (Arib, 2017). Pitaloka (2014) states that English learning in Indonesia is not really effective caused some problems like teacher-oriented center, limited of time allocation, textbook issue, and used of big class. It reflects that learning English is difficult for students.

To master English, someone has to master its skills: listening, speaking, reading and writing. The students also have to master grammar, one of the language sub skills. In line with Cowan (2008) Grammar is the set of rules that describes how words and groups can be arranged to form sentences in a particular language. Learning English grammar help students understand and knows important language concepts that help them understand many aspects sentences correctly.
The grammar helps the student to write and read correctly. Without studying the grammar, the correct results of learning the language will not be achieved. According to Azhar (2004) the grammar is the basis of every language. It is certain methods and organization that must be followed and not ignored in order to achieve the goal of mastering the language and learn the language efficiently and correctly. It is also known that each language has its own words, sounds, and systems. It is not just learning the correct language, it is a discovery of the nature of the language.

As stated by Bhela (1999), Galasso (2002), and Lekova (2010) in the effort of language learners studying other languages, there have been problems and theories found as well as other issues coming therewith. Thus, dealing with students with this problems at junior high school number 13 Palembang brought the present researchers to find out specific grammatical difficulties they encounter in the effort to learn English.

Literature review

The concept of difficulty and learning

According to Cambridge dictionary difficulty is a problem or the fact of not being easy to do or understand. According to Merriam Webster difficulty is the quality or state of being hard to do, deal with, or understand. According to longman dictionary difficulty is a problem or something that causes trouble. A difficulty refers to something that hinders you or causes you to have to face challenges, or the state or condition of being challenged or having a hard time.

Based on some definitions from the dictionary above, the writer would like to define what difficulty is. Difficulty is anything that causes problems. In another words difficulty is anything that gives you hard.

Learning is the relatively permanent change in a person’s knowledge or behavior due to experience. This definition has three components: the duration of the change is long-term rather than short-term, the locus of the change is the content and structure of knowledge in memory or the behavior of the learner, the cause of the change is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention which we retrieved from learning in Encyclopedia of Educational Research, Richard E. Mayer. It has been suggested that the term learning defies precise definition because it is put to multiple uses. Learning is used to refer to the acquisition and mastery of what is already known about something, the extension and clarification of meaning of one's experience, or an organized, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process, or a function which we retrieved from Learning how to learn: applied theory for adults by R.M. Smith. Learning is a process that occurs within nebulous environments of shifting core elements—not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing which we retrieved from connectivism: A learning theory for the digital age by George Seimens. Learning involves strengthening correct responses and weakening incorrect responses. Learning involves making sense of the presented material by attending to relevant information, mentally reorganizing it, and connecting it with what you already know which we retrieved from eLearning and the science of Instruction by Ruth C. Clark and Richard E. Mayer.

Based on some definitions from the expert above, the writer would like to define what learning is. Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines: there is also evidence for some kind of learning in some plants. In other words learning is defined as —any relatively permanent change in behavior that occurs as a result of practice and experience. In short, learning is the relatively permanent change in a person’s knowledge or behavior because the experience.
The concept of grammar

Grammar is an important aspect of language learning. Therefore, learning English is an important point to practice English correctly. As noted above, students find it difficult to learn English. There are many studies that have investigated the field of learning towards English and the difficulties and problems that students face in this aspect of learning English, for example (white 1998, Lyster 2004, Ammar 2008, and Lyster and Izquierdo 2009). According to Widdowson (1990), grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality. Given that many learners- and teachers- tend to view grammar as a set of restrictions on what is allowed and disallowed in language use – a linguistic straitjacket – the conception of grammar as something that liberates rather than represses is one that is worth investigating. As stated by Morelli (2003), students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. In line with Elkilic and Akca (2008) reported generally positive attitudes of students studying English grammar at a private primary EFL classroom towards studying grammar. In particular, however, a little over 50% of their subjects claimed to enjoy grammar very much and only about 10% reported finding some difficulty in learning and remembering grammar.

A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus. In terms of motivation and learner success with languages, grammar has been seen to be a problem and to stand in the way of helping learners to communicate fluently. The hard fact that most teachers face is that learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly, but are incapable of applying them in their own use of the language. Haudeck has reported that many learners have difficulty in internalizing grammar rules, although these have been taught intensively (1996, cited in European Commission, 2006).

Methods

Research design

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. The most important reason of using qualitative design is an appropriate way to explore what are the difficulties students face in learning grammar.

Research site and participants

In this study, we investigated what factors make students difficult in learning grammar at junior high school in Palembang, South Sumatera, Indonesia in academic years 2018/2019. There were six students at the Junior High School Number 13 Palembang who were willing to participate in this study. In this study, the participants were six students of Junior High School Number 13 Palembang.

Data collection

The data were collected by using an interview with the participants. According to Johnson & Christensen the qualitative interview is conducted in order to obtain in-depth information (as cited in Arib, 2017). We used face to face interview with the participants. The interviews sessions were audio taped and transcribed. Creswell (2012), state a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. In this study, we conducted interview observations by giving several in-
depth questions about learning grammar and what factors influenced students in learning grammar difficulties to find out what difficulties students faced in grammar lessons.

**Data analysis**

In analyzing data, we applied thematic analysis. We collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of the data. In this process, we read all the transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded the types of difficulties of students in learning grammar. The last, we made interpretation in qualitative research of the findings and results.

**Establishment of Trustworthiness**

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012) member checking is a process in which researcher as one or more participants in the study to check the accuracy of the account. We used member checking because suitable in this study.

**Findings**

The findings presented the difficulties of students in learning grammar. Firstly, from thematic analysis that we conducted based on Creswell (2012), we found two themes that reflected types of difficulties faced by students in learning grammar. The themes and codes were describe as follows:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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<tbody>
<tr>
<td>Lack of tenses understanding</td>
<td>The students didn’t know the differences about tenses</td>
</tr>
<tr>
<td>Lack of understanding in plural markers</td>
<td>Students faced difficulty in differencing the plural and singular forms</td>
</tr>
</tbody>
</table>

The themes and codes described in table 1 were explained as follows:

**Lack of tenses understanding**

Based on the data that we have analyzed, we found that Lack of tenses understanding was the difficulties of students in learning grammar that the student get a difficulties to distinguish the tenses. Grammatical difficulties encountered by the students about verbs seen from the data are often in relation to other issues like tenses and syntactic categories. Tense is used to show the relation between the action and state described by the verb and the time, which is reflection in the form of the verb. Gari (2012) states that the basic tenses in English are present, past and future. English also has perfect tenses (present tense, present perfect, past tense, past perfect and future tense, future perfect) and progressive tenses. Meanwhile, Folse (2009) state verb is the central part of English sentence. Most of students have the same difficulties in learning grammar. Many people would agree that in English language some of the most troublesome yet fascinating problems are concentrated in the area of tense. For example, simple past tense is one of the English language tenses that should be understood by the students. In the use of simple past tense students must understand how to compose the correct sentence according to the form or formula of simple past tense. For that reason, students are more emphasized to know the first form verb changes into a second form verb. Because, in the use of the verb simple past using a second form of verb. In addition to knowing the verb changes in the sentence, students also need to know the time of information used. During the interviews, we found that some students stated they can't distinguish the tenses. R5 said:

“I know the rules of the tenses but when I want apply the tenses in sentences, I can not distinguish the tenses. I do not use the tenses correctly”. (personal communication, April 2019)
We can see that the sentence confesses that the student has difficulties in using the tenses correctly. It is also proven when we told the student to translate “mereka pergi ke Jakarta untuk menonton konser bulan lalu” to English and they said “hey have gone to Jakarta for watching concert last month”. We can see from the translation that the student has incorrect grammar in the word for watching which indicates that the student could not distinguish between tenses.

We can also see that the student cannot use the irregular verb correctly where have should be went. So, it concludes that they have the lack of tenses understanding.

Lack of understanding in plural markers

After analyzing the data gained from the interviews, we found that the Lack of understanding in plural markers was the difficulties of students in learning grammar that made students hard to distinguish plural and singular form. R4 said:

“i'm hard to distinguish the plural and singular form like mouse for the singular and mice for the plural. I often forget the plural form.” (personal communication, April 2019)

We can see that the sentence confesses that the student has difficulties in using the plural markers correctly. It is also proven when we told the student to change “child, person, and chair" to plural form and they said —children, persons, and chairs. We can see from that word that the student has incorrect plural markers in the words person which indicates that the students could not distinguish the plural markers. So, it concludes that they have the lack of understanding in plural markers.

Discussions

Based on the result of data analysis, we found that Junior High School Number 13 Palembang had difficulties in learning grammar. From collecting data through interview that have been done, we found two difficulties in students. Based on the samples of some Junior High School Number 13 Palembang, we interview them to find out the students difficulties in learning grammar. Based on the samples of some Junior High School Number 13 Palembang, we gave them some questions to know what are the difficulties faced by students in learning grammar. After completing the interviews, it can be concluded that the difficulties was happened based on their habits in the past which it was not correct before. The first was lack of tenses understanding and the lack of understanding in plural maker.

The difficulties in learning grammar are important enough to be analyzed because from knowing the difficulties that faced by students can provide the solutions for teachers to be able make grammar lessons easier for students to understand. Analysis Difficulties in learning grammar are the ways how we found the difficulties faced by students in learning grammar and how to overcome them. Difficulties occur when the students feel under pressure and sometimes feel very scared because they should made a perfect sentences. Because of this difficulties, we must analyze it step by step starting from the basics. And this errors also happened in junior high schools when students want to try to make sentences correctly in their own way without their understanding of the tenses and aspects that exist in grammar. Analysis of the difficulties in learning grammar is the way we find difficulties in learning grammar and trying to solved it. The reason why analysis of difficulties in learning grammar was important it because some of the mistakes will remember permanently in students minds. If the teachers cannot changed the difficulties faced by students, it will take them in the next stage and also become their big mistake when they interact in English especially feeling afraid because of their lack of grammar. because there are many vocabulary that they are didn't known so that it makes it difficult for them to understand or made a sentence with correct grammar.

Based on the result of interviews that have been collected by the researchers found that two difficulties that caused students hard to learn about grammar, and there are similar problems in this case that have also been found by previous researcher, there were two major difficulties
related to students' difficulties in learning grammar, such as (1) lack of tenses understanding and (2) lack of understanding in plural makers.

The first lack of tenses understanding is the students didn’t know the differences about tenses. because the lack of practice and learning they don’t know what tenses will be used in sentence or the students hard to answer the question about grammar. The finding of the study is consistent with what Ningsih (2016) stated that problems with tenses also found a lot from the data sources. Most of the time students used present tense to express distinctions of time. In this case it is build the motivations of the students from the teacher to give the attention to learn about tenses. then Scheffler (2008) also add that tenses was the most difficult for polish EFL learners, and that article was relatively easier for the participant to learn, based on the participants’ view points. The result, at the same time, are in line with Scheffler findings who found that tenses make the students hard to understand about learning grammar.

Then another difficulties of learning grammar are understanding in plural maker. The students hard to remembering about the changing of plural to singular or from singular to plural. This finding is related to Muayyad (2018) stated that plural maker is an important aspect of language. Each language certain rules and different rules of plural maker in othe language. We found that students have confused when using plural maker where the students make mistakes in the rules of plural makers in English, they may find that doing such a mistake maybe a simple action and does not effect of the rules of sentences.

According to the previous study from Deghani, at all (2016) the result indicated that causatives, reported speech, articles, conditional sentences, passive structure, and verbs were the six more difficult grammar features. Prepositions, tag questions, conjunctions, tenses, determiners, and relative clauses were proved to be less difficult. We can see that the previous study our research have the same goals however the previous study uses different method then our research. The method use in the research is quantitative method while in our research uses qualitative research. The findings from Deghani, a.t; Begri,m.s; Sadighi,fand Tayyebi,g (2016) however, are somehow comparable with Shiu's (2011) findings, who found that Chinese EFL learners perceived prepositions and conditional sentences to be very difficult. In the current study, these features were in the middle of the continuum, with conditional sentences int he first half of the hierarchy. Most of the grammar features used in this study and those by Shiu are not completely identical. The results contradict parts of the findings by Darus & Subramaniam (2009) who found that tenses and prepositions were the most difficult features for Malaysian students. In Darus & Subramaniam's (2009) study, tense and preposition features were in the second and fourth ranks respectively, while in this study preposition was in the seventh rank, and tense in the tenth rank. On the other hand, Darus & Subramaniam's findings revealed that articles were among more difficult features to learn, and in the current study it was also shown to be difficult to learn, too. The results, moreover, contradict the findings by Scheffler (2008) who found that tense was the most difficult for Polish EFL learners, and that article was relatively easier for the participants to learn, based on the participants' viewpoints. The results, at the same time, are in line with Scheffler's findings who found that conditional sentences are more difficult.

Based on the explanation above, the difficulties in learning grammar happen because language is dynamis and still change. This difficulties also happen because language has the rules that explain how words combine, arrange or change to show some type of meaning. The number of rules in grammar make it difficult for students to understand grammar. So it is important for teachers to understand the difficulties faced by students so students can apply grammar correctly.

**Conclusion and recommendations**

Based on the findings of this study, some important informations on the analysis students difficulties in learning grammar at Junior High School Number 13 Palembang was used to improve and analyze the difficulties in learning grammar. It had two types of difficulties: Lack of tenses understanding and lack of understanding in plural makers.

This research is also expected that students could applied solutions that have been found to overcome difficulties in learning grammar. Thus it can help students to be diligent in reading
and listening so that they could help and added new words of vocabulary. Effective reading can help students to understand the context in the story and can understand the tenses are used in that story.

References


Ariesca & Marzulina (2016). Teaching reading narrative text by using window notes strategy to the eight grade students of SMP Muhammadiyah 4 Palembang. *Journal Pendidikan dan Pendidikan*, 3(1).


AN ANALYSIS ON STUDENT’S ERROR IN USING PASSIVE VOICE ON THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN RADEN FATAH STATE ISLAMIC UNIVERSITY

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Abstract
The aim of this study was to investigate the common error mistakes produced by the sixth semester students of Raden Fatah Islamic State University. The qualitative research method with a case study approach was used to look at the various common mistakes in passive voices that students tended to make. The participants chosen by purposeful sampling were the students in the sixth semester of the English department in Raden Fatah Islamic State University. We used test as our data collection technique. The tests were in the form of open-ended questions that consists of 20 passive voice items. The tests were given out to test the students ability in answering the correct form of passive voice. The data analysis technique that was used is the thematic analysis. Our findings have showed that there were many students who have errors in the use of “to be,” subject-object agreement, and the use of verb 3.

Keywords: passive voice, error analysis

Introduction
English has become one of the most globally used language, students in Indonesia must learn it in order to prepare and explore the world internationally. According to Crystal (2012), the language of the sceptre isle is rapidly becoming the global lingua franca and been seen an apt symbol of globalization and diversification. This shows all the more reasons why English is a necessity to learn by the students. Learning language consists of four skills that students must learn. The skills that they must master are reading, listening, speaking and writing. The four skills listed above are not separated from grammar, which is an important factor in both perceiving and producing a language. Cowan (2008) believes that grammar is—the set of rules that describes how words and group of words can be arranged to form sentences in a particular language.

When students learn English, they tend to get mixed up in their first and target language because of the different grammar rules and patterns. As research shown by Fauziati (2017), students tend to have errors because of lexical influences and grammatical influences. Mostly, students are using Indonesian sentences without paying attention to the rules. Furthermore, Murcia and Hilles (1987) states that "grammar often taught isolates, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations." Under the umbrella of grammar lies the rule of using passive voices. According to Swan (1980), it is very common in scientific writing and other kinds of expression where writers are most interested in events and processes in things that happen. Passive voices are often used in important documents such as the thesis as a requirement to graduate, especially in bachelors degree. Active and passive voice constructions are also used interchangeably in academic and non-academic writing for different purposes, passive voice constructions are used to execute special discourse functions due to marked voice (Biber et al., 2003) such as creating distance between writers and the text is mostly found in scientific paper (Baratta, 2009). Passive voice construction is mainly used in the method to get rid of personal whims and fancies, and thus obtained impersonality and universality of research Ahmad (2012). Due to many of these reasons, university students should understand more upon the importance...
of the passive voices that are used in every aspects of their lives especially if they are going to be graduating. However, still seeing studies of Yannuar N., Shitadevi I. A., Basthomi Y. and Widiati U. (2014) many undergraduate students seems to be less interested in sing passive voice and from Fawzah V. and Rohani (2018) found that they still have many errors mistakes in using passive voices.

Therefore, we were interested in conducting a study on investigating sixth semester students error in using passive voice Raden Fatah State Islamic University in Palembang, South Sumatera for addressing what common error mistakes they tend to make.

**Literature Review**

**Definition of error**

As leaner of a foreign language, making some error can not be avoidable for students. Error can be indicated process of formation a new system of language. Brown (2002) also defined error as —a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner. In addition, Noam Chomsky, the American linguist, pointed out that —native speaker makes many errors when they are speaking (performing), even though the native speaker has, by definition, a perfect command of his language—perfect knowledge of grammatical rules, lexis and the sound system.

Based on some definitions from the experts above, the writer would like to define what error is. Error is an unacceptable performance of the student’s work which find regularly and they cannot self corrected their own mistake. Errors discuss can be an indicator of the student's level in mastery their target. From the errors that the students commit, one can determine their level of mastery of language system.

**Passive voice**

*Meaning of Passive Voice*

Many experts have stated some definitions of passive voice. Slamet (2007) writes that —in a passive sentence if you want to say who did or what caused the action, use by. Another opinion states that —passive voice denotes that the subject receives the action.

Nesfield (1957) also argues that —Active voice is used when the verb is in the Active voice, the person or thing denoted by the Subject is said to do something; as I love. Passive voice is used when the verb is in the Passive Voice, the person or thing denoted by the Subject is said to suffer something; as I am loved.

Moreover, Slamet (2007) persuades that —Passive voice is used when we want to say that the subject (I, We, They, You, He, She, It) is not the doer, but receives an action. Use of Passive Voice Eckersley (1945) states that —We use the Passive Voice when we are more interested in the action than in the person or people who do the action. Wishon (1980) explains that —The Passive Voice gives an object and impersonal touch to writing. It may soften statements that might seem harsh or even accusing in the active voice. Generally, the passive voice is used when it is not important to know the doer, or when the doer is not known. Hewings (2001) also explains that —the choice between an active and passive sentence allows us to present the same information in two different orders. Compare: Active : The storm damaged the roof This sentence is about the storm, and says what it did. (The storm is the _agent__). Passive : The roof was damaged by the storm This sentence is about the roof, and says what happened to it. (The _agent_ goes in a prepositional phrase with by after the verb). Here are some situations where we typically choose a passive rather than an active: When the agent is not known, is _people in general_, is unimportant or is obvious, as in My office was broken into when I was on that situation when Passive voice is used is: When we don’t know who performed the action, When it is preferable not to mention the performer, When we wish to emphasize the receiver rather than the performer. In situations of social and historical significance, when the work resulting from the action is as well or better known than the performer, as in the case of famous music, writing, paintings, and inventions. Murphy comments the use of passive that: a. We use an active verb to say what the subject does, as in My grandfather was a builder. He built this house in 1930. It’s a
big company. It employs two hundred people. b. We use a passive verb to say what happens to
the subject, as in This house is quite old. It was built in 1930. Two hundred people are employed
by the company. In addition, Thomson (1983) comments that —use of passive voice that where
there is an indirect and a indirect object, make the indirect object the subject of the passive verb,
as in *—They have her a clock —She was given a clock! Frank also comment the reason use of
passive voice that: a. We often prefer to put longer and heavier expressions at the end of a
sentences, and this can be another reason for choosing a passive structure Mary’s behavior
annoyed me. (or: I was annoyed by Mary’s behavior). I was annoyed by Mary wanting to tell
everybody else what to do. b. Passive structures are also used when we want to talk about an
action, but we are not interested in saying who (or what) did it. Those pyramids were built
around 400 A.D. Too many books have been written about the second world war. Passive are
very common in scientific writing, and other kinds of expression where we are most interested in
events and processes in things that happen.

The Form of Past Tense in Passive Voice

Wishon (1980) explain that —changing active into passive voice is the object from the
sentence move to the beginning of the sentence then the object is followed to be and Verb3.
Eckersley in his book Essential English for Foreign Students states that —If the verb is in the
Simple Past Tense we use the past tense of the verb to be and the Past Participle of the verb, as
in Active : Ayu sold red rose Passive: Red rose was sold by Ayu Wilson explains that —the
passive form is composed of some form of the verb be + the appropriate auxiliary (if any) + the
past participle form of the verb, as in —The New World was discovered centuries ago, —The
battle has been lostl, Hewings also explains that —the Passive form you choose depends on
which is more appropriate in a particular context. Moreover, Hewings explains about passive
that:
a. Verbs that can be followed by either object + object or object + prepositional object in active
clauses can have two corresponding passive form.
Table 1.1 The Verb that have Two Corresponding Passive Form

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>She handed me the plate ✓</td>
<td>I was handed the plate ✓</td>
</tr>
<tr>
<td>She handed the plate to me ✓</td>
<td>The plate was handed to me ✓</td>
</tr>
</tbody>
</table>

Other verbs like this include give, lend, offer, promise, sell, teach, tell, throw.

b. Verbs that cannot be followed by object + object in the active have only one of these passive
forms:
Table 1.2 The Verb that have Only One of Passive Forms

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>- He described me the situation ×</td>
<td>- I was described the situation ×</td>
</tr>
<tr>
<td>- He describe the situation to me ✓</td>
<td>- The situation was described to me ✓</td>
</tr>
</tbody>
</table>

Other verbs like this include demonstrate, explain, introduce, mention, report, and suggest.

Riyanto (2007) add that the verbs of intransitive verb are: - Run - Come – Arrive and
also notes comments about the passive that:
The object of an active sentence is the subject of the corresponding passive voice. b. In a passive
voice sentence, a form of be appears before the main verb. c. In the active form, the tense is
shown by the main verb (present write, past wrote). In the passive form, the tense is shown by
the form of be: present am, is, are; past was, were. d. The main verb of a passive sentence is the
past participle form.
Methodology

Research design

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to explore the students' mastery and difficulty in using passive voice.

Research site and participants

In this study, we investigated student's ability in using passive voice to the sixth semester students of Raden Fatah State Islamic University in Palembang, South Sumatera, Indonesia in academic years 2018/2019. There were 6 students in total at the University who were willing to participate in this study.

Data collection and analysis

The data of the present study were collected through two following data collection techniques; doing observations in the classroom, and conducting interviews (Creswell, 2012). According to Ary (2010), observation is a basic method for obtaining data in qualitative research method (Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018). In this research, we conducted the tests in order to explore the students' errors in using passive voice. The test consists of 20 subjective questions in the form of active voices where the students have to change it to passive voices. Because it is open ended each students will be able to express their writing freely. We used test because it is grammatical topic and can only be analyzed by test.

The data analysis technique that was used is the thematic analysis where we analyzed the grammatical error of the passive voice sentences from each of the participant's answer sheet. Each of the participants' answer sheet was put in one folder after transcribing the raw data into text. Then, we started to code all of the datum. In this process the codes are all related to the research question. And finally we put it in themes to get the right result and conclusion.

Trustworthiness

In this study, we used intercoder reliability that refers to the extent to which me and my partner agree on the coding of the research content about error analysis in passive voice and application of the same coding scheme. Other than that we also used Peer-to-peer (P2P) systems which are fully distributed with no centralized coordinator. According to Szczuka, M., Tao X. and Yu, X. (2010) in this peer to peer (P2P) system, one of the researcher has to collect correct information from trustworthy information which is considered to hold correct information. Therefore, in this study we used intercoder and peer-to-peer methods to compare our results to one another through accurate and true information.

Findings

The findings presented are about the common errors that students have made in the sixth semester at State Islamic Raden Fatah University. From thematic analysis that we conducted based on Creswell (2012), we found five themes which reflected types of errors students have made.

After collecting the data, we transcribed it and identified the key errors and put them into codes and then themes based on surface structure taxonomies by Dulay, Burt and Krashen (1982) which contained omission errors, addition errors, misformation errors and misordering errors.
Table 1.2 Themes and Codes of Passive Voice Error Analysis

<table>
<thead>
<tr>
<th>Themes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missformation</td>
<td>a. Verb 3 error</td>
</tr>
<tr>
<td>Missordering</td>
<td>b. Miss use of &quot;to be&quot;</td>
</tr>
<tr>
<td>Omission error</td>
<td>a. Misplaced an object and a verb in a sentence</td>
</tr>
<tr>
<td>Addition error</td>
<td>b. Wrong — to be terms</td>
</tr>
<tr>
<td></td>
<td>c. No article</td>
</tr>
<tr>
<td></td>
<td>d. Missing Adverb</td>
</tr>
<tr>
<td></td>
<td>a. Redundant use of words</td>
</tr>
</tbody>
</table>

**Misformation**

After the test was made by the English Department students of the sixth semester in State Islamic Raden Fatah University, most students didn't do the correct verb 3 tenses, for example

“I am gived £5 by the police as a reward”

The word gived is a misformation because it is suppose to be in verb 3 form and changed into given. Other than having the verb 3 form incorrect, they also had a problem in using their — to bel terms. For example,

“a whistle is blown by someone three times”

The use of the — to bel form that they used is wrong because is is suppose to be used in passive form which is was. Another example is

“They are showed the new baby by herA

The — to bel term are is suppose to change to were because it is a plural and a past participle.

So, It can be concluded that most students don’t know the verb 3 terms when a sentence is changed into passive voice and also some students are still confused about the — to bel terms as well whether they are plural or singular.

**Misordering**

After analyzing the passive voice test to the English Department students of the sixth semester in State Islamic Raden Fatah University, we could see that come students had misplaced words that were not in the right structure. For example in the sentence

— His hat was blown down by the wind the street”

In this sentence, the phrase by the wind is an adverb which is better when placed at the end of a sentence and the word the street is better when it is placed after the verb blown down.

It can be concluded that most students have misplaced the words in the incorrect form of structure which were mostly adverbs of a sentence. Like in example a, where the adverb — by the wind should be after the noun — the streetl.

**Omission error**

After analyzing the passive voice test given out to the English Department students of the sixth semester in State Islamic Raden Fatah University, many students done omission error. The omission errors that they had done are omitting the wrong — to bel term, for example
“The window opened by an unseen hand”

In this sentence, it is missing the —to be— term was to make it a passive sentence. Another example is in the sentence,

“Many valuable paintings destroy by the fire”

In this sentence the —to be— term is missing which should be the word were to make it a passive voice. Other than that, students seem to be missing articles in a word. Like for example,

“Valuable paintings were destroyed by fire”

In this sentence the missing article should be before the word fire which is the article the. The last omission that they did is the omission of adverb where students forgot to submit an adverb that is crucial to the sentence. For example,

“Newborns are shown to them”

In this sentence, they are missing the important subject in the passive sentence which is by her. It can be concluded that most students did not realize that after some verbs there needs to be added the term —to be— beforehand. Also, students taking the test still have errors in omitting the articles and still didn’t add the important adverbs like pronouns and nouns to the sentence which were crucial for the passive voice sentences.

**Addition error**

After analyzing the passive voice test given out to the English Department students of the sixth semester in State Islamic Raden Fatah University, many students added words that weren’t necessary. For example,

“His hat down the street blew of the wind”

In this sentence which was answered by one the students used the word of which is unnecessary for the sentence. So, it can be concluded that one student out of 6 still had added redundant use of words in the passive voice sentence.

**Discussion**

Based on the results of data analysis, we found that the students of English Department at State Islamic University Raden Fatah Palembang, South Sumatera, Indonesia had 4 types of errors in passive voice which according to Dulay, Krashen and Burt (1982) are omission error, addition error, misformation, and misinformation.

This previous study is conducted by Qodir (2006), entitled “An Error Analysis on Changing Active Voice Into Passive Voice”. The aims of this study are to know the kinds of errors on changing active voice into passive voice, and to know which tense has the highest frequency of errors. The errors are identified on four categories, namely: omission, addition, misformation, and misordering. Based on the type of tenses namely: Type A (the sentences using simple present tense), type B (the sentences using present continuos tense). Type C (the sentences using simple past tense), type D (the sentences using future tense. Type B has the highest number of errors. So, it is better for the English teacher to give more attention in teaching grammar, especially passive voice. If we compare it to our research, we do not have type A (the sentences using simple present tense), type B (the sentences using present continuous tense) Type C (the sentences using simple past tense) and type D (the sentences using future tense) questions, because we only focus past and present tense.
The second previous study is conducted by Purnomo (2014) from program Udayana Denpasar University, entitled the problem in English using passive voice. This study aims to know the understanding of the students regarding the use of English passive voice. There are three main theories used in this study. They are the theories of English Grammar, Error Analysis, and Language Teaching. Theory of English Grammar is used to know and understand the structure of English passive voice. While, theory of Error Analysis was used to analyze the students error based on the Linguistic Category Taxonomy particularly for the English passive voice, and Contrastive Analysis Hypothesis is used to find out the similarity and the difference between English and Indonesian passive voice. Language Teaching theory is used to know the teaching and learning process and the important things that have to be prepared prior the process. Those three theories are correlated since this study is discussed about the understanding of the students in using English passive voice. The data is taken from the field research in STIKOM Bali, particularly in semester 1 students, intake year 2011, Dual Degree Program. There are 20 students as the sample in this study. The method of collecting data is a quantitative method. The data analysis in this study is the students works, regarding to the forming of English passive voice. The descriptive qualitative method is used in presenting the result of data analysis. There are 3 similarities and 2 differences between English and Indonesian passive voice found in this study. In the part of the error analysis, there were 11 categories of error found in this study. The highest percentage of error was 31.3% in the error category related to the misformation of present perfect in passive voice. While, the lowest percentage of error was 0.9% for the category of error related to the incorrect use of past participle. Based on the Comparative Taxonomy, the source of students error is Interlingual Error. Then, lesson plan is designed based on the findings of the students error categories and it is expected to help the students in understanding the use of English passive voice in the future, in order to minimize the students error. However even though our research and this research studies about passive voice, the method of collecting data is different, where in their research they do quantitative methods while in our research we do qualitative.

The focus target from the first previous study conducted by Qodir (2006) is the same as our research where we both is focusing on to know which tense has the highest frequency of errors and the error analysis based on surface strategy taxonomy that has four classifications of errors. They are omission error, addition error, misformation error, and misordering error. The differences from the second previous study that is conducted by Purnomo (2014) his research focuses on theory of Error Analysis was used to analyze the students error based on the Linguistic Category Taxonomy particularly for the English passive voice, and Contrastive Analysis Hypothesis was used to find out the similarity and the difference between English and Indonesian passive voice.

In the conclusion, the researchers from previous studies have found that most students could have errors on passive voice sentences. Then when proven by test about passive voice in our research by the sixth semester students of English Department of State Islamic Raden Fatah Palembang we found that there were four types of errors. They were omission errors, addition errors, misformation errors and misordering errors.

Conclusion
Based on the analysis and the interpretation, it can be concluded that most of students in sixth semester of English Department of State Islamic University of Raden Fatah Palembang have done 4 types of common errors known as addition error, omission error, misordering and misformation. The types of errors were purpose by Dulay, Burt and Krashen (1982) which contain omission error, addition error, misformation, misordering, omission error and addition error.
References

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AN ANALYSIS OF TEACHER DIFFICULTIES IN TEACHING READING AT SENIOR HIGH SCHOOL NUMBER 2 SEMBAWA

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Abstract
The purpose of the current research was to identify the difficulties that teachers experience in teaching reading. This design of study that used to one method of data collection was interview. Two English teachers were deliberately chosen to participate in this study. Then, they were analyzed and reported descriptively. For the data analysis, we used thematic analysis. After being analyzed, the data revealed and the data also showed in teaching reading, there were three problems faced by respondents in teaching reading and the difficulties they described about the process included lack of mastery of student vocabulary, lack of motivation in reading, students were not used to reading a lot regularly. By referring to these findings, it was recommend for English teachers to choose appropriate reading teaching techniques in reading teaching that was relevant to the needs of students. The purpose of the reading instruction was teach individuals reading and reading comprehension. Teachers were also expected to be able to improve their abilities in teaching practice. This can be done by taking part in training on techniques in reading and sharing information with other teachers. In addition the effectiveness of skills gained in teaching reading instruction was very significant for the future reading and academic achievement of individuals. to improve the quality in the process of reading and ensure that teachers work peacefully, happily and eagerly, it was extremely important to identify the difficulties they experience in the process of reading.

Keywords: difficulties, process of reading, teacher techniques, teacher solutions.

Introduction
What is reading ? reading is about understanding written texts. Reading is a complex —cognitive processl of decoding symbols in order to construct or derive meaning. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written. Reading is a means of language acquisition, communication and of sharing information and ideas. The purpose for reading also determines the appropriate approach to reading comprehension. For example, A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. According to Alyousef (2006) proposes at least six general component skills and knowledge areas involved in reading, they are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis and evaluation skills/strategies, and metacognitive knowledge and skills monitoring.

Reading is important for one's language learning development and for their learning life in general. Reading plays an important role in the process of language learning; using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs (Mikulecky, 2008). Therefore, reading
instruction is essential in second language learning curriculum. However, efficient reading is considered to be a difficult skill to master due to its complex process. As the consequence, reading instruction must be tailored in such a way that can help students get through the reading process effectively. Teacher are confronting some problems in the process of reading.

Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. There are four language skills, namely, writing, speaking, listening and reading, by reading can get a variety of interesting and interesting knowledge from the reading material. In the teaching of reading it needs to get serious attention and the reading discourse should not only be seen as a springboard for speaking and writing activities. the purpose of teaching reading is to develop students' reading skills. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice. to make every learning to read interesting and enjoyable is a difficult task for a teacher, therefore a teacher have problems in teaching reading. from these problems, the researchers tried to reveal the problems that were being faced by teacher in teaching reading in Senior High Schools Number 1 Sembawa, South Sumatra and efforts to overcome the problems that occur in the school.

**Literature review**

**Teaching reading**

Kimbly and Garmezy in Brown (2000) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2000) also says that—teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definitions above, we can define teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

**The difficulties of teaching reading**

In teaching English, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom. According to Richards and Renandya (2002), there are ten teaching principles that may be appropriate in teaching reading that is summarized below:

a) Lowering Inhibitions; In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

b) Encouraging risk-taking; When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c) Building students’ self confidence; Teacher need to build the students’ confident in studying English because self confident is one of important factor which influences the students’ success in studying English. To do that, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job.
Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course.

d) Helping students develop intrinsic motivation; Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English. Describing students that many jobs requires English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

e) Promoting cooperative learning; In studying English in the classroom, teacher needs explain that cooperative learning in the class is more important than competition between the students. Some activities can be done in cooperative learning are directing students to share their knowledge in a group, asking the students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it.

f) Encouraging students to use right-brain processing; In studying English, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.

g) Promoting ambiguity tolerance; Making the classroom is enjoyable and comfortable is a good way to make students feel relax in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning.

h) Helping students use their intuition; Making the students not depend to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing not always give explanation of errors, letting a correction suffice and correcting only selected errors.

i) Getting students to make their mistakes work for them; Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self learning activities are the good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own.

j) Getting students to set their own goals; Setting the students' own goals are good way to improve their study. The activities are asking them to make list of what they will achieve on their own particular week, getting students to make specific time commitments at home to study the language, and giving —extra credit work.

Components in teaching reading
The goals of the learning.

There are two goals can be achieved by the students, those are long- and short-term goals. According to Brown (2001), long-term goals may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. Short-term goals, on the other hand, might be the learning of a small amount of new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week. The teacher can encourage the students to learn English and active in the reading class to achieve the long-term goals by emphasizing those long-terms goals is more important for them to be achieved by them. To motivate them in learning English, the teacher also can use the short-terms goal by giving them some points to them. If they can involve in teaching and learning English, they are active in the reading class, and they can get high score in the reading class, the teacher can give the class rank and some rewards for them.
Teacher.

There are some aspects which have to pay attention when talking about teachers. However, this part focuses on characteristics and roles of teachers. According to Allen (cited in Brown, 2001), there are some characteristics of good language teachers. Firstly, the teachers should love and comprehend English language such as listening, speaking, reading, and writing. Secondly, they understand and use a wide variety of techniques. Next, they give optimal feedback to students, use appropriate principles of classroom management, adapt textbook material and other audio creatively, enjoy people, and show enthusiasm.

Students.

Students can learn language well, get good mark, pass exam if they study hard and have motivation. Brown (2001) states that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. It means that motivation is people's desire to achieve goal. Motivation can come from outside or inside. Harmer (2001) states that motivation which comes from outside is called extrinsic motivation and from inside is called intrinsic motivation.

Interesting activities and materials in the class.

The students tend to study and involve in the reading class when they get interesting activities and interesting subjects that they learn in the class stated by Brown (2001).

Media.

Definition of media proposed by many experts, Kemp (1977), for example, says that media are supporting materials that can motivate students and can effectively explain and illustrate subject content.

Evaluation.

In education, evaluation is defined as the process of obtaining information and using it to come to some conclusions which will be used to take decisions whether the students have understood the materials given by the teacher or not.

Methodology

Research design

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals Creswell(2012).

Research site and participants

In this study, we investigated teacher's difficulties in classroom of Senior High School number 1 Sembawa, South Sumatera, in academic years 2019/2020. There were two teachers at the senior high school who were willing to participate in this study. In this study, the participants were two English teachers were willing to participate in our study.

Data collection

In this study, the data were collected by using an interview with the participants. We used face to face interview with participants. The interview sessions were used telephone interview. According to Creswell (2012) Telephone interview is the process of gathering data using the telephone and asking a small number of general questions. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answer.
Creswell (2012). In this study, we conducted interview observations by giving several in-depth questions about the difficulties in teaching reading.

**Data analysis**

In data analysis, we used thematic analysis as our data analysis techniques. We collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. Then, we started code all of the data. In this process, we read all the transcriptions and start to code the data that related to research questions. After collecting data from interview, we coded the types of difficulties in teaching reading. Coding was used to categorize the recurring themes issued by the participants. And last we made interpretation in qualitative research of the findings and results.

**Establishment of Trustworthiness**

In this study, we used member checking to enhance the accuracy of the study. According to Lincoln and Guba (1985) recommended member checking as a means of enhancing rigor in qualitative research, proposing that credibility is inherent in the accurate descriptions or interpretations of phenomena.

**Findings**

The findings presented the following points: The cause of teacher difficulties in teaching reading. From the thematic analysis that we conducted based on creswell (2012), we found two themes which reflected two types of the cause teacher difficulties in teaching reading.

**The cause of teachers’ difficulties in teaching reading**

After collecting the data in order to find out the cause of teacher difficulties in teaching reading at Senior High School number 1 Sembawa, we found that two types of teacher difficulties in teaching reading. The themes and codes obtained from thematic analysis are listed in Table 1.

**Table 1. Themes and codes for the teacher’s difficulties in teaching reading**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lack of student motivation</td>
<td>The teachers hard to teach if the student boring read the text or book</td>
</tr>
<tr>
<td>Lack of vocabulary</td>
<td>Teachers already know the meaning of the text that they read but sometimes there are words they don't know so they are stuck in the word and they can't teach the student.</td>
</tr>
</tbody>
</table>

**Lack of student motivation**

Based on the data, After we analyzing the data gained from the interview we found that the lack of student motivation.

R 1 Said : "The difficulty that I found during teaching reading was when students felt bored with the text they read and I as a teacher had to motivate students so that students were not bored".

R 2 Said : "In my opinion the difficulties or problem in teaching reading is student motivation, because making students happy to read is not easy, because many think that reading is a boring thing, for example reading narrative texts".

Based on the themes and the codes listed in table 1. In the Senior High School number 1 Sembawa, the difficulties teachers when teaching reading is efforts at fostering intrinsic motivation student can be to affect behavior and can require special and lengthy preparation.
Students are individuals, so a variety of approaches may be needed to motivate different students. In teaching reading the student often bored when they read.

**Lack of vocabulary**

Based on the data that we have analyzed, we found that lack of vocabulary of teachers difficulties in teaching reading.

R 1 Said :

"In teaching reading in class I find it difficult when they read a text, for example the narrative they already know the meaning of the story but they sometimes stop or get stuck when they find words they don't know".

R 2 Said :

"Students rarely read, which makes it difficult for them to read and find words they don't know".

Based on the themes and the codes listed in table 1, Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean. A wealth of research has documented the strength of the relationship between vocabulary and comprehension. The proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader's general vocabulary knowledge is the single best predictor of how well that reader can understand text. Many student did not know vocabulary because they seldom to read, so that when they read, they did not understand about the meaning from the text they read.

**Discussions**

Related to the result of interviews that have been collected by researchers in this study, researchers found two major difficulties of teaching reading in Senior High School 1 Sembawa, and there are similar difficulties in this case that also have been found by previous researcher, there were two major difficulties related to teachers' difficulty in teaching reading, including (1) lack of students motivation and (2) lack of vocabulary.

Based on the results of data analysis, we found that the teachers of English at Senior High School number 1 Sembawa, South Sumatera Indonesia, In the processes of teaching and learning activities, the teachers feel difficulties when they teaching reading, the cause are The teachers hard to teach if the student boring read the text or book, Teachers already know the meaning of the text that they read but sometimes there are words they don't know so they are stuck in the word and they can't teach the student.

The first difficulties in teaching reading is lack of students motivation. Most of teachers feel difficulties to teaching reading because of they did not have a way to give student motivation to get attention from the students. If the student hard to give the attention to the teacher, the teacher hard to explain to the students when the students didn't interest with the title in article. This finding related to Richard (2007) difficulties is something that complicated to do as cited in Wahab (2012) it will be seen from student motivation or error learning in reading. In fact, many senior high school teachers often find the difficulties in teaching reading. The teacher in teaching reading that are generally found by the reader during reading, namely difficulty in understanding. Daggol (2103) The teachers must have a good strategies to make the student know and understand what the contain in a text or an article. the students can understand what the meaning of the text and can understand what the explanation from the teacher. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. According to Brown (2000), the teachers found that it was difficult to teach reading because the students do not understand what they read.

Second, the difficulties in teaching reading is lack of vocabulary. They do not understand the meaning of the word . Some researchers also have revealed that lack of vocabulary knowledge is students' biggest problem in reading stated by Rahman(2007); Chung(2014). Based
on the result of interviews that have been collected by researchers in this study, researchers
found two that caused difficulties in teaching reading. There are lack of vocabulary problem with
the limitation of vocabulary. Most of teacher feel difficulties in teaching reading because some
student do not understand many vocabulary. Restina, (1997) said that one of students' weaknesses in using English is they lack of vocabulary. It can be concluded that teacher should
choose the appropriate technique to decrease the students' lack of vocabulary because if the
teacher did not use exact technique the students cannot follow the material from the teacher.

Finally, As teachers reflect on their learning processes, they discuss with students the
problems learners face and how learners try to solve them. Teachers as controller are always
needed in the class activity when the teacher teaches the students. A controller determines what
the students do, when they should speak, and what language forms they should use (Brown,
2001). In addition, Harmer (2001) states that a controller takes the roll, tells the students things,
organizes drills, and reads aloud. Teachers should be good organizer. It means that the teachers
should organize the students to do various activities. This often involves giving the students
information, telling them how they are going to do the activity, putting them into pairs or groups,
and finally closing things down when it is time to stop (Harmer, 2001).

Conclusion and Recommendations
Reading as a complex process needs the students to engage actively during reading
involving many components. Based on this research, the causes were not effective in teaching
reading because it cannot help student to comprehend the text. In short, those strategies gave
good contribution for teacher. Students who have difficulty in reading would be easier in
mastering reading comprehension. As teacher, there are some factors that make teaching reading
to be difficult for teacher. Those factors are faced in teaching reading and the difficulties they
described about the process included lack of mastery of student vocabulary, lack of motivation in
reading, students were not used to reading a lot regularly.

Based on the conclusion, the researcher suggested for the teacher, this research can
improve the quality of the English teacher in teaching English. Teacher's strategies must be
applied because this is the teacher's way to determine learning goals during teaching learning
process. As teacher, there are some factors that make teaching reading to be difficult for teacher.
Those factors are faced in teaching reading and the difficulties they described about the process
included lack of mastery of student vocabulary, lack of motivation in reading, students were not
used to reading a lot regularly.

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AN ANALYSIS OF STUDENT’S PROBLEMS IN WRITING NARRATIVE TEXT: A CASE STUDY AT SECOND GRADe STUDENTS OF SMAN 21 PALEMBANG

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Abstract
This thesis aimed at finding out problems faced by second grade students of SMAN 21 in writing imaginary narrative text. This study was designed to be qualitative which settled descriptive case study and focusing on analysis of mistakes performed by students. The participants in this study XI grade students and the population consist of 32 students and 8 students as a sample. Writing test and interview were used as instruments in getting the data. The data from the writing test were primary data, and the data from interview were secondary data. The data gathered were analysis through steps such as identification, description and explanation. After analysis the data, the result of the study reveals that major problems faced by second grade students of SMAN 21 Palembang in writing narrative text were in the use of sentence structure (tense) and vocabulary (article, preposition, and pronoun). In addition, the difficulty in determining the idea, difficulty in the selection of appropriate vocabulary, and difficulty in translating the writing from Indonesian language into English were also other problems for students in writing narrative text.

Keywords: Problems, Writing, Narrative Text.

Introduction
In studying a language, one must go through the stages of language skills. The stage of language skills here means the components of language skills that someone will master gradually over time. These four components are listening skill, speaking skill, reading skill and the writing skill. (Tarigan, 2008). Just as in Indonesian, people will also find those four components in English. According to Tarigan (2008), those four abilities obtained in the study of language over time starting from childhood, in which one learns to listen and talk, until then continues to learn how to read and write. Among those four skills, although writing skill is placed last, it does not mean that writing is unimportant skill. In general, students view writing as a difficult task (Thonus, 1993; Rosa, 2007; Richard and Renadya, 2002, in Diniya, 2013). Not surprising actually, because writing is a skill that is difficult and complex to teach. (Heatonin Hutahaeae, E.N, and Ernidawati, 2013). It is requiring not only a mastering of grammatical device, but also conceptual and judgment either in teaching writing, or in developing a writing. The difficulties experienced by students in writing could be due to many things, such as the lack of ability of the students in writing, and any other problems experienced by students in stringing words into writing.

In relation to the importance of writing skills for students, the government has set the curriculum of education focusing on text as English subject matter. Some written texts such as recount, descriptive, exposition, and narrative, are the types of texts that are taught and required to be mastered by the students of junior and senior high school. Among those four types of texts, narrative can be the most interesting for the student to study. We can say that since the social function of narrative text itself is to entertain the readers. Based on that fact, the use of narrative text in helping students improve their writing ability can be useful. However, there are
many things that must be considered in writing narrative text such as ideas of the story, development of characters and setting, choice of words, grammar, punctuation, spelling, and so on. Some students may experience difficulties in writing text narrative.

As mentioned previously, writing a narrative text is not an easy task. Students will have diverse difficulties in writing a narrative text in accordance to the level of their writing skill. In addition to the level of writing skill, students may be experiencing other problems in developing a narrative text.

**Literature Review**

**Student’s problems in writing narrative text**

The definition of writing, according to Tarigan (2008), writing is a language skill which is used by person to communicate indirectly, or no face-to-face with another person. While McCrimmon in St. Slamet Y. (2008) states that writing is an activity to process thoughts and feelings regarding a specific subject, choose the things that will be written, and then determine how to write it so that the reader can simply and distinctly understand it. In conclusion, writing is a form of indirect communication with other people, where someone expressing his ideas, thoughts, and feelings along with the capability to process and present these ideas into text in a good and interesting way, so it can be easily understood by the reader, and appropriate with the values that exist in language and culture.

The definition of narrative text, narrative paragraph tells a story about something that happens in the past (Boardman, 2008). According to Soeprapto and Darwis (2007), the social function of narrative text is to amuse and entertain the readers and to deal with actual or vicarious experience in different ways. From the definitions above, we can make a conclusion that narrative is retelling stories that occur in the past by using chronological order and sequence of events to amuse or entertain the reader.

According to Soeprapto and Darwis (2007), the generic structures of narrative text consist of orientation, evaluation, complication, resolution and re-orientation. Orientation is the beginning of the story. It is defined as stage where characters, setting and time are established, evaluation is a process where the author steps back to evaluate the crises, complication is a period when a crisis arises, resolution is where the crisis of the story is resolved, re-orientation is the final conclusion of the story. According to Sudarwati and Grace (2007), language features of narrative text consist of the use of noun phrase (a beautiful princess, a huge temple), the use of connectives (first, before, that, then, finally), the use of adverbial phrase of time and place (two days ago, in the garden), simple past tense (he walked away from the village), material processes or action verbs (walk, sleep, wake up), verbal processes or saying verb (Say, tell, ask, explain, announce), mental processes, thinking verbs (think, understand, assume, conclude, discover, consider, doubt, and believe), feeling verbs (love, enjoy, hate, dislike, regret, fear, like, prefer), verbs of sense (see, notice, observe, feel, smell, taste, watch, hear, and listen).

Types of narrative text, generally, narrative text can be categorized into fictional or imaginary narrative and nonfictional narrative. Fictional narrative presents an imaginary story that happens in an imaginary world. Such as fairy tales, folktales, horror stories, fables, legends, myths, and science fictions. Meanwhile, a nonfictional narrative presents a story of person’s real-life. Examples of narrative nonfiction include news and magazine articles, essays, biographies, and textbooks that tell about history.

Common problems in writing narrative text, like any other text, writing narrative has its own difficulties for students. One of them was the difficulty in start writing (Baa'syir, 2014). First, students might feel confused about the point where they have to start writing. Second, the students often get difficulty in translating their idea into English. Third, students have difficulty in finding the suitable vocabulary. Fourth, students are confused to the structure of the narrative text. Fifth, students generally make a lot of mistakes in grammar due to the lack knowledge of the grammar. The last, students might feel bored in the middle of writing, because all of the factors mentioned above.
Previous research, there have been many studies on narrative text conducted previously. One of them was conducted by Jihan Ba’asyir in 2014 under the title of common problem faced by students in writing narrative text: Study at SMAN 21 Palembang. The study was conducted by giving writing test and interview to the students, and analyzing the result of writing test and interview. The subject of this study was the second grade students of SMAN 21 Palembang. The result of the study revealed some problems faced by students in writing narrative text such as problem in second language (L2) acquisition and grammatical error. The problems in second language acquisition are related to interference from the native language, an incomplete knowledge of the target language, and the complexity of the target language. While, grammatical error related to the error in verb tense, error in word order, error in word form, error in spelling, error in subject-verb agreement, and error in article. Another result of the study also showed problems such as the lack of motivation in writing, students' incomplete knowledge about tenses, less experience about general writing and narrative writing, students' less preparation before writing activity such as reviewed the note, or discussed what they would write about with their friends.

Methodology

Research design

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), he defines that embedded design is a design to collect qualitative data where one form of data used as a supportive to other data form. We used this design because the major data collections were in the form of qualitative data.

Research site, sampling and participants

This researchers held this research at Senior High School 21 Palembang, South Sumatera, Indonesia. The researchers used the purposive sampling method in selecting the samples for this research. There were eight students involved in this research. The students were the second grade of Senior High School 21 Palembang students.

Data collection

The data of the present study were collected through conducting interviews (Creswell, 2012). According to Ary (2010), observation is a basic method for obtaining data in qualitative research method (Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018).

Technique of collecting data in this research is using qualitative. In this study, writing test and interview were used as the tool to collect the data. Pertained to interview and writing test was given to students. Furthermore, the interview managed to strengthen the data related to the factors that caused difficulties. The data was analyzed by transcribing the recording of the interviews into written form, analyzing the data from transcript by grouping and listing the similar data from each interview, sorting the data which were feasible for use, assessing the students writing test, analyzing transcript of the interview and matching the data generated with the assessment result of the writing test, evaluating all the findings and explaining any new information or result obtained in the study.

Data analysis

In analyzing the data, we applied thematic analysis. We followed this steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer file and files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start code the data that related to research question. After collecting the data from interview, we coded the reason from student of Nurussalam Boarding School toward the influence of speaking club. The last, we made interpretation in qualitative research of the findings and results.
Establishment of trustworthiness

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012) member checking is a process in which the researcher ask one or more participants in the study to check the accuracy of the account. We used member checking because suitable in this study.

Findings

Data descriptions of students' narrative writing shows that most of the students' problems were dealing with the two aspects of narrative, which include text structure, and language features. Text structure here pertained to the generic structure of narrative text which contains orientation, complication, resolution, and reorientation. The purpose of narrative text related to audience, ideas, character and setting. Whereas the language features of narrative text link to vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling. Further explanation about students error percentage is presented is tabular form.

Table 1. Themes and codes of students' problems in writing narrative text

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>Some students seem confused about how to end a story.</td>
</tr>
<tr>
<td>Language feature</td>
<td>Students did mistakes in terms of vocabulary (preposition, pronoun, and article), cohesion, paragraphing, sentence structure, punctuation, and spelling.</td>
</tr>
</tbody>
</table>

Based on findings, problems faced by students in writing narrative text related to two main aspects such as text structure and language feature.

Structure

Based on the interview, some students seem confused about how to end a story. they only write text narrative consisting of orientation or the beginning of the story and ends on complication or without the explanation of how the story ends. This causes the stories created by students becomes unclear, or there is no settlement of crises in the story.

After the interview with students, the writer found that structure is problem in writing narrative text. For example, one of the student named DO said that,

\[i\text{ only write text narrative consisting of orientation or the beginning of the story and ends on complication or without the explanation of how the story ends. This causes the stories created by me becomes unclear, or there is no settlement of crises in the story.}\text{(personal interview on Thursday, April, 11, 2019)}.

Meanwhile, other students initial SA and MPU also shared the similar opinion.

Language feature

Language Feature, related to language feature, students did mistakes in terms of vocabulary (preposition, pronoun, and article), cohesion, paragraphing, sentence structure, punctuation, and spelling. The problem students dealing with in terms of preposition lied on words by using for instead of to —the step mother pretend be old granny for give toxic apple to snow whitel, the sentence should be —the step mother pretended to be an old granny to give a poisoned apple to snow whitel. From the sentence above, we also see the example of the missing of preposition to —the people Lombok Island go to the beach for look for nyalel, the
sentence should be —The people of Lombok Island go to the beach to look for nyalel. From the sentence above, we also see the example of the missing of preposition of. Missing of —the princess reject marriage for peace peopl, the sentence should be —the princess rejected the marriage for the peace of the peopl. —Princess Mandalika run to sea segerl, the sentence should be —princess Mandalika ran into the sea of segerl. Using of instead of on —She drawing of wall, the sentence should be —She drew on the wall. Using at instead of to —the next day in the forest, come a prince at her housel, the sentence should be —The next day in the forest, a prince came to her housel. Using of instead of by —she snoch away of much princes of kingdom in Lombok Islandl, the sentence should be —she was snatched away by many princes in Lombok Islandl. Missing by —she kidnapped a witch because the witch need hair of Rapunzellan the sentence should be —She was kidnapped by a witch because the witch needed the hair of Rapunzel. —One day snow white know will murdered the step motherl, the sentence should be —One day, Snow White knew that she would be murdered by her step motherl.

Another Mistakes made by students related to article occurred when students had difficulty in determining when to use —the and when to use —anl. Some students used —anl instead of —the, and other students used —the instead of —anl. Sometimes, they didn't even use both of those articles, and sometimes they replaced the use of —the with the word —someone or —somebody, for example —long time ago, a empirel, the sentence should be —long time ago, there was a empirel, —there is beautiful princessl, the sentence should be —there was a beautiful princessl, —the step mother pretend be old grannyl, the sentence should be —the step mother pretended to be an old grannyl, —long time ago live someone beautiful girll or —long time ago life somebody beautiful girll, the sentences should be —Long time ago, lived a beautiful girll, Mistakes also frequently happened in use of —the. Students didn't use —the when they should use it, for example —there is a prince who came to forestl, the sentence should be —there was a prince came into the forestl, —princess Mandalika run to sea segerl, the sentence should be —Princess Mandalika ran into the sea of Segerl, —rapunzel actually is a child of king and queen from empirel, the sentence should be —Rapunzel was actually a child of the king and queen of the kingdoml. In term of cohesion, students used incorrect links and caused the reader to re-read in order to clarify the meaning. It happened because most of students wrote their story using Indonesian word order. English and Indonesian have different style in writing. So, when students wrote an English sentence using Indonesian style, it would produce sentence with different meaning. For example —she is have long hair and colour yellow goldenl, the sentence should be —She has long golden hair, —once a upon timel, the sentence should be —Once upon a timel, —the long hair's rapunzel, the sentence should be —Rapunzel's long hair.

Problems related to paragraphing lied on the use of incorrect structure of paragraph by the students. For example, one main idea can be divided into two paragraphs, and the second paragraph has no main idea but only consist of further explanation of the previous paragraph. Some of students' writing did not even show any evidence of a paragraph. They piled all parts of the writing from beginning to end in one piece. One of the mistakes that can be found in the sentence structure is mistaking in the term of tenses. Students used present tense instead of past tense. This happened due to lack of students' knowledge of grammar. Here are some examples of the error. —The old lady order Timun Emas to run awayl, since narrative text should use past tense, the sentence should be —The old lady ordered Timun Emas to run awayl, Ishe meet a giant who gives her a cucumber seedsl, the sentence should be —She met a giant who gave her a cucumber seedsl, —As expected there are a lot of princes who come to apply for the princessl, the sentence should be —As expected, there were a lot of princes who came to apply for the princessl, —In tower Rapunzel don't have friend for playingl, the sentence should be —In the tower, Rapunzel did not have friends to play with.

The problems in punctuation only lied on the use of comma and full stop. A very little number of students mistakenly end a sentence by using a comma instead of a full stop. While some of the other students actually use the full stop in the midst of a sentence.

Many students made mistake in spelling too. Students seemed to recognize certain words; they just did not know the exact spelling of those words. Again, this happened because of the
lack of students' knowledge, the lack of exercise also may be the other causes. From the result of writing text, there were three words that were most frequently spelled wrongly by students, including: prince which was spelled into Price, world which was spelled into word, and witch which was spelled into while. Interviews conducted with the students revealed that lack of exercise: Student's rarely practiced writing either outside or inside the classroom. The teacher only explained about narrative text without being accompanied by adequate writing exercise, motivation of writing: Most of the students liked narrative text as their English subject, but unfortunately they did not really like to write a narrative story, they preferred to read existing stories and enjoyed them, personal opinion about narrative text: For students, writing narrative text was a difficult thing. That's because according to them, a narrative usually contained a long story, and they found it difficult to create a long story. That made them somewhat reluctant to write a narrative story, tenses: The students claimed that one of their greatest difficulties in writing a narrative text was associated with tenses. They had difficulty in determining past tense form of a word. They also had difficulty in choosing the appropriate vocabularies in writing narrative text, students' problems during writing: The most common problem occurred to students when they wanted to write a narrative text was the difficulty in getting an idea or inspiration to write, so they found it difficult to start writing. Other difficulties also occurred in the selection of appropriate vocabulary, students were confused by the use of words that had the same meaning. They were confused in determining which words would fit the context of their writing. In addition, students also had difficulty in translating the writings they had made in Indonesian into English.

Another mistake that was made by students also lies in the use of pronouns. From the result of writing test, found that students often made mistake in usage of words she and her.

One of the mistake made by students also lies in the use of pronouns.

After the interview with students, the writer found that structure is problem in writing narrative text. For example, one of the student named RI said that,

\[ \text{I could not distinguish when to use she and when to use her. For example "long time ago live someone beautiful girl living one with step mother", the sentence should be "Long time ago, lived a beautiful girl with her step mother", "there is a beautiful princess, she named is Mandalika", the sentence should be "There was a beautiful princess, her name was Mandalika", "finally she can meet with parents", the sentence should be "She finally met her parents", "Her open the door her house", the sentence should be "She opened the door of her house". (personal interview on Thursday, April, 11, 2019) } \]

Discussion

Based on the research we conducted, we found that there is problem in writing narrative text, that are structure and language feature. It was similar to Nuzhatun's (2016) study that She found a problem writing narrative texts such as generic structure and language features. In addition according to Soeprapto and Darwis (2007) there were three major problems related to students problems in writing narrative text, including (1) confused about the point to start writing (2) difficulty in finding the suitable vocabulary. (3) not focused in grammar.

The first confused about the pint to start writing in narrative for students. The students has a problem in writing narrative text. The topics of writing lesson in textbook are difficult for students to do. According to Baa’ syir (2014) in the analysis of questionnaire and the observation in the process of teaching, the researcher realizes that students have difficulties when dealing with the topics of writing lesson in textbook.

The second about the student has difficulty in vocabulary. Many students have a limitation of vocabulary because they do not know any effective ways to study vocabulary. Besides, spending too much time for other subjects also affects learning vocabulary of students. Another reason is that students spend little time on studying vocabulary, they rarely look for dictionary, and they usually ignore new words and do not look up meaning as well as the way to
use them. According to Diniya (2014) vocabulary is the biggest problem that most students usually have when they study writing skill. This affects students’ study result and generates many difficulties in studying writing skill. Vocabulary limitation also affects the learning’s results of other skills.

The third students have not focused on learning grammar. students have difficulties in studying grammar. Besides vocabulary, grammar plays an important role in English as well as studying English. Most of students often have mistakes about grammar when writing a passage. According to Boardman (2010) in the analysis on the students’ writing papers grammar limitation also affects the ability of using language in most of the students.

**Conclusion and Suggestion**

Based on the finding and result of data analysis, it concluded that the major problems faced by students in writing a narrative text lies on vocabulary (preposition, pronoun, and article) and sentences structure (tenses). It was seen from so many mistakes made by students in writing related to the above matters. The results of the interview also provided some additional information about problems faced by students in writing narrative text. Among them is the difficulty in starting to write, it happened because of the difficulty in determining the idea of the story. Next is the difficulty in the selection of appropriate vocabulary, and the last is the difficulty in translating the writings from Indonesian language into English. Factors such as lack of exercise, lack of motivation in writing, poor personal opinion about writing narrative, and inadequate knowledge of tenses, became the cause of the problems above.

After analyzing the data gained from interview, we would like to present some recommendations. They are as follows the researcher suggested some solutions to these problems like read books, play the games, create the vocabulary themes etc. to increase vocabulary. In addition, learning in group has been established for correcting errors and practice grammar. Moreover, changing some parts in writing lessons help students feel less pressure when studying writing skill. Furthermore, the researcher provides students with the sources of writing materials so that students can study better.

**Reference**


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UNDERSTANDING EFL SPEAKING PROBLEMS: A CASE STUDY IN ISLAMIC SENIOR HIGH SCHOOL NUMBER 2 PALEMBANG

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Abstract

The aim of the study was to identify EFL speaking problems at MAN 2 Palembang. Most of the students were not able to speak by using English. There were only a few students who have good command in speaking English. This research was conducted by using a qualitative case study research method. The data collection used was an in-depth interview. The interview was used to understand the reasons that made them have problems in speaking. The interviewed sessions were audiotaped and transcribed. The participant were chosen by purposeful sampling which consist of 6 students of MAN 2 Palembang. For the data analysis, we used thematic analysis. The findings showed that there were three problems faced by the students, lack of vocabulary mastery, limited of grammar knowledge and pronunciation. The interview also showed additional findings where the students faced other problems, namely not having self-confidence, shyness to speak, fear to making mistake in grammar when speaking, environment factor, and lack of motivation.

Keyword: EFL, speaking, speaking problems

Introduction

English is an international language. It is spoken all over the world and it also has an effect on living. English is very important in our life. Not only it is used for communication with people in the world but also it is used for getting better jobs or work in the future. In the era of globalization, English is very important as means of international communication. Therefore, English is one of the main subjects in Indonesian secondary schools where learning English effectively is a must stated by Soegeng (2005). It has been known, English is not only learned for communication and getting jobs but also English has become a requirement in school and university, especially in passing test. Graddol (2006) said that —the growth of the use of English as the world’s primary language for international communication has obviously been continuing for several decades.

Learning English ideally consists of four skills, they are listening, speaking, reading, and writing. All of them are interrelated from one another. According to Solahudin (2008) Someone who masters four skills of English will master English in actively and passively. English as a language for science and technology also becomes an instrument for everyone to broaden and to move beyond particular boundaries. Because of that, people should be able to communicate in English as well as possible. In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially for the students. To realize this importance, the government decides that English should be learned from elementary school to university in order to improve the quality of human resources in Indonesia.

According to Tiniaca and Contreras (2008) For English language learners, speaking is one of the most important skills that they need to be developed because it is the ability to interact with other people and involves wide range of skills. Also, Harmer (2007) gives his outlook concerning speaking, he declares that a good spoken communication is not only having the ability of language features knowledge, but also the ability to process information.
For Indonesian, to understand English speaking is difficult because their mother tongue is not English. To make it easy in learning English, it has been taught since the learners study in the kindergarten or playgroup level. All of components of English language are taught integrally to achieve the integrated language skills competence. Teaching English in Indonesia focuses on the ability of communication of the students. The learners should be capable of mastering four language skills - listening, speaking, reading, and writing. Stated by Depdiknas (2003).

Students at MAN 2 Palembang have been taught in English since they were sitting in their junior secondary level, but so many students are still confused to make conversation, deliver statements, and give opinions by using English whether in classroom or out of classroom. Based on some data in the field related to this study, researcher found some problems had been faced by students of MAN 2 Palembang. They are lack of vocabulary, pronunciation, grammar usage, and also mental of the students which caused a lack of self-confidence. Looking at the fact, the researcher was interested to find out the problems which were faced by students of MAN 2 Palembang.

**Literature review**

**Definition of speaking**

Speaking is used to communicate, convey information, make relationship among people in the world, etc, because it is one of the abilities to carry out conversation. To speak English is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. English learners should have the ability of English speaking in order to communicate with others.

As one of communication system, speaking play an important part in our everyday lives. In any life aspect, either our social or personal interaction, the ability to speak has been one of significant element of interaction and process. Furthermore in language teaching and learning it speaking is an important part of curriculum created by Luoma (2004).

**The problems of speaking**

According to Hadijah (2014) found that the students' reason in facing the problems on English speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, time management, speaking material, and exposure problems.

Some previous studies shows the students are reluctance, hesitation, fear of making mistakes, or lack of adequate vocabulary. created by Fauzan (2014), according to Nunan (1999) many English learners are reluctant and unmotivated, EFL learners face the students won't talk problem. Stated by Gebhard, (2000), and they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them Fauzan (2014).

Burns and Joyce as cited in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. The same study is also shared by another research conducted by Koichi Sato (in Minghe & Yuan, 2013) who finds that the students of English are not highly competent in speaking because of their fear of making mistakes.

According to Thornbury (2005) The main problems of learners-speaker face are two areas; knowledge factors and skills factors because the speaker lack of confidence. Knowledge factors mean here, the learners don't yet know aspects of the language that enable production, such us communication strategies. Skill factors mean here, the learners' knowledge is not sufficiently automated to ensure fluency. Therefore, English speakers should also have linguistic knowledge; firstly, genre knowledge which is about the purpose of speaking whether as transactional function or interpersonal function. Secondly, discourse knowledge which is about
how to organize and connect individual utterance. Thirdly, pragmatic knowledge which is the relation between language and its contexts of use, including the purpose for which language is used. And the last is English speakers should speak English grammatically correct, a wide range of vocabulary, and good pronunciation.

Methodology

Research design

We employed this study by using a qualitative case study research design. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. The most important reason of using qualitative design is that this design is an appropriate way to identify the speaking problems of students. Furthermore, a qualitative case study from Yin (2009) was chosen for this study because a case study is used when the phenomenon is still unclear.

Research site and participants

We conducted this study in MAN 2 Model Palembang. The participants of this study are twelve grade of MAN 2 Model Palembang. We choose six students by using purposeful sampling. Purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon created by Creswell (2012). Three students will be chosen from male students and three students will be chosen from female students in IIS class of MAN 2 Palembang. We only choose six students from twelve grade in that class because we found many students hard to speak in English. In other words, different characteristic or gender will provide various insight to the result of this study.

Data collection

The purpose of this study is to identify the students problem in speaking English so the data were collected by using an interview with the participant to get an in-depth data. According to Ary (2010) the interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people opinions, beliefs and feelings about situations in their own word. So the data interview is the verbal communication or face to face interaction between speaker and participant to get the data from students opinion. Then Creswell (2012) classify the interview into four types, those are (1) One-on-one interviews, (2) Focus group interviews, (3) Telephone interviews, (4) E-Mail interviews. Based on the types of interview, we uses one-on-one interview. According to Creswell, the one-on-one interview is a data collection process in which the researcher asks the questions to and records answer from only one participant in the study at a time. To collecting the data we prepare the questions that want to be asked to students and we used open-ended question. During the interview we used audiotaped to record the conversations.

Data analysis

In data analysis, we used thematic analysis as our data analysis techniques. We collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. Then, we started code all of the data. In this process, we read all the transcriptions and start to code the data that related to research questions. After collecting data from interview, we coded the types of speaking problems of students. coding was used to categorize the recurring themes issued by the participants. And last we made interpretation in qualitative research of the findings and results.

Establishment of Trustworthiness

In this study, we used member checking to enhance the accuracy of the study. According to Lincoln and Guba (1985)recommended member checking as a means of enhancing rigor in
qualitative research, proposing that credibility is inherent in the accurate descriptions or interpretations of phenomena.

Findings

The findings presented of the following points the problems of EFL students in speaking English. Firstly from thematic analysis that we conducted based on Creswell (2012), we found three types of problems faced by students in speaking English.

**Table 1. Themes and codes for the students problems in speaking**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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<tbody>
<tr>
<td>Linguistic Problems</td>
<td>Lack of vocabulary mastery</td>
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<td></td>
<td>Limited knowledge of grammar</td>
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<tr>
<td></td>
<td>Hard to pronounce the word</td>
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<tr>
<td>Psychologia Problems</td>
<td>Not having self-confidence</td>
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<tr>
<td></td>
<td>Shyness to speak</td>
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<td></td>
<td>Fear making mistake in grammar</td>
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<td></td>
<td>Lack of motivation</td>
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<tr>
<td>External Factor</td>
<td>Enviromental factor</td>
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*Linguistics problems*

Firstly, linguistics problems in student's speaking ability are vocabulary, grammar, and pronunciation.

Lack of vocabulary was also reported as a prevalent concern among the students although they are exposed to range of words and phrases at this stage. But when it comes to speaking, these words and phrases never come to their mind, so the expression they deliver intended meaning precisely. It means that vocabulary is the important component in speaking English not only for speaking but also in listening, reading and writing so we can't do well if we don't have many vocabulary. If we have many vocabulary that we need, it will be easier for us to speak or communicate, to write an article, to read any article and etc.

After we made an interview with the respondents, we found that their vocabulary was limited. The main problem that faced by most of students were the vocabulary mastering. Their vocabulary was needed to be increase. R6 said :

“I can’t speaking in English because when I speak I will think about the vocabulary then if I don’t know the vocabulary I will stop to speak”. (personal communication, April 2019)

Actually, some of students have a good enough ability in speaking English that the students has been joined the English course, it just a little students.

Grammar is partly study of what forms (or structure) are possible in language. Grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern a language's sentences are formed, Thornbury (2002). It means that grammar was not different with problems of vocabulary mastery, almost all of the students were said in low mastering English grammar. R5 said that :

“Grammar is really need when we speak if we don’t use the grammar we can’t know the actual meaning what we said and I’m afraid people will laugh when I making mistake in grammar when I speak. Actually we learn grammar at school but the teacher only teach the basics of grammar not in deeply”. (personal communication, April 2019)

According this statement we think the grammar of the students should be increase. Actually grammar was not a big problem when the teacher only teach them in basic because their grammar would be increase in their next study. But because of grammar is one of the important aspect in English, so it still became a problem in speaking English.
Pronunciation is the production of speech sounds for communication. So if we don’t know how to pronounce the word it will be change the meaning. After we made an interview, most of the students mentioned that they have problems in pronouncing the English word. R4 said that:

“I can’t use the good pronounce because when I speak it’s naturally speak from my mouth. So I got a low confidence and shyness to speak in English because my friend will laugh at me if I false pronouncing the word”. (personal communication, April 2019)

actually, they lack of knowledge and practice for themselves so it hard to improve it.

Psychology problems
Based on the interview, we found that the student have psychology problems like not having self-confidence, shyness to speak, fear making mistakes in grammar when the tried to speak English. First, most of the student felt they have problems in self confidence because they think their English was not good, so they don’t have believeness if they actually can speak English fluently and clearly. The important one in speaking a language is self confidence. If they have a big confidence it can help them to try speak fluently no matter how bad their speaking or false in pronounce if they have self-confidence it would help them. And also if they don’t have a big confidence it make them fear making a mistake in speaking English too. R5 said that:

“one of my problem in speaking English is I felt nervous when I speak in front of people especially in front of the class. The nervous feeling make me fear to making a mistake actually in grammar. I just think I have been learn grammar with my teacher but I can’t speak using grammar if I using grammar to speak I just scared my teacher will angry with me and my friends will mocked me”. (personal communication, April 2019)

Here as the statement above, the teacher should have an any strategy to make them habitual in learning English. for example, the teacher should interest their student to make them enjoyed in learning English and it will helped them like to learn English and can motivate themselves.

Secondly, most of students feeling shy when they’re doing speaking. Shyness is an emotional thing that many students suffer from at some time when they’re required to speak in English. R3 said that:

“my problems in speaking English is shyness, my friend always laughing when I say false pronunciation and they said my dialect is funny when I say in English”. (personal communication, April 2019)

Because of this situation of course their psychologically give the negative effect for the students who tried to show themselves up in front of their friends. so all of the feeling make them shy to speak English and hinder them to speak by using English.

And last lack of motivation, moreover motivation is also an important in language learning success. Brown (1980) defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. Motivation is regarded as the desire of the students in learning a language. It is not enough when the students just have the desire to learn the language, the students also need to provide a great effort to reach their goal created by Ortega (2009). R3 said that:

“I’m so lazy to speak in English, I don’t know when I need to speak English I just know English in the school just learn it and comprehend it”. (personal communication, April 2019)

Based on this statement the student was really need motivation. The teacher should explain to their student English is an important language especially for this era.
External problems.

The external factor that affect in speaking is learning environment. English is a language used in communications, so a good language environment can effectively promote learning. R3 said that:

"one of the problems that make me hard to speaking in English because of learning environment, in this school we don't use English environment or don't have a time to speaking English. I also don't take an intensive course to learn English more and I only learn English in the school. But in the school just teach me the basic of conversation and grammar. Not intensively speaking in English, just if we have a mid-term we must have a role play or short conversation and also the teacher teach us in Indonesian dominantly". (personal communication, April 2019)

Well it was right that the environment was not support them to speak English there. Especially the students said the teacher used Indonesian dominantly. Actually the teacher must using English to make them habitual hearing in English speaker that its helped them to increase their vocabulary and their pronunciation. Moreover after English subject finish they change their subject and it automatically made them forgot what they learn before if they not practice it in home or practice it in their daily activities.

Discussion

Since English is as a subject teaching during the class merely, the chance of practicing English is restricted. To increase the exposure of English in the school atmosphere, the language policy has been applied by MAN 2 Palembang, Sumatera Selatan. But, the problem in speaking english to be evaluated in order to get a better outcome. In this current study, we found the source of speaking problems encountered by students, which were described and interpreted from participants' personal reflections and perspectives.

Based on the result of interviews that have been collected by researchers in this study, researchers found three problems that caused students hard to speak in English, and there are similar problems in this case that have also been found by previous researcher. There were three major problems related to students' problem in speaking english, including (1) linguistic problems (2) psychology problems (3) external factor

The first linguistic problems is lack of vocabulary, problem with the limitations of vocabulary. Most of students hard to speak English because of vocabulary. It means that the student must mastery in vocabulary to understand the meaning of words or sentence, if they don't mastery in vocabulary they will confused to speak because they don't know the meaning of English words. The finding of the study is consistent with what Gan (2012) found that students would rather make silence than speak English on account of lack of vocabulary. Similarly to Richard and Renandya (2002) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It will be hard for the students to speak in English and it caused a problem of students.

In this research also revealed that the participants were lack of grammar knowledge. This finding corresponds with the previous study done by Priyanto (2013) stated that there is a significant correlation between students' grammar competence and their speaking fluency. Additionally, a study by Gan (2012) indicated that students having grammar problem, they would experience a stumbling block in speaking. In Indonesia, most English teachers seem keen of implementing grammar based learning even though they know that the curriculum expects that students are able to develop speaking skill which is not only accurate but also fluent.

Then the other problems of speaking English is pronunciation. Those students who made mistakes in pronunciation sometimes really never heard how to pronounce that words but it could be because they get difficulty in pronouncing those words. This finding similarly with the previous study by Brown (2001), pronunciation also refers to as ‘psychomotor skills’ one elements constituting communicative competence, which is said to be the ideal goal of every language instruction and also by Grouhton, et al (2003) state that the pronunciation is only
practice in listening and speaking which will give the learners gotten the skill. In this case, students should do some activities that can help their pronunciations to be better.

Another influential source of English speaking problems on reported by the participants in this study was lack of self-confidence and fear of making mistakes. Particularly, they were afraid of making mistake in speaking English. This finding related to Nunan (1999) says that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension and also by Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by the other students or being criticized by the teacher. This shows that building students' confidence is an important. In addition, based on participants' report, it is stated that low self-confidence to speak in English was one of findings in this study with regard to speaking problems experienced by students. To put that another way, the English language ability and self-confidence are intertwined each other. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

Shyness to speak also became a problem in speaking English. this finding similarly to Baldwin (2011) explains that —speaking in front of students is one common phobia that students encounter. He adds that student inability in speaking is influenced by their feeling of shyness in speaking English. The participants in this study reported that they felt shyness to speak in English. In this study, the participants seemed to underestimate their own ability and Also, they perceived that they were less competent than other students in their school, which might result from the view that speaking English was viewed something beyond their habit.

Lack of motivation is an important one in speaking. This finding consistent with Nunan (1999) stresses that motivation is important to notice in that it can affect students’ reluctance to speak in English. in this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

Lastly environment factor can become a problem in speaking. This finding similarly to Minghe and Yuan (2013) stated that —another external factor that affects students’ oral English learning is the lacking of good language learning environment. But for most Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in their everyday life in their native language and too lazy to practice their English outside the class or teaching learning process.

Conclusion and Recommendations

After all the data from the investigation analyzed, it was concluded that there are varieties problems of EFL students in speaking english. Based on the data from interview, the results of the study indicate that the position of each problem face by students as (1) Lack of vocabulary mastery (2)limited knowledge of grammar (3) Hard to pronounce the word (4) Not having self-confidence (5) Shyness to speak, Fear making mikstake in grammar (6) Lack motivation (7) Enviroment factor.

Finally, it clearly shown student's problems in speaking was affected by many problems. These problems include linguistics problems, psychology problems and enviromental factor also affected the student in speaking english.

The participants whose are lack of vocabulary and grammar knowledge should get special reinforcement. It can be done by English teachers. The teachers should facilitate by providing various teaching methods, approaches, strategies, and techniques. More importantly, the teachers need to motivate students to speak in English by telling that the use of perfect grammar is not too mandatory and it can be improved by practicing the language continuously.

Also, as the participants feel fear and anxious to speak in English, verbal harassment like mocking or bullying is strictly prohibited. The policy makers like principal or teacher taking responsibility in this program should formulate and implement regulation firmly. Another important thing, in overcoming the problem of speaking english, it has to involve other stockholder, like counselor who can help those who have low-self confidence in speaking.
English. This study need another problems and need problem solving from the teachers and students.

References


AN ANALYSIS ON STUDENTS ERRORS IN USING DIRECT AND INDIRECT SPEECH: A CASE OF STUDY AT AZZAHRA ISLAMIC SENIOR HIGH SCHOOL PALEMBANG

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Abstract
The aim of this study was to find out the analyze students’ errors in using direct and indirect speech at Azzahra Islamic Senior High School Palembang. The method of this research was qualitative case study research design. This research was conducted by following the procedures of error analysis: collecting data, identifying errors, counting errors then describing and interpreting data. The participants in this study XI grade students and the population consist of 36 students and 8 students as a sample. The data needed were attained from students’ written test given by their teacher. The researchers found the kind of errors which made by the students and the cause of the errors. The result and the finding showed that the students made errors in misinformation, omission, addition, and misordering. Based on the research, our finding concludes that the XI grade students of Azzahra School Palembang, most of students made error when they change the direct into the indirect speech.

Keywords: direct speech, indirect speech, students’ error

Introduction
People who want to learn English will face four certain major language skills. They are listening, speaking, reading and writing. Besides, they also have to learn the language components which consist of grammar, vocabulary, and pronunciation in order to help them in mastering the four language skills above. One of the language components that has important role and should be learned by the students is grammar. Grammar will be needed by the students to communicate clearly and properly with others, either in written language or spoken language. From the statements above, It could be comprehended by mastering grammar. Students will not only able to speak or write correctly, but also to make communication effectively with others. Someone who has mastered grammar properly will be different from a speaker who speaks English without good grammar comprehension. Someone who speaks or writes English properly or with good structure of sentences will be more acceptable and effective in his/her interaction in all aspects of his/her life because he/she does not only produce words, but also make listeners and readers reach his/her meaning easily either in oral or written English.

There are many aspects discussed in English grammar, one of them is reported speech. Reported phrase is one of many grammatical categories which is important to be learned by students. It is needed to be learned because sometimes people will use it either in writing or daily conversation. It is as Murcia and Freeman (2005) stated in the grammar book an ESL/EFL teacher’s course, indirect reported speech plays an important role in everyday conversation.

Reported speech will make a conversation more interactive. Students can give information that they have to other one by orienting to the information, not to the exact sentence either as statements, questions, or commands. It is different process of happiness when students want to report someone statements, questions or commands from direct into direct speech, the students have to make certain grammatical changes in order to speak properly in English, so Indonesian students may make some errors when learning reported speech.
In English, when a speaker would like to report what he/she has listened from someone’s words either in statement, question or command form. The speaker should make some transformation such as tenses, pronoun and adverb of time because when the speaker is making reported speech; it will be a different time with the time when the source speaker said. Also he/she should change the pronoun of source speaker in order to make conversation acceptable and meaningful.

In this research, the researchers focused on (1) Errors in using direct and indirect speech of statement. It is based on Reported Speech of Command. (2) Cause of error in using direct and indirect speech. Direct speech (also called quoted speech) states the exact words of a speaker. Maurer (2006) in direct speech we repeat the original speaker’s exact words. In direct speech, quotation marks enclose the quotation. The reporting verb, such as said, told, or responded, is followed by comma if it introduces the quotation. Quotation marks come after a final period, question mark; or exclamation point.

Indirect speech (also called reported speech) reports the words of a speaker but not all of the speakers exact words. Maurer (2006) According to Swan, —indirect speech was speakers” words or thoughts part of their own sentence, using conjunctions (e.g. that), and changing pronouns, tenses and other words where necessary. In indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker’s exact words Thomson(1986). or exclamation point. Indirect speech (also called reported speech) reports the words of a speaker but not all of the speakers’ exact words. Maurer (2006). According to Swan, —indirect speech was speakers” words or thoughts part of their own sentence, using conjunctions (e.g. that), and changing pronouns, tenses and other words where necessary. In indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker’s exact words Thomson(1986)

**Literature Review**

**The students’ errors in using direct and indirect speech**

According to Dulay (1982), —Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Meanwhile, Jeremy Harmer, —Errors are part of the students’ interlingua that is the version of the language which a learner has at anyone stage of development, and which is continually reshaped as he or she aims toward full mastery.

Brown (2005) stated that, —An Error is noticeable deviation from the adult grammar of a native speaker, reflecting the Interlingua competence of the learner. From all definition above, it can be comprehended that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics’ system of target language: it will lead the students to make errors.

Based on the statement above, it can be elaborated that errors and mistakes are different. Error is flawed side of learner speech caused by the factor competence. In the other hand, they do not understand well the use of linguistics’ system of target language. It cannot be self-corrected. Besides mistake refer to performance errors because of a random guess or slip. It can be self-corrected.

**Brown (2000) divided causes of errors as the following:**

**Interlingual transfer**

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from native language or interference. In early stages, before the system of the second language is familiar, native language is the only previous linguistic upon which learner draw. For example; English learner says —sheep for —ship or the book of jack instead of jack’s book!

**Intralingual transfer**

Intralingual transfer is a major part in second language learning, once learners have begun to acquire parts of new system, more and more intralingual transfer within the target language is
manifested such as past tense form of verb following a modal, present tense-s on a verb following a modal, -ing on a verb following a modal, are (for be) following will, past tense form of a verb following do, -ing on a verb following modal ,present tense-s on a verb following do, present tense-s on a verb following be, present tense form of a verb following be.

**Context of learning**

Context refers to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. Students often make error because of a misleading explanation from the teacher, faulty of presentation of a structure or word in a textbook, or even because of a pattern that was memorized in a drill but improperly contextualized. The example is two vocabulary items presented contiguously point at and point out might in later recall confused simply because of the contiguity of presentation.

**Communication strategies**

Communicative strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their message across, but at time these technique can themselves become a source of error.

**The types of error are:**

**Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Omission can occur in morphology. Learners often leave out the third person singular morpheme-s, the plural marker-s and the past tense inflection-ed.in syntax, learner may omit certain element. Which is an obligatory element. Dulay (1982) For example: she often buy many apple

**Addition**

Addition errors is the opposite of omissions. They are characterized by the presence of an item which must not appear in well-formed utterance. For example: I goes to Bandung. There are three types subtypes of addition error, as follow :

a) Double marking This error is defined as the failure to delete certain items which are required in some linguistic construction, but no in others. For example: He does not makes a cake.

b) Regularization In most language, however, some members of a class are exception to the rule. For example: The young boy hurted my mother. The verb hurt is an irregular verb, so it is wrong change, and should be written as hurt. The learner made it because he/she applies the rule of regular verb to irregular verb.

c) Simple addition If an addition error is not double marking nor regularization, it is called as simple addition .for example: This a chair is mine.

**Misformation**

Misformation errors are characterized by the use of the wrong form a morpheme or a structure. in misformation errors, the learner supplies something, although it is incorrect.

a) Regularization errors Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in runned for ran or gooses for geese.

b) Over generalization According to Dullay, this error refers to an archi-form, the selection of one member of a class of forms to represent others in the class. This is a common characteristic of all stages of second language acquisition; they have called the form selected by the learner as an archi-form. The learner makes a rule on the basis of his experience of other rule in the target language. For example: this books are mine. The
learner made the error because he/she just select one of demonstrative adjective —thisl and generalizes the function for any noun, whether it is singular or plural noun. c) Alternating form As the learner’s vocabulary and grammar grow, the use of archiform often gives way to the apparently fairly free alternation of various members of a class with each other. For example: My best friend is a good player in badminton. I have watched he for several matches.

**Misordering**

As the label suggest, misordering error are characterized by the incorrect placement of morpheme or group of morphemes in an utterance. For example: where you do go?

According to Rod Ellis, there are four procedures of error analysis, they are as the following: The first step is identifying errors. In this step a teacher identifies students” errors from the tasks given by comparing the sentences that the learners have produced with the correct sentence. For example: The men are my brothers. The correct sentence should be: The men are my brothers. The second step is describing errors. After the identifying error process has finished. A teacher starts to classify the errors which have been made by the students into the types of error above. The third step is explaining errors where the teacher should try to predict the source of errors. This step attempts to account for how the errors can happen and why the errors occur. The last step is evaluating errors where the teacher should decide to whom the evaluation will be given, what errors which will be asked to the students to judge, and how they will be asked to judge them.

**Methodology**

**Research design**

The method of this research was qualitative. It is often related to the calculation and analysis of the numerical data. Meanwhile, the design of this research is a case study. The student were given essay test, the essay test is about reported speech of command. Then the researcher analyzed students' test through classifying the errors based on Kroeger (2005)’ classification; how to change direct speech into indirect speech, and for causes of error the data was analyzed based dullay and burt (1982) and kiparsky (2000) book to find the causes of error; mother tongue interference, overgeneralization, and error encouraged by teaching material or method. The data was interpreted and concluded.

**Research site, sampling and participants**

This study was conducted in Azzahrah Islamic Senior High School Palembang. There were 3 classes with 108 students. The researcher choosed XI Science 2 class there are 36 students and were only 8 students who were willing to be written test in this research.

**Data collection**

Technique of collecting data in this research is using qualitative and to get data for this paper, the researcher used English Written Test. The researcher gave the written test to get the data about the frequency of the error in the transform or change of tense and pronoun in using reported speech of command.

**Data analysis**

The technique of data analysis used by the researcher in this research was descriptive qualitative analysis technique. In this technique the researcher described the errors made by the XI grade students of Azzahrah Islamic Senior High School Palembang , and describes the causes of why the students make errors in learning reported speech of command. There are some steps to analyze the errors: The first step in the process of analysis was identification of errors, the second step is the description of errors, the third step is explanation of errors, and the last steps were correction of errors. In the end, the researcher classified the errors. The technique focused
on the data of the errors _type based on the surface taxonomy theory by Dulay et al. (1982)
(omission, addition, double marking, over regularizing, over generalizing, and misordering)

Besides, to know the percentage of errors made by the students, the researcher used
formula:
P
P = Percentage
F = Frequency of error made
N = Number of sample which is observed

Findings
In this section, the researcher analyzed each student's error in using reported speech of
command from the test given. The test consists of 18 items of sentence completion test which is
focusing on reported speech of command. To analyze the errors, the researcher used types of
error classification based on surface strategy taxonomy Dullay, Burt and Kiparsky (1982) they are
omission, addition (double marking, over-regularization, simple addition), misformation, and
misordering. After identifying error committed by student in the test of reported speech of
command, the researcher found four types of errors; they are omission, addition, and
misformation, misordering and there are three sources as mother tongue interference,
overgeneralization, and error encouraged by teaching material or method.

So the highest and the lowest rates of all error types made in using reported speech of
command, the researcher elaborate the frequency and the percentage of the errors types. There
are table 5 And 6 Showing types and sources of error made by students in using reported speech
of command, and table showing the frequency and the percentage of the error types as follow:

Table 1 : Themes and codes for students error in misformation

<table>
<thead>
<tr>
<th>Item No</th>
<th>Number of students'</th>
<th>Error recognition</th>
<th>Error classification</th>
<th>Error reconstruction</th>
<th>Error causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3</td>
<td>She said siti to come here please</td>
<td>Misformation of verb /said/</td>
<td>She told us to come there</td>
<td>Error encourage by teaching material or method</td>
</tr>
<tr>
<td>4</td>
<td>She asked siti to come here please</td>
<td>Misformation of adverb /here/</td>
<td>Overgeneralization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>7</td>
<td>He said not to write anything</td>
<td>Misformation of verb /said/</td>
<td>He told you not to write anything</td>
<td>Error encourage by teaching material or method</td>
</tr>
<tr>
<td>1</td>
<td>He told me to write anything</td>
<td>Misformation of pronoun /me/</td>
<td>Overgeneralization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Misformation of pronoun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>He asked me to pass the ruler for him</td>
<td>He asked you to pass the ruler for him</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>He said please pass the ruler for me</td>
<td>Misformation of verb /said/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>She said to you not cheat anymore</td>
<td>Misformation of verb /said/</td>
<td>He told you not to cheat anymore</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>The teacher told you to open book page 26</td>
<td>The teacher told us to open our book page 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>The teacher said to us open your book page 26</td>
<td>Misformation of verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Father asked me not to smoke to much</td>
<td>Misformation of pronoun me not to smoke too much</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>He asked father to don't smoke too much</td>
<td>Misformation of negative form don't</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>Mother said to you study hard</td>
<td>Misformation of verb said</td>
<td>Mother told you to study hard</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>He said to you careful on the way</td>
<td>Misformation of verb said</td>
<td>He told you to be careful on the way</td>
<td></td>
</tr>
<tr>
<td>Line</td>
<td>Error</td>
<td>Original Text</td>
<td>Misformation</td>
<td>Corrected Text</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>She told you</td>
<td>Misformation of pronoun my</td>
<td>She told you not to put your book on her desk</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to put your book on my desk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>She said you not to put your book on her desk</td>
<td>Misformation of verb said</td>
<td>Error encourage by teaching material or method</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>She said to bring our laptop for computer class tomorrow</td>
<td>Misformation of verb said</td>
<td>He told us to bring our laptop for computer class tomorrow</td>
<td>Error encourage by teaching material or method</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>She ask sulam to bring your laptop for computer class tomorrow</td>
<td>Misformation of pronoun sulam, your</td>
<td></td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>The teacher told me your home work</td>
<td>Misformation of pronoun your</td>
<td></td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>He asked me to get in touch with them today please</td>
<td>Misformation of adverb today</td>
<td>He asked me to get intouch with them that day</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>He asked me not to leave your luggage unattended</td>
<td>Misformation of pronoun your</td>
<td>He asked me not to leave my luggage unattended</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>He asked me you not to touch the screen</td>
<td>Misformation of pronoun you</td>
<td>He asked me not to touch the screen</td>
<td>Overgeneralization</td>
</tr>
</tbody>
</table>

**Misformation**

All students made errors in misformation because students might face difficulties in forming verb, adverb and pronoun. First students committed errors such misformation of verb.
For example, he said to you be careful on the way. The students used said for indirect speech of command. In the reported speech of command shouldn’t be use said but they must be use asked or told.

Then, misformation of pronoun, the students used the wrong form for pronoun. For example, —She told you to put your book on my desk. In indirect speech of command, the object of pronoun should be changed. So the sentence should be —She told you to put your book on her desk.

Also, the students used the wrong form for adverb —She asked Siti to come herel. In indirect speech of command, the adverb of place or time should be changed. The sentence should be —She asked Siti to come there.

### Table 2: Description of students error omission

<table>
<thead>
<tr>
<th>No item</th>
<th>Number of students</th>
<th>Error recognition</th>
<th>Error classification</th>
<th>Error reconstruction</th>
<th>Error causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>She told (O) came here (please)</td>
<td>Omission of object us</td>
<td>She told us to came here</td>
<td>Mother tongue interference</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>He told you (O) to write anything</td>
<td>Omission of negative form not</td>
<td>He told you not to write anything</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>He asked (O) to pass the ruler for him</td>
<td>Omission of object you</td>
<td>He asked you to pass the ruler for him</td>
<td>Mother tongue interference</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>He told (O) not to cheat anymore</td>
<td>Omission of object you</td>
<td>He told you not to cheat anymore</td>
<td>Mother tongue interference</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>The teacher told us to open (O) book page 26</td>
<td>Omission of object our</td>
<td>The teachers told us to open book page 26</td>
<td>Mother tongue interference</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>Father asked (O) not to smoke too much</td>
<td>Omission of object you</td>
<td>Father asked you not to smoke too much</td>
<td>Mother tongue interference</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>He told (O) to be careful on the way</td>
<td>Omission of object you</td>
<td>He told you to be careful on the way</td>
<td>Mother tongue interference</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>He told you (O) to put your book on her desk</td>
<td>Omission of negative form not</td>
<td>He told you not to put your book on her desk</td>
<td>Overgeneralization</td>
</tr>
</tbody>
</table>

**Omission**

Most of errors happened because the students haven’t understood yet about how to change direct into indirect speech of command, so there is omission of object. For example, Ishe told to come therel, there is omission of object /us/. It should be I She told us to come therel, in this item, the first speaker said —Come here please!, and when second speaker didn’t understand what the first speaker said, so he ask’l what did she said?!, then the third speaker answer —she told us to come therel.
Table 3: Description of students error in addition

<table>
<thead>
<tr>
<th>Item No</th>
<th>Number of Students</th>
<th>Error recognition</th>
<th>Error classification</th>
<th>Error reconstruction</th>
<th>Error clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>She asked siti to came here please</td>
<td>Addition please</td>
<td>She told us to come there</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>She told you not to write anything please</td>
<td>Addition please</td>
<td>She told you not to write anything</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>He told teacher to open your book page 26 please</td>
<td>Addition please</td>
<td>The teacher told us to open our book page 26</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>He asked not to do smoke too much</td>
<td>Addition auxiliary do not</td>
<td>Father asked you not to smoke too much</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>She said mother to study hard wahyu</td>
<td>Addition of noun wahyu</td>
<td>Mother told you to study hard</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>She said to bring your laptop for computer class tomorrow please</td>
<td>Addition please</td>
<td>She told us to bring our laptop for computer class tomorrow</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>He asked me to get in touch with them today please</td>
<td>Addition please</td>
<td>He asked me to get in touch with them that day</td>
<td>Overgeneralization</td>
</tr>
</tbody>
</table>

Addition

The researcher found 7 students made errors in addition. Most of them did errors in addition in using please. For examples, Ishe told you not to write anything, please! and —He asked not to do smoke too muchl. The first example students rewrite please from direct form in its indirect form, it should be —She told you not to write anything —. And the second example, the students rewrite the auxiliary do which should not be written in the direct form; it should —he asked not to smoke too muchl.

Table 4: Description of students error in misordering

<table>
<thead>
<tr>
<th>Item No</th>
<th>Number of students</th>
<th>Error recognition</th>
<th>Error classification</th>
<th>Error reconstruction</th>
<th>Error causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>He asked you to not cheat anymore</td>
<td>Misordering</td>
<td>He asked you not to cheat anymore</td>
<td>Overgeneralization</td>
</tr>
</tbody>
</table>
Father asked you not to smoke too much

He asked me to not leave your luggage unattended

He asked me not to touch the screen

He asked me do not to sit on this chair

**Misordering**

The researcher found 9 students who made errors in misordering with. Most of them did errors in the patter placement of indirect negative form. For example |He asked you to not cheat anymore| In this example, the students failed in the placement of infinitive to form negative form of reported speech of command. They must put the negative form —not before to infinitive. The sentence should be —he asked you not to cheat anymore.

**Discussion**

Based on the result of data analysis, the researcher found the problems that the students of XI sciences class of Islamic Azzahra Senior High School Palembang had difficulties and errors in using direct and indirect speech and usually found in reported speech of command. The problem of teaching grammar especially in reported speech of command was the students confused to use the right vocabularies in tenses, they sometimes forgot the rules. They said they didn't understand well of direct speech because they felt difficult to distinguish between direct and indirect speech. there were 3 major problems related to students error in using direct into indirect speech, including (1) overgeneralization (2) Error encourage by teaching material or method (3) Mother tongue interference

The first error that considered as overgeneralization, overgeneralization is the use of previously learned rules in new situation. Overgeneralization includes instance where the learner makes a rule on the basis of his experience of other rule in the target language. For example: Do you go to Bali last Year? The correct one is: Did you go to Bali last year? According to Muhidin
(2015) errors such the examples above. The students just knew that —please in direct speech could be used or not, so they conclude that the rule also could be applied in indirect speech. Referring to the written test result, most of the students tended to add—please into indirect speech of command, because they only understand the form of direct speech and most of them confused to change direct into indirect speech.

Second Error encourage by teaching material or method is referring to error identification. Some error that considered as the result of the failure or ineffective of teaching, such as —The teacher said to us open you book page 26l. The students used said in indirect speech of command, it may be caused the teacher gives more emphasized on direct and indirect speech. Also, the teacher may be often explaining that informing indirect speech is using —saidl. Based on written test result, the student misinterpreted to the teacher explanation, because the teacher gave more emphasized only on direct and indirect speech and there was less explanation of kinds of direct and indirect speech (reported speech of command) according to Hubbard et.al (1983) The teaching material or method can also contribute to the student‘ s errors. Unfortunately, these errors are much more difficult to classify, as Pit Corder admits this: —... it is, however, not easy to identify such errors except in conjunction with a close of the materials and teaching technique to which the learner has been exposed. This is probably why so little is known about them.115

Third error considered as Mother tongue interference, the students error in considered mother tongue interference. Based on the written test result, most of students equate the rule of the direct and indirect speech of command in English with the rule of direct and indirect speech of command in Indonesian language (mother tongue). According to Hubbard et.al. (1983) They are mother-tongue interference which actually same with the —interlingual term from Brown (2007) overgeneralization which caused by the insufficient knowledge of the learners about the rule of their target language, and the last source is errors encouraged by teaching material or method which similar with what Brown named —context of learning.

In this research, the researcher also found that eleventh grade students (XI sciences class) of Azzahra Islamic Senior High School Palembang are still lack understanding the English grammar, particularly reported speech of command, because in Indonesian language doesn‘ t have rule reported speech of command, unlike English that having a lot of rules. Therefore, the student tended to commit some errors in using reported speech of command.

Conclusions and Recommendations

After having found out the result and analyzed it in the preceding chapter, the researcher concludes that the XI science class students of Azzahra Islamic Senior High School committed some errors in direct and indirect speech in using reported speech of command. There were four types of errors students made in using reported speech of command, they were omission, addition, misformation and misordering. The highest rate of all error types was misformation. Next, omission, so addition, and the last misordering. Moreover, the errors that were students made in using reported speech of command caused by some sources. They were errors encouraged by teaching materials or method, overgeneralization, and mother tongue interference. The highest rate of all error causes was overgeneralization. Next, error causes in error encourage by teaching material or method and mother tongue interference.

Based on the conclusion above and on the effort to prevent from making further errors, the researcher would like to give some recommendations and hopefully they are worthwhile. The recommendations are given as follows:

1. The teacher should give the explanation in details.
2. The teacher should try to use suitable teaching method in line with the material, so that it will not make the student feel bored.
3. The students should be able to learn by themselves and not rely on teacher explanation.
4. The students have to do a lot of practice in English.
References


TEACHER DIFFICULTIES IN TEACHING LISTENING AT ONE OF JUNIOR HIGH SCHOOL IN PALEMBANG

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Abstract
The purpose of this study was to investigate teacher difficulties in teaching listening and the factors caused the difficulty of English teachers in teaching listening at one of junior high school in Palembang, South Sumatera. The qualitative research method with a case study approach is used to see what is the difficulty of teaching listening for English teachers in the teaching and learning process. Participants in this study were English at one of junior high school in palembang. We use interviews as our data collection technique. We used thematic analysis as our data analysis techniques. Finding of this study showed two factors that make it difficult for English teachers to teach listening : 1) factor of students, 2) the lack of facilities to teach listening.

Keywords: students factors, lack of facilities.

Introduction
In the era of globalization, English is the most important language in the world that is used by many countries. There are several reasons why English is very important as an international language. According to Cook (2003), English is used for communication as an international language in each country. This is known as a daily international communication tool with other people from various countries. English has also become a compulsory subject in schools both elementary schools, junior high schools, or high schools. According to Russell & Russell (1959) Listening meaningfully listening with full understanding and attention and appreciation.

As one of the English language skills, listening is the most difficult skill to teach and this process cannot be avoided by all teachers who teach English. In addition, some teachers still have difficulty how to teach listening to students and this research is focused on the Analysis of Teacher Difficulties in teaching listening. Some of the factors that cause difficulties for teachers in teaching are listening, namely the first is the factor of students who are difficult in the listening process and the second is the lack of facilities in teaching listening.

Listening is a skill that has to be mastered by language students because it is the basis for communication. If the students do not understand what the interlocutors are saying, the communication will not happen even though they are good in speaking. However, when learning English, most students have difficulties in listening. Based on the previous research, it is because the teacher often skips to teach listening so the students are not used to listen, strategy used by the teacher is monotonous, and the speed of the speakers, and also the students are lack of vocabulary. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Listening in any language requires focus and attention.

Based on the results of interviews at a junior high school in Palembang, the first factor was that students were less able to understand the material because some students still had English skills below average. Based on the results of interviews in a junior high school in the city...
of Palembang, the second factor is the lack of facilities such as the absence of projectors and audio sound that is adequate for effective listening classes. Based on the results of interviews at a junior high school in Palembang city the difficulty experienced by the teacher is when the teacher has provided the appropriate method and material, students still have difficulty listening to and getting listening material.

**Literature Review**

**Definition of listening**

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it. Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work.

Listening is considered as the highest frequently used form of language skill and has a fundamental role in normal communication and educational performance. Students need to spend most of their time listening to what their teachers says, such as, presenting lectures, telling directions or asking questions. When students first start learning a new language, they generally have to hear the words of that language very frequently before they are able to recognize and then verbalize those words.

Listening has been defined by many researchers. Rost (2002) defines listening as a complex process of interpretation in which listeners match what they hear with what they already know. According to Rost (2009), listening helps us to understand the world around us and is one of the important elements in creating successful communication. Jafari and Hashim (2015) emphasize that listening is a channel for comprehensive input and more than 50 percent of the time students spend in learning foreign languages is devoted to listening.

Based on expert opinion above, it can be concluded that listening is something that can help us to know what is happening around us and we can interpret what we have heard for example in the form of instructions or instructions.

**Teaching difficulties listening because of student factors**

According to Hamouda (2013) emphasizes that understanding speech is a very difficult activity for students. Learners face many problems when they listen to a language. If the teacher is expected to help students to improve their listening comprehension, they must understand the difficulty of listening to them in understanding the spoken parts and teaching them effective listening comprehension strategies to solve their hearing comprehension problems.

Based on the results of interviews in a junior high school in Palembang city some students cannot understand material that may overuse the word or content of the material, students also have poor grammar, and some students do not understand some vocabulary and pronunciation which makes it difficult for students to listen.

The solution to the difficulty for students who lack knowledge of vocabulary is doing vocabulary pre-teaching before each listening as a short term solution and working on the skill of guessing vocab from context can help, but please make sure that you practice this with words that can actually be guessed from context (a weakness of many textbooks) and that you work on that with reading texts for a while to build up to the much more difficult skill of guessing vocab and listening at the same time. The other solution is simply to build up their vocabulary and teach them how they can do the same in their own time with vocabulary lists, graded readers, monolingual dictionary use etc.
Teaching difficulties listened to due to lack of facilities

According to Rahman, Md. Saidur. (2014) conducted a study entitled "Difficulties Teachers and Students Facing EFL / ESL Listening Classes at Intermediate Level of Education in Bangladesh ". Like students, teachers also face problems in teaching listening skills in secondary education in Bangladesh. They face a lot of problems like most teachers don't get listening skills training. They don't know how to teach listening skills in the classroom.

Another problem faced by teachers is broad classrooms. In Bangladesh in many secondary schools there are more than 100 students in large classes. In that situation the teachers do not teach listening skills properly. So, according to research, large classes are a serious problem. According to them the students cannot listen well in class so much because the teacher's voice cannot reach the back of the class.

Another problem is the lack of facilities as delivered by a teacher in a junior high school in the city of Palembang, for example lack of facilities such as not available loudspeakers to help listen to questions of English conversation to students at the school.

Based on the results of interviews at a junior high school in the city of Palembang, another factor that causes difficulties in teaching listening is the lack of projector facilities. an English teacher said that if there is a projector in a school that can be used as a means of watching and listening in listening lessons, of course such learning activities will increase the learning motivation of listening to students.

Methodology
Research design

We conducted this research using qualitative methods with a case study approach. According to Creswell (2012), the historical origin of qualitative research design comes from anthropology, sociology, humanities, and evaluation case studies is one of the qualitative research approaches used in which researchers develop in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012).

The most important reason for using qualitative design is that this design is the right way to explore everyday behavior; the behavior of teachers and students in the classroom, especially the difficulty of teaching listening to teachers in the classroom, in this study, we investigated what factors caused difficulties for teachers in teaching listening.

We conducted research at a junior high school in the city of Palembang South Sumatra, Indonesia in the 2019 academic year, we chose the junior high school not without reason but because we did see a serious problem at the school about the lack of interest in listening so we conducted research to find out what difficulties teachers face in teaching listening so students are not so interested and easy to absorb the lessons. Of the several teachers who taught in the school there were two teachers who were willing to participate in this study, and two English teachers were willing as participants in the study of teaching difficulties in listening.

Data collection

The research data we collected through data collection techniques, we use face-to-face interview techniques directly with interview participants that we have chosen. The interview is a method of unilateral question and answer data collection that is carried out systematically and based on the research objectives. The unilateral question and answer means that the active data collector asks, while the questioned party actively provides answers or responses.

From that definition, we can also find out that the question and answer is done systematically, has been planned, and refers to the purpose of the research conducted. In research, interviews can function as a primary method, complementary or as a criterion. As the primary method, data obtained from interviews is the main data to answer the problem of research. As a complementary method, interviews function as a complement to other methods used to collect data in a study.

As a criterion, interviews are used to test the truth and stability of data obtained by other methods. This was done, for example, to check whether the data collectors had obtained data by
questionnaire on the subject of a study, for which interviews were conducted with a number of specific subject samples. In this study, we interviewed English teachers at a junior high school in Palembang that we observed to clarify the reasons for the difficulties in teaching listening to these teachers in teaching listening in class.

**Data analysis and trustworthiness**

In analyzing data, we applied thematic analysis, Thematics are ideas or ideas that are based on themes or in other words can be interpreted with everything that contains a theme. So Thematic research is a way to understand something through investigation or trying to find evidence that arises in connection with a problem that contains a theme. So the research that will be carried out must be based on a certain theme and may not come out of a predetermined theme.

We follow the steps proposed by Creswell (2012). First, we collect detailed data from interviews (Transcription interviews). We enter data into a computer file and submit a folder after copying raw data into the text. Secondly, we started coding all data. In this process, we read all the transcription and began coding the data related to the research question. After collecting data from interviews and observations, we coded the types of strategy questions and the reasons for applying each type based on what was proposed by Richard and Lockarts (1994). Finally, we make interpretations in qualitative research of findings and results.

**Findings**

The finding of this study best on the result of interview to the English Teacher at one of Junior High School in Palembang Sumatera Selatan. In this study we found the two following things : (1) teacher difficulties in teaching listening and, (2) the factors that caused teacher difficulties in teaching listening. From thematic analysis we found two themes which reflected teacher difficulties in teaching listening and two themes which reflected the factors that caused teacher difficulties in teaching listening.

**Teacher difficulties in teaching listening**

The themes and codes gained from thematic analysis for teacher difficulties in teaching listening were listed in Table 1.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching listening method</td>
<td>The teacher must choose appropriate method in teaching listening.</td>
</tr>
<tr>
<td></td>
<td>Teacher asked students to listened music or dialogue or watched the video and listen the dialogue.</td>
</tr>
<tr>
<td>Selected the material</td>
<td>Teacher must chose the appropriate material so that the students comfortable in listening.</td>
</tr>
</tbody>
</table>

Based on the themes and codes listed in table 1. It could be described there were two types of teacher difficulties in teaching listening specially in junior high school. The data shows teacher difficulties in teaching listening when the teacher must chose the teaching listening method and selected the material which appropriate and comfortable to the students.

After analyzing the data from interview we found that the teacher difficult to determine the appropriate method like listened a song or dialogue from native speaker or watched and listened the video. Teacher had difficult to determine the appropriated listening learning method because teacher considered the abilities of students, whether or not students can accept and understand the material through the method that the teacher chose. During the interview teacher assumed,
“as a teacher we difficult to found the right method in teaching listening for the students, because we must to considered the students' abilities in listening. The method was many kind such as played audio conversation from native speaker or played song to improve students' abilities in listening or played video to listened the dialogue. We must to considered the students' abilities in listening before we chose the method and it is difficult for us.”

We also found the teacher difficult to found a good material which made the students more understand the topic of the material. Good material in this case that is in accordance with students abilities and students understanding. Chose a good material is a difficult for teacher in addition to considered the ability of students and also to considered that the material chosen is in accordance with the applicable curriculum in school. The teacher expressed — we difficult to determined the appropriate material for the students, sometimes the students difficult to understand the topic of the material so we must to found the right material which considered students' abilities in listening and also we must to considered that the material we chose is in accordance with the applicable curriculum in school.

**The factors caused teacher difficulties in teaching listening**

The themes and codes gained from thematic analysis for the factor caused teacher difficulties in teaching listening were listed in Table 2.

**Table 2. themes and codes for the factors caused teacher difficulties in teaching listening**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students factors</td>
<td>The students difficult to listened and understand the topic of the material.</td>
</tr>
<tr>
<td></td>
<td>The students lack of vocabulary and pronunciation.</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>There is no projector when the teacher asked students to watched video and listened the dialogue.</td>
</tr>
<tr>
<td></td>
<td>There is no loudspeaker to played dialogue or music in listening process in classroom.</td>
</tr>
</tbody>
</table>

Based on the result of themes and codes in table 2. It could be described that there were two types of factors that caused teacher difficulties in teaching listening. Namely students factors and factors from facilities at school. First in the students factors, teacher experienced many difficulties in teaching listening because basically students determine their abilities in listening. Based on themes and codes in table 2, we found that students made teacher difficult in teaching listening because students lack of vocabulary, students did not know the meaning of some word when the students listened the audio and also lack mastery of pronunciation of words, sometimes the students listened the different word but the students felt they here same word. so students difficult to listened and understand topic of the material taught by the teacher. During the interview teacher assumed, — when I played the audio of the material students does not understand the topic of the material, some students said that they did not know the meaning of word and they did not know some word or did not familiar with some word. some of the students said that they listened same word in the audio but actually they listened the different word. It means that the students lack of vocabulary and lack mastery of pronunciation, that is make me confused how to resolved their problem? And how to improve the students' abilities in listening ?. Yeah that is made me difficult to teaching listening in this school”.

The second factors that caused teacher difficulties in teaching listening based on themes and codes is factor of the supporting facilities of listening learning process that is in school. As we found that there is no projector that became a supporter when the teacher asks students to watched the video and listened to dialogue from the video, this is certainly very difficult for teachers because the learning listening process impeded. When we clarified, the teacher assumed,
—very difficult for me teaching listening in this school, when I asks my students to watched the video as our listening learning process the projector is absence. So I really confused, I think how I can show the video? It is very complicated , it is very disturb me to teaching listening”. Next thing that is not less important is the loudspeaker that is useful for played audio conversation from native speaker or played music for listening learning process is also difficult to got at school. During the interview the teacher expressed,

—one more difficult thing for me is not less important, namely loudspeaker to played audio conversation or music in listening learning process. So I have to bring my loudspeaker from home to teaching my students”. These factors made teacher difficult in teaching listening.

Discussions

Based on the result of data analysis, we found that the English teacher at one of Junior High School in Palembang, South Sumatera Indonesia had difficulties in teaching listening based on theme in the findings there were teaching listening method and selected the material. In teaching listening method the teacher must chose the right method and appropriate to the students’ abilities. As the teacher asked students to watched the video and listened the dialogue from the video or played audio conversation from native speaker or played songs to improve students' abilities in listening. As mentioned by Bella Aldama (2017), before teacher giving the conversation for the students, teacher must gave the song for the students after that gave the students tests about the song and memorized that song then the teacher gave them some conversation. It meant that the teacher used song as the method to teach listening.

Moreover, another types teacher difficulties in teaching listening is selected the material. Teacher must chose the right material and appropriate to the students’ abilities. Before teacher chose the material teacher must considered the students ability and also considered that the material chosen is in accordance with the applicable curriculum in school. Bella Aldama (2017) assumed, teacher must prepared the material in teaching listening, teacher must considered the students' abilities in listening to prepare the material. It meant the result of this study was similar with the other study which is selected the material considered the students' abilities.

Based on the data analysis teacher had two factors caused teacher difficulties in teaching listening there were from students factors and lack of facilities. From the students factors teacher found that the students lack of vocabulary and also lack mastery of pronunciation of words so that the students difficult to listened and understand the material taught by the teacher. Bella Aldama (2017) expressed, the pronunciation of the students was poor and the students also lack of vocabulary it caused that the students did not understand what the speaker said. That is same with the result of this study which students factors is one of factors caused teacher difficulties in teaching listening.

Another factors caused teacher difficulties in teaching listening is lack of facilities, teacher was complicated with the supporting facilities in teaching listening process like projector, LCD, or laptop and also loudspeaker. All of that things useful for teaching listening process such as played the video, played songs or played audio conversation in teaching listening process. Bella Aldama (2017) said, that teacher used to apply audiovisual with LCD, laptop, and also speaker to teach listening in classroom there was only LCD in school and there was no another source. It meant that almost the result of this study same with the other study although not same all of them but that were adequate to show the result of this study are same with the other result.

In other source according to Rahman, Md. Saidur. (2014) conducted a study entitled "DifficultiesTeachers and Students Facing EFL / ESL Listening Classes at Intermediate Level of Education in Bangladesh ". Like students, teachers also face problems in teaching listening skills in secondary education in Bangladesh. They face a lot of problems like most teachers don’t get listening skills training. They don’t know how to teach listening skills in the classroom. This assumed was different with the result of this study but we also agree with this statement because it is one of teacher difficulties in teaching listening.
Conclusion and Recommendation

Based on the result of this study, the important information on teacher difficulties in teaching listening and factors caused teacher difficulties in teaching listening was found. The difficulty experienced by the teacher in teaching listening is that the teacher must found the right listening learning method such as gave audio conversation from native speaker or gave some song to improve the students' abilities. then teacher determine the learning material that is appropriate to the students' abilities. Additionally in this study the factors caused teacher difficulties in teaching listening also found. The first factor caused teacher difficulties in teaching listening were students factors such as lack of vocabulary and lack mastery of pronunciation. secondly inadequate facilities that support the teaching listening process in classroom such as LCD, laptop, projector, and loudspeaker.

This study is expected to be able to overcome teacher difficulties in teaching listening. The teacher is expected to not confused in deciding the right learning method or confused to chose appropriate learning material provided the teacher understand the students' abilities of course determining learning method and material will easier such as giving songs before giving audio conversation from native speaker. This also expected teacher to overcome the factors that caused teacher difficulties in teaching listening. for example lack of facilities that support listening learning process in school, teacher can bring their own facilities from home. Additionally this study is expected to overcome the difficulties experienced by teacher in teaching listening process and improve the ability both teachers and students in the teaching and learning listening process.

References


Rahman, M. S. (2014) Difficulties Teachers and Students Facing EFL / ESL Listening Classes at Intermediate Level of Education in Bangladesh


TEACHER DIFFICULTIES IN TEACHING VOCABULARY AT SDN 26 PALEMBANG

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Abstract
The aims of the study was find out the factors that teachers' difficulties in teaching vocabulary at SDN 26 Palembang, South Sumatra. We employed the study by using qualitative case study research design. The participant was a teacher of the fourth, fifth and sixth grades at SDN 26 Palembang. The data were collected by using interview and observation with the participant. We used thematic analysis as our data analysis techniques. The observation we used to look at the teachers' difficulties in teaching vocabulary while the interview we used to understand the reason that made them difficult. The finding that show there are two factors, that influence the difficulty of teachers in teaching vocabulary, 1)the lack of students' knowledge in English ( students who are more knowledgeable about english are only those who private,2)lack of interest in learn english, 3)English language lessons are only local content lesson (english language only additional lesson)

Keywords: lack of knowledge and interest learning english language.

Introduction
A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. For many people, the word vocabulary is primarily associated with the number of words that a person knows; one either has a large or a small vocabulary. But the word has many shades of meaning and is nicely representative of the nuanced and multi-hued nature of so much of the English lexicon.

Vocabulary may indeed refer to the collection of words known by an individual or by a large group of people. It may also signify the body of specialized terms in a field of study or activity (—the vocabulary of science). It may designate a physical object, such as a book, in which a collection of (usually alphabetized) words is defined or explained. And it may name things other than words, such as —a list or collection of terms or codes available for use,‖ —a set or list of nonverbal symbols‖ (such as marine alphabet flag signals), and —a set of expressive forms used in an art‖ (as in —the vocabulary of dance). A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. The teacher feel confused when he ask about what are the strategy she used when teaching vocabulary. a language user's knowledge of words, a listing of the words used in some enterprise and the system of techniques or symbols serving as a means of expression (as in arts or crafts).

Vocabulary is the total number of the words which make up a language (Hornby, 2002). As Nunan (2005) states that —vocabulary is the collection of words that an individual knows‖. That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language. Vocabulary is the most important aspect to learning english. without vocabulary we can not understand and practice english. How we can understand english or anything written when we have nothing about vocabulary. And how can we learn or practice when we have nothing about vocabulary. with vocabulary we can understand what people say with us and with vocabulary we
can speak to other people. So vocabulary is the most aspect to learning and teaching English. Vocabulary as one the importance aspect of English Language will make the students easy to communicate to each other and master other aspects of language (Jack and Willy, 2002).

According to Hafield (1985) in Fauziati (2010) elementary school student are children who still like playing so the teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting.

English vocabulary as an element of language skills has an important role of young students in learning foreign languages. That also means teaching speaking, writing, reading, and listening cannot be separated from teaching vocabulary. Vocabulary is one of language competence, which enhances skills in Language. Cameron (2001) argues that important words to be developed children's skills and knowledge and building useful words for young students fundamental for foreign language learning at the elementary level. River in Nunan (1991) argue that the acquisition of adequate vocabulary is very important for successful second language use because without extensive vocabulary, we will do it cannot use structures and functions that we might have learned comprehensive communication.

As a teacher we must know vocabulary so that our student understand what we share to them. The teacher must have teaching technique so they can receive English easily, however the students must develop vocabulary themselves too. Actually, vocabulary is the foundation to learn English and vocabulary is one of the component of language, their is no language without vocabulary. Meanwhile if students want to be active, teacher should be active than students. But when teachers teaching vocabulary sometimes teachers also have difficulty teaching vocabulary, and the factors that influence teachers difficult in teaching vocabulary is from the student who lack interest to learn English, and SDN 26 Palembang is the one school where students have a lack of interest in learning English.

Students at SDN 26 Palembang just learned English and just know about English language so it was rather difficult to teach them English language. And teaching vocabulary starts at the fourth, fifth, and sixth grades. Thus, difficulties teaching vocabulary is important to analyze. Teachers must be fast in responding to the difficult in teaching vocabulary of students. This is because if the students do not know vocabulary they cannot speaking, and writing English language. Analyzing difficulties in vocabulary was the main thing that must be done by teachers, especially at elementary School stages. Therefore, we were interested to analyze the difficulties in teaching vocabulary in SDN 26 Palembang for addressing the following research questions: 1.) What causes difficulties in teaching vocabulary? 2.) How the strategies to solve this difficult?

Literature Review

Difficulties teaching vocabulary

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and in learning and teaching. (Richards and Renandya, 2002: 255). Vocabulary is a component of a language that maintains all of information about meaning and using word in language. Krashen, Stephen and Tracy Terrel (1996) say that, —Vocabulary is basic to communication and also very important for acquisition process. Vocabulary is the basis of language, with the existence of a vocabulary we easily convey information or communicate. without a language vocabulary it would be difficult to understand and would be difficult to convey information.

According to Lehr (2004) vocabulary is knowledge of words and words meaning in both oral and print forms which are used in listening, speaking, reading, and writing. It can be said that vocabulary is one elementing language. Vocabulary is an important point in English. knowing the vocabulary make us easier in speaking, writing, listening and reading. if you don't know one vocabulary then you will find it difficult to do it all.

There are some problems in learning vocabulary faced by the students. The part of the problem in teaching vocabulary lies in how to select what vocabulary to teach (Harmer, 1996). However, teaching vocabulary may be problematic because many teachers are not —confident
about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning. Moreover, sometimes the students feel hard to learn vocabulary because there may be some difficult words that faced by students in learning vocabulary.

There are some problems in learning vocabulary faced by the students. The part of the problem in teaching vocabulary lies in how to select what vocabulary to teach (Harmer, 1996). However, teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning. Moreover, sometimes the students feel hard to learn vocabulary because there may be some difficult words that faced by students in learning vocabulary.

SDN 26 is one of the schools in Palembang. The researcher wants to do the research in SDN 26 Palembang because of some reasons. The first is that the researcher wants to know how the teacher teaches vocabulary at SDN 26 Palembang, second, what makes it difficult for them to teach vocabularies and how they to handle them.

This research focuses on teacher difficulties in teaching English vocabulary for young students at SDN 26 Palembang what are make the teacher difficult to teach and how they overcome them.

**Strategy teaching vocabulary**

There are many strategy to teach English vocabulary to young learners. In order to decide the appropriate and suitable technique and method, the teacher should concern to the young learners learning style. By knowing the learners learning style, the teachers will find the suitable technique and method so that the young learners can get the clear understanding about the vocabulary given. Lockitt (1997) suggests three categories of children learning style: a. Visual learners The visual learners learn everything through seeing. As children, they have their own understanding that comes through hands and eyes and ears. b. Auditory learners The auditory learners will learn more easily through verbal lessons and anything that allows them to speak out while learning. These kind of young learners discover information through listening and interpreting information. They also use a music or song to help them memorize words. c. Kinaesthetic learner The kinaesthetic learner will enjoy a hand on approach or being able to move while learning. Children with this kind of learning style have a hard time sitting for long period's time and may become disruptive if they are not allowed to get up quite often during the teaching and learning process. Fu (2009), —In all classroom, there will be students with multiple learning style and students with a variety of major, minor and negative learning style. Here, the teacher should vary their techniques in teaching English vocabulary so that all the young learners with various learning style will understand well about English vocabulary given. Fu (2009) also stated that—an effective means of accommodating these learning style is for teachers to change their own style and strategies and provide a variety of activities to meet the needs of different learning styles, then all students will have at least some activities that appeal to them based on their learning styles, and more likely to be successful in these activity.

Teacher at SDN 26 Palembang used introduction letter, number and introduce nouns for fourth, fifth and sixth grades. The media used by the teacher: pictures, realta/real objects, videos and English books of students.

**Methods**

**Research design**

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, one or more individuals (Creswell, 2012).
The most important reason of using qualitative design is that this design is an appropriate way to explore every day behavior; the behavior of teacher and students in classroom, particularly teacher's difficulties in teaching vocabulary in SDN 26 Palembang and the strategies to solve this problem. In this study, we investigated teacher's difficulties teaching vocabulary of SDN 26 Palembang, South Sumatera, Indonesia in academic years 2018/2019. There was one teacher at the school who was willing to participate in this study. In this study, the participants was one English teacher. At the beginning, we planned to have two teachers; however, only one teacher was willing to participate in our study.

Data collection

The data of the present study were collected through two following data collection techniques; doing observations in the classroom, and conducting interviews (Creswell, 2012). The conducted the interviews. We used face to face interview with participants. In this study, we interviewed the teachers whom we observed in order to clarify the reasons of those teachers in using each type of the questioning strategy and the functions of each question that they asked to their students.

The interview is a form of data collection in which questions were asked orally and subjects’ responses were recorded, either verbatim or summarized (Mc Milan, 2012).

Data analysis and trustworthiness

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview and observation, we coded the types of questioning strategies and the reasons of implementing each type based on what was proposed by Richard and Lockarts (1994). The last, we made interpretation in qualitative research of the findings and results.

Findings

The findings presented the two following things: (1) what is the reason a teacher at SDN 26 Palembang feel difficult in teaching vocabulary and (2) what the strategy to solve that problem. Firstly, from thematic analysis that we conducted based on Creswell (2012), we found three themes which reflected three types of difficulties in teaching vocabulary. Secondly, we found two themes which reflected two strategies to teaching vocabulary.

The cause of teacher difficulties in teaching vocabulary in SDN 26 Palembang.

After collecting the data in order to find out the teacher difficulties in teaching vocabulary, we found that three of difficulties. The themes and the code gained from thematic analysis were listed in the table.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lack of students' knowledge in English</td>
<td>most of them just only receive lessons at school and even than they pay less attention to what teach by teacher.</td>
</tr>
<tr>
<td>lack of interest in learn english</td>
<td>Most of them are not interested to learning english language because less of motivation by teacher.</td>
</tr>
<tr>
<td>English language lessons are only local content</td>
<td>English language only additional lesson not for the main lesson.</td>
</tr>
</tbody>
</table>
Lack of students knowledge in english.

We found that Lack of students knowledge in english language was the caused of the difficulties in that required the student do not know about vocabulary and most of them just only receive lessons at school and even than they pay less attention to what teach by teacher..

Lack of interest in learn english.

We found that Lack of students knowledge in english language was the caused of the difficulties. Cause most of them are not interested to learning english language so that make their language iss not develop and just some of them who interested in learning vocabulary and lees of motivation by teacher.

English language lessons are only local content

We found that Lack of students knowledge in english language was the caused of the difficulties, cause english language only additional lesson not for the main lesson. If english lesson became main lesson the teacher will be interested and the desire to know and learn vocabulary will be more developed and they can know a lot of vocabulary.

How the strategy to solve those difficult in teaching vocabulary

After collecting the data, in order to find out how the strategies to teach vocabulary, we found two themes and two codes. The themes and codes gained from thematic analysis were listed in table

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorize</td>
<td>In fourth grade the teacher introduces letter and numbers from 0-10, in fifth grade the teacher memorize number from 11-50 and in sixth grade the teacher introduce number from 51-100. In fifth grade the teacher teach memorize nouns in the class and in sixth the teacher teach memorize about nouns in around the environment.</td>
</tr>
<tr>
<td>Game</td>
<td>Students guess the object pointed by the teacher.</td>
</tr>
</tbody>
</table>

The themes and codes gained from the qualitative data as listed in Table 2 were describe in order to find the strategy in teacher difficulties in teaching vocabulary. It was found that there were two ways for the strategies for teaching vocabulary. First, at the beginning of teaching and learning activities and the last is at the end of teaching and learning activities.

Memorize

From our research we found the strategy to teaching vocabulary. The strategy is memorize. In fourth grade the teacher introduces letter and numbers from 0-10, in fifth grade the teacher memorize number from 11-50 and in sixth grade the teacher introduce number from 51-100, In fifth grade the teacher teach memorize nouns in the class and in sixth the teacher teach memorize about nouns in around the environment.

Game

From our research we found the strategy to teaching vocabulary. The strategy the teacher pointing the noun and the students guess the object pointed by the teacher

Teacher Said :
Regarding vocabulary difficulties because they are new to learning English Like teaching fourth grade because they have just teaching to children and there are still many unknown vocabulary so the teacher must start from the beginning, for example from counting, recognizing the alphabet, animal pictures and other basic words.
About changes in students from grades fourth, fifth and sixth grades. The teacher said that:
the change in students was very slow because the study time at school was very short. Only two hours in one week.
and according to Mrs. Peti as a teacher in SDN 26 Palembang "the significant change was five therefore
people also need support from their parents as well as needing guidance on courses outside of school".

The media used by teachers in teaching is to use images, in teaching is needed by
teachers, especially in vocabulary teaching. Based on the observations made by the researchers
found that the teacher uses images in teaching vocabulary, let's look at for example in material
about Clothing and Color. While based on interviews, the teacher said that
"I myself often use images to attract children's attention" that with images of children it is easy to understand the
meaning of the vocabulary that we teach. Based on the themes and the codes listed in the table 1, it could be inferred
that there were three types of causes the teacher difficulties in teaching vocabulary.

Discussions

Based on the research there are two questions proposed in this study. The discussion was
asked on the findings of the two research questions raised. The first discussion is on the difficult
of the teacher in teaching vocabulary. The second discussion about the strategies applied by the
teacher in teaching vocabulary.

The researcher found several problems caused by students in the fourth, fifth and sixth
grade of SDN 26 Palembang in learning English. The problem students learn is Lack of students
knowledge in English. We found that Lack of students knowledge in English language was the
caused of the difficulties in that required the student do not know about vocabulary and just
some of them join private English and know about vocabularies and learn from
teacher.

Lack of interest in learn English. Cause most of them are not interested to learning
English language so that make their language is not develop and just some of them who
interested in learning vocabulary.

Then, teacher problems are the psychological problems of teachers and teachers who
often hold meetings so that they cannot help their students effectively. Sometimes teachers may
have problems choosing the right way to teach vocabulary. (Harmer, 1996) says that teaching
vocabulary may be problematic because many teachers do not "believe in best practices in
classroom debates and sometimes do not know where to start to form an
instructional phases on word learning". The last problem is English language lessons are only local
content lesson (English language only additional lesson). The of teacher's strategies in teaching
English vocabulary.

There are some problems in learning vocabulary faced by the students. The part of the
problem in teaching vocabulary lies in how to select what vocabulary to teach (Harmer, 1996).
However, teaching vocabulary may be problematic because many teachers are not confident
about best practice in vocabulary instruction and at times don't know where to begin to form an
instructional phases on word learning. Moreover, sometimes the students feel hard to learnt
vocabulary because there may be some difficult words that faced by students in learning vocabulary.

Techniques are used by the teacher in teaching vocabulary. From the research finding, the
teaching strategies employed by the teacher in teaching vocabulary were so various. There are
some techniques that the teacher used in teaching vocabulary such as. Introduction to letter
and numbers and introduction to nouns. The use of these techniques depends on the material and
the condition of the class. The researcher think that the use of some strategies above in teaching
is good.

The results of our research are different from Harmer. The factor of learning vocabulary
are from the students because most of student don't know about vocabulary, don't interested
about vocabulary while the results of Harmer, 1996 come from the teacher because many teachers
are not confident about best practice in vocabulary instruction.
In research liyaningsih (2017) she found the the researcher found that there are some problems that faced by the students at the third grade students of MI Kedunghar join learning English. The problem of the students can be low motivation in learning English, the students has low confidence in practicing English and students feel hard to learnt vocabulary. So this research have the similarity in low motivation.

This research different with prastiyawati (2008), in her study she found the difficulties faced by the teacher in teaching vocabulary include: the material, media, teaching technique and evaluation. The cause of the difficulty concerning the material was that the material was too difficult. Besides, the cause of the difficulty concerning the media was that the school did not have any other media other than the textbook.

Conclusions and Recommendations

This chapter presents conclusions and suggestions related to what the researchers analyzed and discussed.

Conclusion

According to the research findings that the researchers collected at SDN 26 Special creation in fourth, fifth and sixth grade students of the 2018/2019 academic year, there were conclusions from research findings: the first was about what are causes teachers to be difficult to teach vocabulary and what the strategy to solve those problem. The materials used by the teacher are: Tools in class, letter, number and nouns. The media used by the teacher: pictures, realita/real objects, videos and English books of students.

This research is also expected that teacher could applied strategies that have been found to overcome teaching vocabulary. Thus it can help students to be unsustainable in vocabulary. As a teacher make our student understand what we teach to them and make them interest to learn vocabulary, and do not make them bored with us.

From this research we know what the problem and how to solve the problem. We as the teacher must creative to make strategy before we learn our students.

Recommendation

Based on the result of the research findings, the researcher would like to give some recommendation for the following people:

The students are hoped to be more active, creative, more interest and want to know to learning English, especially in learning vocabulary. Because vocabulary is important think to know and learn english language without vocabulary we can not to speaking, writing, and listening and They can try to follow some strategies that teacher has been taught in their learning vocabulary. Don’t be afraid and shy to try something new.

For the english teacher

Often teachers in secondary schools weekly require students to memorize long lists of vocabulary terms. Combining these lists from various subject areas (social studies, science, etc.), some students may have up to 100 words per week they are expected to learn! While many of these students appear to learn these words because they perform well on weekly quizzes or unit tests, the real test of learning is what students remember a few months later. In other words, how well do they retain this knowledge? If it is not remembered, then the whole teaching/learning/testing exercise was largely a waste of time.

Every student has different ability, creativity, characteristic and interest. So, the teacher should understand what the students need based on their differences. The teacher must use suitable strategies in teaching them to help her students to support their students learning in order to become successful language learners. And the teacher must make their student to interest and want to learn vocabulary.
For the other researcher

For the other researchers who want to conduct a research about teaching difficulties, the result of the study can be used as an additional reference for further research with different discussion domain of teacher’s teaching.

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Liyaningsih. 2017. teacher’s strategies in teaching english vocabulary to young learners (a descriptive study on teaching vocabulary at the third grade students of mi kedungharjo in academic year 2015/2016)
Prastiyawati. 2008. the difficulties of teaching vocabulary faced by the english teacher at sdn 02 yosowilangun kidul lumajang
KINDS OF ERRORS IN SPEAKING IN JUNIOR HIGH SCHOOL OF PLAJU

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Abstract
The aim of this study was to analyze the kinds of errors in speaking in Junior High School of Plaju. To obtain the data in our research, we used qualitative research method. The participants of this research were the students in Junior High School of Plaju. The students were taken as the sample of study. The data were collected by using the speaking test with the participants. The speaking test were collected by audio taped and speaking. We used thematic analysis as our data analysis techniques in our study. The findings shows that where addition and omission cause the kinds of error in speaking which are have some errors in lack of vocabulary, lack of grammar, and also lack of concentration. Based on the data obtained, the most error that happened in this study was lack of vocabulary. However, the students also have the error in addition and error in omission on the their test.

Keywords: error analysis, lack of vocabulary, minor error

Introduction
English is the principal language of Great Britain, the US, Ireland, Canada, Australia, New Zealand, and many other countries. It is the second most commonly spoken first language, with some 400 million native speakers, and is the world's most widely used second language. English belongs to the West Germanic group of Indo-European languages, though its vocabulary has been much influenced by Norman French and Latin. The reasons why we must learn and speaking English are; 1.) English is the global language of business. If we are interested in working for one world's top organizations, chances are that English will be the language they use to communicate. English has become the language of international business, so most multinational companies require some level of English comprehension, and knowledge of the language spoken locally around where the company operates will boost you even further. 2.) English is the second most spoken language in the world. The only language that's spoken more than English is Chinese Mandarin, but so far, the English language has had a much more global impact because of the significant majority of people who speak Mandarin are either in China or America. These days, English is often the default language used when people from different countries get together. 3.) English is the language of Government. 4.) Over half of the World's Websites are written in English. The exact statistics are tricky to find, but it has been estimated that of the 10 million most popular websites in the world, at least fifty percent have been written in English. According to Ramelan (2004), English has been taught at school in Indonesia as the first foreign language. It is taught in kindergarten, elementary school, junior high school, senior high school even in the university level.

English has four skills which are Speaking, Listening, Reading and Writing. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence...
Sometimes in learning speaking English, some students make errors in their pronunciation. Some errors start from lack of vocabulary, lack of grammar, lack of concentration and also minor errors.

Error in speaking commonly referred to a slip of the tongue (Latin: lapsus linguæ, or occasionally self-demonstratingly, lipsus language) or mispeaking from the apparently intended form of an utterance. They can be subdivided into spontaneously produced word-plays or puns. Errors in speech production and perception are also called performances error. Some examples of it include sound exchange or sound anticipation errors. This errors are common among children, who have yet to refine their speech, and can frequently continue into adulthood. They sometimes lead to embarrassment and betrayal of the speaker's regional or ethnic origins.

The application the speaking in the school was to teach them how to interact with the foreign language. English nowadays was learned by the students since Kindergarten. To teach them for speaking in the right ones wasn’t easy because sometimes the problems start from their daily speech in their home which was made them produced the lack of vocabulary, the strange sound because their accent and sometimes made the lack of grammar. And it also happened to next step in the Junior High School. For applied the steps for speaking was the important one. Because in this stage the students must understand the words and also the pronunciations. If the teacher cannot teach them carefully, the errors of the words in speaking will be carried over until they're in the next stage. In learning speaking, we must know the background first from our students. We can teach them start from pronounce the words first. It will be more easier if we asked them for carrying the real things from the example. And then the teacher start to tell the words based on the dictionaries or another. We can used this based steps if the students were Kindergarten students or Elementary School's students. The teacher can apply the sheets fro the students if their students are Junior High School's stage. They can ask them to read the speaking text on the sheets for they daily activity for practicing them. The speaking test was the worth one to test them because sometimes the students felt interesting with some stories like narrative, short stories and etc.

Based on the test above, the results usually gave more significant results although not large. Sometimes the results depend on the students' determination to learn and the teacher's readiness to teach. In the Junior High School, students were usually focused on stories when learning speaking. Therefore the teacher must be more active in providing practicing through speaking tests and correcting the pronounce errors. Because most of the students will be embedded in the vocabulary where for themselves the word was correct while it didn't corrected by the teacher. Mastering good communication skills refers to the speaking ability. In addition, some experts agreed that speaking is an interactive process of constructing meaning that involves produce and receiving and processing information (Brown, 1994, Burn & Joyce, 1997). Being able to speak or communicate orally deserves a much attention as literally skills when one is learning any languages. Moreover, Ur (1996) states —Speaking is the most important skill among four skills (listening, speaking, reading and writing) because people who know a language are referring to as speakers of that language.

Thus, errors in speaking is important to analyze. Teachers must be fast in responding to the error in speaking of students. This is because if the students get used to the mistakes they made, even to the next stage they will bring the errors too. Analyzing errors in speaking was the main thing that must be done by teachers, especially at Junior High School stages. Therefore, we were interested to analyze the errors in speaking at Junior High School of Plaju for addressing the following research questions: 1.) What factor causes error in speaking? 2.) How the solutions for correcting and analyzing the errors in speaking?

**Literature Review**

**Speaking and analysis kinds of errors in speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves,
their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). (Burns & Joyce, 1977; Carter & McCharty, 1995; Cohen, 1996). So speaking is the way how to communicate in English with understand the information in it.

Sometimes in speaking we met or made some errors. The errors start from Addition and Omissions. The errors happened when we felt under pressure and sometimes felt so scared because we wanted to make the perfect sentence. Because of this errors, we must analyze it step by step start from the basic one. And this errors also happened in Junior High School where the students just want to try speaking with their own ways to understand but without their comprehensions in the information of the words also the pronunciations. The kinds of error in speaking was the way how we found the mistakes in speaking and try to correct it. The reason why the kinds of error in speaking was important it because some of the mistakes will remember permanently in students mind. If the teachers cannot changed that errors or helped them to fix it, the students will bring it in the next stages and also being their big mistakes when speak in English especially feeling scared because their Lack of Grammar. The errors can start from the Lack of Vocabulary which the students can’t speak the complete sentence because their minimum vocab or made the wrong pronunciation with the words. The second one was Lack of Grammar which the students can’t used the right tenses or phrases. In this case, students will feel not comfortable when their teachers asked them to tell the stories back because they felt afraid will make the wrong sentence when they’re speaking. The next error was Lack of Concentration where the students always in under pressure because had the big aim to make the perfect one and made their pronounce didn't clear. And the last error was Minor Errors where the students can add some words or delete some words in the sentence.

The application of the analyze from kinds of errors in speaking
At the beginning of teaching and learning activities

The kinds of error in speaking can start in the beginning of the teaching and learning process. At this case, teachers can give the introduction of the story, asked them to read and tell the words which this one was hard and then make some list of the words. After that the students will open the dictionary to know the right pronunciations and also remember the words on their mind. The teachers in the next step can give the introduction of the grammar for the students started from the based tenses. It because the students must to learn the first step of the grammar if they want to changed their mistakes. And then the teachers also learn how to change the atmosphere in the class. Because sometimes some students felt anxious to do speaking in the class.

At the end of teaching and learning activities

After the teachers applied some steps above, they can check the result in evaluation. Teachers must gave the students one day to do examination for speaking and practicing the speaking test based on the exercise before. Success or not the analysis of errors in the speaking will be seen in the result. Teachers can make the note while they pay attention to the students when they are speak. This can be started from the accuracy of the words read by students, the accuracy of students in using grammar at the time of speaking the text until how relax they are in bringing the speaking test. And also don’t forget to check how many words were added or reduced by the students. If students felt they have mastered the material, then the techniques above in analyze the kinds of error of speaking were successful.

Methodology
Research design

We conducted this study by using the qualitative method with case speaking test. According to Creswell (2012), the historic origin for qualitative research design comes from...
anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often the program, event, activity, process, or one or more individuals (Creswell 2012). The most important reason of using qualitative design is that is design is an appropriate way to explore the analysis of factor error in speaking at Junior High School; Minor Error Addition and Omissions

**Research site, sampling, and participants**

In this study, we investigated the students at Junior High School of Plaju, South Sumatra, Indonesia in academic years 2018/2019. There were six students at the Junior High School of Plaju who were willing to participate in this study. In this study, the participants were six students of Junior High School of Plaju. At the beginning, we planned to have 10 students; however, only 6 students were willing to participate in our study. One of the reason why we did a reduction in participants because there were too many participants and adjusted to the research requirement.

**Data collection**

The data of the present study were collected through two following data collection techniques: doing observations and speaking test (Creswell 2012). According to Ary (2010), observation is a basic method for obtaining data in qualitative method (Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018). In this research, we conducted the observation in order to explore how students learn speaking based on the results and knowledge they get from school. The observation was conducted by using field notes taking. Besides, we also conducted speaking test. We used face to face in speaking test and record it with participants. In this study, we tested the students whom we observed to clarify the reasons of factor errors of those speaking test in using each type of analyzing the factor errors of speaking.

**Data analysis**

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from observation (e.g., field notes) and speaking test (e.g., speaking test text). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started the code all of the data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting data from speaking test and observation, we coded types of errors in speaking and analyze the errors. The last, we made the interpretation in qualitative research of the findings and results.

**Peer de briefing**

In this study, we use peer debriefing to enhance the accuracy of the study. This method used the workmanship system of two people where the thoughts of each individual will be equated in one informations. In this case, we used a technique where we worked together to find results that will be described in findings.

In McMahon and Winch (2008) journal explains, Debriefings are discrete moment in the qualitative data collection process where a research manager sits widata collector (or data collection team) to discuss a tenor, flow, and resulting findings from a recently undertaken data collection activity. Ideally conducted after the close of a day's data collection, debriefings are an essential supplement to a qualitative methods such as focus groups, interviews and observations.

**Findings**

The findings presented of two following things: 1. what causes errors in speaking and 2. How the solutions for correcting and analyzing the errors in speaking. Firstly, from thematic analysis that we conducted based on Creswell (2012), we found five themes which reflected five types of causes the factor errors in speaking. Secondly, we found two themes which reflected the solutions and analyze the error in speaking.
The causes of the kinds of error in speaking in junior high school of Plaju

After collecting the data in order to find out the cause of factor errors in speaking in Junior High School of Plaju, we found that five types the causes of factor error in speaking. The themes and the codes gained from thematic analysis were listed in Table 1.

Table 1. Themes and codes for the kinds of the error in speaking

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>The students added one to two letters of words in the text</td>
</tr>
<tr>
<td>Omission</td>
<td>The students reduced one to two letters of words in the test</td>
</tr>
</tbody>
</table>

The kinds of errors in Speaking is influenced by some factors. Based on the results of research found in the fields by researchers, the factors that influences errors in speaking are categorized in two parts, namely Minor Errors (Additions) and Minor Errors (Omissions). From each of these factors explained more clearly by the researcher as follows:

Addition

After analyzing the data gained from the observation, we found that the Addition was the cause of factor error in speaking that required students added one or two letters of words in the text.

“... a monkey wanted to cross...”
The students repeated until 4x to say it but they still got wrong to say the verb

“He saw a crocodile...”
The student firstly said the word in Simple Present but repeated in because her friend told her the right one

“Then the crocodile swam down”
The students repeated the word and always wrong to say the verb

“it stopped and said to the monkey”
The students repeated spoke the verb, sometimes in Simple Present and also told the word said like divided it

We found the second error that was the caused of factor errors in speaking that required the students cannot speak in relax situation and trembling. Sometimes the students also under pressure because afraid of made the mistakes in speaking.

“... wanted to cross a river.”
When students read the text, they look trembling and occasionally take a moment to take a breath

“The monkey thought for a while”
The students mostly stopped to speak and look to another before they continue to speak

Omission

After analyzing the data gained from the observation, we found that Omission was the cause of factor errors in speaking that required students reduced one or two letters from the words in the text.

“One day a monkey wanted...”
The students divided that word being mon and key

—... back to the bank of the river
The students spoke that word with the real sound with their own accent, not like in dictionary

“...not to try to fool him again”
The students spoke the word try being tree

“...i left it under the tree”
The students repeated the word and asked how to spell it in right one

Discussions
Based on the result of data analysis, we found that Junior High School students in Plaju had difficulties and errors in speaking English. From collecting data through observation and speaking tests that have been done, we found two kinds of errors in students. Based on the samples of some Junior High School in Plaju, we gave them the speaking tests to find out the error in their speaking skills. The tests was gained by recording their voices and noted how much the errors which made by them. After completing the test, it can be concluded that a common mistakes was happened based on their habits in the past which it didn't correct before. The first was Addition and the last was Omission.

Error in speaking are important enough to be analyzed because from knowing these errors can provide the solution for teachers for correcting the students' errors. The analysis of error in speaking was the way how we found the mistakes in speaking and tried to correct it. The errors happened when we felt under pressure and sometimes felt so scared because we wanted to make the perfect sentence. Because of this errors, we must analyze it step by step start from the basic one. And this errors also happened in Junior High School where the students just want to try speaking with their own ways to understand but without their comprehensions in the information of the words also the pronunciations. The kinds of error in speaking was the way how we found the mistakes in speaking and try to correct it. The reason why the analysis of error in speaking was important it because some of the mistakes will remember permanently in students mind. If the teachers cannot changed that errors or helped them to fix it, the students will bring it in the next stages and also being their big mistakes when speak in English especially feeling scared because their Lack of Grammar.

Chomsky (2012) was one of the linguists who pointed out that native speakers made many errors when speaking, even though native speaker has a perfect command of his language, perfect languages of grammatical rules, lexis and the sound system. Errors on the other hand are problems that wouldn't have. Brown (1994) defines an error as — Noticeable deviation from the adult grammar of a native speaker, reflecting the interlingua competence of the learner. As someone learnsa foreign language, the errors he made indicates his level proficiency. On the other hand, the errors made by a beginner are different from the errors of an advanced student and what were once errors become more mistakes. Corder (1997) suggest a distinction between errors, there are errors in competence and error in performances. First, error of competence were the result of the application of rules by the second language learner which do not (yet) correspond to the second language. Second, error of performance were the results of a mistake in language use and manifest themselves as repeats, false starts, correction or slip the tongue. Clearly, second language learner could recognized and corrected errors of performance but not error of competence.

According to the experts above, errors in speaking happened sometimes from the internal factors. Start from the learner which not correspond to the second language, until they got manifest themselves as repeats, false starts, correction or slip the tongue. Then this is important for the teachers to change all the errors that caused by the students, because if they still remember the errors, although they were in next stage they will bring these mistakes in all time.
Conclusions and Recommendations

Based on the findings of this study, some important information on the analysis of error in speaking in Junior High School of Plaju used the caused of error in speaking and how the solution for correcting and analyzing the error in speaking. In caused the error in speaking it had five types of errors: Lack of Vocabulary, Lack of Grammar, Lack of Concentration, Minor Errors (Addition) and Minor Errors (Omission). And also, we found two ways of solution for correcting and analyzing the error of speaking: At the beginning of teaching and learning activity and At the end of teaching and learning activity.

This research is also expected that students could applied solutions that have been found to overcome mistakes in speaking. Thus it can help students to be unsustainable in pronunciation and grammar. It is also recommended for students to be diligent in reading and speaking so that they could helped and added new words of vocabulary. From reading could helped fluency in speaking English in students. Effective reading for purposed because this will determined what you will read. And also practicing speaking in your daily life could changed the mistakes that you made before.

References

THE ANALYSIS OF COMMON GRAMMATICAL ERROR IN WRITING NARRATIVE ESSAY OF ENGLISH STUDY AT SENIOR HIGH SCHOOL 2 PALEMBANG

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Abstract

The purpose of this study was to determine the grammar errors made by third year students at SMAN 2 Palembang. We employed the study by using qualitative case study research design. The participants were student SMAN 2 Palembang there are 3 class in XII science class and the sample 10 students. Data was collected using writing tests in the form of narrative essays. Data collection techniques using writing and referring. The finding of this study show errors in tense in narrative essay writing. And the error lies in grammar which includes omission and the use of missing and double auxiliary verbs. Errors occur because of the lack of concentration of students in writing narrative essay. It occurred because the difference of Indonesian language and English are different. Therefore, English teacher should not ignore the errors committed by the students. The teacher can give remedial teaching for the students to improve students mastery in writing skill.

Keywords: analysis of common grammatical error, narrative essay, senior high school 2 Palembang

Introduction

English is a language used to communicate with each other and the first international language used to interact with other people throughout the world. English is the mother tongue in the United States, Britain, the United Kingdom, Ireland, Australia, South Africa, New Zealand and the British Commonwealth countries such as Singapore and Malaysia. English is a Germanic language that was first spoken in the United Kingdom in the early Middle Ages. This language has also become the official language in nearly 60 countries throughout the world.

English vocabulary has been increasing for more than 1500 years of development. The almost complete English dictionary, the Oxford English Dictionary (second edition, 20 editions, 1989), contains more than 600,000 words, including ancient expressions and various pronunciations. Broadly speaking, the continuous absorption of every major language, especially from Latin, Greek, and some Scandinavian languages, as well as from many unknown languages, multiplies words in English vocabulary. In addition, many processes have made the creation of many new words as well as the establishment of new patterns for further development.

There are many languages used to communicate, there are approximately 7000 languages in the world. Then, how can we communicate with someone in another country? Do we have to be able to master about 7,000 languages in order to communicate? Of course not. We don't have to master all languages, the important thing is we can speak English, why? Because English is a patented language into an international language where every person in all parts of the world can communicate with someone who has a different language using English. The benefits of writing in English are also very important considering that in this technological era the ability is needed to be able to communicate digitally as well as through the internet, even in the professional world. In addition, for you students, how to learn English to study abroad also needs to be understood to get the opportunity to study in a country, which in general also uses English as one of the main languages. From this brief explanation, we can imagine that English is like a
bridge that can connect someone with someone, or someone with a group, or a group with groups with one language to communicate. Therefore, English is important to know and learn. There are several opinions from experts on the importance of English.

In Indonesia, learning English is important. English is used as a universal language. English officially has been learned as the international language to the Indonesian students since they were in the basic level until up level of education. Inteaching and learning English, they need to master four macro skills of the language, such as listening, speaking, reading, and writing. According to Harmer in Cholipah (2014), listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills. Moreover, they are as the learners need to be able to increase their vocabularies and master or understand grammar. Conducting English grammar still makes most of student do the mistakes.

The previous studies discussed about some problems of grammatical error were made by mother tongue, using of Indonesian grammar, misspellings and lack of grammatical understanding (Bustomi, 2009; Purwanti, 2013; Pupitasari, 2013). It proves that grammatical rules still become the difficult problem faced by the students in learning English. There are still many students who have problems in conducting English grammar. English grammar is more complicated than Indonesian grammar. Some students usually make grammar mistakes in their learning teaching English, especially in writing skill. They still use Indonesian grammar in English writing. Based on the preliminary research, the researcher found that many students of fourth semester students of English Education Study Program have problems in conducting grammar. It is also supported by the result of researcher's unstructured interview with the English students in writing subject. When the students write an essay writing, most of them still get the difficulty in choosing the verb, were not correct in using grammatical rules, and made wrong sentence repeatedly. Then the students made their mistakes repeatedly because they did not have the correction and it is what we called as an error. The view of problems of previous studies and preliminary research above, it can be summed up that one of the factor of students' wrong in writing is the students' knowledge. The students make the wrong sentence repeatedly and do not know how to correct the wrong sentence structure. Formally, making error is usually a process in learning a foreign language. So the researcher wants to analyze students' grammatical error by using error analysis to get a good correction to know their competence in foreign language.

Literature Review
This study researcher focuses to research an error analysis on the use of grammar narrative text.

Definition of writing
Meanwhile, writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language (Wikipedia:2016). Consequently, we need practice to write paper or essay a lot for drilling our skill in writing because writing is a different from other skills with a good skill, we can create interesting scientific work. In other hand, we can prevent the reader from misunderstanding if our writing use correct grammar. Writing is very difficult from other skills because we need full concentrate to choose interesting topic and write with correct grammar. This difficulty is not only generating and organizing idea, but also in translating these ideas into readable text. That is way writing becomes the last language skill to be taught after listening, speaking, and reading skill (Rosa, 2014). It means that writing has different difficulty level with other skills because writing need systematic sequence of sentences and skill translate well. In practicing, teacher have to make interesting media to engage their students because writing have some method to become good paragraph. In a fact, students in Indonesia felt confuse to translate between Indonesia to English and contrarily. Thus , writing is a set of paragraphs that consists noun, verb, adjective, phrase, etc. If the components became one unit, they would be good paragraph and made the reader bring out in the story. Based on Rosa's statement (2014) Writing is process of exploring the writer's thoughts to manifest the
graphological and grammatical system of language by using visual medium in the form of sentences.

**The process of writing**

Writing has five process to become good paragraph. Therefore, the writer should follow steps of writing that become provision in writing. The element are prewriting, outlining, drafting, revising, and editing.

**Prewriting**

Prewriting is a technique in writing that use general topic or the collecting idea from the writer. The purpose from this strategies are we can imagine what the topic that would be write and we can also make a draft from our idea. According to McLean (2012) Prewriting is the stage of the writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen). It means that, prewriting is a topic idea that would be basic to write information and it's still abstract. After that, the writer can organize their idea on the paper as a draft or outline. In prewriting also has four strategies that can help the writer. There are choosing topic, using experience and observation, reading, and free writing.

**Choosing topic**

Choosing topic is a strategy where the writer decided what the theme that would be write. —The first important step is for you to tell yourself why you are writing (to inform, to explain, or some other purpose) and for whom you are writing (Mc Lan, 2012) It means that, the writer have to know the reason why he want to write. Then, they choose the topic before the writer began to write. Moreover, the writer can make a plan about the scientific work that would be made by the writer. Using Experience and Observation Using experience and observation can become the alternative way for the writer to begin their writing. Moreover, the writer can use their experience during their life as a unique topic and help them to more easy in writing. Besides, the purpose of observation is to guide the writer choose interesting topic based their experience that has been happened.

**Reading**

Reading is a strategy in prewriting where the writer search references to support their scientifics work. Moreover, the purpose of reading in this strategy is to support their idea or topic that have been chosen by the writer. Therefore, reading can make the topic of writing has a progress to become systematic paragraph.

**Free writing**

Free writing is a technique where the writer write anything based on they wanted and their mind. This technique can help worried feeling by the writer about correct grammar and mistake meaning.

**Outlining**

After prewriting technique have done, the writer have to make a outline before they began their scientific work. Moreover, outlining is approaches where the writer to write keyword that would be object of scientific work. the purpose of the technique is help the writer to write systematic paragraph and focus in a topic that have been chosen by the writer. Moreover, the writer just write the point of the topic.

**Drafting**

Drafting is a process where the writer complete their paragraph or essay with new idea. The purpose this strategy to help the reader easy understand the information. Besides, in drafting process the writer began first writing with introduction, body paragraph, and conclusion.
Revising and editing

Revising and editing is an important process in writing where the writer would be checked their scientific work. In this step, the writer read again the topic of scientific work and match with content of sentences that written by the writer. Besides, the writer try to edit their work if there are error mistake like grammar and revise to become correct grammar.

Definition of grammar

Purpura (2004) in his book states that grammar is defined as a systematic way of accounting for a predicting a speaker's knowledge of the language. It is done by a set of principles that can be used to construct all well formed sentence in the language.

Grammatical structures

It is related to the specific instance of grammar. Example of structure can be the past tense, noun phrase, passive voice, the comparison of adjectives, etc.

Grammatical meaning

In understanding of grammar, it does not only understand on how some language are combined in order to look right, but also it affects their meaning. Grammatical structure may be quite difficult to teach, but grammatical meaning is more difficult than it. Grammatical meaning is make the students explain to the readers how they understand with the students' writing.

Grammatical error on writing

The examples of the grammatical errors which are found in the students' writing:

Sentence pattern

Almost all English sentences contain a subject (S) and a verb (V). Azar (1999) states that subject is the word tells on who or what performed the action of the verb. The verb may be followed by an object (O).

For examples:
My mother cooks
(S) (V)
My book is brought by Mary
(S) (V) (O)

Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began an ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over.

For example:
—When I *was* twelve, I *broke* my leg. I *slipped* on the playground on a cold winter morning and *fell*. The bone near my ankle *snapped* with a loud —pop! Even my friends *heard* it. The teachers *called* my parents, who *came* quickly. —

Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

Narrative text

Narrative text is a famous text in English learning activity. Then, narrative text is a paragraph or essay that telling story or chronological the accident. The content of narrative was made very
interesting because this text aims to entertain the reader. Moreover, the reader can bring out in the story and they can imagine that the story really happened in reality. According to Asmiyah — A narrative text usually focused on specific participant or character, describe certain events or phenomenon in detail (2011). It means that narrative text explained a phenomenon that have been finished in last time with including figures and the character that supported them in the story.

In addition, this theory almost same with syarif, he said — Narrative text is the story that happened in the past (2014). From the definition by expert, we can know if narrative text is a story that made to entertain the reader. Moreover, the reader can felt the story from the characteristic there. Besides, to make the reader interesting with the topic, the writer have to make the story with illustration. Therefore, the reader can felt the story like in real life.

**Error analysis**

Error analysis is tool to help the researcher checked the grammatical error that made by students especially using tenses in narrative text. According to Hourani (2008), error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. It means that, error analysis is very important because the researcher would to the types of errors done by students of using past tense in writing narrative text and the factors that influence their errors. Errors is very usual in writing paragraph or essay, so errors analysis is needed by teacher to correct the student's essay.

**Methodology**

**Research design**

In this study, we use qualitative research methods with a case study approach. The method of case study research examines a particular case or phenomenon that exists in society that is carried out in depth to study the background, circumstances, and interactions that occur. Case studies are carried out on a unified system that can be a program, activity, event, or group of individuals who are in certain circumstances. Because it specifically examines a particular situation, case study research is not done to draw conclusions about the phenomenon of a particular population or group but specifically for the event or phenomenon under study only. We conducted this research at SMAN 2 Palembang. In this study, we examine whether the causes of errors occur when students do essay assignments. Students who participated in this study were grade 3 students.

**Data collection**

The researcher collects data by providing student worksheets for writing narrative essays. Then researcher distributed work paper to all students. After that student are asked to write narrative essays. After the student finished writing. Then the researcher identified errors in the word or sentence from their narrative essays. And the last one, researchers analyzed and classified the most common mistake made by student.

**Data analysis**

In analyzing data, we applied thematic analysis. We follow the steps proposed by Creswell (2012). First, we give a piece of paper to be written with 180-220 words that contain narrative essays. We give them one by one to 3rd grade students. Secondly, we start coding all data. In this process, we read all the papers that have been written and begin coding the data related to the writing of the essay. After doing the test in writing a narrative essay, we read it in its entirety and examined where the grammar errors were. Finally, we made interpretations in qualitative research of findings and results.

**Trustworthiness**

Moleong (2002) states that the trustworthiness of the data convers credibility, dependability. In this research, the trustworthiness of the data was gained by using credibility and dependability.
The deep and detail observation on the data analysis was carried out in order to achieve the credibility of the data analysis. Thus, the data analysis can be regarded as credible. The data analysis were also read and reread carefully and comprehensively until they were certainly in accordance with the research question.

The triangulation techiquest, with utilized sources outside the data verify the data analysis or to compare them, was used in order to get the dependability of the data analysis. Consultants judgments and sources were significantly important and practical in this study. The data analysis were discussed and consulted with the consultant. This research was also triangulated by two friends of the research. Moreover, sources from books which were related to this research theory were used to match up the findings in this study.

Findings

This finding presents the following two things 1) What causes errors in writing narrative essays in the form of English. 2) Solutions to correct and analyze errors in writing. Based on thematic analysis on Creswell (2012), in this study we found four themes that reflected what had been misread and written. In SMAN 2 Palembang students, four themes found were error of omission, error of addition, error of selection and error of ordering.

**The cause of errors in writing**

To find out what errors are found when writing narrative essays with high school students in the early years we have collected data by doing writing tests in the form of narrative essays we make written and order observations to explore how students learn to write based on results and knowledge that they get from school. Observations made using class writing tests. Besides that we also tell or explain what is a narrative essay so that they can think what they will write. After collecting data in finding out what caused the error in writing. We have found and concluded themes that reflect the essence of writing errors.

**The themes and codes: contained in thematic analysis are listed in table 1**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td>The students removes items that should appear in the item greeting.</td>
</tr>
<tr>
<td></td>
<td>—Negligence has two types of morphemes which are eliminated more from</td>
</tr>
<tr>
<td></td>
<td>the other. They are content morphemes and grammatical morphemes.</td>
</tr>
<tr>
<td>Addition</td>
<td>The students add speech that is not needed in sentences, or students</td>
</tr>
<tr>
<td></td>
<td>add some unnecessary elements.</td>
</tr>
<tr>
<td>Selection</td>
<td>The students choose the wrong item in the right place, unlike the</td>
</tr>
<tr>
<td></td>
<td>negligence of the item not provided at all, in selection errors,</td>
</tr>
<tr>
<td></td>
<td>student supplies something even though it's not true.</td>
</tr>
<tr>
<td>Ordering</td>
<td>The items presented are correct but the order is wrong.</td>
</tr>
</tbody>
</table>

From table 1 after conducting:

**Omission**

Also occurs in morphology. Students often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say,
For example:
*A strange thing happen to me yesterday. In stead of: “a strange thing happened to me yesterday”.

**Addition**

Students not only omit elements which they regard as redundant but they also add redundant element.
For example:
- *I thinks* - *The books is here* Instead of “I think” and “the books is here”.

**Selection**

Students commit errors in pronunciation, morphology, syntax, and vocabulary due to the selection of the wrong phoneme, morpheme, structure or vocabulary item.
For example:
*My friend is oldest than me. Instead of: “my friend is older than me”.

**Ordering**

Misordering can occur in morphological level misordering of bound morpheme in English is perhaps less frequent, given their limited number; but in the For example “he is get upping now”, the student attaches the inflection –ing to the particle of the two word verb get up.

**Discussion**

According to Scovel at Amara (2015), errors are a form of language or combination of forms that are, the same context and under the same context and in the same production conditions, will, in all circumstances, not be produced by native speakers colleagues. We also argued that the answer from problem research questions on students make grammatical mistakes on narrative writing by category removal of auxiliary verbs. Something can be said to be a mistake when making mistakes and mistakes reset it. Negligence is indicated by absence of items in the sentence.

Depend on Dulay et all in Agustina (2016) declare the disappearance is the absence of items that should be appears in a sentence. The students didn't add auxiliary verbs based on the right rules. Error based grammar auxiliary verb removal category followed by adjectives and grammatical errors based on categories. We also argued that the omission of the auxiliary verb is followed by the noun performed by students.

Based on the findings, it could be said the students committed grammatical errors based on categories omission of auxiliary verbs. They commitment from auxiliary verbs followed by adjectives and omissions auxiliary verbs followed by nouns on their writing. The students did not add auxiliary verb in sentence based on the right rules, whereas students have learned it. It can be said that students have flaws knowledge of grammar.

Based on Fahrudin (1988) said that the writing it is to be good if it can be communicated with the purpose and language situation, while the writing is said to be true if it is in accordance with the applicable rules. The article is writing that has characteristics that include: meaningful, clear, round, intact, economical, and fulfilling grammatical rules.

The results of data analysis, we found that Palembang SMA N 2 students had difficulties and errors in writing narrative essays in the form of English. From the collection of observation data and writing tests that have been done we found 2 difficulties or errors in students. Based on a number of high school students, we gave them an English writing test, the test was done in distributing one sheet of paper to each student containing the command to write a story about the "essay narrative" and must cover 180-220 words. And we correct what's wrong in their essays. After completing the test it can be concluded that a common mistake is found in high school students in Palembang. The first is an error in laying out grammar and vocabulary. The second is fear and doubt to write and there are small mistakes such as lack of concentration.

Errors in writing are important enough to analyze because knowing this error can provide a solution for the teacher in correcting this error. Analysis of writing errors is how we
found errors in writing and tried to fix them. The reason why analysis of errors in writing is important is because some errors will remember permanently in the minds of students. If the teachers cannot change the error or help them improve it, the students will take it to the next stage and also become their big mistake when writing in English especially feeling afraid and doubtful because of their lack of grammar. Mistakes occur when we feel less and sometimes feel scared because we want to make a perfect sentence. Because of this error we must analyze it step by step starting from the bottom.

**Conclusion and recommendations**

Based on the findings and analysis in this study, some important information has been found about errors in writing in English in high school students. There are two mistakes, namely the lack of understanding the words of language and vocabulary. Then fear and doubt students to write in English and small mistakes such as students' difficulties in concentrating. In this study also can provide solutions to students who have errors in writing in English.

This research is also expected that students can apply the solutions that have been found to overcome writing errors. Thus it can help students become unsustainable students in writing and grammar. It is also recommended for students to be diligent in writing so that they can help and add new words and from reading can help students feel fluent in English.

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Targian(2008:22)fungsi utama menulis berfikir secara aktif dan kritis.

ANALYSIS OF STUDENT DIFFICULTIES IN READING COMPREHENSION AT SIX SEMESTER OF RADEN FATAH STATE ISLAMIC UNIVERSITY PALEMBANG

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Abstract
This study focuses on difficulties faced by the student six semester of Raden Fatah State Islamic University Palembang in reading comprehension. The purpose of the study was to find out student difficulties in reading comprehension at Raden Fatah State Islamic University Palembang. We employed the study by using qualitative case study research design. The participants were students six semester of Raden Fatah State Islamic University Palembang. The data was collected by using an interview with the participant. The interviews sessions were audiotaped and transcribed. We used thematic analysis as our data analysis techniques. The finding showed that there were many factors made Student Difficulties in Reading Comprehension at six semester of Raden Fatah State Islamic University Palembang: lack of knowledge of strategies in reading comprehension, difficulty in understanding long sentences, lack of knowledge complex sentence, Lack of vocabulary, rapid rate of reading, lack of participation in reading, and poor mastery of grammar.

Keywords: reading comprehension, students difficulties

Introduction
English language skills are essential in attaining proficiency. These skills are either receptive or productive skills. Receptive skills involve reading and listening while productive skills consist of writing and speaking. Learners acquire receptive skills by receiving the language from oral or written material. In this case, learners decode the meaning to comprehend the receptive material. The importance of reading as a language skill can never be underestimated. It is one of the essential means through which information can be obtained especially for educational purposes. Reading serves as one of the most commonly utilized language proficiency skills across the globe. In addition, lack of reading ability results in poor academic performance among students. According to Mundhe (2015) they also face various challenges outside the academic environment due to reading deficiency.

According to Miculecky and Jeffries Reading is a complex activity that involves a wide variety of skills. Your ability to understand and remember what you read depends on in large part on your ability to apply these skills to your reading. If the students do not understand a reading, the students feel difficult to understand a text in reading. Reading comprehension is often referred to as through reading or intensive reading. According to Bond et al. (1990), reading comprehension is a reading activity that aims to obtain adequate understanding and interpretation of the meanings contained in written symbols. The main goal is to produce effective readers.

Mastering reading skill requires interaction between the reader and the text. The reader has to decode the meaning of the written words to be able to understand the writer's point of view. Rivers (1981) said that, —reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's which are knowledge of the language. Readers have to use their prior knowledge while reading in order to construct meaning. Goodman (1973) declares that the
learner—interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved."

Reading plays a central role in our educational, working, recreational, and social lives. The ability to read is highly valued and important for social and economic advancement. Reading is the most important skill among the four language skills as it can improve the overall language proficiency (Snow, Burns & Griffin, 1998; McDonough & Shaw, 1993; Krashen & Brown, 2007).

Even though one may have reading difficulties in his or her mother tongue, the problems get worse when reading is applied to a second language, as students might be lagging behind in a number of reading components, including accuracy, comprehension, and speed. Lagging behind is a cognitive difficulty associated with the process of reading in another language (Alsamadani, 2008). The ability to read comprehension is an ability that will become capital to obtain a science. Students have various problems in doing reading comprehension related to their level of mastery.

Sanford (2015) argues that one of the most important factors that impede students' reading comprehension is phonemic awareness, the ability to process the individual sounds of letters, which is needed for word recognition. Poor working memory is another factor that affects a student's ability to read proficiently and comprehend text. Additionally, vocabulary knowledge positively affects reading comprehension and academic performance. Another factor linked to reading difficulties is low prior knowledge (i.e., poor general knowledge) and lack of breadth in vocabulary. The other factor that may influence students' reading process is motivation.

Ehri (1991) reported that there are four different ways to read words; decoding, reading by analogy, reading by prediction made from context and sight word reading. On the other hand, linguistic comprehension which is often operationalized using listening comprehension tasks is defined by Hoover and Gough (1990) as "the ability to take lexical information (i.e. semantic information at the word level) and derive the sentence and discourse interpretation." Several studies have shown that decoding and linguistic comprehension represent for more than 70% of the variance in reading comprehension (Catts, Hogan, & Adlof, 2005).

Thus, students difficulties in reading comprehension are important to analyze. Teachers must be fast in responding to students difficulties in reading comprehension. This is because if the students couldn't know whatever the difficulties in reading comprehension, it would made students forever will always have difficulties in reading comprehension and cause students to be less interested in reading. Analyzing students difficulties in reading comprehension was the main thing that must be done because reading comprehension is very important learning. Therefore, we were interested to Analysis of Student Difficulties in Reading Comprehension at sixth-semester students of Raden Fatah State Islamic University Palembang for addressing the following research questions: What causes students difficulties in reading comprehension?

**Literature Review**

**Reading and reading comprehension**

Reading is one of the major parts in English learning that relates to the understanding of a written text. Reading is a process when the reader deals with printed materials to convey the meaning by using their knowledge about the language and the topic written. In this line with the theory from Finocchiaro and Bonomo (1973) which state that—reading is bringing and getting meaning from the printed or written materials. Reading also becomes a major need for language learning to develop their potential in learning. Joycey (2002) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. This supports the statement above, a learner needs to be active in interacting themselves into a text to get more knowledge to be explored during their time in learning.

According to David Nunan (1989)—reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading. So, in the classroom, in students' reading activities, that writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with
the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

Reading well means to understand what writer tries to present in his/her writing. This means that a reader needs background knowledge and competence while reading. Razali and Razali (2013) stated that some readers use their background of knowledge and experience to compose meaning from the text in reading process, then the readers will connect the ideas in the text to what they already know in order to get the comprehension of the text. Even most people can comprehend the material what they read after reading word-by-word and they are spending a lot of time repeating the difficult term of the text. In addition, Goodman (1976) states that reading is an active process of deriving meaning.

According to Howart (2006) cites that reading is just as communicative as any other form of language. Those mean that in reading the reader will actively find out the meaning of the text while also exploring the meaning of text while reading, the communicative here could be referred to the ability of the students in answering the questions after they have their own understanding toward the text they read. In short the term communicative related to the communication between the students with the text.

Doyle (2004) states that comprehension is a progressive skill in attaching meaning that begins at the same level and proceeds to attach meaning to an entire reading selection. Brown (2001) states that reading is comprehending. It means that when reading the readers unconsciously try to understand the meaning of the text and they also deal with understanding the aim of the text, the readers may be able to make their own inferences about the text after reading. How much and how easily readers comprehend depends on variables within and outside them (Durkin, 1979 in McIntrye, et al 2011).

Furthermore, Finnochiaro and Bonomo (1973) suggest that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.

Reading comprehension is a process of digging up information, to gain knowledge and understanding of the meaning previously possessed. Reading comprehension is the highest level and not easy to understand a reading. The main thing that must be considered to be able to understand the reading well is to understand the meaning of words, sentences, and paragraphs, because there are many readings in it various word meanings, which students must understand in a sentence or even paragraph and need a process for a students to be able to understand reading well.

Based on the statements above, it can be inferred reading comprehension is two ability which cannot be separated, in reading the students deal with the goal which is to understand the whole message content of the text, and to understand the text itself the readers should gather the concept of comprehending first. Reading comprehension helps the students to get the deepest meaning of the text.

Students Difficulties In Reading Comprehension
Vocabulary

Many studies investigated reading comprehension difficulties among students. The study found that most of the students face difficulties in reading English texts. Inadequate vocabulary knowledge was recognized as one of the main issues (Gunning, 2002). Vocabulary knowledge plays an important role in understanding complex reading materials such as textbooks, particularly those containing technical expressions (Carlsile, 2000; Qian, 2002). This is because students with poor vocabulary knowledge face difficulties in understanding technical words such as super ordinate, synonyms, antonyms, or words with multiple connotations (Nuttall, 2000; Carlsile, 2000; Vilenius-Tuohimaa, Aunola, & Nurmi, 2008). To understand what stated in text, people need to understand most of the words in the text. Having a strong vocabulary is a key
component of reading comprehension. Students can learn vocabulary through instruction but they typically learn the meaning of words through everyday experience and also by reading.

Reading strategies

The students who lack of reading strategies often fails in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test (Duarte, 2005). There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test. (Mei-yu, 1998 as cited by Fajar, 2009).The students must be pressured to find out strategies in reading comprehension, repeating understood words, finding new words to find out how to pronounce, and after students find out they must be tested so that the knowledge is not lost. Try not to force your little one to shape it.

Knowledge of grammar

Some studies suggest that grammar knowledge have a prominent role in reading comprehension. The level of grammar knowledge among students influences their comprehension of text. students with inadequate knowledge of grammar tend to have difficulties in reading comprehension. Therefore, students require grammar knowledge to comprehend meaning of expressions in passages (Koda, 2005). Studies indicated that there is a significant relationship between grammar knowledge and reading comprehension. Students' grammar level is a vital element in unstinting written document. Similarly, Haarman (1988) found that there were strong associations between grammatical knowledge and reading comprehension. Bernhardt (2000) also noted that learners' reading ability relatively depends on their grammatical knowledge.

It is evident from the foregoing review that factors such as vocabulary, knowledge of strategy in reading comprehension, Complex sentence and long sentence, knowledge of grammar and etc. It is also believed that once the learners acquire enough vocabulary, their language proficiency will improve. Hence, this study aims to know the students' difficulties in reading comprehension

Methodology

Research design

This study used qualitative research methods. According to Creswell (2012) qualitative methods are not clear, holistic, complex, dynamic and full of meaning so that it is not possible to be captured by quantitative research methods. In addition, researchers intend to understand social situations in depth, find patterns, hypotheses, and theories. The historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.

Research site, sampling, and participants

This research was carried at Raden Fatah State Islamic University Palembang and qualitative research did not use population criteria but by spardlay, it was called a "social situation" which consisted of three elements: place, actor, and activity. In this study, the participants were six semesters students of Islamic state university Raden Fatah Palembang. Finally, we conducted research on students in the sixth semester of the Islamic State University of Raden Fatah Palembang and there were 6 students who were willing to participate in our research.
Data collection

How to obtain data is known as the method of data collection. Some examples of data collection included: interviews, observation, questionnaires, and documentation. According to Creswell (2012) this study was collected through interviews. This data collection is done with face to face interviews with students who have difficulties in reading comprehension, and the way to answer the question is open-ended.

Data analysis

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). We collected the data from the interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. Then we started to code all of the data. In this process, we read all transcriptions and start to code the data related to research questions. After collecting the data from the interview, we coded the difficulties students of Raden Fatah State Islamic University Palembang in reading comprehension. The last, we made interpretation in qualitative research of the findings and results.

Trustworthiness

In this study, we used member checking to enhance the accuracy of the study. According to Lincoln and Gub (1985) recommended member checking as a means of enhancing rigour in qualitative research, proposing that credibility is inherent in the accurate descriptions or interpretations of phenomena.

Findings

The findings presented of two following things: (1.) What causes students difficulties in reading comprehension. Firstly, from the thematic analysis that we conducted based on Creswell (2012), we found three themes of cause the student's difficulties in reading comprehension. Secondly, we found themes that reflected the solutions and analyze the student's difficulties in reading comprehension.

The Causes of students’ difficulties in reading comprehension

After collecting the data in order to find out the cause of students difficulties in reading comprehension at sixth-semester at Raden Fatah State Islamic University Palembang, we found that there are three types of the causes of students difficulties in reading comprehension. The themes and the codes gained from thematic analysis were listed in Table 1.

Table 1. Themes and codes for students difficulties in reading comprehension.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. lack of knowledge of strategies in reading comprehension,</td>
<td>A. The students didn't know the strategy in reading comprehension</td>
</tr>
<tr>
<td>2. Lack of vocabulary</td>
<td>A. Vocabulary in reading is very difficult because students rarely read</td>
</tr>
<tr>
<td>3. Lack mastery of grammar</td>
<td>A. The students didn't know the differences about tenses</td>
</tr>
<tr>
<td></td>
<td>B. The students in reading comprehension did the wrong verb in sentences</td>
</tr>
</tbody>
</table>

The theme and code described in Table 1 were explaining as follows:

Lack of knowledge on reading comprehension strategies

Based on data collected from interviews with students, we found that one of the factors that caused students difficulties in understanding reading was the lack of knowledge of strategies.
in reading comprehension. In this case, the lack of strategy in reading comprehension causes students difficulties in reading comprehension and they also acknowledge that they didn't know what strategies in reading comprehension.

In addition, we asked the students about the difficulties in reading comprehension. R3 said that:

"I don't know the strategies in reading comprehension and I don't know how to reading with strategies." (personal communication, 20 April 2019)

**Lack of vocabulary**

Lack vocabulary Based on data obtained from interviews, we found that most students claimed that they often misinterpreted vocabulary because the vocabulary in a reading was very difficult. So we conclude that the lack of vocabulary is very influential in reading comprehension, because it can hinder a person's learning process either in reading comprehension or in other skills. R4 said that:

"So many vocabulary in reading, i didn't know the meaning, because the vocabulary is very difficult and made me difficulty in reading comprehension." (personal communication, 20 April 2019)

**Lack mastery of grammar**

Grammar is partly study of what forms (or structure) are possible in language. Grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern a language's sentences are formed, Thornbury (2002). It means that grammar was not different with problems of vocabulary mastery, almost all of students were said in low mastering English grammar. After analyzing the data obtained from the interviews, we found that lack of grammar is the cause of student difficulties in reading comprehension. Students also said that in the interview the grammar often hampered their reading comprehension and than we asked to students about difficulty in reading comprehension. R5 said that:

"I only understand tenses only when there is a description of time like tomorrow, yesterday, and now ;"but I don't understand verb2 and verb3 or words that show other information.” (personal communication, 20 April 2019)

**Discussion**

Based on the results of data analysis, we found that the university students of State Islamic State Raden Fatah Palembang experienced difficulties in reading comprehension. From data collection through interviews that have been conducted, we found three difficulties for students. Based on a sample of a number of students who are interested in university islamic state raden fatah palembang, we interviewed them to find out what difficulties were experienced in reading comprehension. we found three difficulties in reading comprehension were, the first is a lack of strategy knowledge in reading comprehension, the second is lack of vocabulary, and the last lack mastery of grammar.

The result of our research same as Duarte (2005), he also found that difficulties in reading comprehension was lack of strategy knowledge. Duarte's data found that the students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension, and also in our research was the students didn't understand about strategy in reading comprehension.

This research also in line with Nurjanah (2018), who stated that lack of vocabulary by the students were limited of vocabulary and they didn't mastery in vocabulary and confused in reading comprehension because they didn't know the meaning of english words. In our research also found the lack of vocabulary by the students was the vocabulary in english was difficult to read.
Alavi and Kaivanpanah (2007) argued most of students hard in reading comprehension because of grammar, the students confused to differentiate between present and past tense. We also argued that grammatical knowledge depend on the students was difficult to understand past or present tense in reading comprehension. Therefore, if language teachers aim to helping students read better and comprehend faster, they are advised to increase the grammatical knowledge through diverse such as focus on form and explicit instruction. An interactive program to teach grammar and improve reading comprehension is suggested to bring about significant improvement in reading comprehension.

Student difficulties in reading comprehension are very important to analyze because knowing students difficulties in reading comprehension can provide a solution for better learning. Analyzing difficulties in reading comprehension is one of our ways to help students realize that reading comprehension is very important.

Conclusion and recommendations

Based on the findings and analysis in this study, some important information has been found students difficulties in reading comprehension at Islamic state university Raden Fatah Palembang. There are many difficulties to faced students in reading comprehension, those are lack of knowledge of strategies in reading comprehension, the difficulty in understanding long sentences, lack of knowledge complex sentence, Lack of vocabulary, rapid rate of reading, lack of participation in reading, and poor mastery of grammar.

The ability to understand a reading becomes important for students because everything that is done will always require students to understand first. A student who has the ability to read does not necessarily have the ability to understand what he reads. Reading comprehension is closely related to the ability to understand and pronounce language and graphic symbols, the ability to understand basic ideas, and the ability to recognize students' attitudes towards the subject matter. When students are able to understand the reading well, the students will be able to understand the written command well.

Based on the results of this study, it can be suggested as follows by the researchers, for other researchers, the results of this study can be one of the references in providing a little knowledge and more understanding about students having difficulty learning in understanding reading. And can look for alternatives that can be used to improve children's reading comprehension skills For teachers, based on the results of this study the idea structuring technique can be an alternative in teaching how to understand a reading of students. The more varied the ways used by the teacher, the students will be more enthusiastic in following the teaching and learning process.

References


Duarte (2005), Are Assessment Data Really Driving Middle School Reading Instruction? What we can learn from one student’s experience. Journal of Adolescent and Adult Literacy, 51(7), 578-587. https://doi.org/10.1598/JAAL.51.7.5


Nurjanah (2018). *The Analysis on Students’ Difficulties in Doing Reading Comprehension Final Test. Ungaran*
The purpose of this study was to find out kinds of pronunciation errors made by second semester students at UIN Raden Fatah Palembang in reading English text aloud. We conducted this research by using a descriptive qualitative research method. The objects of this study were 10 students of second semester at UIN Raden Fatah Palembang who have willingness to be tested. The title of the text was *Ant and Grasshopper* which consisted of 176 words. The text was read aloud by the students then was analyzed by the researchers. We analyzed this research by using Corder’s theory about error analysis which classified the errors into four different categories. The finding of the data analysis showed that there were eighteen kinds of pronunciation errors made by students. There were seven omissions, four additions, seven selections and three orderings. Based on data analysis, omission and selection were the most frequent that occured in their pronunciation than other types. We concluded that the students tended to generate pronunciation error when they were reading text.

**Keywords:** error analysis, pronunciation error, reading aloud

**Introduction**

English is the most important language which is used by many people in the world. According to Robins (2007) states that —language is a unitary activity; people speak and write; and understand what is spoken and written in their own language, without necessarily being aware of such things as grammar and pronunciation. In Indonesia, English is a foreign language, it is surely has the differences in pronunciation, accent, dialect, and grammatical rules.

Pronunciation is one of the most important parts of languages to speak with other people. As stated by Harmer (2000) that for all people, being made aware of pronunciation issues will be of immense benefit not only to their own pronunciation but also their understanding of spoken English. In learning English, it is not only knowing the meaning of the words and the structures but also knowing how to pronounce the words correctly and clearly. Many students find the difficulties in pronouncing English words. That is because their lack of knowledge about phonemes.

The different pronunciations or different sounds will cause different meanings. Speaking without considering the pronunciation will disturb and cause misunderstanding in the meaning of the words spoken. According to Crystal (1985), Phonology is an aspect of linguistics which studies the sound system of language. In phonology, pronunciation takes the most important role. Pronunciation is the choice of sounds used in forming words, Carrel, Tiffany (1960). It is very important to study pronunciation since what we pronounce reflects the meaning of something. The different ways in pronouncing phonemes in English will cause different meanings of words.

One of pronunciation errors is slip of the tongue. Paul (2013) defines that a slip of the tongue is a mistake made while speaking, and which can be revealing about the processes and representation used during language production. The researcher agrees with Paul's ideas because actually when someone wants to say something, she or he has already planned what should be spoken. The teaching pronunciation for Indonesia students is quite difficult. So, Erdogan (2005)
states that they always make error when they are speaking and it is inevitable that learners make mistakes in the process of foreign language learning. The difficulties are due to the fact that irregular spelling of the English offers poor guidance to its pronunciation, the another due to interference or negative transfer from the mother tongue of the students to the target language.

In learning English, non-native speakers tend to make errors. Error in the acquiring process is unavoidable and making errors is part of learning (Dulay, Burt, Krashen, 1982). Dulay et al also stated that one of the factors which cause the error is the influence of first language (L1).

Many second semester students who study in English education at UIN Raden Fatah Palembang don’t know how to pronounce the word /ð/, /θ/, /ʃ/, and so on in the right way. Mostly it is because of several differences between Indonesian and English pronunciation. Based on the researchers’ observation, we have found that speaking skill at second semester students in English education at UIN Raden Fatah are still low. Most of them were confused about what they pronounce.

The researchers realize that pronunciation is very important for students, especially students who is majoring in English education. They should be a good speaker with proper pronunciation because it is main component in their profession and for further education. Therefore, we performed a study to analyze the pronunciation of the second semester students at UIN Raden Fatah Palembang in reading English text aloud.

**Literature review**

**Difference of error and mistake**

Learning a foreign language means learning the vocabulary items, rules or structure, sound system, and other aspect of language which are different from those of the mother tongue. Richard in Jaya (2009) states that ―those (vocabulary, structure, sound system) elements that are similar to the (learner’s) native language will be simple for him, and those areas that are different will be difficult‖. The difficulty in learning a foreign language can cause the learner to make errors and it is very common to happen among the language learners. The errors they make may be in vocabulary, structure, pronunciation, and spelling which are known as the language components.

Human learning is fundamentally a process that involves the making of mistake or error. Mistake, misjudgement, miscalculation, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. Errors in learning process, especially in foreign or second language learning are natural in the sense that one cannot avoid them. In other words, errors should be analyzed for educational benefits. Dullay et al (1982) define errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of mature language performance. It means that there is something wrong in norms of language performance; the making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without the making of errors. When learners talk about error, learners may also think about mistake.

Error and mistake are not the same, it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both. Furthermore, Ellis (1994) defines an error is a deviation from accepted rules of a language made by a learner of a second language. Such errors result from the learner’s lack of knowledge of correct rules of the target language.

A significant distinction is generally made between errors and mistakes which are not treated the same from a linguistic view point. The study of learners’ errors was the main area of investigation by linguists in the history of second-language acquisition research. Meanwhile, Brown (1994) explains linguistic errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner. He cites an example Does John can sing? where a preceding do auxiliary verb has been used as an error. In linguistics, it is considered important to distinguish errors from mistakes. Brown (1994) a distinction is always
made between errors and mistakes where the former is defined as resulting from a learner’s lack of proper grammatical knowledge, whilst the latter as a failure to utilize a known system correctly. Brown (2000) a mistake, on the other hand, refers to a performance error that is either a random guess or a ‘slip’, in that it is failure to utilize a known system correctly. Mistakes of this kind are frequently made by both native speakers and second language learners. However, native speakers are generally able to correct themselves quickly. Such mistakes include slips of the tongue and random ungrammatical formations.

On the other hand, Gass and Selinker (2008) state errors are systematic in that they occur repeatedly and are not recognizable by the learner. They are a part of the learner's interlanguage, and the learner does not generally consider them as errors. They are errors only from the perspective of teachers and others who are aware that the learner has deviated from a grammatical norm. Nika et al (2012) explain that mistakes can be self-corrected with or without being pointed out to the speaker but errors cannot be self-corrected. Besides, Harmer Khodijah (2006) says that mistake is less serious since it is the retrieval that is faulty not the knowledge. In other word the students know the rule, but they make a slip when producing it.

Error analysis

In learning English as a foreign language, some language learners are afraid of practicing this language with other people. One of the reasons is their fear of making mistake and errors. Some linguists use error analysis as a strategy to manage this problem. Brown (2000) states the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners. The students’ errors mean that there are some problems within their learning of the target language. It is very important for teacher to analyze the errors the students make. Errors in learning process, especially in foreign or second language learning are natural in the sense that one cannot avoid them. In other words, errors should be analyzed for educational benefits.

Error analysis is one of type of linguistics analysis that focuses on the errors that learners make. It is often happening in students that learn about the second language but also error sometimes did by the native speaker. Chomsky in Kaswan (2010) there are two kinds of errors are competence error to the ability all native speakers have being able to understand and produce sentences which have never heard before, performance error refer to the actual use of the language by individuals in speech and in writing. Corder (1981) states that errors are natural part of learning a language and can work as an insight into the tools and the process used to learn a language. One of the most important findings of errors analysis is that most errors occur by learners drawing incorrect conclusion about the rules of the second language. He classifies 15 the errors into four different categories. The categories are addition, omission, selection, and ordering.

Pronunciation

Here is pronunciation definition from some experts: Dalton and Seidlhofer (1994) state pronunciation is the production of the significant sound in two senses. Meanwhile, Kelly (2000) explains that the pronunciation is when we use all the same organs of speech to produce the sounds in particular a way. Furthermore, pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language. Kristina et al, (2006) note that pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.

Reading

Brown (2004) states that reading is a process of sequence of graphic symbols travelling from page of a book into compartment of the brain. Therefore, the reading process can be called
as a cognitive process. The next definition of reading was mentioned by Grabe and Stoller (2002). They define reading as the ability to draw meaning from the printed page and interpret this information appropriately.

Method
Research design
We conducted this study by using a descriptive qualitative research method. Gregory et al (2005) state that qualitative research is a research that using method such as participant observation and descriptive account of a setting. The qualitative research method was used to look at pronunciation errors that students tended to make in reading an English text aloud. According to Creswell (2014) explains that qualitative method is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. In this study, we investigated the second semester students' pronunciation errors in reading an English text aloud. There were 10 students who were willing to participate in this study.

Data collection
In conducting this research, we collected the data by giving the students an English text entitled Ant and Grasshopper as the instrument. A reading text intends to find the pronunciation errors in students' reading. We used a recorder to record the students when they read the text. Brown (2004) defines that in simple terms, test explained as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data. In this research, we concerned with pronunciation errors of the second semester students at UIN Raden Fatah Palembang.

Data analysis
In analyzing data, the researcher used Corder's theory (1981). He classified the errors into four different categories. The categories are addition, omission, selection, and ordering. In addition refers to the addition of any grammatical item or where some elements are present that should not be there. Omission occurs when the linguistic item that is required in the sentence is omitted or where some elements is omitted that should be present. Selection refers to the problem of wrong selection of the certain forms or where the wrong item has been chosen in place of the right one. While ordering refers to the wrong order of the words in the sentence or where some elements presented are correct but there are wrong in sequence.

Establishment of trustworthiness
In this study, we used triangulation to enhance the accuracy of the study. Triangulation is corroborated evidence process by different individuals, Creswell(2012). According to Cohen, Manion and Morrison(2007), subsequently, there are six techniques of triangulation such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation. Methodological triangulation is a technique that uses different method on the same object study, Cohen, Manion and Morrison(2007). Thus, the data from observation was confirmed by the interview data and vice versa. Finally, those data was combined to corroborate each other.

Findings
This chapter presents findings of the research which include types of errors.

Types of errors
Identification towards students' pronunciation done had resulted the finding of various errors. Surface strategy taxonomy highlights the ways surface structure are altered Corder (1981). This taxonomy classified into four types: omission, addition, selection, and ordering. In this study
the researchers will present some errors which are found were classified into omission, addition, selection, and ordering.

**Errors of omission**

Corder (1981) contrary to additions, omission occurs when the linguistic item that is required in the sentence is omitted or deleted or where some elements is omitted that should be present.

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>birthing along with massive toil</td>
<td>/bɪːθɪŋ lɔːlɪŋ/</td>
<td>/bɪːθɪŋ lɔːlɪŋ/</td>
</tr>
<tr>
<td>ear of corn he was saving to the nest.</td>
<td>/ˈɛə rəv oʊ kɔrn hə wæz səvɪŋ tʊ tɛnst/</td>
<td>/ˈɛə rəv oʊ kɔrn hə wæz səvɪŋ tʊ tɛnst/</td>
</tr>
<tr>
<td>for the following winter months,</td>
<td>/fɔr/ /dæ/ /ˈfjuːləʊətŋ/</td>
<td>/fɔr/ /dæ/ /ˈfjuːləʊətŋ/</td>
</tr>
</tbody>
</table>

—We have had a great deal of foods currently. | /wiː/ /hæv/ /hæd/ /ə/ /griːt/ | /wiː/ /hæv/ /hæd/ /ə/ /griːt/ |
| and discovered itself passing away of cravings | /ænd/ /dɪˈskævərd/ /ɪtˈself/ /ˈpæsɪŋ/ /əˈweɪ/ /ˈkredɪŋ/ | /ænd/ /dɪˈskævərd/ /ɪtˈself/ /ˈpæsɪŋ/ /əˈweɪ/ /ˈkredɪŋ/ |

The data presented as the data errors of omission. There are 4 kinds of pronunciation errors included in students. The students made an error in the word “an”, “months”, “foods”, and “cravings”.

**Errors of addition**

According to Corder (1981), addition refers to the addition of any grammatical item or where some element is present that should not be there.

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once, in one summer season day, there was a grasshopper that was jumping around, cheeping and singing</td>
<td>/wʌns/ /ɪn/ /wʌn/</td>
<td>/wʌns/ /ɪn/ /wʌn/</td>
</tr>
<tr>
<td>Why do not you come as well as appreciate the day with me?</td>
<td>/ˈwʌhə/ /djuː/ /ˈnæːt/ /jʊː/</td>
<td>/ˈwʌhə/ /djuː/ /ˈnæːt/ /jʊː/</td>
</tr>
<tr>
<td>—We have had a great deal of foods currently.</td>
<td>/wiː/ /hæv/ /hæd/ /ə/ /ɡriːt/</td>
<td>/wiː/ /hæv/ /hæd/ /ə/ /ɡriːt/</td>
</tr>
</tbody>
</table>
It is best to prepare well for days of something we need in the future.

The data presented as the data errors of addition. There are 4 kinds of pronunciation errors included in addition. We found pronunciation errors of addition from 5 students. The students made an error in the word “summer”, “to come”, “of”, and “to”, where they add any grammatical item or where some elements is present that should not be there.

**Errors of selection**
According to Corder, selection refers to the problem of wrong selection of the certain forms or where the wrong item has been chosen in place of the right one.

**Table 3. Errors of selection**

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>An ant <strong>passed</strong> by, birthing along with massive toil an ear of corn he was saving to the nest.</td>
<td>/ænt/ /pæst/</td>
<td>/ænt/ /pæst/</td>
</tr>
<tr>
<td><strong>and discovered</strong> itself passing away of cravings</td>
<td>/ænd/ /dɪˈskævər/ /ɪtˈself/ /'pæstɪŋ/ /'ə'welɪ/ /'æv/ /'kreɪvɪŋz/</td>
<td>/ænd/ /dɪˈskævərd/ /ɪtˈself/ /'pæstɪŋ/ /'ə'welɪ/ /'æv/ /'kreɪvɪŋz/</td>
</tr>
<tr>
<td><strong>I am mosting likely to lay up food for the following winter months,</strong> I <strong>stated</strong> the ant, —and recommend you to do the same with me!</td>
<td>/æt/ /æm/ /ˈmoʊstɪŋ/ /'læktli:/ /tu:/ /li:/ /'æp/ /'fju:d/ /fər/ /ðə/ /'fjuːləʊnɪŋ/ /'wɪntər/ /'mænθs/ /ˈstɛtɪd/ /'dɪ:/ /ænt/ /ænd/ /rekwəˈmend/ /ju:/ /tu:/ /dju:/ /ðə/ /ˈseɪm/ /wɪd/ /mi:/</td>
<td>/æt/ /æm/ /ˈmoʊstɪŋ/ /'læktli:/ /tu:/ /li:/ /'æp/ /'fju:d/ /fər/ /ðə/ /ˈfjuːləʊnɪŋ/ /'wɪntər/ /'mænθs/ /ˈstɛtɪd/ /'dɪ:/ /ænt/ /ænd/ /rekwəˈmend/ /ju:/ /tu:/ /dju:/ /ðə/ /ˈseɪm/ /wɪd/ /mi:/</td>
</tr>
</tbody>
</table>
Yet the ant kept walking on its way and also proceeded its toil.

while it saw the ant supplying daily, corn and grain from the stores they had actually collected before

Then the insect acknowledged: It is best to prepare well for days of something we need in the future

The data presented as the data errors of selection. There are 7 kinds of pronunciation errors included in selection. The students made an error in the word “passed”, “claimed”, “discovered”, “stated”, “proceeded”, “collected”, and “acknowledged” where selection refers to the problem of wrong selection of the certain forms or where the wrong item has been chosen in place of the right one.

Errors of ordering
Corder (1981), ordering refers to the wrong order of the words in the sentence or where some elements presented are correct but there are wrong in sequence.

Table 4. Errors of ordering

<table>
<thead>
<tr>
<th>Data</th>
<th>Transcription</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Why do not you come as well as appreciate the day with me?</td>
<td>/hwaɪ/ /duː/ /nɑːt/</td>
<td>/hwaɪ/ /duː/ /nɑːt/</td>
</tr>
<tr>
<td>—We have had a great deal of foods currently.</td>
<td>/wiː/ /həd/ /ɔ/ /ɡreɪt/</td>
<td>/wiː/ /həv/ /həd/ /ɔ/</td>
</tr>
<tr>
<td>Yet the ant kept walking on its way and also proceeded its toil</td>
<td>/jet/ /ɒː/ /ænt/ /kɪnt/ /'wɔːkɪnt/ /'wɔːkɪnt/ /ən/ /'wɔːkɪnt/</td>
<td></td>
</tr>
</tbody>
</table>
The data presented as the data of ordering. There are 3 kind of pronunciation errors included in ordering. The researcher found pronunciation error of ordering from 5 students. The students made an error in the word “the day”, “have had”, and “it’s way” where ordering refers to the wrong order of the words in the sentence or where some elements presented are correct but there are wrong in sequence.

The data presented as the data of pronunciation errors in reading an english text aloud. The amount of pronunciation errors that student made are 18 errors.

Discussions
The types of pronunciation errors from Corder (1981) has distributed pronunciation errors into omission, addition, selection, and ordering. Begun with the basis, we had discovered various kinds of pronunciation errors in the reading an english text aloud of second semester students of English Education at UIN Raden Fatah Palembang. The data are obtained from some students. Those were, then, also distributed the same way into those four types of errors.

After we analyzed the data from the students by using error analysis from Corder (1981), the findings of the data analysis showed that there were eighteen errors made by students. There were omissions, additions, selections and orderings. In omission, we found the students deleted suffix ―s‖, they pronounced “months” [/mʌnθs/] into “month”[/mʌnth/]. In addition, the researchers found the students made an error addition in “summer” [/ˈsʌmər/] into “summers” [/ˈsʌmərs/] which where some element is present that should not be there.In selection, the error is in “stated”, the students pronounced “stated”[/ˈstedɪd/] into “state” [/ˈsteɪt/] where the wrong item has been chosen in place of the right one. In ordering, the students made an error in the word “its way” [/ɪts/ /wɛɪ/] into “the way” [/ðiː/ /weɪ/].where some elements presented are correct but there are wrong in sequence.

This result was in line with Marni (2017) who found 27 errors. There were 7 additions, 14 omissions, 5 selections and 1 ordering. Omission is the most frequent among the errors, because when students read the text, they omitted some words that should be present. Ordering is the least frequent among the error.

This research is also in line with Nadziroh (2015), who used Dulay, Burt, Karshen theory (1982), who classified errors into 4: omission, addition, misformation and misordering. There were 54 omissions, 15 additions, 140 misformation and 1 misordering.

Hidayati (2018), who also used Dulay, Burt, Karshen theory (1982), there were 8 omissions, 8 additions, 24 misformations and 1 miordering.

The researchers have found pronunciation activities and the whole research procedures particularly contributing as far as not only speaking and listening skills of my students are concerned, but also their attitude to many other activities involving reading, speaking, and listening. At the beginning of the testing process, the students did not seem particularly enthusiastic, but having received their first motivation with their strong and weak comments from us, information on the overall impression and comprehensibility, their further test began to be more focused and motivated to achieve good comments in the following recording.

We believe that pronunciation as one of language components should be included in any course design. Moreover, structured pronunciation teaching should involve giving structured feedback to learners as it simply makes the whole process complete for both sides. Pronunciation testing as one of the ways of feedback presupposes setting out goals which help the learners be aware of what is aimed to be achieved, therefore, the practice itself becomes more meaningful for them. In addition, structured pronunciation teaching is beneficial in the way that it helps the learners build the general awareness of the system of pronunciation as an important language and communication component.

In our opinion, the good point about pronunciation teaching in general is that it may be a great time-filler providing enjoyable activities, great grammar and vocabulary, it can be used as a meaningful leisure after any concentration-demanding activity since it does not necessarily require too much strain and attention. Good model from their lecturers who are able to produce accurate pronunciation on the right of English words are needed as well. In addition,
pronunciation lecturers should have good cooperation with their learners so that the learners would not feel reluctant in improving their pronunciation.

**Conclusion and recommendations**

This last chapter mainly presents the conclusion and the recommendation of the study. The analysis in the previous chapter is concluded and finally the researchers would gave some recommendation for some important matters concerning to the discussion of this study. Based on the findings of this study, some important information from the the research shows that the second semester students of English education study program at UIN Raden Fatah Palembang made various kinds of errors which they had made in reading text aloud of a short story we gave. There were two conclusions present that were categorized into error of omission, selection, ordering and addition.

First, the most type of errors which appeared in the students’ pronunciation were omission and selection errors. These kinds of error mean that the students use of the wrong form of the phonemes or structure in pronouncing words to make intelligible sounds of language. Error of omission was the type of error which occurred the most. The students made the error in forming the words they used in language. In the students speaking, the researchers found some features of pronunciation errors those were omission of *single vowel* error of *unvoiced sound* (consonant) omission of consonant sounds. Those aspects of pronunciation error in omission were ordered from the most frequent to the rare.

The third type of error made by the second semester students of English Department at UIN Raden fatah palembang was error of addition. In this type of error, the students should not have put any additional phoneme or phonemes in the language they pronouncing. The features of pronunciation error in addition of short vowel *long vowel* or long sounds Also addition after/on consonant sounds.

The last type is ordering which was found in the students speaking. It referred to any incorrect placement of a phoneme or a group of phonemes in an utterance. This happened in both pronouncing a letter or words. This misordering error consist of ordering of single vowel sound, which total were 3 errors. Source of errors happen because of most of students just memorizing how to pronounce, avoidance the difficult phonemes as the result of the lack knowledge of correct pronunciation and the meaning of English word, the students’ inability to recognize the words, the students’ difficulty to pronounce those new sounds as they are not trained to pronounce such sounds since they were children.

Based on the study that has been done, the researchers would like to give some recommendation to lecturer, students. The first is for the lecturer of english education, it is expected to give corrections and give further explanations towards students errors during learning process in students pronunciation when they make errors especially in the sound of [θ], [ʒ], [ð], [v], [ʤ], and [tʃ] to avoid some interferences from their native language. Morley (1991) states that not attending to a student's pronunciation needs, —is an abrogation of professional responsibility‖ lecture can then give treatment to the students towards their errors. The treatment can be made as a focus of developing students’ pronunciation proficiency weakness which can be seen by reviewing the tabulation of the pronunciation errors. The weakest features of their pronouncing proficiency can be indicated by the features of pronouncing error which occur the most. According to Morley (1991), —Intelligible pronunciation is an essential component of communication competence‖. For this reason, lecturers should incorporate pronunciation into their courses and expect students to do well in them.

The second is for the students, they are also expected to eliminate their errors and realize that their pronunciation will influence their future student pronunciation. The students should learn more their mistakes and not to do the same again. The learner must also become part of the learning process, actively involved in their own learning. The students should pay attention on the errors, and, if necessary look for more information or explanation from teachers or related book.
The last is for readers, the readers who read the result of this research will find that they understand their pronunciation errors because good pronunciation should be one of the first thing that you learn in English.

References


THE STUDENT STRATEGIES IN SOLVING READING DIFFICULTIES AT JUNIOR HIGH SCHOOL

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Abstract
The purpose of this study is to find out what strategies students used to overcome difficulties in reading. This study uses a qualitative case study design. The population of this research was taken from a group of junior high school students. The sample and data were taken by using guidelines for interviews with participants. The interview session was recorded and transcribed. The data focused on specific information using student opinions. The difficulty most students face is about students’ lack of vocabulary which makes students be lazy to read the text. We use thematic analysis as our data analysis technique. The findings have showed that there are several strategies that students use to overcome reading difficulties, the strategies are: 1) Students make question generating, 2) Students use summarizing strategy, 3) Students read more than once.

Keywords: reading difficulties, student strategies.

Introduction
In many countries, such as Indonesia, English is considered as a foreign language. In this country, English is mostly used in English classrooms, while outside of the classroom, people commonly use their native language, Indonesian, for their daily communication. English is regarded as an important foreign language. It is evident that this language is taught in junior high school until university. The English language is complex. This statement won’t come as a surprise to anyone who has taught emergent readers or English language learners and attempted to explain the structure of our language. Unfortunately, many adults also struggle with understanding and explaining English and sometimes resort to telling students that memorization is the only way to hold on to all those confusing words.

Learning to read is challenging for many students and is even more so when the process is unclear. Without effective reading strategies, many students struggle and a large percentage will be left behind when they are unable to acquire the skills necessary to read grade level materials. Reading is a complex—cognitive process of decoding symbols in order to construct or derive meaning. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written. Reading is a means of language acquisition, communication and of sharing information and ideas. The purpose for reading also determines the appropriate approach to reading comprehension. There are four language skills, namely, writing, speaking, listening and reading, by reading can get a variety of interesting and interesting knowledge from the reading material.

Levitov (2010) reminds us that students need reading and writing skills as well as the ability to communicate and comprehend in order to use online or print resources. Even social networking requires the use of reading and writing skills. The author notes, with electronic access comes the need for new skills for navigating and comprehending text and content in digital form. As reading is a crucial means of gaining new knowledge, students need to acquire effective strategies to cope with reading demands (Hellekjaer, 2009). Students often struggle with texts: reading at a painfully slow speed, picking up tiny bits of information while being barely able to grasp even major ideas that are directly stated. This leaves a lot to be desired when they have to process the text inferentially. In order for them to read efficiently, they need much training in...
handling unfamiliar words, automatically processing the seemingly ambiguous syntax, relying on the existing knowledge base for the top-down operation to drive meaning, to infer, and to successfully reach the intended conclusions.

Students have different reading difficulty levels related to their level of mastery. Sanford (2015) argues that one of the most important factors that inhibits students’ reading comprehension is phonemic awareness, the ability to process individual letter sounds, which are needed for word recognition. Poor working memory is another factor that affects students' ability to read fluently and understand texts. In addition, vocabulary knowledge positively influences reading comprehension and academic performance. Other factors associated with reading difficulties are low prior knowledge (e.g., poor general knowledge) and broad lack of vocabulary. Another factor that can influence the student's reading process is motivation. To overcome the difficulties, there are some reading strategies commonly used to comprehend the information given in the text, for example summarizing, question generating, skimming, scanning, etc (Phillip, 2003). Language learners could use any strategies to comprehend the texts. Reading strategies are very important, it is not only to successfully comprehending the text but also to overcome any reading problems.

This study aims to determine the difficulties faced by students and students' strategies overcoming reading difficulties.

Literature Review

Reading and reading difficulties

Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation for example. Reading is not only a cognitive psycholinguistics activity but also a social activity. Reading is a process when the reader deals with printed materials to convey the meaning by using their knowledge about the language and the topic written. In this line with the theory from Finocchiaro and Bonomo (1973) which state that —reading is bringing and getting meaning from the printed or written materials. Reading also becomes a major need for language learning to develop their potential in learning. Joycey (2006) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer.

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension means to understand what has been read. English has been taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school was satisfying, even though the fact is teaching reading process are continuously being taught within three years at senior high school. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, social, culture, religion, and health. All of that information can be obtained by reading.

In addition, Goodman (1976) states that reading is an active process of deriving meaning. Howart (2006) cites that reading is just as communicative as any other form of language. Those mean that in reading the reader will actively find out the meaning of the text while also exploring the meaning of text while reading, the communicative here could be referred to the ability of the students in answering the questions after they have their own understanding toward the text they read. In short the term communicative related to the communication between the students with the text.

According to Ali (2012) The literature has reported many students find reading difficult because of several factors, one of them is their lack of ability to understand a particular text. Fitriani (2015) Their limitation of vocabulary and some phrases could hinder them from understanding the meaning of English texts. In line with Antoni (2014) This impacts on the students' ability in answering questions in reading comprehension section of TOEFL test.
In a study conducted by Alghail and Mahfoodh (2016), there is a number of difficulties encountered by foreign students in a Malaysian university. The difficulties are in paraphrasing, note-taking, supporting ideas and managing the time for the reading test. Another researcher, Chawwang (2008) states that the most critical problems are in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. Similar research has been conducted by Nezami (2012) in EFL Saudi learners. In her research, she finds that their students are difficult to comprehend the text due to limited knowledge and skills.

**The student strategies in solving reading difficulties**

Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension (Zare, 2012; May, 2001; Walker, 2000). Reading strategies has been defined by Cohen (1990) as mental processes that readers consciously select to use to complete reading tasks successfully. Reading strategies was defined Baker & Boonkit, (2004) as —techniques and methods readers use to make their reading successful. Moreover, reading strategies also has been defined as plans and behaviors for solving problems when faced in constructing meaning Janzen (2003). He believes that these strategies range from bottom-up strategies to more comprehensive ones like top-down strategies. Bottom-up strategies are defined as making use of information, which is already present in the data, such as understanding the text by analyzing the words and sentences in the text itself, or looking up an unfamiliar word in the dictionary or use internet to know the correct. On the other hand, top down strategies make use of previous knowledge such as connecting what is being read to readers background knowledge Janzen (2003). Some other strategies include evaluating, asking questions, checking for answers, making predictions, summarizing, paraphrasing and translating. There are some reading strategies commonly used to comprehend the information given in the text, for example summarizing, question generating, skimming, scanning, etc.

**Summarizing**

No one can remember every detail about something they just read. Good readers maintain an accurate summary of the important elements of a reading and can retell those important parts using clear and concise language. Summarizing is defined as taking a lot of information and creating a condensed version that covers the main points. Summarizing is often used in reciprocal teaching, however it is a very effective research based strategy on its own. In summarizing student are asked to recap the main ideas of a text in your own words. which is also called the gist. Students determine what the main detail are such as who, what, setting, and events that might have happened and instead of right word for word what happen in the story, text, or chapter students decided what is the most important and write it in their own words. According to Buckley definition summarizing is reducing text to one-third or one-quarter its original size, clearly articulating the author’s meaning, and retaining main ideas. Diane Hacker (2012) explains that summarizing involves stating a work’s thesis and main ideas “simply, briefly, and accurately”. The purpose of summarizing is to briefly present the key points of a theory or work in order to provide context for your argument.

**Question generating**

Question Generation is a strategy that assists students with their comprehension of text. Students learn to formulate and respond to questions about situations, facts, and ideas while engaged in understanding a text. During this process, there are several different types of questions that may be derived. Question Generation helps to improve critical and creative thinking skills as students learn to ask questions about an assigned text. This technique encourages students to develop life-long learning skills. Question Generation is flexible and may be tailored to fit various types of information, and different skill-levels. Students may use this strategy with the help of a facilitator or they may generate questions on their own.
**Scanning**

Scanning is a technique used when a person tries to find a specific item such as a telephone number, a date, a time, etc. For instance, people often scan flight and train schedules, or they scan a page in a telephone book. Scanning involves very rapid movement of a person's eyes up and down a page. When scanning people often focus on the author's use of organizers such as bold print, lettering, numbering, colors, signal words such as *first, second*, and so on. After locating the area on the page that the person desires, he/she may then skim for more information. Scanning means glancing rapidly through a text to search for a specific piece of information. It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scan the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

**Skimming**

Skimming refers to reading enough of something, including headlines and pictures, to understand the gist and the major details. Scanning is used to find specific information, such as a name, date, statistic, or key word. Skimming is more complex and requires greater skill. The reader must determine which words, phrases, and sentences are important and which to discard, and how they relate to main point of the text. They must then pull it all together to give a summary, whether verbal or written. Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009).

Reading is a skill that is used in all subject areas and can greatly increase or decrease a student's success in the classroom. Reading strategies can be used to vary the approach students are given of any given text. In order to comprehend, children must learn how to use each strategy and know when to use each strategy. They will learn to do this through practice. After learning and practicing the strategies a child should begin to read books for enjoyment and not for the purpose of practicing one isolated strategy. The goal is not for a child to pick up a book and think that visualizing is reading or making connections is reading. Instead, the goal, once they learn the strategies, is for a child to automatically use the strategies to deepen their comprehension.

Therefore, remember that the Thinking through Reading program is intended to support readers who are learning to employ reading comprehension strategies while reading. When a child is using the strategy cards, they should be focused on learning and applying a specific strategy. When a child begins to read the independently, they should be focused on reading and using the reading comprehension strategies when needed to deepen their comprehension of the text. Please, never tell a child to go visualize or go retell. That is not the purpose of reading. Rather the purpose of reading is to think your way through the text, and respond to it in some way.

**Methodology**

**Research design**

This study used qualitative research methods. According to Sugiyono (2008) qualitative methods are not clear, holistic, complex, dynamic and full of meaning so that it is not possible to be captured by quantitative research methods. In addition, researchers intend to understand social situations in depth, find patterns, hypotheses, and theories. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in
which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012).

**Research site and participants**

The researcher analyzed the student strategy in solving reading difficulties based on (Phillip, 2003) to overcome the difficulties, there are some reading strategies commonly used to comprehend the information given in the text, for example summarizing, question generating, skimming, scanning, etc. In this study, the participants were six students from several junior high schools in Palembang.

**Data collection**

How to obtain data is known as the method of data collection. Some examples of data collection included: interviews, observation, questionnaires, and documentation. This study was collected through interviews (Creswell, 2012). This data collection is done with face to face interviews with students who use strategies in solving reading difficulties and the way to answer the question is open-ended. The purpose of this study is to identify the students problem in speaking English so the data were collected by using an interview with the participant to get an in-depth data. According to Ary (2010) the interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people opinions, beliefs and feelings about situations in their own word. So the data interview is the verbal communication or face to face interaction between speaker and participant to get the data from students opinion. Then Creswell (2012) classify the interview into four types, those are (1) One-on-one interviews, (2) Focus group interviews, (3) Telephone interviews, (4) E-Mail interviews. Based on the types of interview, we uses one-on-one interview. According to Creswell, the one-on-one interview is a data collection process in which the researcher asks the questions to and records answer from only one participant in the study at a time. To collecting the data we prepare the questions that want to be asked to students and we used open-ended question. During the interview we used audi-taped to record the conversations.

**Data analysis and trustworthiness**

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012), we collected the data from the interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. Then we started to code all of the data. In this process, we read all transcriptions and start to code the data related to research questions.

In this study, we use peer de briefing. In McMahon and Winch (2008) journal explains, Debriefings are a discrete moment in the qualitative data collection process where a research manager sits with a data collector (or data collection team) to discuss a tenor, flow and resulting findings from a recently undertaken data collection activity. Ideally conducted after the close of a day's data collection, debriefings are an essential supplement to a qualitative methods such as focus groups, interviews or observations.

**Findings**

In this section, the researcher analyzed each students strategies in solving reading difficulties. The researcher interviews some students to know their strategies in solving reading difficulties. The question from researcher consists to know the reading difficulties of students and how the students strategies in solving reading difficulties. To analyze the strategies, the researcher used type of strategies based on Philips, 2003. To overcome the difficulties, there are some reading strategies commonly used to comprehend the information given in the text, for example summarizing, question generating, skimming, scanning, etc. After identifying strategies committed by students in interviews, the researcher found some strategies, they are: The student used dictionary or internet to know the word that unfamiliar, students underline the point and
focus on that sentences, students asked too their teacher or friend, students take notes on what is
difficult, and students read repeatedly to understand.

**Table 1. Themes and codes for description of students strategies**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarising</td>
<td>Students underline the point&lt;br&gt;Students Read repeatedly to understand</td>
</tr>
<tr>
<td>Question generating</td>
<td>The student used dictionary or internet to know the word that unfamiliar&lt;br&gt;Students asked too their teacher or friend&lt;br&gt;Students take notes on what is difficult</td>
</tr>
</tbody>
</table>

*Summarizing*

Fitsly, students strategy is summarizing. Many student use summarizing to solving reading difficulties. Summarizing is often used in reciprocal teaching, however it is a very effective research based strategy on its own. In summarizing student are asked to recap the main ideas of a text in your own words. Which is also called the gist. Based on data collected from interviews with students, I found that one of the factors that caused students difficulties in understanding reading was the lack of knowledge of strategies in reading comprehension. R4 said that

—I used strategies underline the point in sentence to solving reading difficulties and I just focus to understand the important sentence only. I also read repeatedly*. (personal communication, April2019)

*Question generating*

Question Generation helps to improve critical and creative thinking skills as students learn to ask questions about an assigned text. This technique encourages students to develop life-long learning skills. Question Generation is flexible and may be tailored to fit various types of information, and different skill-levels. Students may use this strategy with the help of a facilitator or they may generate questions on their own. R3 said that,

“Actually, I used many strategies to solving reading difficulties. My strategies are used dictionary or internet to know the word that unfamiliar, asked too their teacher or friend and take notes on what is difficult” (personal communication, April2019)

*Discussion*

After explaining what strategies students use in solving the difficulty of reading in the table description, the researcher wants to analyze the types of strategies that are carried out by students in solving reading difficulties.

Many student use summarizing to solving reading difficulties. Summarizing is often used in reciprocal teaching, however it is a very effective research based strategy on its own. In summarizing student are asked to recap the main ideas of a text in your own words. Which is also called the gist. Based on data collected from interviews with students, I found that one of the factors that caused students difficulties in understanding reading was the lack of knowledge of strategies in reading comprehension and repeatedly the sentence to understand. Same as Nova (2019) the students must be pressured to find out strategies in reading comprehension, repeating understood words, finding new words to find out how to pronounce, and after students find out they must be tested so that the knowledge is not lost. Try not to force your little one to shape it.
Doing something like this will only hinder the acceleration of learning. As much as possible make your student mood happy and comfortable when receiving lessons from you.

We argued that question generation helps to improve critical and creative thinking skills as students learn to ask questions about an assigned text. This technique encourages students to develop life-long learning skills. Question generation is flexible and may be tailored to fit various types of information, and different skill-levels. Question generation is flexible and may be tailored to fit various types of information, and different skill-levels. Students may use this strategy with the help of a facilitator or they may generate questions on their own. But stated by Levitov (2010) Student need reading and writing skills as well as the ability to communicate and comprehend in order to use online or print resources. Even social networking requires the use of reading and writing skills. The author notes, —with electronic access comes the need for new skills for navigating and comprehending text and content in digital form.

**Conclusion and recommendations**

After having found out the result and analyzed it in the preceding chapter, the researcher concludes that the students of Junior High School has the Student Strategies in Solving Reading Difficulties at Junior High School. The strategies committed by students in interviews, the researcher found some strategies, they are: The student used dictionary or internet to know the word that unfamiliar, students underline the point and focus on that sentences, students asked too their teacher or friend, students take notes on what is difficult, and students read repeatedly to understand.

Based on the above conclusions and on efforts to prevent from making further mistakes, researchers want to give some suggestions and hopefully be useful. Suggestions are given as follows for the first students must read in focus to overcome difficulties in reading, students must try to use the method that suits their material, so it won't make students difficult, Students must be able to learn on their own and not depend on the teacher's explanation, Students must practice a lot in English.

**References**


The purpose of this study was to clearly explored students' perceptions of their difficulties in writing essay that is concerned by English education study program at Raden Fatah State Islamic University Palembang. We conducted this research by using a qualitative research method. Our participants were English language learners of Raden Fatah State Islamic University who have willingness to be interviewed. The data were collected by using an interview. We analyzed this research by using thematic analysis. Our finding showed that there were three difficulties faced by students of English education study program students at Raden Fatah State Islamic University Palembang: (1) developing the idea of the topic; (2) the usage of correct grammar; and (3) the arrangement one sentence to another.

Keywords: essay writing; perception; writing difficulties

Introduction

In this era, English is very important which is used as a means of communication globally. English has been applying in all over the world as a kind of a important course at school for instance in Indonesia. English course has been giving to students when they are in elementary school to senior high school. The government is aware the importance of English itself otherwise it is taught in Indonesia. There are four skill which is taught to students such as speaking, reading, listening and writing. As sated by Marrow in Demirbas (2013:108), receptive and productive skills are the combination of four skills – Listening, reading, speaking, and writing skills. Therefore, we can divide the language skills into two types. First is receptive skill. It is a term used for reading and listening skill where the meaning is extracted from the discourse. According to Harmer (2007; 265), productive skill is the term for speaking and writing skills where the students actually have to produce language themselves.

Many study works have been researched about the teaching-learning process. It is generally known that to master the language, English language learners must be skilled enough in four language skills, namely, listening, speaking, reading and writing. The latter seems to be the most difficult language skill for English language learners and even native speakers because it requires a lot of time and effort. In this case, teaching or learning how to write plays an important role in teaching language or classroom learning. Although it is important, many English language learners face a number of serious difficulties that prevent them from developing satisfying essay writings.

Therefore, the present paper attempts to account for which difficulties English language learners encounter the most in writing an essay, and to which sources are these difficulties related to, along with finding out possible solutions to unveil difficulties in writing an essay. Thus, we are interested in employing a study focus on find out the factors that makes students feel difficult in writing an essay at Raden Fatah State Islamic University Palembang for addressing the following research question (1) What are the factors that cause students feel difficult in writing an essay?
The study of writing, along with the other modes of language, has received attention from various scholars. It is approached by Harmer (2007), as a process that should be undergone over different stages including, the drafting stage, the editing stage, the planning stage and the final draft. Similarly, Damiani et al. (2011) regards the writing skill as the process that calls planning, reflection and the organization of ideas, in addition to the required effort and attention that EFL students are invited to respect. According to Zamel (1997) the writing class should take into account the learners' purposes for writing. Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. Davies (1998) thinks that learners will been encouraged to write if writing tasks motivate them and keep them interested. According to Leki (1991, p. 9), the desire on the part of the writer to communicate something is very important because it is much more difficult for students to write about something they have no interest in. Silva (1997) in Thomsan (2003) believes that it is both 'reasonable and motivating' to allow students to choose their own topics and that when students are allowed this freedom, their work is more successful. Similarity, Hudelson (1989) in Thomsan (2003:25) found out that the quality of writing was better when students were allowed to make decisions about their topics. In addition, Pincas (1982: 4) thinks that for all ages and levels, motivation is increased if writing is placed in a realistic context. Byrne (1988:2) believes that most of writers write less well if they are obliged to write about something that they do not want to write about.

Hadifield (1992) noted three areas of difficulty for the learner in relation to the productive skill of writing. He pointed out that —the first difficulty is that the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty in that language used in speech is not the same as writing. In some cases it is simpler-like a shopping list, in others it is more elaborate and formal like in an academic report. The difficulty is more evident for English language learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive, this relates to the ability to organize ideas on the paper. Indeed, the definition that suites the objectives of this paper is the one put forward by Bell and Burnaby (1997). They regard the writing skill as a cognitive skill that writers are required to master with attention to sentence structure, appropriate selection of vocabulary items, a careful attention towards spelling and punctuation. They add that learners need to master the linguistic knowledge and also the ability to integrate information coherently and cohesively in a written discourse. With respect to the above mentioned, some English language learners achieve low proficiency level in writing essays. Therefore the following section is intended to highlight the most prevalent essay writing difficulties that these learners encounter along with some potential sources of these difficulties.

Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge of the others circumstances, present moods / wants / desires and expectations. Perception is not only the passive receipt of these signals, but it's also shaped by the recipient's learning, memory, expectation, and attention. Perception can be split into two processes; (1) processing the sensory input, which transforms these low level information to higher-level information (e.g., extractx shapes for objects recognition), (2) processing which is connected with a person's concepts and expectation (or knowledge), restorative and selective mechanisms (such as attention) that influence the perception. Perception depends on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness.
According to Joseph Reitzl, perception involved various processes by which persons receive information about their condition surrounding them—seeing, hearing, feeling, tasting, and smelling. The study of this process shows their functioning is affected by three classes of variables—the objects or events being accepted, the environment in which perception occurs and the individual doing the perceiving.

The perceptions have been analyzed by Peter B. Warr, Christopher Knapper in their book titled—the Perception of People and Events—published by John Willey & Sons. They have tried to clarify perceptions as personal perceptions and general perceptions. They felt that the behavior of individuals is determined by the way they perceive each other and this behavior gets affected by the general perceptions which may be direct or which may be indirect.

According to D. Scott & Baydon—Perception is a selective process as eye is capable of sensing much more data then the brain is capable of processing. Six factors which enhance selectivity are background, intensity, extensity, concreteness, contrast, velocity and impressivity.1

According to Encyclopedia Britannica Gestalt psychologist and other psychologists have propounded the theory of perception of relations and according to which the perception is relativistic rather than absolute. According to it, an object has no perceived size except when it is compared with another object. Therefore, it can be concluded that perception is the interpretation of stimuli as established by relating it to earlier perceptual sets which may be by way of experience, exposure or any other interaction.

**Essay writing difficulties**

According to Koch (2004), coherence denotes the ability of the writer to combine the arrangement of sentences altogether in the text so that the reader decodes and understands it. Such a notion calls attention towards the consideration of coherence in any piece of writing as a cognitive process in which the writer is invited to mind the language they are using, the vocabulary they are selecting and the bound arrangement of sentences to form unity which enables the reader to appreciate the piece of writing (Favero, 2010; Lee 2002). Put simply, coherence is the ability to produce meaningful correct sentences with the appropriate use of vocabulary items and obeying certain rules of words arrangement. In this light, an undertaken study done by Qaddumi (1995) shows that English language learners face difficulties in finding ways to employ the different types of sentences and the ill use of some cohesive devices.

In the eyes of Halliday and Hasan (1976)—the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text (p. 4). Put simply, cohesion is the relation that exists between lexis and grammar, i.e., Endophoric relation, as well as how grammar and vocabulary facilitate the understanding of sentence sequences within a text, that is, Exospheric relation.

It was emphasized by Bailey (2003) that text cohesion refers to the clarity and readability in which the writer needs to establish a link through the use of various cohesive devices including: reference, ellipsis, substitution, conjunctions and lexical cohesion. In this respect, Cox et.al (1990) found that good readers tend to use the aforesaid cohesive devices more wisely and appropriately than poor readers do. Such a result indicates that reading plays a significant role in acquiring the art of writing.

Vocabulary serves a key the requirement for ideas to flow in the right ground. In this regard, many researchers in the field attempt to identify the reason behind such a difficulty. Hemmati (2002), interviewed thirty (30) Iranian English language writers concerning vocabulary difficulties in their writing. He finds that these learners have difficulties in both linguistic and performance. That is to say, these writers lack the linguistic knowledge of the target language along with the inability to perform this knowledge into appropriate contexts. He concludes that the lack reading and the writing practice into the English language are the main reasons behind such a difficulty. It is safe to add that English language learners encounter various writing difficulties in terms of grammar, spelling and punctuation. The following section is devoted to discuss the sources that affect these learners from achieving appropriate writing an essay.
Methods

Research design

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to explore the students' perceptions while doing an essay writing. It is really useful to look for the detail information needed to this research. In this study, we investigated the students' difficulties in writing an essay while they are instructed to write an essay by the lecture at Raden Fatah State Islamic University, Palembang, South Sumatera, Indonesia in academic years 2018/2019.

Research site, and participants

We were conducted in Raden Fatah State Islamic University, Palembang. The sample of this research is all of English education study program students of Raden Fatah Islamic University. There were sixth semester students of English education study program at Raden Fatah State Islamic University who were willing to participate in this study. They are chosen from different classes who have different characteristics in the face of writing an essay difficulties. In order different characteristics will provide various insights to the result of this study. They could do a good cooperation and gave a clear and deep answers to questions that were given by the researchers.

Data collection

The researcher used interview as data collection by given some questions which are needed to the participants. The interview sessions were audiotape and transcribed. In this study, the researcher do interview face to face with the English Language Learners at Raden Fatah State Islamic University Palembang. The English language learners will answer some questions, they are; have you ever written essay writing, what things need to be considered, what are the difficulties you encounter in doing it, what things make you difficult to do it, and how do you overcome these difficulties. The aim of the interview is to know how difficult writing an essay for them and to know overcome that problems. They can answers those questions well. In this research the researcher interviewed to participants in order to know the perception and the feelings while the participants are writing an essay.

Data analysis and trustworthiness

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded the difficulties in writing essay based on what was proposed by Richard and Lockarts (1994). The last, we made interpretation in qualitative research of the findings and results.

Findings

The findings presented the two following things: (1) the difficulties that make them difficult to write an essay. Firstly, from thematic analysis that we conducted based on Creswell (2012), we found three themes which reflected three types of writing difficulties in writing an essay.

The difficulties in writing an essay faced by the participants of English education study program at Raden Fatah State Islamic University Palembang while writing an essay

After collecting the data, in order to find out the difficulties in writing an essay faced by the participants, we found two themes and three codes. The themes and the codes gained from thematic analysis were listed in Table 2.
The difficulties in writing an essay faced by the participants of English education study program at Raden Fatah State Islamic University Palembang while writing an essay

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing the Idea of the Topic</td>
<td>Most of the students felt difficult in developing the idea of the topic when they are try to start writing an essay. Some of the students were wrong in determining the idea of the topic. Most of the students were difficult in making the thesis statement and supporting sentences.</td>
</tr>
<tr>
<td>The usage of correct grammar</td>
<td>Most of the students use a wrong grammatical rules in writing an essay. Some of the students did not use the tenses correctly in describing the situation and the context of their writing.</td>
</tr>
<tr>
<td>The arrangement one sentence to another</td>
<td>Most of the students arranged the sentence incorrectly. They arrange the sentence word by word.</td>
</tr>
</tbody>
</table>

The themes and codes gained from the qualitative data as listed in Table 1 were described in order to find out the difficulties in writing an essay faced by the participants of English education study program at Raden Fatah State Islamic University Palembang while writing an essay. It was found that there were three factors that faced by the participants. First, the questions were used to develop the idea of the topic. Second, the usage of correct grammar. Third, the arrangement one sentence to another.

**Developing the idea of the topic**

Writing an essay was one of the academic writing which there were several parts that every writer had to comprehend each of them. Main idea was one of part in writing an essay. Based on the interview, it was found that almost of the participants having a lot of problems in this part. They had similar reasons. They felt that comprehend the main idea was very difficult especially making supporting sentences and thesis statement. The participants said that it was really hard to determine the main idea for each paragraph. The supporting sentences and thesis statement were very difficult because in supporting sentences they had to thought hardly to make the supporting sentences in their writing an essay, not only that, they had to be smart in stringing words in order their supporting sentences will be the real supporting sentences in writing main idea. Then, in thesis statement the writers had to know what were they want to write in each body paragraph in writing an essay because most of the participants still confused about what were they want to write. It was cited by one of our participant, she said:

*I don’t know how to develop the idea of the topic, I think it is very difficult for me, especially, finding the main idea. (Personal Communication, May 23 2019)*

**The usage of correct grammar**

Writing an essay had some parts that every writer had to know. In writing an essay, grammatical was one of the biggest mistaken that every writers were always faced during writing an essay. Based on the interview, it was found that each students had a lot of mistakes in grammatical during writing an essay. They had similar reasons. They felt that the usage of tenses were very difficult than others, they still made a wrong tenses in their writing. It was cited by one of our participant, she said that:
I had a difficulty in the usage of grammar. I was confused in determining a correct tense in my essay writing. (Personal Communication, May 23 2019)

The arrangement one sentence to another

They often arranged the sentence word by word in other word their arrangement of essay writing sentence was same as their mother tongue arrangement. It arose a big problem in their essay writing result in the end. Thus it was because they had not understood the arrangement of sentences in English. They thought the arrangement of English sentence to their mother tongue is not different. Then, the correctness of grammar that they had to be more careful during writing an essay because they were often inappropriate words for academic writing in writing an essay. It was cited by one of our participant, she said that:

It is hard for me to arrange the correct sentence. I usually arrange the sentence word by word. I just follow the arrangement of Indonesia sentence. I do not follow the rule of English sentence arrangement. (Personal Communication, May 23 2019)

Discussion

Based on the results of data analysis, we found that the English education students at Raden Fatah State Islamic University in Palembang, South Sumatera Indonesia perceive difficult in writing an essay, the participants felt confused what should they write while the lecture was instructed to write so, sometimes they write what they have known and it made them felt very difficult when writing subject. They faced some problems in writing an essay.

Moreover, there were some difficulties faced by the participants. The first difficult was to gain the main idea before writing. We found that the participants often confused. The participants said that it was really hard to determine the main idea for each paragraph. Furthermore, the first difficulty they faced was they were difficult to get the main idea. It was because they had a lack of reading. They were not used to read English writing a lot. It made them hard to write an essay writing.

The second difficulty was they use incorrect grammar. Most of the students use a wrong grammatical rules in writing an essay Some of the students did not use the tenses correctly in describing the situation and the context of their writing. The results of this research was supported by theories from Evans & Green, (2007) who claimed that proofreading is linked to the language-related components of writing difficulties because it is a process that involves the correction of grammar, vocabulary, and punctuation, rather than improvement of content and organization and revising written word. Tyner (1987) claimed that learners have a number of problems in their attempts to write in the second language, —as verbs take different from depending on tenses and subjects they are used with, they create problems for second language writing students.

The third difficulty was the participants could not arrange the sentences correctly. They often arranged the sentence word by word in other word their arrangement of essay writing sentence was same as their mother tongue arrangement. It arose a big problem in their essay writing result in the end. Thus it was because they had not understood the arrangement of sentences in English. They thought the arrangement of English sentence to their mother tongue is not different but in fact it was very different between the arrangement of English sentence and mother tongue.

The result of this research was supported by the theories from Reid, (1983), who claimed that learners use run- on, incorrect, and fragmented sentences. Kharma (1986) claimed that those students who have problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. Learners have the problem of constructing the paragraph, topic development of paragraph, structuring the whole discourse and a theme in a discourse. According to Zamel (1983) claimed that cohesive devises are crucial in writing.
Conclusion and Recommendations

Based on the findings of this study, some important informations of English education study program perceptions in writing an essay and kind of difficulties were found. The participants perceived difficult while writing an essay and they were confused what should they write in their essay writing. Additionally, there were three difficulties faced by the participants such as; gaining the main idea; usage of correct grammar; arrangement of a correct sentence. This study is expected for the students of English education study program to reflect these problems in order they can anticipate while they find a difficulty in writing an essay. They will know the problem and are able to solve them. For the teacher, this research can be useful in order to see what kind of difficulties faced by the student while writing an essay, furthermore the teacher can do a preventive way to cope with this matter. Based on it, they can anticipate it sooner and the difficulties in writing an essay can be decreased.

References

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FACTORS THAT CAUSE STUDENTS’ ANXIETY IN LISTENING: A CASE OF ENGLISH EDUCATION STUDY PROGRAM AT UIN RADEN FATAH PALEMBANG

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Abstract
In learning to be anxious, it is usually experienced by humans. In the same case, being anxious can be caused by obstacles in listening to the learning process. That happens to students who do listening learning at UIN Raden Fatah Palembang. The aims of the study was to find out the factors that makes students anxious in listening at UIN Raden Fatah Palembang. We employed the study by using qualitative case study research design. The participants were an EFL of the sixth semester students of Raden Fatah State Islamic University Palembang. The data were collected by using an interview with the participant. The interviews sessions were audiotape and transcribed. We used thematic analysis as our data analysis techniques. The findings show that there were many factors cause students to experience listening anxiety in listening class: 1) Internal factors; Lack of vocabulary, Rapid rate of speech, Feeling depressed, and Lack of concentration. 2) External factors; the speed at which lecture material is delivered, media or tools that are used when listening sometimes have trouble, lack of time, teacher's attitude and the interactions or material instructions (direction of material) explained by the lecturer are not clear.

Keywords: external factors, internal factors, listening anxiety

Introduction
Humans are social beings that depend on each other. In this world the tools used by humans in everyday life are language, language is an introduction to the interaction between humans or languages can also be interpreted as a communication tool in the form of a sound symbol system produced by human utterances. And there are also those who explain that the meaning of language is an ability possessed by humans to communicate with each other by using symbolic signs, such as words and body movements. English is an international language. English is very important as means of international communication because English not only used for communication with people in the world but also it is use for getting better jobs in the future.

In English language learning, there are four skills that must be mastered. Listening is the most difficult one among the four skills because learners must be able to produce words from what they heard. Listening is important to be learned by the students because it is needed for the communication process (Gilakjani & Ahmadi, 2011). Meanwhile, listening is not easy to be mastered especially for EFL learners because the students have to go through several stages. Tyagi (2013), explain that there are five stages in the process of listening; hearing, understanding, remembering, evaluating, and responding. First is hearing. It is referred to receive sounds. Second is understanding. Understanding is to comprehend the meaning by the speaker. Third is remembering. Remembering is accepting and memorizing what the speaker says. Fourth is evaluating. Evaluating is judging the topic of the speaker. Last, responding is answering the question from the information that obtained from the speaker.
However, some students while in class listening they feel anxious because listening can cause students anxiety. Krashen (1982) argues that students' anxiety can distract the process of learning a new language. Anxiety is a natural response that happens to the students in the listening process. Besides, Anxiety is an uncomfortable feeling of worry about something that is happening or might happen. Moreover, Listening anxiety will disperse their attention on the listening material, the sensitivity of auditory organ and reaction will be weakened, and such factors limit the amount of comprehensible input.

In addition, students also have problems while doing listening. Students have difficulties to study in listening such as difficult to catch the words so students don't understand what speaker says, difficult to remember what speaker says because speaker too fast to deliver information. Meanwhile if students have problems when they do listening, the students can feel anxious in listening process and students will lose concentration. According to Vogely (1998), the reasons of listening anxiety might be attributed to the problematic nature of speech, level of difficulty, lack of clarify, lack of visual support, lack of repetition, spontaneous speech, fast speech, and unfamiliar accents/topics.

The issues of listening anxiety have been studied by previous study. The identified problems causing listening anxiety are missing parts of the text, not recognizing words, unclear pronunciation, and rapid speech rate (Hasan, 2000). Flowerdew and Miller (1992), argues that seventy-eight percent of learners get listening anxiety when they listen to the fast English speech rate. Besides, there are many other affecting factors which result in students' anxiety such as listening material is not familiar and closely related to the difficulty level so difficult to understand the material (Pan, 2016).

Based on the previous studies, there are many students problem in listening anxiety. Therefore, we were interested in employing a study on focus to find out the factors that makes students anxious in listening at UIN Raden Fatah Palembang for addressing the following research question: (1) What are the factors that cause students' anxiety in listening?

**Literature Review**

**Listening and anxiety**

Listening is one of skill in English that should be master especially for EFL learners. Listening is the ability and key to receive messages in effective communication. In this case, it has role that is not make misunderstanding of meaning with other people. Moreover, listening has difficulties to confront the situation. Listening is felt comparatively much difficult by the learners, as it has its interrelated sub skills such as receiving, understanding, remembering, evaluating and responding (Renukadevi, 2014). Learners have difficult in accept and repeat what speaker says. Furthermore, learners have problem when they are teaching in hearing something to retell other people. The Oxford Dictionary (1993) defines listening as difficult to understand —Listening is a complex, problem solving skill, and it is more than just perception of sound. Listening includes comprehension of meaning, bearing words, phrases, clauses, sentences, and connected discoursel

Anxiety is the feeling nervous and afraid that occurs in the learning process. Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension. According to Yasmine (2016), she explain that anxiety was a kind of feeling containing tension, nervousness, apprehension, and worry which level depended on each person. When anxiety is present in the classroom, there is a down-spiralling effect. Anxiety makes us nervous and afraid and thus contributes to poor performance; this in turn creates more anxiety and even worse performance. The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which is worry. Worry wastes energy that should be used for memory and processing on a type of thinking which in no way facilitates the task at hand (Eysenck 1979). Although it is a major obstacle to language learning, anxiety can be reduced.

Furthermore, listening anxiety occurs when students feel they are faced with a task that is too difficult or unfamiliar to them. This anxiety is exacerbated if the listeners are under the false
impression that they must understand every word they hear. Many learners believe that in order to be good at a language they need perfect pronunciation, massive amounts of vocabulary, extensive grammar knowledge, overseas experience, and a natural aptitude for language before they even open their mouths (Horwitz, 1987).

In short, listening anxiety refers to a kind of feeling and behavior showed through worry or other negative emotional reaction which comes as the result of incomprehensible listening activities in learning an unfamiliar language. Listening anxiety can influence the students in listening learning process.

The factors of listening anxiety

Listening anxiety is a feeling of nervous or fear felt by students when listening to the speaker. In listening, the listeners experienced listening anxiety when they faced the challenges in listening to the speaker. Therefore, many factors arise in listening anxiety. According to Kim (2000), there are two factors that influence the students anxiety in listening: tension and worry over English listening and lack of confidence in listening. First, tension and worry over English listening is the condition when listeners can feel anxious in listening to the speaker. In other words, the students feel tension or worry when they can't do listening well. Second, lack of confidence is student feelings that can be experienced when failure in listening activities.

Besides above factors, there are many other factors which result in listening anxiety. First, the listening material is closely related to the difficulty level and listening anxiety. Second, teacher personality affects students anxiety, too. Some teachers are too serious which may give students pressure in class. The outgoing and easygoing teachers tend to be humorous in the class, it helps listeners to be more relaxed, and are willing to face the challenge.

Methodology

Research design

We employed the study by using qualitative case study research design. According to Creswell (2012), the qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to find out factors that cause student anxious in listening deeply. Furthermore, a qualitative case study was chosen for this study because a case study is used when the phenomenon is still unclear (Yin, 2009).

Research site and participants

We conducted in Raden Fatah State Islamic University, Palembang. The participants of this study are sixth semester students from EFL Students of Raden Fatah State Islamic University, Palembang. We choose 6 students as participant in this study. Two students will be chosen from every class such as B, C, and D class. They are chosen from different classes who have different characteristics in the face of listening anxiety. In other words, different characteristic will provide various insights to the result of this study.

Data collection

The data were collected by using an interview with the participant. We used face to face interview with participants. The interviews session were audiotape and transcribed. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers (Creswell, 2012). In addition, we will ask around six questions and each student answer questions about 2-3 minutes. The interviewers are 6 students of the sixth semester EFL students at Raden Fatah State Islamic University, Palembang.
Data analysis and trustworthiness

In data analysis, we used thematic analysis as our data analysis techniques. According to Creswell (2012), the use of themes is another way to analyze qualitative data. Because these are similar codes aggregated together to form a major idea in the database, they form a core element in qualitative data analysis. Furthermore, we used member checking to determine whether the interpretation and findings of the research are accurate. If their answers are in accordance with what we mean, we check it, but, if it is not accordance, we will ask them again what they hear. According to Creswell (2012), member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account.

Findings

The findings show that there were many factors cause students to experience listening anxiety in listening class: 1) Internal factors and 2) External factors.

The factors that make students anxious in listening

After collecting the data in order to find out the factors that cause students anxious in listening, we found that there were two factors that cause students anxious in listening. The themes and the codes gained from thematic analysis were listed in Table 1.

Table 1. Themes and codes for the factors student anxiety in listening

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Factors</td>
<td>Lack of vocabulary</td>
</tr>
<tr>
<td></td>
<td>Rapid rate of speech</td>
</tr>
<tr>
<td></td>
<td>Feeling depressed</td>
</tr>
<tr>
<td></td>
<td>Lack of concentration</td>
</tr>
<tr>
<td>External Factors</td>
<td>The speed at which lecture material is delivered</td>
</tr>
<tr>
<td></td>
<td>Media or tools that are used when listening</td>
</tr>
<tr>
<td></td>
<td>sometimes have trouble</td>
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<tr>
<td></td>
<td>Lack of time</td>
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<tr>
<td></td>
<td>Teacher's attitude</td>
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<td></td>
<td>The interactions or material instructions</td>
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<tr>
<td></td>
<td>(direction of material) explained by the lecturer are not clear.</td>
</tr>
</tbody>
</table>

Anxiety in learning listening for students is certainly influenced by many factors. Based on the results of research found in the field by researchers, the factors that influence anxiety in learning listening are categorized into two parts, namely Internal factors and External factors. From each of these factors explained more clearly by the researcher as follows:

Internal factors

Internal factors are those that originate within students themselves in learning listening. Based on the results of the interview answers obtained during this research, the internal factors in learning listening are as follows:

Firstly, internal factors that cause student's anxiety in listening is lack of vocabulary, which is results when the students understand the words spoken by the speakers in listening. It happened to participants 1 and 3. They explained that:

*I am anxiety in listening because I lack of vocabulary and I don’t like listening to audio so it feels strange.* (Personal communication, May, 2)

*Sometimes, I did not understand the vocabulary so I didn’t know the meaning.* (Personal communication, May, 2)
Secondly, internal factors that cause student's anxiety is rapid rate of speech, the level of rapid speaking by the speaker so that students feel anxious when unable to capture points from the material delivered by the speaker in listening. It happened to participants 3 and 5. They argued that:

*I feel anxious and difficult when rapid rate of speaker speech.* (Personal communication, May, 2)

*The speed of speaker was fast so I can't follow the listening.* (Personal communication, May, 2)

Thirdly, internal factors that cause student's anxiety in listening is feeling depressed, the feeling of fear experienced by students such as unself confidence or feeling nervous about what they do at learning listening, this makes them anxious so they cannot enjoy listening to learning. It happened to participant 2. She explained that:

*I was very nervous and scared when listening so I had to be very focused on listening to the speakers speaking in order to understand.* (Personal communication, May, 2)

Lastly, internal factors that cause student's anxiety in listening is lack of concentration, which is experienced by sudents so they feel anxious when they cannot enjoy listening to learning. It happened to participant 2. She said that:

*When listening I didn't understand the pronunciation between British and American so I couldn't follow the speakers and lack of concentration.* (Personal communication, May, 2)

**External factors**

External factors are factor that come from outside ourselves students in learning listening. Based on the results of the interview answers obtained during this research, the external factors in listening learning that have been found by us are follows:

Firstly, external factors that cause student's anxiety is the speed at which lecture material is delivered, that results in students feeling anxious because they can't capture learning material in detail. Lecturer who tend to quickly deliver listening materials often make students feel anxious. It was felt by one of our participant. She said that:

*I was very worried when the lecture was too quick to deliver listening learning material because I had not enjoyed and understood the explanation.* (Personal communication, May, 2)

Secondly, external factors that cause student's anxiety is media or tools which is used when listening sometimes have trouble, that makes students feel anxious because they can’t take full learning material. The media that is used occurs damage or makes a sound that is not clear so that it can make students anxious in listening. It was felt by one of our participant. She explained that:

*When the speaker made an unclear sound and had a problem, I felt anxious and made me unable to finish listening.* (Personal communication, May, 2)

Thirdly, external factors that cause student's anxiety is lack of time; which is doing listening exercises because it is given a time limit set by the educator. It was felt by participant 4. She argued that:

*Sometimes, the lecturer only gives a very short time to answer so make me anxious.* (Personal communication, May, 2)
Next, external factors that cause student’s anxiety is teacher’s attitude, which is the teaching method of the educator when they do listening or delivering material, because often students are anxious when they feel they lack of time they are very anxious if taught by educators who are killers. It happened to participant 1 and 5. They argued that:

*The lecturer lack interaction with students so make students anxious when listening learning.*
(Personal communication, May, 2)

*I feel anxious because the lecturer is cruel and the way to teach makes me afraid.* (Personal communication, May, 2)

Lastly, external factors that cause student’s anxiety is the interactions or material instructions (direction of material) explained by the lecturer are not clear; it can make students feel anxious because they can’t receive the appropriate instructions. It was felt by participant 6. She said that:

*When the material instruction from the lecturer was unclear. I felt anxious because I didn’t understand what I had to do.* (Personal communication, May, 2)

**Discussions**

Anxiety in learning listening is a problem that is still felt by students at State Islamic University of Raden Fatah Palembang. Based on the result of interviews that have been collected by researchers in this study, researchers found two factors that caused students to experience anxiety when learning listening, and there are similar factors in this case that have also been found by previous researcher, they were internal factors and external factors.

The first internal factor is lack of vocabulary, problem with the limitations of the vocabulary. Most of students also faced problems with the limitations of the vocabulary in learning listening. In this case, it seems that students must understand every meaning of the word spoken by the native speaker contains important information. Though efforts to understand everything often produce anxiety. According to Hirsh and Nation (1992) also argued that if students had not enough vocabulary, it could be hard for students to comprehend listening passage and it can caused anxiety of students.

The second is rapid rate of speech, other problems that usually become anxieties for students in learning listening are talk of native speakers who are considered too fast for them. The level of understanding of students is very varied. So that for students whose level understanding is low, they are very difficult and even tend to be anxious to understand the expressions of the sentences spoken by native speaker. Hamaouda (2013) discovered almost the same problems anxiety of listening as he found such as speed rate.

The third is feeling depressed, the problem of fear for learning listening is also an obstacle for students. Learning to be successful if departing from ourselves. Therefore, if student is afraid of learning, then the learning outcomes will not be optimal or in other words not successful. This line of thought is also supported by Kimura (2008) who found that emotional factors such as dislike, discomfort and ignoring are related to listening comprehension anxiety.

The last is lack of concentration, problems with the concentration of student learning. Lots of students feel not concentrated when listen to the words or sentences spoken by Native Speaker. If form the beginning students have not concentrated onto the material to be listened to, the student will experience anxiety in understanding the material. This is in line with the point of view of Maclntyre and Grandner (1991) and Serraj (2015) who suggest that anxiety may reduce the listeners’ ability to concentrate on linguistic input to interpret the speech.

Moreover, another factor that makes students anxious in listening is external factors. The first external factor is The speed at which lecture material is delivered, learning listening material that is too quickly delivered by the lecturer, often results in students feeling anxious because they cannot capture the learning material in detail. The second is Media or tools that are used when
listening sometimes have trouble, auxiliary tools in the listening learning process are not always as expected, there are reasons that makes students feel anxious when the native speaker's voice is not clear due to damage to the tools used in the learning process, resulting in them unable to clearly understand the learning material. The third is Lack of time, the limited time given by educators is often felt by students, this causes the anxiety of students in carrying out learning listening to be not relaxed. The fourth is Teacher's attitude, educator behavior also causes students to feel anxious, because students' comfort in learning is also influenced by thier teacher. The last is The interactions or material instructions (direction of material) explained by the lecturer are not clear, students certainly feel anxious because they cannot fully understand the instruction from the listening material which result in them being unable to do the exercises perfectly.

Conclusion and Recommendations

From the result of the researcher and discussion that have been obtained by the researcher, it can be concluded that there are two factors that influence students' anxiety during learning listening, namely internal factors and external factors. Internal factors are factors that originate from each individual. Which includes; Lack of vocabulary, the ability of students to know vocabulary is still limited. Rapid rate of speech, rapid delivery of native speakers, felt by students who cannot listen properly. Feeling depressed, feeling anxious, afraid when the learning process takes place. Lack of concentration, lack of concentration in conducting learning activities. Additionally, external factors are factors that come from outside the individual, such as media, teacher, and classroom atmosphere. Which includes; The speed at which lecturer material is delivered, learning material that is too quickly delivered by the lecturer results in students being anxious because it is difficult to understand it. Media or tools that are used when listening sometimes have trouble, the media or tools used learning process constraints also cause students to be anxious because they cannot fully capture the material. Lack of time, the limited time given by the teacher also makes students anxious, because students tend to be in a hurry and not relax in doing exercises. Teacher's attitude, the behavior of teachers who tend to like anger also makes students feel anxious, because the teacher is very important in the learning process. The interactions or material instructions (direction of material) explained by the lecturer are not clear, the obscurity of the command working on the material given by the teacher causes, students are anxious because they are confused about what to do.

This study is expected for the teachers to know what factors make students anxious in listening especially internal factors and external factors. Teachers are also expected to give time not too fast because it can cause students to anxious and the interactions or material instructions (direction of material) explained by the teachers are not clear, it can make students feel anxious because they can't receive the appropriate instructions. It is also recommended for teachers to study more about internal factors and external factors that make students anxious in listening in order to improve student achievement in listening.

References


THE LANGUAGE ATTITUDE OF STUDENTS OF ENGLISH DEPARTMENT UIN RADEN FATAH TOWARDS ENGLISH

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Abstract
The title of this research is ―Language Attitude of English Department Students Toward English at UIN Raden Fatah Palembang‖. This research has done in order to know the language attitude of English department students toward English in verbal communication and classroom activities and factor influencing the attitude of the students. The data source is English department in academic year 2016 class A. The method of this research in getting the data was field research using the observation techniques. The observation has done in the classroom activities has given to the students. After getting the data from the observation, the writer analyzed the data by using qualitative method. The result of the research is the students more often used Bahasa Indonesia rather than English in verbal communication and classroom activities. The students always followed the lecturer's language when they were doing communication and activities in the classroom. They did not use English during communication and activities. The students of English department in academic year 2016 class A are not able to maintain the English as the proper language in the classroom. The conclusions are the attitude of English Department students toward English is still negative in verbal communication and classroom activities and factor influencing the language attitude of the students is language internal system of English itself. This result and conclusion is the real result of this research, which it was obtained from the data source itself.

Keyword: classroom activities, english, english department students, language attitude, verbal communication

Introduction
Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols (Sapir, 1921: 6). Language is important thing for human being to explore the ideas and emotions. Language is a tool to connect the people. This is the reason why language has tight relation with society, so that there is sociolinguistics field to understand language in the society. Wardaugh (2006: 13) says, —Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication.4 In this case, the goals of learning sociolinguistics is to know how language in social communication. Society has important part in language. Society can influence the language and language users in its development. Language always develops from one era to another era as a tool of communication.

If we see current phenomenon in the society, the people do not only use the first language or called as mother tongue in their communication but also the second language such as English. Nowadays, every people try to master English as a second language because it can give a lot of benefit in the life. As we know, all people around the world use English as an international standard language. People are forced to know English to get better life. As Honey (1997) states causing children to learn standard English is an act of empowerment which will give them access to a whole world of knowledge and to an assurance of greater authority in their dealings with the world outside their own homes, in a way which is genuinely liberating.
English is an important language that should be learned by people in this era, because English become lingua franca for different native language. That is why in educational environment, the students will learn English from early age. The Schools and parents try to increase the ability of mastering English for each child. Learning English is necessary thing from early age to all children nowadays. In this country, whether the people live in the city or village, they will learn English as an important language. In fact, ready or not, English becomes an obligation for every people. English is not strange thing anymore for Indonesian people. Nowadays, the family uses English as their main language in communication with each family member.

Nevertheless, there is a problem appearing about this phenomenon, that is about how the attitude of the English learners toward English itself. The attitude of people can be different. This is important to know the language attitude of the language users or language learners toward the target language. The language attitude has relation with motivation to learn a target language (Nababan, 1993). It also can influence the achievement of the users in target language. Language attitude is simple thing but can influence someone in acquiring the target language.

From this explanation, this is important to know the language attitude of university. In the university level, each major in University will learn English to help students in mastering English as one modal to increase the knowledge and intellectual skill because English is used as international communication such as in education, business, tourism, book, journal, technology, health, and etc. English has its own prestige and power in every part of people activities.

Language attitude will give influence in using process. Gardner and Lambert (1972) concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. Hanafiah (2016) said that language attitude is a belief, assessment and view of one language. Language is a part of human itself. Actually, the attitude towards the language can determine how people use and accept the language. Hohenthal (in Nova Op.S, 2010) also says, —Attitude is something an individual has which defines or promotes certain behaviors. Although an attitude is a hypothetical psychological construct, it touches the reality of language life. In this way, it can be said that an attitude analysis is definitely important to have.

The research of language attitude is very important to do, even more for English Department students who have been using English in teaching process in the campus. English Department students have to master English more than others students in many majors because they more often use English rather than the other majors in the university. English students have to use English in daily activities in the campus such as in talking with friends and lecturers, reading, writing etc. English students should be custom to practice using English in educational environment and society because they have to master English after graduating from University and getting degree in English Department. They are ready or not, they have to know and use English fluently.

English Department is a major which focuses on learning Literary works or Linguistics field with English as an applied language. Actually, English Department students should have positive attitude toward English not only in learning process but also in using English because it is a part of English students. They have to apply English in academic activities. English Department students, especially in University of Sumatera Utara, are expected to have good attitude in English because the attitude can determine the achievement of the students in this Department. To know language attitude of English Department students is a way to know the quality of English Department students in learning and teaching process.

English Department consists of many people from different economy, culture, religion, status, city, and intelligent background. The whole students give the same curriculum from the Department. It means, the possibility is all the students should be able to use English fluently. According to Prodromou (1992), a successful learner is the one who possess positive attitudes towards the target language. English Department can be successful learner if they have positive attitude on English as a target language.
This research has done to observe the language attitude of English Department students toward English. Based on the writer’s observation, the English Department students in University of Sumatera Utara still do not show good attitude toward English in the classroom activities and communication between the students and the lecturers. Therefore, this research has done to prove how the language attitude of English Department students toward English itself.

All the explanation above brings the writer to observe more deeply about the language attitude of English Department students because the writer studies in this English Department. This research is so important to see the attitude of English students and improve the quality of English students in their achievement as English student.

**Literature review**

**Attitude**

Attitude is a part of human being. William Labov (1972) says that attitude is considered as an internal state of someone which appears because there is a kind of stimulus and it stimulates the response of someone. Attitude is a response toward something in human itself because of the existence of stimulus which is given to human being. Attitude can appear when there is a stimulus toward something. In attitude aspects, there are knowledge and mental asset toward something, feeling aspect and someone's view about something (Sumarsono and Partana, 2004: 358). This statement is also supported by Allport. According to Allport (1970) attitude is as a mental or neutral state of readiness, shaped through experience or dynamic influence on the response provided by an individual to situations and objects. Attitude is a mental position which usually manifests in the behavior or action form in the reality. In other word, attitude is about what people think and act toward something.

Attitude has three components, they are cognitive component, affective component and conative component (Sumarsono and Partana, 2004). Cognitive is the knowledge and idea about nature and concept, that is used in thinking process. Affective is the feeling or emotional which exist in the knowledge and concept of cognitive component. Conative is the tendency of someone to act and behave with certain way toward a condition.

**Language attitude**

Anderson (1974) divides attitude into two types, such as Language Attitude and Non-Language Attitude. It is such as politic, social, and aesthetic. He states language attitude is a relative long-term belief of a certain language about the object of the language that gives someone a tendency to react in a certain way, in the way someone likes. From this definition, language attitude is about belief and action of someone toward a certain language. As Labov says that such a positions, perceptions and actions have been defined as language attitude.

Garvin and Mathiot (1956) suggest that language attitude has three main characteristics, they are language loyalty, language pride and awareness of the norm. Language loyalty is a part which encourages people to maintain the language. Language pride is a part which encourages people to develop and use the language as a symbol of identity and united of society. Awareness of the norm is a part which encourages the people to use the language according to its norm (Hanañah, 2016).

The notion of language attitude becomes vital in understanding the concept of a speech community. Language attitude is one way to know the concept of a speech community. William Labov (1972) states that there is the close-relation between the speech community and language attitude because language attitude can be influenced by the society. Even, society has important part to form the language attitude of someone. Linda Thomas (1999) says that attitude to languages and language varieties can be related to social and cultural identity, to power and control, to notions of prestige and solidarity, and that our attitude often influenced by conventionally held stereotypes of language forms and their speakers. The reason why language attitude has close relation with society is society determines the belief and action of someone towards the language.
Attitude towards language use

Language use is about all parts of its language in reality. Language use mostly depends on the communicative context or situation, be it official or purely social, casual or polite, formal or informal and so on (Afuye, 2016). The attitude can be looked from many points of views. One of them is language use. In this research, the writer focuses on the language attitude toward English in verbal communication and activities in the classroom. Attitude toward language use can be different for every people whether it is positive or negative. The language attitude has close relation with the achievement in the target language, so that whether it is positive or negative attitude, they will give impact to student's achievement in the target language.

Positive attitude

Positive attitude is the enthusiasm toward the language. It means, if people have positive attitude, they will have enthusiastic and desire to maintain the independence of the language.

Negative attitude

The negative attitude is followed with negative thought and action. It means the people do not have enthusiastic and desire to maintain the independence of the language.

Methods

Research design

In this research, the writer will use field research with descriptive qualitative method. Faidah and Muyassaroh (2018) state that it deals with the understanding of social phenomenon emerged in natural setting and tries to examine the phenomenon in detail. In other words, qualitative research focuses on describing a phenomenon from participants of the study in order to get deeper understanding and information about it. The technique to measure language attitude in this research is combination of direct and indirect method. The writer did observation in the classroom to English Department students to know their language attitude. In this research, the observation has done to know how the real performance of the verbal communication between students and students, students and lecturers then classroom activities in order to get the language attitude. After getting the observation data, the writer has given to the students to match the result with the reality in the classroom.

Data collection

In this study, we conducted interviews. We use face-to-face interviews with participant. In this study, we interviewed five students to find out their language attitude towards English.

Data analysis

In analyzing the data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcription). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview, we coded the reasons from students English education toward difficulties in used E-learning. The last, we made interpretation in qualitative research of the findings and results.

Establishment of trustworthiness

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012) member checking is a process in which the researcher ask one more participants in the study to check the accuracy of the account. We used member checking because suitable in this study.
Findings

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<tr>
<th>Themes</th>
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<tr>
<td>Positive attitude</td>
<td>Some students have awareness to use English in verbal communication and classroom activities</td>
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<tr>
<td>Negative attitude</td>
<td>Some students are too comfort to use Bahasa, that situation makes the students do not use English properly in classroom</td>
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**Positive attitude**

Positive attitude is the enthusiasm toward the language. It means, if people have positive attitude, they will have enthusiastic and desire to maintain the independence of the language. For the example, one of the students named H said that

“I really love to speak English although I had not mastered the structure because I know I had to”. *(Personal Communication, May 2 2019)*

Meanwhile the other students; S, F and A have the same opinion as student H

**Negative attitude**

The negative attitude is followed with negative thought and action. It means the people do not have enthusiastic and desire to maintain the independence of the language. For the example, the other students said that “Actually, I want to speak English but I prefer to speak Bahasa because that make me comfort to understand English.”

**Discussion**

Language attitude has been a topic research for Sociolinguistics field because language attitude is one of important parts to show the position of particular language in the society. Roos (1990) says that studies of language attitudes make it clear that language cannot be separated from society. She also said that our attitudes determine what we attend to in our environment, how we code information regarding the objects in our environment and how we behave towards the objects. Before doing this research, the writer read some previous studies that have been done. The thesis of English Department student University of Sriwijaya named Nova Kristina Op.S. The title of her thesis is —An Attitude Analysis Of English Language Learning: A Case Study Of Second-Grade Students Of Natural Science Program At SMAN 2 Palembang, this thesis discuss about language attitude in learning language, in this case is English, and factors that influence the language attitude of the students. The finding of this thesis is the students of SMAN 2 Palembang have positive attitude in learning language and the factors that influence the student's attitude is its language internal system. The writer found the language attitude and the factor influence language attitude using questionnaire and recorded classroom activities of the students. The writer said, the students were active in language learning although they are not fluent in English. English curriculum and classroom activities should involve affective aims according to the students' needs and their individual differences to build up positive attitudes towards English. From the result, this thesis discuss about the classroom activities. The writer put this previous studies because they discussed about language attitude. However, although the topic is the same about language attitude, this research have discussed about language attitude in language learning whereas this research observed about language attitude in language use. The difference this research with the previous research is they are only explained the positive attitude of students, and this research explained positive and negative attitude of students, because in our university have various students. In addition, the writer can make them as reference to write this research about language attitude of English Department students toward English at UIN Raden Fatah Palembang.
Conclusion

The conclusions of this research are the English Department students at UIN Raden Fatah Palembang still do not show proper attitude toward English in verbal communication and classroom activities. The students are not able to maintain the English as a proper language in the classroom. In other words, the students have negative attitude toward English in verbal communication and classroom activities. Although the English students agree that the English become the main language in classroom activities and verbal communication but the students still use Bahasa Indonesia. The factor influencing the attitude of English Department students toward English in verbal communication and classroom activities is the internal system of English itself such as structure, grammar, pronunciation and vocabularies. It means, the students do not have good competence in English, so that it influences the performance of the students in using English in the classroom.

References


STUDENT'S ANXIETY IN LEARNING ENGLISH  
(CASE STUDIES AT THE STATE ISLAMIC UNIVERSITY RADEN FATAH PALEMBANG)

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Abstract  
This research was carried out to investigate foreign language anxiety of EFL students at Raden Fatah State Islamic University Palembang in southern Sumatra. Specifically, it sought so to identify what factors that may contribute to anxiety in learning English based on the student's perspectives. The method was used in this study is a qualitative method with a case study approach. The participant were EFL student at state Raden Fatah Islamic University in Palembang. The data were gathered through structured interviews and class observation. The results of this study indicate showed that speaking in front of the class, being laughed at by others and incomprehensible input, lessons that cannot be understood, student's beliefs about language learning, teacher personality, and lack of preparation are factors which contributes to students' anxiety in learning English.

Keyword: English, student's anxiety,

Introduction  
Emotions are important in the classroom since it has impact on learning. They influence learners' ability to process information and to accurately understand what they encounter. Brown states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students' thinking and also have the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts.

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process becomes difficult is anxiety. Emotional state such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students' ability to perform successfully in a foreign language classroom. According to Oxford, —Most language research shows a negative relationship between anxiety and performance. Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.

Meanwhile, during interviews and observations at the UIN Raden fatah Palembang in South Sumatra, the authors found signs of anxiety among their students. Many of them are nervous, create avoidance and reduce participation in class. They are afraid and ashamed to practice the target language, in this case the target language is English, because they are worried about making mistakes. One of them thinks if he makes a mistake, the teacher will be angry and his friends will mock him. Once he prefers to be quiet and sit passively. While some of them also
believe that English is a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worried in class. In the end, when they were asked to practice, they began to stutter. Moreover, some of them cannot produce sound or intonation even after repetition rates because they are not sure whether they can practice their English. It is quite difficult for writers to do the right learning activities with them. In other words, anxiety can hinder the students from attaining the objectives of their English learning.

Since anxiety can have major effects on foreign language learning, it is important to explore the students' anxiety. Therefore, the writer is eager to investigate what factors, as perceived by students, may contribute to the anxiety in an attempt to understand the issue of anxiety in learning English more deeply.

This study focuses on the causes of student anxiety in learning English, as perceived by EFL students, at the UIN Raden Fatah Palembang in South Sumatra. Based on the background above, the writer formulates a research question as follows: What factors do students believe to contribute to their anxiety in learning English? The purpose of this study is to find out what factors are more important that might cause anxiety as perceived by the EFL students of UIN Raden Fatah Palembang, South Sumatra. The result of this study is intended to broaden the perspective of the writer in particular and the reader in general.

Literature Review

The nature of anxiety

Anxiety is one of the most well-documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

Types of anxiety

Several kinds of anxiety have been described. Two of the most well-known is state anxiety and trait anxiety. Anxiety that arises when confronted with specific situations is called state anxiety. Most people experienced state anxiety which also known as a normal anxiety. According to Ormrod, state anxiety is temporary feeling of anxiety elicited by a threatening situation. It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called trait anxiety. According to Ormrod, trait anxiety is pattern of responding with anxiety even in

Anxiety and English language learning

Foreign language anxiety

There is a certain term for anxiety that linked to language performance. The term Language Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown, foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language. In addition, according to Gardner and MacIntyre, as cited in Oxford, It is fear or apprehension occurring when a learner is expected to perform in the target language. Furthermore, Horwitz, and Cope, proposed conceptual foundations of foreign
language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench, communication apprehension is —an individual's fear or anxiety associated with either real or anticipated communication with another person or persons. Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major emphasis in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exist because students think that they will have difficulty understanding others in listening and making oneself understood in speaking.

Horwitz, Horwitz, and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that,—foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process."

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

**Impact of foreign language anxiety**

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students’ learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.15 In other words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning.

Oxford described that —anxiety harms learner's through worry and self-doubt and also by reducing participation and creating overt-avoidance of the language.1 He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.

Based on the description above, it could be said that the existence of foreign language anxiety can affect the fluency of learner's speech and learning in general.

**Methodology**

**Research design**

This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the Raden Fatah Islamic University, specifically anxiety in learning English. According to Fraenkel and Wallen, case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the case of language anxiety.
Research sites, sampling, and participants
In this study, we investigated the anxiety of students in learning English at UIN Raden Fatah Palembang, South Sumatra, Indonesia in the 2018/2019 academic year. There are six students in the English education study program who are willing to participate in this study. In this study, researchers used interviews and thematic analysis to obtain data. The interview process was held to find out in depth about the difficulties of students. Then, all the results of the interviews were analyzed using thematic analysis.

Data Collection
To obtain the data, the writer used one technique of data collection. Since the study is a case study, therefore the writer use in-depth interview technique as the primary technique.

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.

Before conducting the interview, the writer observed the class in order to find anxious students as the participants. The observation guide was followed, using the signs of language anxiety by Oxford, as explained on the previous page. Students who showed the signs of language anxiety were asked if they ever experienced anxiety in English class. The first step in conducting the interview was to obtain a poll of the students who considered themselves to be anxious in English class and were willing to be interviewed. The participants recruited in several ways. Those students whose responses suggested high levels of anxiety were asked and invited to participate. Furthermore, the writer also contacted the teacher for referrals of students who appeared to be highly anxious in the class. Most of the students were willing to participate, and some looked to be quite eager to share their experiences. During the initial process with the students, the writer explained the nature of the study and that all interviews would be conducted in Bahasa, students’ first language, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview.

Later on, ten participants were interviewed. The ten remaining participants, five were males and five were females. All were EFL students of Raden Fatah State Islamic University. Each interview spent for about ten minutes and was recorded with participants’ permission. The interview guide was adapted from Price focusing on foreign language anxiety. The following questions were asked:
1. Please tell me something about how you have felt during English classes?
2. What bothers you the most about English classes?
3. Do you have any idea why you feel so anxious in your English classes?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn?
6. Have your teacher played a role in your feelings, either good or bad, about your English classes?
7. Do you have any ideas of how English classes might be less Stressful?

Data analysis and trustworthiness
The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing and verification. First is Data Reduction. the mass of the data has to be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. In reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. Data Display is the second phase in Miles and Huberman’s model of...
qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The writer displayed the data that have been reduced in order to facilitate for data interpretation. It displayed in a table with the basic categories such as factors contribute to language anxiety. And last is conclusion drawing and verification. Conclusion drawing involves stepping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display. Furthermore, the data have to be checked for their sturdiness and confirmability. The writer checked the validation of the data using triangulation strategy. According to Miles and Huberman, triangulating is a tactic for verifying or confirming findings by using multiple sources and modes of evidence. The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid findings of this study.

Findings
The finding of the research answers the question in this study. The result presented EFL student anxiety in learning English. We found three factors contribute to anxiety comes from students in learning English. The themes and the codes gained from thematic analysis were listed in Table 1 after the data was collected.

The factors contribute to anxiety comes from students
After analyzing the data from the interview we found that there were some factors that causes students anxiety in learning English. The themes and codes obtained from thematic analysis are listed in Table 1.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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<tbody>
<tr>
<td>Being laughed by the others</td>
<td>Students thought that classmates in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public.</td>
</tr>
<tr>
<td>Students' beliefs about the language learning</td>
<td>The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson.</td>
</tr>
<tr>
<td>lack of preparation</td>
<td>Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less.</td>
</tr>
</tbody>
</table>

Being laughed at by others
Based on the data collected from the interview, I found that one of the factor which caused student became anxious in learning English was being laughed by the others. In this case, student's anxiety in learning English were cause by being laughed by the others.

The data gained from the interview showed that the students who had and moderate anxiety level claimed that they would feel anxious when they could not pronounce the right pronunciation. They admitted that there were some words that they hard to pronounced. For example, one of the student AG said that,

"when someone who is wrong pronounce the word, classmates will laugh, it’s really a shame"
(personal communication, April, 28, 2019)
Meanwhile, nine students also had similar opinion.

**Students' beliefs about the language learning**

Certain beliefs were also found as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. In other words they had a low self esteem. For instance, one of the student named EK reflected that,

“i think learning english is difficult. Because a lot of vocabulary that must be learned and also the pronunciation must also be correct. If we are wrong. It’s a shame” (personal communication, April, 28, 2019)

Meanwhile, other students DW, DA, EL and EA also had the similar opinion.

Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with their vocabulary. For example one students BH said :

“when i was told to come in front the class by teacher, my body usually sweat all over the body. Now that makes me even more embarrassing, more panic, and fear of being wrong if i moved in front of the class. My english is also not smooth. Yes, especially in my vocabulary. Many meanings of vocabulary i don’t know. So i’m afraid the score is bad” (personal communication, April, 28, 2019)

five students had similar opinion with BH. They believed that in order to understand what being said in English they must understand every word. Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

**Lack of preparation**

The findings indicated that lack of preparation was also factors that contribute to the students' anxiety. Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. For example, one of the student AH said that

“I want to learn english easily studied with my friends too. Everytime i learn english the time is just little, so learning english is less satisfied and does not understand. And also the time it must be spent again so that learning is satisfied too, can understand”.(personal communication, April, 28, 2019)

**Discussion**

From the result of the research we have examined we find that there are three factors that cause students to be anxious in learning english. First is being laughed by the others. Another factor that play great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public. Moreover, some of them had painful memories of being ridiculed by other students. They admitted that their peers often ridiculed or even sometimes shouted at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed. This finding also indicated that is why they get so nervous when had to speak in front of the class. In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was the students who made mistake just started to lose their
focus. Their mind went blank and remained silent for a moment. They fidgeting, squirming, stammering or stuttering. They looked so disturbed, worried and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

Similar result was found by Price (1991) that fear of being laughed at by other as one of the greatest sources of anxiety. Moreover, this finding is also consistent with Oxford (1999), he noted that ridicule is one of the most important issue related to language anxiety.

Next is the Students' beliefs about the language learning. Certain beliefs were also found as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. In other words they had a low self esteem. Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with their vocabulary. They believed that in order to understand what being said in English they must understand every word. Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do. These findings were consistent with Horwitz et al. (1986) that certain beliefs about language learning also contribute to the students' tension and frustration in the classroom. In addition, Price (1991) found that anxious students believed their language skill were weaker than any other students. He added that unsuccessful language learner often have lower self-esteem than successful language learner. Similar result was found by Marwan (2007) that lack of confidence is one of the primary causes of students' anxiety.

The last factors is lack of preparation. The findings indicated that lack of preparation was also factors that contribute to the students' anxiety. Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. Similar result was found by Marwan (2007) that lack of preparation was the major contributor of students' anxiety. In addition, Iizuka (2010) also found that participating in class without enough preparation often lead to anxiety.

Conclusion and Recommendations

While other studies of foreign language anxiety focus on either both college or high school level, this present study focus on EFL students at Raden fatah state islamic University and shows clear and convincing evidence of the causes of students' anxiety in learning English. According to the students, there are various factors that may contribute to their anxiety. There are at least six factors which are found in this study, they are: speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students' beliefs, lack of preparation. The sources of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of foreign language anxiety.

The experiences of the students provide a great deal of information about students' anxiety in learning English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words students can provide valuable information about their anxiety in learning English. Therefore, it is important to use their insights to create a more relaxing environment.

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and stakeholders to improve the quality of English teaching and learning. Based on the result of this study, there are a number of suggestion can be made to reduce anxiety in English class. First, the teacher should be aware of foreign language anxiety. This study indicated that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to raise teachers' awareness since anxiety is an important factor which affects students' learning. Good
acknowledgement of the existence of student's anxiety in learning English will absolutely influence the teacher in treating the students properly.

As for the students, they need to get involved to reduce anxiety in classroom. Students should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning, therefore, it should not discourage them in learning English.

Finally, due to the limitations of this study, further investigation is necessary to explore the students’ anxiety in learning English. Future similar studies with a larger population or different group of students will be useful to give a better understanding of the issue of foreign language anxiety. In addition, this study indicated that classroom activities or methods are also important component in making students feel anxious or not. This issue, however, is not specifically addressed in this present study.

Therefore, further investigations about certain approaches or methods that can help reduce anxiety in learning English are needed.

References

THE INFLUENCE OF SPEAKING CLUB IN IMPROVING STUDENTS’ SPEAKING ABILITY

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Abstract
The aims of our study was to investigate whether or not the speaking club influence the students’ speaking ability. To obtain the data in our research, we used qualitative research method. The population of this study was all of the students of Nurussalam Boarding School. The students were taken as the sample of the study. In addition, English speaking club in this research means a group of students’ that come from the same age, level or grade aimed to improve students’ enthusiasm and motivation in practicing speaking. The data were collected by using interview technique. Interview was used to investigate whether the speaking club influence and improve the students’ speaking ability. Based on the data obtained, we concludes that the speaking club improves the students’ speaking ability and the students gave positive responses toward the implementation of the speaking club. It plays an important role in facilitating the students to practice speaking.

Keywords: speaking ability, speaking club.

Introduction
This part describes a study, problem solving and significant of the study. This part also explains issues related to speaking skill. These issues were studied in the past and also in the current time. Furthermore, this chapter provides evidences about the importance of speaking skill. In general, this chapter contains background of study, research questions, the aims of study and terminology.

To improve English speaking skill, it could be attained by either practicing individually or practicing in group. Thus, English speaking club is an example about practicing English in group to improve speaking skill. This way, students can practice speaking in English together intentionally to improve English speaking skill. In addition, they can practice English seriously and enjoy the English. Moreover, students can talk freely about what he or she wants to talk but still related with topic that given by teacher or instructor.

It has been known that there are four basic skills that have to be mastered by students” in learning a foreign language. Speaking skill is one of the four language skills (listening, reading and writing). Some functions of speaking are that a speaker can express his or opinion and feeling, ask for something, share knowledge or information directly and so on so forth. The ability in mastering speaking is a measurement to know how far a student has mastered the language he or she is learning. In line with it, Brown and Yule (2000) underline that speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning language or not.

Basically, speaking is one of the ways to communicate one another. When someone feels confused about something, she or he can ask directly to the speaker that he is talking with. Cornbleet and Carter (2002) contend that speaking is an interactive process of constructing
meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. In addition, when the speaking activity takes place, a speaker expects a listener understand well what he or she is talking about. In accordance with the statement, Gert and Hans (2008) state that speaking is utterances with the goal of having their intentions recognized and recipients process a speaker's remarks with the goal of recognizing those intentions. Consequently, through speaking people can express their feeling and easily achieve the aims of communication.

In addition, English plays an important role in the world and it is used in many fields of life such as: in politics, economics, social, entertainment, education and so on. In Indonesia, English is taught as a foreign language and as compulsory subject in the curriculum. It is started from elementary school level to university level which consists of four skills namely reading, listening, speaking, and writing.

Richards (2006) suggests that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency, therefore, a student needs to practice it frequently in order to improve their English proficiency. Besides, it helps students to get use to speak fluently. Also, it trains the students to speak confidently.

Unfortunately, most college students' still feel difficult to speak English fluently, causal factors of this problem are such as lack of motivation, feeling nervous to speak English, lack of grammar mastery, lack of vocabulary and feeling afraid of making mistakes. However, each teacher has their own method to solve those students' speaking problem.

On the other hand, curriculum, qualified teachers and a good condition of classroom play a great role in improving students' speaking ability. According to Richard (1990), there are many reasons causing English learner poor in speaking skill. They are lack of curriculum emphasis on speaking skill, teachers' limited English proficiency, class conditions do not favor oral activities, limited opportunities outside of class to practice and examination system not emphasis oral skills. Meanwhile, Nunan (1991) suggests that in English speaking classroom, learners should be given the maximum number of possible opportunities to practice the target language in meaningful contexts and situation. Thus, unconsciously the students will be familiar with the speaking itself because of the encouragement to practice it.

We were interested to conduct a research study which aims to find out the influence of speaking club in improving students' speaking at Nurussalam Boarding School.

**Literature Review**

The definition of speaking

It has been known that speaking is a part of the important skills in learning English. To define speaking, some linguists have different opinions, because their background of study is different. However, all of the opinions have similarities. Torky (2006) states that speaking is one of the four language skills (reading, writing, listening and speaking). Besides that, speaking is one of productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching (Aljadili, 2014). In addition, Hornby (1995) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address somebody in words, to say something or express oneself in a particular language. Moreover, Burns & Joyce cited in Shiamaa Abd El Fattah Torky (2006) assert that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. While, Payne (1994) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at differentiates. He adds that there are five components of speaking ability. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the previous explanations, it can be concluded that speaking is one of the productive skills of English to communicate with others to achieve certain goals by expressing
their opinions, intentions, hopes and viewpoints among interlocutor. Club and the advantages
and disadvantages of joining the speaking club.

The functions of speaking
Speaking skill is very important and has multifunction to everyone, because speaking is an
instrument to express opinion, feeling or share knowledge of social interaction. To speak well,
right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or
she had a potency of speaking skill, it can be seen when the infant started to make sound.
Speaking skill is different from the other three (listening, reading and writing) because
speaking is the most basic means of human communication and this skill need more practices for
mastering. Celce and Murcia (2001) argues that for most people the ability to speak a language is
synonymous with knowing that language since speech is the most basic means of human
communication.

Student who can speak English well may have greater chance for further education, of
finding employment and gaining promotion. Moreover, speaking English will also help students
to get up-to-date information of all fields such as: in politics, economics, social, entertainment,
education and so on so forth in this world which in English using as an international or global
language nowadays. Finally, the functions of speaking helps learners express their personal
feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss that is
through speaking.

Definition of speaking club
Speaking club is in such a place, pupils entertain only in English. The leader can initiate
debate, games, sketches, poem, song, etc (Mouleka, 2013). In addition, speaking club is a place
where the members of a club (college students) can learn, exercise and practice English freely
with various materials without shame, apprehension and nervousness.

Mouleka (2013) adds that an English club is a real place where the learning of English is
more practical. Therefore, it can be summarized that speaking club is a media to facilitate
students in practicing, increase and to buildup students’ motivation to learn practicing speaking.
Students could exchange, share their knowledge, new vocabulary and information among their
friends. Speaking club also might be a place to share students’ difficulties in practicing speaking
and to look forward how to solve their problems.

Finally, the main goals and expectations of holding speaking club are as a medium to
improve students’ speaking ability and their willingness with a high self-confidence in practicing
speaking eventhough they still do a lot of mistakes about grammatical roles.

The advantages and disadvantages of joining the speaking club
Galanes and Adams (2013) cite that the advantages of joining the speaking club, here are;
The speaking club members more enjoy fellowship and companionship, the students receive
moral and emotional support for theirs views, get passion to not reticence (challenged reticence),
speaking club will most likely have access to much more information, get same turn to speak,
more pleasant and suitable than regular class (English course), get new vocabulary, knowledge
and information when interlocutor speaking.

When members of speaking club speak up, sometime some of members not give
attention to the speaker, sometime the students not enthusiasm what materials/topic teacher
given, some of students so bore and loaf to speak up.

The kinds of speaking activities
To help students develop efficient communication in speaking, there are some activities
are used in the classroom to promote the development of speaking skills in our learners. The
discussions below focus on the major types of speaking activities that can be implemented as
follows; discussion, jigsaw activities, speeches, conversations.
Methodology

Research design

This is a qualitative research. The data collection used is interview techniques. Qualitative research is a generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found (Key, 1997). Briefly, qualitative research refers to the meanings, concepts, definitions, characteristics, symbols, and descriptions of things. In this research, the role of the researcher is as observer, explorer, distributor of questioner and interviewer to find out how extend this English speaking club in influence and improving students speaking ability.

Population and sample

The writer determined sample before conducting the research. The explanation about sample is provided below. Sample is a small part of the total population that is taken for representative of the entire total population that becomes the object of the research (Arikunto, 2006). In other words, sample is sub group of the population which in this group represents the characteristic of the population. In this study, the sample was chosen by purposive sampling. The researcher took one of the conversation classes at Nurussalam Boarding School batch 2019 for interview.

Data collection

In this study, the researcher uses interview techniques in collecting the data. The interview was conducted on Thursday, April 11st, 2019. The researcher interviewed some people who thought English in the speaking class.

The researcher asked Mr. Muhammad Ahimsa some questions about whether the speaking club improves the students' speaking ability after it was implemented in teaching speaking. Mr. Muhammad Ahimsa explained that speaking club was really important to support the process of teaching speaking. Mr. Muhammad Ahimsa said that speaking club could engage his students to be more creative and interactive in increasing their speaking ability through sharing ideas among the group. Moreover, they could also present their own ideas about the topic they want to talk. He continued that speaking club activity demanded students to talk actively. They need to be more active than the teacher. But, some of the students looked difficult to speak actively.

Mr. Ahmad Risky Ramadani thought that there were some problems faced by the students in the speaking club. One of the problems were the students had lack of confidence to talk in English. It was difficult to do interaction if they felt embarrassed to talk. In order to solve this problem, he tried to warm up at the beginning of the class. It was done by asking them to sing a song or pronouncing some word loudly together. He believed that it could stimulate them to speak and to be involved in the speaking class.

Mr. Toriq Gunajamudin added that the other problem in the speaking club was caused by lack of vocabulary. So that it made them difficult to interact and to talk in English. Here, he tried to facilitate them to solve the problems by giving them new words and taught them how to use the words in speaking or conversation. Besides, the other problem faced was lack of motivation to speak. In this case, he tried to motivate them by giving an interesting topic.

For instance, in case of male students, he could give them the topic about the football. He believed that it could motivate them to speak and communicate among the students actively. At the end of the interview, can make a conclude that speaking club was very useful in teaching speaking. The students enjoyed the speaking club. He added that, the students felt more confident and would be able to express their ideas more fluently. They were also more creative in exploring their ideas and sharing it among them.

Data analysis

In analyzing the data, we applied thematic analysis. We followed this steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview
transcriptions). We put the data into computer file and files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start code the data that related to research question. After collecting the data from interview, we coded the reason from student of Nurussalam Boarding School toward the influence of speaking club. The last, we made interpretation in qualitative research of the findings and results.

**Establishment of Trustworthiness**

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012) member checking is a process in which the researcher ask one or more participants in the study to check the accuracy of the account. We used member checking because suitable in this study.

**Findings**

To improve English speaking skill, it could be attained by either practicing individually or practicing in group. Thus, English speaking club is an example about practicing English in group to improve speaking skill. This way, students can practice speaking in English together intentionally to improve English speaking skill. In addition, they can practice English seriously and enjoy the English. Moreover, students can talk freely about what he or she wants to talk but still related with topic that given by teacher or instructor.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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<tbody>
<tr>
<td>Speaking ability is improved</td>
<td>Speaking club can help the students to have a good skill in communicating and interacting with one another.</td>
</tr>
<tr>
<td>Students become more confident</td>
<td>By joining the speaking club, the students are more willing to speak publicly</td>
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</table>

The themes and codes gained from the qualitative data as listed in table were described in order to find out the influence in join speaking club in Nurussalam Boarding School, Sidogede, OKUT. It was found that there were two influence that occur in students who join speaking club in Nurussalam Boarding School, Sidogede, OKUT. The first, speaking ability and the second, confident.

**Speaking ability is improved,**

Speaking club can help the students to have a good skill in communicating and interacting with one another. speaking club improves students speaking ability. After the interview with the English teacher, the writer found that the speaking club is really useful to improve the students’ speaking ability. For example, one of the student named BW said that,

“I felt that after join in the speaking club, my ability improve in speaking, i didn’t feel afraid or nervous in delivering anything, I learned a lot about the new vocabulary after joining the speaking club”(personal interviewon Thursday,April, 11, 2019).

Meanwhile, other students initial SA and MPU also shared the similar opinion.

**Students become more confident**

By join to speaking club it was very influential on students, students became bolder in public speaking, they dared to express their opinions in front of many people, besides that they also admitted that by joining the speaking club they became more confident when they wanted to talk, argued, even denied the other person talking about. For instance one of the student named KP reflected that,
—In the speaking club we are often trained to speak in front of friends so that later we will not be nervous to speaking in public, first I feel afraid to speak in front of friends but after being trained to speak I am not afraid anymore even now I have confident to express my opinion in public” (personal interview on Thursday, April, 11, 2019)

Discussion

Based on the analysis of data collections above, the writers elaborate some brief and clear explanations concerning the research data which had been obtained through interviewing the participants. Moreover, it could be examined whether the research questions of this research were answered or not. The research questions are:

Does the speaking club improve the students speaking ability?

What are the students responses toward the implementation of the speaking club?

The first discussion deals with whether speaking club improves students speaking ability. After the interview with the English teacher, the writer found that the speaking club is really useful to improve the students' speaking ability. It can help the students to have a good skill in communicating and interacting with one another. The teacher concurred that speaking club was effective and useful. He explained that after the discussion activity, the students could present and share their ideas among the groups confidently. The teacher states, concerning to practicing English, speaking club is better.

Moreover, it encourages the students to talk each other. However, at first, it is better to teach them on how to practice of speaking club English well one by one. Anyway, the speaking club is good medium for practicing English. As it was mentioned in the previous chapter, the teacher used group discussion as his technique in teaching speaking. In the discussion, the teacher only motivated, facilitated, and monitored the discussion. Meanwhile, the students were more active in learning process, they could freely express and share their ideas and opinion either with their pairs or with their friends in the classroom. Besides, they could work together with their friends to solve the problem. The students who had the background knowledge tried to explain their friends about the topic.

Since, the students could deliver the information toward listeners enjoyably and not hesitate to ask for help to their friends. It also built the students initiative and critical thinking to learn and students' confidence to speak up. Furthermore, there is a research findings proposed by other researcher that supported this result of interview. Based on Kasmalinda’s (2012) research finding, she found that the speaking club improves the students’ speaking ability because speaking club encourages and motivates them to practice speaking. The results of her research shown that they were more interested in practicing English speaking in the speaking club.

Moreover, based on the writer’s interview, it was found that the students enthusiasm in speaking club helped them to absorb the learning materials that affected their speaking improvement. However, there were some problems faced by the students in speaking, for instance, some of them lack of vocabulary and confident.

The second research question is to know the students responses toward speaking club, after interview some students, the writer found varied students' response toward speaking club. According to the results of interview, the writer concluded that the students had positive responses toward speaking club. All of them admitted that they felt happy to learn speaking through speaking club that encouraged their willingness to practice speaking. During the discussion (as one of speaking activities), they showed their enthusiastic to speak in classroom and done all the assignment. Furthermore, they assumed that discussion activity encouraged them to be more motivated and spirited to practice speaking with their fellow students.

Especially when the teacher gave a lot of chance to them to speak. It is relevant with statement, she (2000) states that some of the characteristics of successful speaking activity are learners talk a lot, participation is even, and motivation is high. Meanwhile, Heilman (1981) contends that enthusiasm in language study, especially in speaking, is related closely to success, moreover they said active class participation is important in all the language skills, but especially
in speaking. In addition, the important point is that the students feel free to participate and to speak the language, any measure of skill is impossible without practice. Therefore, the students need a lot of opportunities to practice the language.

Regarding to research findings, the writer concluded that speaking club had improved their speaking ability. It was also supported by the result of interview which shows that speaking club was important in increasing their speaking ability where none of them disagree with statement. Also, which shows that speaking club is suitable medium for increasing students’ speaking ability and vocabulary in English. Furthermore, the students claimed that speaking club encourages students willingness to practice in speaking English. In could be assumed that the more they practice, the more proficient their ability will be.

Based on the research findings and the discussion, it can be concluded that the speaking club improves the students’ speaking ability especially in using the appropriate vocabulary, building their critical thinking and being brave to tell the ideas they have in their main and encouraging them to communicate with others actively.

Conclusions And Recommendations

After conducting the research, analyzing it, the researcher would like to draw conclusions and give suggestions about held English Speaking Club at Nurussalam Boarding School Sidogede OKUT.

Conclusions

Based on the results of the study and discussions in the previous chapter, the writer would like to state some conclusions as follows; Speaking club improves the students’ speaking ability. The students ability in speaking has improved after they joined the speaking club. Discussion group is one of an effective activity of speaking club. It helped the students to present or share their own ideas among them interactively, based on the result of questionnaires, the majority of the students had positive responses toward the implementation of the speaking club in learning speaking. The students claim that this speaking club very useful for them, such as encourages their willingness to practice in speaking English, to increase their speaking ability and to use vocabulary in English properly, also the activities in speaking club encourages the students to be more motivated and spirited practicing to speak English with their fellow students, and besides that the students can share knowledge each other during speaking club activity. Yet, the students still have some problems in speaking: The most common problem faced by the students in the speaking club is lack of self-confidence.

Recommendations

After analyzing the data gained from interview, we would like to present some recommendations. They are as follows; The lecturers should create speaking club in teaching speaking in order to help the students in improving their speaking skill, the lecturers of speaking subject should give the students an interesting topic in speaking activity learning. So that, they will be more interesting in speaking and communicating in English, the lecturers should use various techniques or activity in speaking activity, because each student has a different level of understanding and learning style.

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THE ANALYSIS OF COMMON GRAMMATICAL ERRORS IN WRITING NARRATIVE ESSAY OF ENGLISH STUDY PROGRAM STUDENTS AT STATE ISLAMIC UNIVERSITY OF RADEN FATAH PALEMBANG

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Abstract
The purpose of this research was exploration of elements and values of narrative investigation in the text. We propose that understanding experience allows researchers and hence a deeper understanding of problems that arise in the relationships between participants and researchers. In this study we used qualitative research to reveal common grammatical errors in writing narrative essay of English Study Program student at State Islamic University Of Raden Fatah Palembang. The participant of this study were EFL student at State Islamic University Of Raden Fatah Palembang. The data were collected through writing test. The data were analyzed by using format error identification. This research reveals errors. They were verb-tense, punctuation, capital letters, word choice, spelling, preposition, pronoun, pluralism, redundancy, word order, article, and possessive case. There were errors happened in students' papers, and the highest amount of error occurred in verb-tense category. There were verb-tense errors. Meanwhile, the smallest number of error occurred in article and possessive case category. The researcher concluded that students made errors because of the lack of grammatical knowledge. Their native language also still influenced the students, which is Bahasa that lead them to made errors.

Keywords: common grammatical errors, narrative essay

Introduction
In English, there are four major skills that have to be mastered by the students. They are listening, speaking, reading, and writing skills. Listening and reading are the parts of receptive skills where the learners receive the language and decode the meaning to understand the message. Meanwhile, speaking and writing are the parts of productive skills where the learners need to use the language and produce a message through speech or written text in order to deliver their idea.

In writing, grammar has become something that cannot be separated from it. Grammar is a set of rules that decide how the words are arranged into formation of a meaningful unit. According to Harmer as cited in Cook (1999), learners who learn a language should learn some aspects of grammatical structure to obtain a competency in using a language that consist of verbs, adverbs, adjectives, and noun and pronoun. With a good grammatical understanding, the writer can make a content of the writing can be easily understood and the message, idea, or information will be delivered properly and more meaningful. Without good or correct structure, there will be misunderstanding as a result.

In this study, the researcher focused on analyzing common grammatical errors in narrative essay. Narrative essay explains something based on writer's experience or knowledge about a story or events. This kind of essay that carrying an aspect of telling a story. Although this essay is kind of storytelling, the students must use an appropriate tense for narrative essay to support their own essay. As a result, there were some writing errors because they have lack of knowledge in writing the narrative text.

Based on the explanation above, the researcher analyzed the students’ writing errors by using error analysis form that shows kind of common grammatical errors in order to avoid the errors and for the readers do not repeat the same mistake in writing narrative text. The question
for this research is what types of common grammatical errors that the students of English study program make in writing narrative essay at State Islamic University of Raden Fatah Palembang?

**Literature Review**

**Writing**

Various definitions of writing skill have been presented by experts. Basically, those definitions have the same meaning but the experts have the different ways to deliver and formulate them. Randal (2004) says that writing is an ability to make a form of words that in general may have higher truth value than the fact that it has set it down. So it means that the writer can set his/her ideas down and combine them with the facts to make the writing can be accepted by the reader. We can classify our writing types based on the aim and the composition of our writing. According to George and Julia (1980), there are four types of writing. First is narration, second description, after that argumentation, last is exposition.

This chapter discusses the literature review used in this study, they are: writing, process writing, types of writing in narrative text, Based on Harmer (2004), writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus that stands in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

Bell and Burnaby in Nunan (1989) define writing as an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, sentence structure, vocabulary, punctuation, spelling, and letter formation. Myles (2002) states that the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing.

In addition, Hadley in Myles (2002) states that perhaps it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end. In addition, it is undoubtedly the act of composing, though, which can create problems for students, especially for those writing in a second language (L2) in academic contexts. Harris (1993) believes that writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to do some processes inside. The length of the time is different among writers. Some need a longer time just to think about what to write before making the initial draft. The researcher will use this belief as a navigation in this research.

In line with the definitions given above, there are some aspects taken into consideration in writing. According to Jacobs et al. (1981), there are five aspects of writing. They are: Content, It is defined as the substance of writing in which it can be identified from the topic sentence and main idea. Organization, It refers to the coherence of the text. It deals with how the writer arranges the ideas so that those will run smoothly within the paragraphs. Grammar/Language Use, It deals with the grammatical forms of the text.

The use of grammatical form constructs a well formed sentence. Vocabulary, It refers to the selection of appropriate words for the content. It can be identified by looking at the word choices or diction in order to deliver the ideas to the reader. Mechanics, It deals with the graphic conventional of the language. The identification can be from its spelling, punctuation, capitalization, and others within the paragraph or text. From those explanations, it could be concluded that writing is a process that occurs over a period of time. It refers to an action of delivering or expressing ideas and feeling through written forms. It is one of skills with high complexity. Different writers could produce different kinds of writing. There are some aspects of writing such as content, organization, language use, vocabulary and mechanics.
Narrative text

According to Braine, et al. (1995), when the description is about events, such as a story, we say that the writer is using narration. In addition, Maulana (2010) states that narrative text tells story. Regina et al. in Maulana (2010) states that although narration usually refers to the telling story, the term is used here to describe the relating of an experience. That experience may be in the past (past narration), or it may be typically experience (what people usually do) or it may be going on now (present narration). Maulana(2010) believes that there are many types of narrative text. They can be imaginary, factual, or both. They may include fairy stories, mysteries, science, fiction, romance, horror stories, adventures, fables, and so on. Mark and Anderson (1997) say that narrative texts can have five main parts. These are shown on the explanations below:

Orientation on this paragraph, the narrative tells the audience who is on the story, when it is happening, where it is happening, and what is going on. Complication, This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of characters. The complication is the trigger. Sequence of Events, This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order or with flashback. The audience is given narrator's point of view.

Method.

Research design

This research used qualitative research in order to find out whether there was an improvement in students' writing narrative text before and after. One-group pretest design was used to this research. Ary, Jacobs, and Sorensen (2010) explain that one group the pretest design usually involves three steps: (1) administering a pretest which measuring; (2) applying the experimental treatment to the subject.

In this research design, there was no control group. This research used one class as the experimental class. The researcher conducted a pretest, one meeting. Here is the illustration of the one group pretest posttest design.

Research site and participants

The subjects of this research were the students of State Islamic University of Raden Fatah Palembang. The researcher chose one class to be the sample of this research. The class that become a sample was chosen by random sampling. There were six students who were willing to be the participants of this research. This research was conducted in one meetings by doing 6 essay writings. The instrument used to collect data in this research was a written test. The tests were conducted in the first meeting and last meeting. These tests were used to measure the students' writing skill improvement after being taught using dialogue journal. The test consisted of instructions to make a narrative text based on the direction given. According to Weigle in Reyhan (2012), in analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score like holistic scoring do. Jacobs et al (1981) rates the scripts based on five aspects of other analytical scales of writing composition which are: content, organization, vocabulary, language use, and mechanics

Data collection

The data were collected through writing test. The data were analyzed by using format error identification. There were errors that this research reveals The test was used to find out the grammatical errors of students in learning writing narrative text. There were some procedures that were used to collect the data in this research. They were as follows:

The pretest was given before the conducted to know how the grammatical errors in writing narrative teks. The test was a written test. The test was given in the one meeting to find out the students' grammatical errors.

Interview, the interview was conducted in a semi-formal situation. In this study, participants' consents for the interview were taken verbally and recorded by tape-recorded for 5-
10 minutes. The interviews were conducted in English Education because to make participant understand the questions and be able to give much information to the interviewer. In analyzing, the data of interview tapes were transcribed to English. The researcher was examined the data by looking for repeated themes, grouped those together and then chosen appropriate heading for the categorized data.

Findings
As previously stated, this study means to explain the grammatical errors in narrative text writing made by the students of English Education at UIN Raden Fatah Palembang. After collecting and analyzing the data, we found that there were a lot of errors. The errors are classified based on the items of specification. There were three writing errors made by student They were error of verb, error of tense, and error of vocabulary knowledge.

This research was conducted in order to several the common grammatical errors that English Education made in writing narrative text. The students explain that sometime they have grammatical errors in narrative text, words of words, sentence by sentence and if the word is still ambiguous they ask to research for it google for the meaning of the research.

The data after being collected from the participant writing test.

Tables 1

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omission</td>
<td>The student forgot to add necessary item in the sentences. They omitted the use of to be, articles, verb, and s or es.</td>
</tr>
<tr>
<td>Addition</td>
<td>The student added unnecessary items in the sentences. They add unnecessary to be, articles and nouns.</td>
</tr>
<tr>
<td>Misformation</td>
<td>The student used incorrect morpheme in the sentences.</td>
</tr>
<tr>
<td>Misordering</td>
<td>The student did not make grammatical error in misordering.</td>
</tr>
</tbody>
</table>

Omission

Based on the data collected from the test of writing test of English education study program of UIN Raden Fatah Palembang. The researcher found out that types of grammatical error made by the students were the omission. it is summarized that there are three most common types of grammatical errors identified from the students’ writing which are errors in verb, tense and vocabulary.

The next grammatical errors in the use of Verbs might not be considered as the wrong use of Verbs. It is actually the omission of Verbs, which in this case in sentence (f), the omission of Verb to be before a Preposition or Adjective. Obeying the grammatical rules, the corrections would change those phrases into „she was at home‟, „she was not there‟, „it was too late” and „I was still happy”. Besides, a minor error in the use of Verbs is identified when the Simple Past form of the word —stop” is spelled wrongly as —stopped”. The correct spelling should be „stopped”; another —p” is added before the word is added with the morpheme, —ed” to mark the use of Simple Past. Most errors of this type portray that the students did not change the Verbs into Past Tense form. In cases where there were more than three errors of the same type, the Verbs were repeatedly used in Present Tense from the beginning until the end of the writing. For example:
Then, Jacky, my only brother bring it to me and show me the album. He also ask me to tell him a story about a picture of me and the guy beside me at a river holding a big, huge catfish. Suddenly, an unrank sad feeling attack my heart and soul (AS, may 08, 2019)

Referring to the excerpt above, the bold words are Verbs which the student did not change into Past Tense form. Since it had been made compulsory for the essay to begin with the sentence —It had been raining all day”,

Addition

Based on the data obtained from the writing test of English education study program of UIN Rden Fatah Palembang, the researcher found out that the other type of grammatical error made was the addition error. From the above example, the words in bold are already in the Simple Past form. The use of the form is considered ungrammatical and it is inappropriate for words in bold to take the form of the Simple Past in dialogues. Therefore, the Simple Present form should be applied to correct the errors to change the word —was” with the word —is”. Next, there are also several examples taken from the students” essays to show the occurrences of errors in Tenses including the Simple Past, Past Progressive and Past Perfect.

a. The reason why I am not coming with them was I want to do the revision. My PMR exam trial was around the corner. My dad always remind me to study.

b. Sara was protect the money for our daughters in a jar. She was try to start a piggy bank for them so they could go to college.

c. Unfortunately, she did not know where her father gone.

d. We noticed that Shah had disappear from our sight.

Excerpt 3(c): Errors in the Application of Tenses

In sentence (a), the words in bold indicate the errors where they should take the form of the Simple Past Tense since the actions happen in the past. They should be written as —was”, —wanted” and —reminded”, respectively to make the sentences grammatically correct. For sentence (b), the words in bold are ungrammatical and they are supposedly written as —protecting” and —trying” as to apply the correct form of Past Progressive Tense. The last two examples are the errors in the use of Past Perfect Tense. Instead of using the words in bold which are grammatically incorrect, the form of Past Perfect Tense should be applied so that the words are written as —had gone” and —had disappeared”, respectively.

Misformation

Based on data collected from the test of writing of narrative teks in English education study program of UIN Raden Fatah Palembang. Vocabulary Knowledge Within this theme, the participants of this study reported that error grammatical. The data gained from the test of the students were they writer with incorrect grammar. For example “my activities is studying at Raden Fatah Palembang “ the other examples are “ since I study at palembang, so I live in palembangl.

The sentences here used the wrong preposition. The correct from the sentences above is “since I study in palembang, so I live in Palembang. —and —my activity is study at UIN raden Fatah Palembangl. Here the sentences is incorrect, therefore the correct form of the sentences is —my activity is studying at UIN Raden Fatah Palembangl.

Discussion

Based on the results of data analysis above, the researchers found that the grammatical errors of writing narrative teks in the English education study program students at UIN Raden Fatah Palembang, South Sumatera were there types. They were omission, addition, and misformation. In the line there are three types of grammatical errors of writing text by dulayet. A (1982). The frequency of omission is 24 whuich is 38%, addition is 22 which is 35% whereas misformation is 17 which is 27%.
Since the field of grammatical errors continues to attract the researchers’ interest, there is another researcher who conducted a study involving 30 Malay students as the subjects. The study by Zahiah (2003) entitled A Study of the grammatical errors (omission, addition, misformation) in English written composition of Form Four Students at Sekolah Menengah Kampung Laut, Tumpat Kelantan. As most studies have applied, she also used the technique of assessing students’ composition to find the errors. The result presented indicates that the most frequently committed errors are those classified under the use of the very basic finding by Zahiah (2003) with those gathered from this study, Form Four ESL learners of SEMSAS, despite having slightly higher level of omission in error grammatical narrative, than Zahiah’s subjects.

Rahayu (2001) conducted a study writing narrative text to analysis of grammatical errors (high omission and addition) errors under the title The Student’s Performance of Error in The Use of Past Tense: An Analysis in a Selected School. In this study, 30 students of Sekolah Menengah Convent Ipoh, Perak were taken as subjects. In terms of students and university background, they are quite at the same level of proficiency with those Diploma ESL students, a number which do not represent the performance of the whole student population of the University ESL learners involved in this which occupy of the intermediate level. The technique of data collection is also the same; a writing composition but Rahayu (2001) also included the fill in the blanks task to assess the errors. The finding of her study matches those in this study with the three forms of Past Tense (Simple Past, Past Perfect and Past Progressive) are detected from the learners’ writing.

Conclusion
After this research analysis had been conducted, this research revealed twelve errors that English students program made in writing narrative essay, and mostly it happened because of the influenced of students’ first language which is Bahasa. This finding provides the reader that although narrative essays data in this research were made by English Study Program Students, the students also did some errors in their papers. These things might be commonly found in many kind of situation in the process of learning that need to be controlled seriously.

Suggestion
After we conducted the research, we wanted to give some suggestion related to the results of this study. Hopefully it can be applied easily on teaching and learning activities and reducting grammatical errors: 1) The lecturer must do motivation as a warm-up before he starts teach learning in class to make students happy and relax. This can also help students to shift their concentration from previous class subjects to focus on material, 2) Lecturers must create impressive teaching writing techniques which can attract students’ attention to writing English activities, 3) Writing has several rules and text types. Therefore the lecturer must simplify the explanation without reducing the substance of the material provided, 4) Lecturers must provide feedback on students’ writing and communicate their progress in writing, 5) Writing is a skill that requires process and practice. Therefore, students must practice writing starting from the simplest ones such as write daily activities or write their past experiences like recount text, 6) Lecturers must also practice how students can write well specifically for writing recounts text.

References


AN ANALYSIS ON THE STUDENT'S PROBLEMS AND STRATEGIES IN TRANSLATING ENGLISH COMPOUND WORD INTO INDONESIA

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Abstract
This study was aimed to analyze student's problems in translating English compound words into Indonesia and provide strategies to make it easier for students to translate English compound words. The research methodology was based on Qualitative approach. The findings of the study revealed of EFL students at Raden Fatah state Islamic university Palembang. The research findings from the interviews with students who have translated English texts into Indonesia. From the results of the study found that some students did not know about compound words and there were students having difficulties when translating compound that is unfamiliar word words and from these results the authors can conclude that there is still a lack of knowledge compound word of students about this compound word and there are still obstacles when students translate English into Indonesian for that must be improved word and knowledge of compound word, therefore students can easily understand compound words and translate sentences from English to Indonesia.

Keywords: analysis, problems in translating compound words, strategies translation

Introduction
English has become an important language in our lives. Even English is an obligated language that someone must in able to apply in many occupation. English, which related with its four basic skills such as speaking, reading, writing and listening, are offered to many people that. Finally realize the necessity of the language. But there is something related with English that is sometimes being neglect named translation. Concerning that the learners are learning English as second language, translation is definitely needed to comprehend what we speak, read, write and listen in English. Translation can be performed directly in oral or in written by using many kinds of strategy. In this thesis the writer focuses on students' problems and strategies in translating English compound words into Indonesian.

Language is one of the language components is very important to support the mastery of the four language skills. Grammar as a description of the structure of a language and the way to construct words and phrases are combined to produce sentences in the language in order to

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avoid misunderstanding. Bloomfield (1933) state that word is a minimal free form, hence, a word is viewed as a form which can occur in isolation and have meaning but which cannot be analyzed into elements which can occur alone and also have meaning. Based on the explanation above, the writer is interesting to analysis the different of English language and Bahasa Indonesia in term of word compound.

The reason we are researching is finding problems experienced by students in translating compound words and helping students to get strategies to make it easier to translate compound words.

Literature Review

Definition of translation

According to Newmark (1988) translation is rendering the meaning of a text into another language in the way that the author intended the text. Newmark gave more explanation from his statement above that translation was not only translating the language but also the translator should transfer the meaning of the text, so the reader knew about the author intention.

Massoud (1988) in Sadeghi (2010) argued that the requirement of good translation is as follows; a good translation is easily understood, fluent and smooth, idiomatic, translation conveys to some extent, the literary subtleties of the original, distinguished between the metaphorical and the literal, reconstructs the cultural or historical context of the original, a good translation makes explicates what is implicit in abbreviations, and an illusions to saying, songs and nursery rhymes, for last criteria that good translation will convey, as much as possible, the meaning of the original text.

Translation process

Translation is not by just changing the language into another language. According to Baker (1992), a good translator could not begin to translate until she or he had read the text at least once and got a „gist“ of the overall message in the text. Once the source text was understood, the translator had task of producing a translation product which could be accepted as a text in its own language and culture. The phraseology, collocational and grammatical patterning of the target version has to cover the target language norms. Then, collocational patterns and grammatical structures could only enhance the skill of translating data from individual sentences. Finally, they have to make sure those sentences and paragraphs are readable and coherent.

Definition compound word

Madjid (1984) has definition about the compound words in Bahasa Indonesia is Comounding is not determined based on the semantis meaning, but based on the gramatical meaningl. Therefore, one word has the displacement group (transposition) even the word used in different distribution.

According to Alieva (1991) —compound words is the way to form words by combining by two components, meaningful words or roots morpheme. The criteria of compound words that often used is idiomatic meaning and the integrity of forms. The most important thing between the two morpheme roots, or two roots, which form the compounding, it may not be inserted a word or the affixes.

Parts of Compound Words

According to Jackson (2000), —a compound word consisting of two roots and compounds in which one of the elements is complex. Compound consisting of two roots are the simplest type of compound. They also tend to be the most numerous in the language. To give an idea of the extent to which this type of compound dominates in English, we have listed some of the initial roots.
a. Nouns
Nouns as initial elements: air, arm, ash, beach, bird, book, bull, car, cat, cow, door, duck, ear, eye, farm, foot, hair, hand, heart, house, lamp, lip, moon, mouth, rail, rain, rose, shoe, snow, suit, star, steam, sun, table, tea, wall, wind.

b. Verbs
Verbs as initial elements: break, carry, turn, take, stick, pick, push, play, read, run, set, shoot, show, sit, splash, stand, pull, line, kick, go, feed, fall, drop, drive, count, come, cast, rail, print.

c. Adjectives
Adjectives as initial elements: big, black, blue, brief, cold, fair, far, green, grey, high, hot, left, long, low, near, quick, red, right, short, slow, small, south, straight, tight, white, yellow. Adverbs as initial elements: about, after, back, by, down, fore, font, hind, in, off, on, over, under, up.

The verb compound
Jackson (2000) classifies that compounds to the word class, and the syntactic relation between roots. As a general rule, the word class of the last element of the compound determines the class of the compound, we shall consider in turn, noun, verb, adjective, and adverb compounds. The pattern is any root + verb. The second root must be a verb and the first root may be a noun, a verb, an adjective, or an adverb.

- V + V (object – verb): baby-sit, brain-wash, house-keep
- V + V (co-ordinate): dive-bomb, drop-kick
- Aj + V (non-syntactic): dry-clean, sweet-talk, white-wash
- Av + V (modifier-head): down-grade, over-do

A verb compound is a group of relate words that consist of a main verb and one or more helping verbs. Helping verbs add meaning to other verbs. Some helping verbs change the time express by key verb. Such as should and might, are used to indicate obligation, possibility, ability, or permission. For examples:
The student is going to Bangka Island for three weeks
You should eat before you go to school
She has gone with ani to the library

Noun compound
The pattern of noun compound is any root + noun. The second root must be a noun while the first root may be a noun, a verb, an adjective or an adverb. Example of noun compounds are as follows:

- N + N (modifier-head): ash-tray, arm-chair, text-book
- V + N (verb-object): dare-devil, pick-pocket
- Aj + N (modifier-head): black-bird, hard-cover
- Av + N (not syntactic): after-thought, back-talk, down-grade

A noun phrase is made up of a noun and all its modifiers. A noun phrase can function as a subject, an object, or a complement. Some noun phrases start with an infinitive (to+verb) or a gerund (a verb+ing). A verbal phrase is a verb form that is used as a noun or adjective. There are three types of verbal, they are gerunds, participles, and infinitives.

Gerunds
A gerund is a verbal noun (a verb form used as a noun), it has the same form as the present participle (-ing added to it). For example, read is the verb, added by -ing to 4 form the word reading. In other example, swim added by -ing to form the word swimming. Now, the following points on gerunds:

- As a subject
  Teaching is a noble profession.
b. As a direct object
   John loves teaching

c. As an object of a preposition
   I'm fond of eating and drinking

d. As a predicate noun after a linking verb
   Seeing is believing

e. As an appositive
   His hobby, swimming, has helped to keep him healthy

**Problems in translating**

In doing translation, translators were not doing translation without difficulties. According to Soemarno (1988) a translator would face many kinds of difficulties in their work; for example difficulties related to the meaning: lexical meaning, grammatical meaning, contextual or situational meaning, textual meaning and sociocultural meaning. Those meanings were easy to translate (translatable) or even difficult to translate (untranslatable).

Baker (1998) proposed that a translator often faced difficulties in translating a language to another language. Those difficulties were related to; Non-equivalence at the word level, equivalence above word level and equivalence at grammatical level, textual equivalence (thematic and cohesion) and pragmatic equivalence. In this study, the researcher wanted to analyze three equivalences; at the word level, above word (phrase) level and grammatical level.

The following were some common types of non-equivalence at word level.

1. Culture – specific concepts the source-language word might show a concept which is totally unknown in the target language (Baker, 1992). It might relate to a religious belief, a social custom, or even a type of food. Every language had its own cultures that were difficult to translate to another language. For example: the word 29 —pahing or kliwon1. This was a very Indonesian concept which is rarely difficult to translate into other languages.

2. The source – language concept was not lexicalized in the target language Baker (1992) stated the source-language word might expressed a concept which was known in the target culture but simply not lexicalized, that was not —allocatedl a target – language word to express. For example the word —savoury‖ had no equivalent in many languages, although it expressed a concept which is easy to understand.

3. The source – language word is semantically complex the source – language word be semantically complex. This was fairly common problem in translation. Words did not have to be morphologically complex to be semantically complex (Bolinger and Sears, 1968). In other words, a single word which consisted of a single morpheme could sometimes express a more complex set of meaning than a whole sentence. For example the word —tengkurap‖ in Indonesian Language which meant sleep with body faced ground.

4. The source and target language made different distinction in meaning Both in source – language and target language might have the utterances, but they were different in meaning because the contexts were strongly different. Like Baker (1992) stated what one language regards as an important distinction in meaning another language might not perceived as relevant. For example the word —kepanasan‖ in Indonesian language which meant going out in strong bright of sun without the knowledge that today the sun will be extremely hot and going out with the knowledge that today the sun will extremely hot (panas-panasan). English did not make any distinction of those words, so it would be difficult to find the equivalence.

5. The target language lacks a superordinate The target language might have specific words (hyponyms) but no general word (superordinate) to head the semantic field (Baker, 1992).

6. The target language lacks a specific term (hyponym) Since each language made only those distinctions in meaning which seemed relevant to its particular environment, languages tend
to have general words (superordinate) but lack specific ones (Baker, 1992). For example, English had many hyponyms under stationary: pencil, eraser, ruler, pen, ballpoint, correction pen and book.

(7) Differences in physical or interpersonal perspective Baker (1992) said physical perspective has to do with where things or people are in relation to one another or to a place, as expressed in pairs of words such as take or bring, arrive or depart and so on. For example, Japanese had six equivalents for give depending on who gives to whom: yaru, ageu, morau, kureru, itadaku, and kudasaru.

(8) Differences in expressive meaning There might be a target – language word which had the same propositional meaning (what is refers to or describe) as the source language word but it might have a different expressive meaning (relate to the speaker feeling or attitude). If the target language equivalent was neutral compared to the source 31 language item, the translator could sometimes add the evaluative element by means of a modifier or adverb if necessary or by built it in somewhere else in the text.

(9) Differences in form There was often no equivalent in the target language for a particular form in the source text. For example in Indonesia pelayan (pria) / pelayan (wanita) and in English have waiter / waitress.

(10) Differences in frequency and purpose of using specific forms Even when a particular form had a ready equivalent in the target language, there might be a difference in the frequency with which it was used or the purpose it is used. For example English used the continuous – ing form for binding clauses much more frequently than other languages which had equivalents for it, for example German and Scandinavian languages, yet the result would be stilt and unnatural style.

(11) The use of loan words in the source text the use of loan words in the source text possessed a special problem in translation. Once a word or expression was borrowed into a language, we could not predict or control its development or the additional meanings it might or might not take on. For example in English word feminist (advocating for equal rights for women) with the Japanese word feminist (feminist in Japanese is usually used to describe a man who is excessively soft with woman)

Method

Research design
This study is a descriptive qualitative research, and it is presented the data with a content analysis method. Some of the experts had their own point of view about this type of research. Based on Creswell (2009) in qualitative research, he saw different major characteristics at each stage of the research process. The reason we use descriptive qualitative research design because this method is very helpful in collecting data by interviewing. In this study, we investigated their problem in translating an English compound word into Indonesia.

Research Site, Sampling and Participants
This study was conducted by interviewing resource persons we have 10 target speakers that we want to ask for interviews about compound words, but we only get 6 speakers consisting of all women and they are willing to be interviewed which consists of students from the English department of the 2016 class from the state Islamic university Raden Fatah Palembang and they all agreed to be asked for an interview. We took 2 participants from within their classrooms and took 4 other students from outside the class. the reason we want to interview speakers from English education is we want to know whether they understand compound words or not and
what is their difficulty in knowing about the compound word and what strategies they get when they know about compound words

Data collection
In this study, we conducted interviews. We use face-to-face interviews with participants. In this study, we interviewed 6 students who we observed to clarify the reasons why they had difficulty translating compound words from English to Indonesian and also to find out what strategies they used to find out how to translate compound words from English to Indonesian. And we also had the chance to test them with little things about compound words to participants whether they knew which compound word or not, so we could know very well whether they understood the compound word or not

Data analysis
In analysis data, we applied thematic analysis. We follow the steps proposed by Creswell (2012). In this study, participants' consents for the interview were taken verbally and recorded by tape-recorded for 5-10 minutes. The interviews were conducted in English Education because to make participant understand the questions and be able to give much information to the interviewer.

In analyzing, the data of interview tapes were transcribed to English. The researcher was examined the data by looking for repeated themes, grouped those together and then chosen appropriate heading for the categorized data. In conclusion, the researcher made the summary from the students about translating English Compound Word into Indonesia

Findings
The findings of the research answers the two research questions in this study; finding out student's problems in translating English compound word and the strategies in translating English Compound word

The student’s problems in translating English compound word
After analyse the data from interview, we found that there were some problems that caused students difficult to translate English compound word. The themes and code gained from thematic analysis were described in table 1:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of knowledge compound word</td>
<td>A. Some of the students don’t know and understand about compound word</td>
</tr>
<tr>
<td>2. Unfamiliar word</td>
<td>A. Some of the students don’t know the meaning of unfamiliar word</td>
</tr>
</tbody>
</table>

The themes and code in table 1 were explained as follows:

Lack of knowledge compound word
Based on the data collected from interview, we found that one of the problems students in translating English compound word is lack of knowledge compound word. In this case, students' lack of knowledge compound word was caused by their lack of curiosity about compound word material.

The data gained from the interview showed that the students who don’t know compound word because lack of curiosity about compound word material. They admitted that lack of curiosity about compound word material and make the students difficult to translate English compound. For example, one of the students named Y said that,

“I don’t know compound word, what is, can you describe it to me.” (Personal Communication, April 29 2019)
Meanwhile, other students initials E and L also had similar opinion.

**Unfamiliar word**

Based on the data collected from interview, we found that one of the problems students in translating English compound word is unfamiliar word. In this case, students often found unfamiliar word that made the students difficult to translate English compound word caused by lack of vocabulary mastery in translating English compound word.

The data gained from the interview showed that the students who unfamiliar word in translating because the lack of reading scientific papers. They admitted that lack of using English everyday life and make the students difficult to translate English compound. For example, one of the students named Y said that,

—*I often have difficulty translating English compound words because there are words that I rarely meet or unfamiliar word because of the lack of reading scientific* *(Personal Communication, April 29 2019)*

Meanwhile, other students initial D and L also had similar opinion.

**The strategies in translating English Compound word**

After analyse the data from interview, we found that there were some strategies to translate English Compound word. The themes and code gained from thematic analysis were described in table 1:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Translate word by word</td>
<td>A. Some of the students have their own strategies, namely by translating word by word</td>
</tr>
<tr>
<td>2. Searching on the dictionary the unfamiliar word to get the meaning</td>
<td>A. Some of the students have the strategies to find the unfamiliar word meaning by searching on the dictionary</td>
</tr>
</tbody>
</table>

**Translate word by word**

Based on the data collected from interview, we found that one of the strategies students in translating English compound word is translate word by word.

The data gained from the interview showed that the students who have the strategies translate word by word because the strategies make students easier to translate compound word. They admitted that strategies translate word by word make easier to students translate compound word. For example, one of the students named D said that,

—*I have a separate strategy like translating word by word and that strategy makes it easier for me to translate compound word.* *(Personal Communication, April 29 2019)*

Meanwhile, other students initials Y and E also had similar opinion.

**Searching on the dictionary the unfamiliar word to get the meaning**

Based on the data collected from interview, we found that one of the strategies students in translating English compound word is searching on the dictionary the unfamiliar word to get the meaning.

The data gained from the interview showed that the students who have the strategies searching on the dictionary the unfamiliar word to get the meaning because the strategies make students easier to understand the meaning and translate compound word. They admitted that strategies searching on the dictionary the unfamiliar word to get the meaning make easier to students translate compound word. For example, one of the students named E said that,

*“I have a way to translate unfamiliar word in compound word that is searching the meaning on the google”.* *(Personal Communication, April 29 2019)*
Meanwhile, other students initials D and Y also had similar opinion.

Discussion

Based on the results of data analysis, we found that some English language education students at Raden Fatah State University in Palembang, South Sumatra, Indonesia, did not understand about compound words, they were still confused about compound words and there were also many problems when they translated the compound word.

After we analyze the data from student responded about their problems and strategies to the compound word we found that there some students had strategies in translating compound words, some of the students had the strategies to resolve the problem in a way translate word by word. The results of this study was supported by theory from Newmark (1988) confirmed there are eight kinds of translation method: Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context and the next theory from Robbins (1967) confirmed that there was one word, one meaning.

The second is the strategies Searching on the dictionary the unfamiliar word to get the meaning, we find that there are some students have the strategies Searching on the dictionary the unfamiliar word to get the meaning. The results of this study was supported by theory from Ballard, 2013 he confirmed that compound word can be found in the new paper, magazine, and dictionary, the no compound can be formed from several combinations of technical categories.

The third is problems in translating English compound word we found that there some of the students don’t know the meaning of unfamiliar word. When we asked the problem in the translating compound word, their problems is translating the unfamiliar word that is making them difficult to translate English compound word. The results of this study was supported by theory from Grauberg (1997) he confirmed that the process of learning Understanding meaning This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English

Conclusion and Suggestion

From the results of the research made, it can be concluded that there are still many students who do not understand the word compound. and also they have difficulty translating compound words from English to Indonesian. students have their own strategies in translating compounds such as translating words of words and searching for those meanings in google if the meaning of the word is still ambiguous. This study aims to analyze students’ problems in translating English compound words into Indonesia and provide strategies to make it easier for students to translate English compound words. The research methodology is based on a qualitative approach. The findings of this study reveal EFL students at Raden Fatah State Islamic University Palembang. Research findings from interviews with students who have translated English texts into Indonesia. From the results of the study it was found that some students did not know about compound words and there were students having difficulties when translating compound words and from this result the authors concluded that there was still a lack of student knowledge about these compound words and there were still obstacles when students translated English into language Indonesia for that must be increased vocabulary and knowledge of compound words, therefore students can easily understand compound words and translate sentences from English to Indonesian.

The results of this study were to find problems in translating the English compound word and strategies in translating English compound words from these findings, we hope that teachers can know the strategies and apply them to students and make it easier for students to translate English compound words and other researchers to easily find problems faced by students in translating English compound words

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STUDENTS SELF-EFFICACY IN SPEAKING ENGLISH AT UIN RADEN FATAH PALEMBANG

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Abstract
The purpose of this study is to find out the students' self-efficacy level in speaking English and to investigate the factors influencing the students' self-efficacy. This study involved eight students of UIN Raden Fatah, Palembang. In this study, the data were gathered in two ways, namely the questionnaire. The questionnaire, adapted from Bandura's children's perceived academic self-efficacy questionnaire (2001), was used to determine the levels of the students' self-efficacy in speaking English, namely very high, high, medium, low, and very low self-efficacy. The analysis of the data was done within the theoretical frameworks of self-efficacy by Bandura (1982) and the theory of factors affecting student's self-efficacy by Schunk and Meece (2005). The findings indicated that thirty students had very high self-efficacy and forty students had high self-efficacy in speaking English. Almost half of the participants had medium self-efficacy belief in their speaking ability in English. Meanwhile, there were fifty students who had low self-efficacy and twenty students who had very low self-efficacy in speaking English. Families and peer networks were revealed as the influencing factors to increase students' self-efficacy in speaking English. This study is recommended for teachers and parents, so that they can take advantages of this study to improve the students' confidence and self-belief to speak English.

Keywords: Self-efficacy, speaking, English subject, family, students' confidence.

Introduction
In connection with the issue above, some experts argue that there are diverse factors that influence EFL students to speak English. Dörnyei (2005) and Riasati (2012) indicate some factors that might encourage learners to speak English such as students’ motivation, personality, content and context, as well as learners beliefs on their communication competence. On the other hand, Hamouda (2012) highlights some causes that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, incomprehensible input, shyness, comparison with peers, low self-belief on their speaking capability, and lack of confidence. Self-efficacy is referred to individuals beliefs in his capabilities, and it gives effect to the efforts he puts to achieve desirable performance. As defined by Bandura (1997), self-efficacy is the belief in one capabilities to organize and execute the courses of actions to attain designated type of performance. In other words, self-efficacy can be seen as the confidence that people have in their ability to do the things that they try to do, accomplish the goal and perform task competently (Dörnyei, 2005). However, Idrus and Salleh (2007) state that study relates to students’ self-efficacy with regard to speaking English skill remains under-discussed, especially in Asia. Many studies that have been done on self-efficacy in second and foreign language learning settings are focused only on reading and writing skill (Schunk & Swartz, 1993). The scope of the study is narrowed down into two limitations, since the topic about self-efficacy is too wide. First, categorizing self-efficacy level that the students possessed in speaking English, and second,
figuring out the factors affecting students’ self-efficacy in speaking English. On the other hand, the theories of self-efficacy by Bandura (1982) and theory of factors affecting students’ self-efficacy by Schunk and Meece (2005) is mostly used as the main logical frames in seeking students’ self-efficacy level in English speaking skill and factors affecting students’ self-efficacy level.

This present study tries to analyze the issue of students’ self-efficacy in speaking English based on the theory of self-efficacy by Bandura (1982) and factors influencing adolescents’ self-efficacy by Schunk and Meece (2005). This study is hopefully able to give new insights on filling the gaps in theories giving reasonable arguments that students’ self-efficacy level can be very various. Furthermore, the factors that influence students’ self-efficacy can be very difference to each student. The result of this study is expected to give knowledge, example, and reflections for further research to be carried out and for any educational practices related to students’ self-efficacy in speaking English. Since self-efficacy studies are rarely carried out in speaking skill area of English subject, this study becomes interesting to conduct, especially in Indonesian context where English is learned as a foreign language. It is to enrich the literature studies on students’ self-efficacy in English subject.

Based on the explanation above, this study is purposed to find out EFL students self-efficacy level in speaking English and to figure out the factors influencing their self-efficacy level. Participants in this study were EFL students from UIN Raden Fatah Palembang. The results of this study are intended to broaden the perspective of writers in particular and readers in general.

Literature review

Definition of speaking

Speaking is one of two productive skills in language teaching and learning. It is defined as a two way processes between speaker and listener (or listeners) and involves the productive skill of speaking and receptive skill of understanding (Byrne, 1986, in Mazouzi, 2013). Meanwhile, Nunan (2003) defined that speaking consists of producing systematic verbal utterances to convey meaning. Moreover, Bygate (1987, in Mazouzi, 2013) argued: —Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer. Thus, speaking skill can be described as the ability to communicate orally to other people with the aim is to express their idea and feeling. It involves producing, receiving, and processing information.

The importance of speaking

Speaking ability is an important aspect in learning a certain language, as Theodore Huebner (1960, in Mauludiyah, 2014,) stated, —language is essentially speech, and speech is basically communication by soundsl. Penny Ur (1996) argued that of the four skills (reading, writing, speaking, and listening), speaking skill seems to be the most important one since foreign language learners are most of all interested in becoming actual speakers of the language. She also stated that people who know a language are often referred to as speakers of that language. The Nature of Speaking Tarigan (1990, in Mauludiyah, 2014,) defined that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is a productive skill. It could not be separated from listening. When we speak we produce the text that will be heard by other people and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. The nature of speaking has been discussed by many researchers. Byrne (1986, states that: —Oral communication is two-way process between speaker and listener (or listeners) and involves the productive skill of speaking the receptive skill of understanding (or o listening with understanding).

The aspects of speaking

Harris (1969 in Lestari, Nababan & Erni, 2013) stated that speaking ability has four components which are generally recognized in analyzing speaking. They are as follows:
Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly. (Harris, 1969 in Khalidah, Gultom & Harini, 2013). Grammar, Warriner in Noni (2002, in Lestari et al., 1993) said that communication in speaking will run smoothly if grammar is used in speaking. Grammar or structure is a very important aspect in speaking ability. Fluency, Hornby (1974) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar. Vocabulary is range of words known or used by a person in trade, profession, etc. (Hornby, 1974) If students have many vocabularies, it will be easier for them to express their idea.

**The functions of speaking**

A few language experts have attempted to categorize the functions of speaking in human communication. According to Brown and Yule, as quoted by Richards (2008), —The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

**Self-efficacy**

**The definition of self-efficacy**

Self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal thoughts and a given task, Bandura (in muhammed, 2014) Self-efficacy is one of the individual's self-regulating abilities. The concept of self-efficacy was first proposed by Bandura in 1977. Self-efficacy refers to the perception of an individual's ability to organize and implement actions to showcase certain skills (Bandura, 1986) Baron and Byrne (2000) suggest that self-efficacy is an individual's assessment of his or her ability or competence to perform a task, achieve a goal, and produce something. Besides that, Schultz (1994) defines self-efficacy as our feeling towards adequacy, efficiency, and our ability to cope with life. Based on the opinion of experts, it can be concluded that self-efficacy is an individual's beliefs or beliefs about his or her ability to organize, perform a task, achieve a goal, produce something and implement actions to display a certain skill.

Dimension of Self Efficacy Bandura (1997) suggests that individual self-efficacy can be seen from three dimensions:

**Magnitude**

Individual self-efficacy in doing a task differs in the degree of difficulty of the task. Individuals have high self-efficacy on easy and simple tasks, as well as on complex tasks and require high levels of competence.

**Generality**

This dimension relates to the individual's mastery of the field or job task. Individuals can claim to have self-efficacy on a wide range of activities, or are limited to certain domain functions only. Individuals with high self-efficacy will be able to master several fields at once to complete a task. Individuals with low self-efficacy master only a few of the areas required to complete a task.

**Strength**

The third dimension is more emphasis on the level of strength or individual stability of his beliefs. Self-efficacy shows that the actions taken by individuals will produce results that are appropriate to the expected individual. Self-efficacy is the basis for itself to make a tough effort, even when encountering obstacles.

**Sources of self-efficacy**

Bandura (1986) explained that individual self-efficacy is based on four things: *Mastery experience*

Mastery experience or experience of success is the greatest source of influence on individual self-efficacy as it is based on authentic experience. The experience of success leads to
increased individual self-efficacy, while repeated failures result in decreased self-efficacy, especially if failure occurs when the individual's self-efficacy has not really formed strongly. Failure can also decrease the individual's self-efficacy if the failure does not reflect a lack of effort or influence from outside circumstances.

**Other individual experiences**

The individual does not depend on his own experience of failure and success as the source of his self-efficacy. Self-efficacy is also influenced by the experience of other individuals. Individual observation of the success of other individuals in a particular field will enhance the individual self-efficacy in the same field. Individuals persuade themselves by saying that if other individuals can do so successfully, then the individual also has the ability to do well. Individual observation of failure experienced by other individuals despite having done many businesses lower the individual's judgment on his or her own ability and reduce the individual's effort to achieve success. There are two circumstances that allow the individual self-efficacy to be easily influenced by the experience of another individual, namely the lack of individual understanding of the ability of others and the lack of individual understanding of his or her own ability.

**Verbal persuasion**

Verbal persuasion is used to convince individuals that individuals have the ability to enable individuals to achieve what they want.

**Physiological state**

The individual's judgment of his ability to do a task is partly influenced by the physiological state. The emotional upheaval and physiological state experienced by the individual gives a sign of an undesirable event so that a stressful situation tends to be avoided. Information from physical circumstances such as heart palpitations, cold sweat, and trembling become a signal to the individual that the situation he faces is above his ability.

**Self-efficacy processes**

Bandura (1997) describes the psychological process of Self-Efficacy in influencing human function. The process can be explained through the following ways:

**Motivation process**

Self-efficacy affects attribution of causes, where individuals with high academic self-efficacy assess failure in academic tasks due to lack of effort, whereas individuals with low self-efficacy assess failure due to lack of ability. The expectation-value theory considers that motivation is governed by the outcome expectation and the outcome value. Outcome expectation is an estimate that certain behaviors or actions will cause specific consequences for the individual. It contains beliefs about the extent to which certain behaviors will cause certain consequences. Outcome value is the value that has the meaning of the consequences that occur when a behavior is done. Individuals should have high outcome value to support outcome expectation.

**Affection process**

Affection is directed by controlling anxiety and depressive feelings that hinder the right mindset to achieve goals. The process of affection is related to the ability to cope with emotions that arise in themselves to achieve the expected goals. Individual trust to his ability to influence the level of stress and depression experienced when faced with difficult or threatening tasks. Individuals who believe they are capable of controlling a threat will not arouse an intrusive mindset. Individuals who do not believe in their abilities will experience the anxiety of not being able to manage the threat.
Selection process

The selection process deals with the individual's ability to select appropriate behaviors and environments, so as to achieve the expected objectives. The individual's inability to perform behavioral selection makes the individual unconfident, confused, and easily give up when faced with difficult problems or situations. Self-efficacy can shape the lives of individuals through the selection of activity and environment types. Individuals will be able to carry out challenging activities and choose situations that are believed to be capable of handling. Individuals will maintain the competence, interest, social relationships over the prescribed choice.

Self-efficacy in public speaking

Self-Efficacy in public speaking

Some researchers have conducted research in self-efficacy. It is not astonishing that many studies examine that self-efficacy influences academic achievement motivation, learning, and academic achievement (Pajares, 1996; Schunk, 1995). It also influences the efforts, persistence to confront the barriers, resilience in dealing with failures, and depression in some situations (Bandura, 1997). Bandura (1997) claims that a person who has anxiety indicates the fear and avoidance behaviors that often interfere with the performance of their lives, as well as in academic situation. The result showed that both anxiety and self-efficacy influence students' speaking skill. It is showed that some students may feel the fear and anxiety to speak in front of people, particularly in speaking skill. The researchers investigate the relationship between public speaking self-efficacy and communication apprehension. Sources of Self-efficacy.

The factors influencing the level of self-efficacy

Everyone has different level of self-efficacy. There are people who have high self-efficacy and many people also who have low self-efficacy. The difference is influenced by some factors which experienced by each person. There are some theories of the experts who give opinions about the factors that influence self-efficacy. According to Feist (2010) the factors that influence individu are:

Culture

The culture influences self-efficacy through value, beliefs, and self regulatory process that has function as source of self-efficacy assessment and also as a consequence of the belief in the self-efficacy.

The characteristic of the task facing

The degree of complexity of the difficulty of the task facing the individual will affect the individual's assessment of the ability itself. The more complex the task faced by the individual the lower rate the ability of the individual. Otherwise if the individual faced with a task that is easy and simple, the higher the individual assess his ability.

The external incentives

Bandura said that the incentives that given by other people can reflect a success of someone.

Information about the self ability

The individuals will have high self-efficacy if they get positive information about them from others. While the individuals will have low self-efficacy when they get negative information about them from others.

According to Bandura (1997) there are several factors that influence self-efficacy, namely:

Mastery experiences

The experience of mastery is the most important factor determining a person's self-efficacy. Success raises self-efficacy, while failure lowers it. The mastery experiences or direct experiences is condition where someone has experiences and he realize that what he or she faces...
now is same with the condition that he or she ever experienced in the past. Obtained successes often will increase an individual's self-efficacy while failure would bring down the self-efficacy. If one person's success earned more due to factors outside themselves usually not likely to result in an increase in self-efficacy. However, if the success obtained through major obstacle on his own and as a result, then it will be on increasing his self-efficacy.

Vicarious experiences

Experience the success of others who have similarities with the individual in a task usually will improve a person's self-efficacy in doing the same. Self-efficacy is obtained through social models that usually occur in a person who is less knowledgeable about her ability to encourage someone to do the modeling. But self-efficacy obtained would not be much effect observed when the model does not have similar or different from the models. Modeling is experienced as, —if they can do it, I can do it as well.1 When we see someone succeeding, our own self-efficacy increases, where we see people failing our self-efficacy decreases. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modeling is particularly useful for people who are particularly unsure of themselves. In other word, someone can learn to do the task from experiences of other people. Someone who has the same experience with them is success with high effort. In the same way, when others fail with high effort, it will decrease the value of self-efficacy and the motivation.

Social persuasion

Information about the capabilities delivered verbally by someone of influence is usually used to convince someone that he was quite capable of doing a task. Bandura also asserted that people could be persuaded to believe that they have the skills and capabilities to succeed. Consider a time when someone said something positive and encouraging that helped you achieve a goal. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand. The social persuasion is support orally from other people to someone that he has ability to do the task. In this factor, individuals are directed with advice, counsel, and guidance to increase their motivation that their ability can achieve what they want. In this factor, the influence of other people is too important.

Physiological and emotional states

This factor plays an important role. Emotional condition of someone would be more likely to achieve success if it is not too often in bad situations (in pressing) because it can degrade performance and lose confidence in her abilities. Physiological, effects on the health and activities requiring physical strength and stamina. Stress, negative emotions, and misunderstanding will decrease the value of self-efficacy. Affective has a broad effect on the confidence of success in various fields.

Research methodology

Research design

The first research question was aimed to find the level of the students’ self-efficacy in speaking English. Questionnaire was chosen as the instrument to find out the self-efficacy level of 61 participants. A seven-point likert scale was applied on it, and the results were analyzed by using IBM SPSS 20.0 in order to check the validity and reliability of the data. An ordinal category formula was also applied to determine students’ self-efficacy level. Therefore, a quantitative analysis was considered appropriate to count and interpret the data from the survey.

Data collection

Techniques for collecting data are: distributing questionnaire. These techniques require a questionnaire and a speaking test respectively. Questionnaire is best used (also sometimes called a survey, checklist or schedule) when the responses are from many participants. It is also important to obtain sighted information from the participants. In accordance to the data needed, Dörnyei
(2003, cited in Burns, 2010) notes that questionnaires can get you three types of information: factual or demographic (who the interviewees are and their background/experiences), behavioral (what they do, or did in the past) and attitudinal (attitudes, opinions, beliefs, interests and values). In this study, the questionnaire was expected to present the factual and attitudinal data, which represented the depiction of students’ self-efficacy level in speaking English. A closed-ended questionnaire adapted from Bandura’s —children's perceived academic self-efficacy (Bandura, Pastorelli, Caprara, Barbaranelli, Rola, & Rozsa, 2001)" was employed in this study. There were 15 questions adapted, which were very task-specific, included in the questionnaire related to students” academic achievement (see Appendix A). It is in Likert scale form and categorized as subject-completed instrument (Creswell, 2006). The scale was ranged from 1 (Very Poor) to 7 (Very Good). The participants were asked to put a checklist on the box with a number that best represented their estimation of their English speaking skill. The ranges self-efficacy levels of self-efficacy were taken from the students” total score of all items which were proceed by using ordinal category formula. Since this study includes ordinal category formula, the formula directly divides the scores into five ranges, namely very high self-efficacy, high self-efficacy, medium self-efficacy, low self efficacy, and very low self-efficacy.

**Data analysis**

Quantitative data, which were gathered by questionnaire, were analyzed by SPSS20.0 to interpret the data. It was further processed through the ordinal categorization to determine the range of the students” self-efficacy level, from very high to very low. The data from questionnaire would be analyzed to determine the students’ self-efficacy. The total number of the questions were 20 items. After distributing the questionnaire to the students. The first, the questionnaire would be calculated based on the students answer. The response option was a value of 1 point for strongly disagree, a value of 2 points for disagree, a value of 3 points for no idea, a value of 4 points for agree, and a value of 5 points for strongly agree. For the score, the highest score was 100 and the lowest score is 20. The second, for the students' scores of self-efficacy questionnaire were divided into two categories, "high self-efficacy" and "low self-efficacy". The students’ self-efficacy whose scores were above 40 was considered as high and the students’ self-efficacy whose scores were below 40 was regarded as low.

**Findings**

After analyzing student responses, the authors found answers to these research questions. There are two main questions in this study; the first is about finding the type of business students have to improve their speaking skills. The second is to find out aspects of speaking skills which are mostly developed by students. The first finding is the type of student effort to refer to lecture activities that students often do to improve their speaking skills. Findings were collected from a questionnaire consisting of 40 statements of higher education activities divided into seven different scale activities; library activities, learning courses, art and theater music, campus facilities, clubs and organizations, personal experience, and speaking experience. The frequency of activities can be seen by recognizing the average score. There are two levels of effort; low effort and high effort. By looking at the average score of each statement from the scale of the college activity, this can indicate whether it is high or low as a student’s effort. It would be clearer to see which aspect of speaking skills that are mostly developed by students are by looking at the circle diagram below:

**Figure 1.** Percentage the aspects of speaking skill mostly developed by the students
The result of the research that we have examined found that the vocabulary is the lowest levels in English. Students at UIN Raden Fatah Palembang have difficulty learning vocabularies because the vocabulary is very difficult to memorize. Then accuracy is the lowest second position because accuracy recommends to learn vocabulary and grammar, according to them grammar is a pretty difficult thing to learn because to learn it must use a formula. Next is fluency. For students, fluency is something they don’t really think about because speaking English is very necessary for the name of fluency we will find a lot of errors in grammar because students don’t focus to much on grammatical aspects but their fluency in speaking. The last is comprehensibility for students the ability to understand it is very important compared to others.

Discussion

Based on the results of data analysis, it can be seen that student efforts are still running fourth semester English language study program to improve speaking skills varies. There are special efforts that students use as their activities improve speaking skills. Cohen, Susan J. Weaver, and Tao-Yuan Li (1996) stated that learners make it possible to control their learning process in coordinating their efforts to plan, organize, and evaluate the performance of the target language. Therefore, the activity is certain helping students to solve their problems that they can speak like tend to be enough, has many pauses, lack of vocabulary, inaccurate pronunciation, and misunderstanding about the information. Effort is the action of students managing themselves by controlling the activities they want to do in improving their speaking skills. Meanwhile, the second finding of this study is about the dominant one aspects of speaking skills which are mostly developed by fourth semester students. In aspects of the speaking skills questionnaire that covers four aspects of speaking skills they are fluency, vocabulary, accuracy, and completeness. It covers student activity in speaking skills like students who have a clear intonation conversation, using idioms as vocabulary, talking with correct grammar and spelling, and talk to other speakers and understand what they say. Data already calculated by the percentage of each aspect. The results showed that there were 62,17% in accuracy, 58,19% in vocabulary, 63,04% in fluency and 72,19% in comprehensibility. Thus overall, the complete results and findings of this study have proven that fourth semester students of the English education study program. dealing with certain efforts, there are 70 types of efforts that students make to improve speaking skills, and completeness as one aspect of speech that is mostly developed by students who have the highest score of 72,19%. This reveals the fact that there is a need for students to get further learning to imply aspects of speaking in communication correctly to improve speaking skills. This will also provide a better opportunity for the next generation of students to get a clearer idea of their
efforts in the learning process, especially for students who learn English as proficiency in speaking.

Conclusions and Suggestion

Conclusion

This paper has provided a report investigating the efficacy of students in speaking English. The aim is to find, the level of independence students have, factors that influence students' efficacy in speaking English. For the first investigation, the findings showed that, of the eight participants, three students had very high levels of self-efficacy and thirty students had high levels of self-efficacy in speaking English. Nearly half of students have self-efficacy levels while speaking English. Meanwhile, there were forty students who had low self-efficacy and one student who had very low self-efficacy in speaking English. For the second investigation, it was found that family and peers were influential factors to increase students' self-efficacy in speaking English. Several factors appear in parental support, which positively influences students' self-efficacy in their speaking skills, are: verbal praise on their ability to speak English, motivation to learn English, and facilities learn. All participants in the questionnaire also said that their education was well supported by the parents' financial situation, because almost all parents worked. In line with family, peers appear as a factor that greatly influences students' self-efficacy in speaking English. Three students with very high and high self-efficacy indicated that they were more confident to speak English because they often communicate in English with their friends. In short, students who have intensive time to speak English with their friends will help them to speak English better and be more confident.

Suggestion

The study also ended with the following suggestions for parents, teachers, and future researchers. First, for parents, it will not work effectively in improving the skills of students to speak English if they do not balance facilities with support and encouragement. As this finding shows, parents who actively support and communicate in English have children with greater confidence that they can speak English in front of others. Second, for English teachers, this is a subject for English, because it gives students more opportunities to practice English. By giving time to speak English more often, it is expected that students' confidence in speaking English in front of others will increase. Student self-efficacy can also be explored in any language skills, such as listening, writing, reading, speaking, and also in all subjects studied.

References


FACTORS THAT INFLUENCES PEAKING ANXIETY IN UIN RADEN FATAH PALEMBANG

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Abstract
This study was aimed at describing the factors that influence speaking anxiety in the English classroom. This research was qualitative research. It involved the second semester students of English Education at UIN Raden Fatah Palembang as a participants. The instruments were the researcher himself (the interviewer), interview guideline, and a voice recorder. The data were collected through interviews. The data was using by thematic analysis. The data were in the form of field notes and interview transcript. The findings of the study describe four factors that cause speaking anxiety. The first factor was type of task which demands classroom presentation. The second was fear of making mistakes during students' speaking performance which commonly happened are on pronunciation, grammar and vocabulary. The third was the role of the language lecturers related to lecturers' ability to maintain suitable teaching and learning process for the students. The last was self perception it was about students' thought and estimation towards their own capacity in mastering the speaking skill.

Keywords: anxiety factors, speaking, students of English education.

Introduction
English is important as a media of communication in several activities, such as teaching and learning activities, international conference, and particular conversations with foreigners. English is used in many fields such as politics, culture, art, trading education, and business. In this globalization era, there is a global competition in the world in those fields. Ability to communicate in English as the international language is prominent. Indonesia needs improve its human resources with sufficient skills and abilities including English speaking skill to enable them to communicate with people worldwide. Therefore, mastering English is very important for Indonesian people in order to improve their competitiveness nowadays.

However, there are still a lot of factors that cause students to face the difficulties in learning to speak in English. One of the factors is the anxiety. Students' anxiety is a real problem that majority of students face in learning English as a foreign language. According to Horwitz (1986: 125), some learners may claim to have a mental block against anxiety when they come to learn to speak it second or foreign language. It makes students have less confidence, stress and nervousness that impede their learning process. The physiological factors should be identified early before reducing and controlling them to cope with the mental block.

The condition makes the anxiety in English speaking performance important to be investigated. Anxiety is a kind of disadvantage that makes students unable to perform their competence. Actually, they know something about what they have to say but they cannot show it due to anxiety. Therefore, the problem should be identified to get some solutions to encourage students' confidence and competence. Actually, they know something about what they have to say but they cannot show it due to anxiety. Therefore, the problem should be identified to get some solutions to encourage students' confidence and competence. The research noticed that phenomenon really happened in the English speaking class. Nowadays, there are a lot of schools that have a special program to improve students' speaking skill. One of the university in Palembang which has the speaking class program is UIN Raden Fatah Palembang. Therefore, a
Qualitative study was conducted to investigate the case. The study was held at UIN Raden Fatah Palembang.

The formulation of the problem in this study is, what are the factors that cause speaking anxiety in English classroom of second semester students at English study program at UIN Raden Fatah Palembang.

Literature Review

Anxiety

Anxiety is an innate natural factor which affects each individual from the time of birth. Anxiety can appear on its own when someone is in a stressful situation and/or something threatens her. Anxiety is a feeling in which a person feels anxious, nervous, confused and/or flustered in a situation that could marginalize (Mayer, 2008) has said that —anxiety is defined as a state of intense agitation, foreboding, tension, and read, occurring from a real or perceived threat of impending dangerl. Actually, the feeling of anxiety is natural and is experienced at times by everyone. But, excessive anxiety sometimes makes the sufferer unable to do anything. Excessive anxiety can cause physical disorders such as —shallow breathing and/or hyper-ventilation, an intense rush of adrenaline and other stress hormones, pounding heartbeats, heart palpitations, sweating, shaking limbs and trembling, body and muscle tension, a dry mouth, headaches, nausea, diarrhea, and/or vomiting.

Foreign language anxiety

It has become a tradition for students to experience anxiety when dealing with English lessons as a foreign language at school. The excessive feelings of anxiety that students face in the foreign language classroom often makes them appear to have no ability in learning English, especially in learning speaking skills. One of the reasons why students can experience excessive anxiety when asked to speak English orally is because of unsystematic teaching-learning in the classroom which limits the time for students to talk directly. Students assume that they come to school just to listen to all the explanations from their English teacher, then they write all their answers to the topic without directly using the English language to talk about what they have understood and what they have not yet understood (Nunan, 1999).

Then too, the feelings of anxiety that the students face when they have to speak English also comes from the lack of opportunities given by the teacher to her students to practice speaking English. Whereas, the students’ speaking ability will automatically increase if they practice speaking the English language intensively in their environment (Thornbury, 2005). But unfortunately, many authoritarian teachers do not give many opportunities for students to practice their speaking skills.

Rivers (1986) has claimed that there were many language teaching classes which have an authoritarian system of teaching. This is caused by the teachers knowing the language that is being taught very well, whilst, on the other hand, the students know little or nothing. Then the teachers are always in the right and always criticize the mistakes and errors made by the students. Further, the students assume that their teacher is their role model and the source of truth.

Many situations can trigger or stimulate students’ anxiety in learning English. These situations include speaking in public, examinations and/or participation in front of the class (Ellis, 1994). Thornbury (2005) has claimed that a student who is not fluent inspeaking English can suffer from stress and embarrassment. It cannot be denied that students who aren’t fluent can feel anxiety when they are asked to speak in English. They may not have much self-confidence because of their limitations in speaking English.

However, students who are reliable in the field of linguistics can also often feel anxious when facing an English test. This can happen so that they forget what they know because of their anxiety. Horwitz, Horwitz and Cope (1986) have written —students commonly report to counselors that they ‘knew’ a certain grammar point but ‘forgot’ it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously.
Anxiety can also occur due to too deep understanding of semantic meaning in speaking. Students who concentrate deeply on the level of understanding in semantic meanings in a language, can directly feel anxiety due to them (Gass & Selinker, 2001). Semantic understanding of the use of a language is important, however, if students are too burdened with a high level of understanding about semantic factors, the students themselves can suffer because of it. Anxiety faced by the students can lead to negative reactions. According to Bailey (1983) as cited by Gass and Selinker (2001)—anxiety depends on the situation in which learners find themselves.

Based on the statements above, anxiety is not only faced by students who have low proficiency but also by students with high proficiency. It all depends on how the students respond to the anxiety that they face. Occasionally, inflexible prerequisites will be embedded in the students' minds which can raise high levels of anxiety due to excessive self-monitoring. Excessive self-monitoring is one of the sources of students' speaking anxiety (Thornbury, 2005). Tsui (1996) in Bailey & Nunan (1996) has explained that one of the ways that teacher can reduce the anxiety faced by students when speaking English is to focus more on the content of students' speaking in English rather than focusing on the form.

The factors of anxiety

Horwitz and Cope (1986) have proposed three factors that influence the performance anxieties of students, viz: communications apprehension, test anxiety, and fear of a negative evaluation/acceptance. They believe that anxiety in learning EFL is closely related to other academic and social aspects. Na (2007) has also added anxiety about English classes as one more anxiety factor.

As the first anxiety factor, communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people (Horwitz, 1986). This anxiety very often plagues EFL students in English classes. Students feel embarrassed to talk to the teacher, and/or their peers in English. These students feel like someone is observing them watching out for them to make mistakes in their grammar, this causes the students to be anxious when asked to speak English. Students feel that their English language is not as good as the ability of their peers.

Meanwhile, test anxiety refers to a type of performance anxiety stemming from a fear of failure (Gordon & Sarason, 1955, as cited by Horwitz et al., 1986). This factor usually occurs when students face an English language test, especially an oral test. Students feel pressured and uncomfortable in this situation. Even students who have prepared themselves perfectly for an oral English test can make errors in the test. They seem to lose their ability during the test. Students make untypical errors and apparently do not know what they have to do on the test. According to Yamashiro and Mclaughlin (2001) in Robinson et al. (2001),—test anxiety is a form of anxiety that is like a motivating factor to study harder and perform better. But on the contrary, Horwitz, Horwitz and Cope (1986) reveal that frequently students who definitely knew the answer before the test experience forgetfulness because of their nervousness that causes them to lose memory power so that they give wrong answers in a test.

Then, fear of negative evaluation is defined as apprehension about the evaluations of others, avoidance of evaluative situations, and the expectation that others will evaluate one negatively (Watson & Friend, 1969, as cited in Horwitz, et al., 1986). This factor causes students to feel anxious to show their abilities directly in English, because students feel that their classmates will give negative comments on their performance. Students also feel anxious when their teacher gives them correction which make their self-esteem fall in front of their peers. Particularly, in giving feedback to students, the teacher is not justified to give just negative feedback that can marginalize one or more students. The teacher's feedback on students' responses has to contain an element of positive reinforcement that can motivate the students, even when students' responses are wrong. Teachers should respond to students' correct answers with praise so that students get reinforcement for what they have learnt (Rivers, 1986).

Specifically for the fourth factor, the anxiety about English classes factor that was created by Na (2007) when investigating EFL students in China. This factor was associated with anxiety
faced by students when they should be in English classes or English lessons. This anxiety was reserved only for the English classroom or the English lesson. The students felt more depressed if they were in English classes than if they were in other classrooms or lessons. Krashen (1982) has written that—low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

Methodology

Research design
The research was categorized into a qualitative research with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to explore behavior of students in classroom, particularly students who have speaking anxiety in English classroom.

Research site, sampling, and participants
The study was conducted in UIN Raden Fatah Palembang. It is located in Jend. Sudirman Street Km. 3.5 Palembang. The subjects in the study were the second semester students of English Education at UIN Raden Fatah Palembang. The participants of this research were six student of English education study program. They were selected by purposive sampling by the researchers intentionally select the participants and site to understand the central phenomenon.

Data collection
The data were collected by using interview, interview guideline and a voice recorder. We used face to face interview with participant. A qualitative interview occurs when researchers ask one or more participants, open-ended questions and record their answer (Creswell, 2012). In addition, the researchers ask around four questions. Interviews are conducted to find out the factors that cause speaking anxiety in English classroom.

Data analysis and trustworthiness
The researchers used thematic analysis as our data analysis techniques. According to Creswell (2012), the use of themes is another way to analysis qualitative data. Because there are similar codes aggregated together to form a major idea in the database, they form a core element in qualitative data analysis.

In this study, we used triangulation to enhance the accuracy of the study. Creswell (2012) explains that triangulate different data source of information by examining evidence from the source and using it to build a coherent justification for theme. Moreover, triangulation is defined as comparing different kind of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another (Burn, 1999). In the study, the researcher used data which were collected from the field and students as the main data. For the triangulation procedure, the researchers used the data from English lecturers which were collected through in-depth interviews as the data comparison.

Findings
The findings presented the causal factors of students anxiety in English classroom. Firstly, from thematic analysis that we conducted based on Creswell (2012), the researchers found four themes which factors of students anxiety in English classroom.

The factors that cause students speaking anxiety in English Classroom
After collecting the data, in order to find out the factors that caused students speaking anxiety in English classroom, the researchers found four themes and four codes. The themes and the codes gained from thematic analysis were listed in Table 1.
There were some kinds of task given by the lecturers in the class, such as speech, storytelling, dialogue, role play. The tasks became something that causes anxiety if the students were asked to present the activities in front of the class.

The students were very afraid of their friends reaction regarding their performance in front of the class.

How lecturers create classroom atmosphere which is suitable for the teaching and learning process, controlling attitude towards students, reaction to students error, and how to motivate them appropriately.

The students being under estimate towards their own ability can provoke anxiety because of the degradation of confidence.

The themes and codes gained from the qualitative data as listed in Table 1 were described in order to find out the factors that cause students speaking anxiety in English classroom. It was found that there were four factors why the students speaking anxiety in English classroom. First, the type of task. Second, fear of making a mistake. Third, the role of language lecturers and fourth the self perception.

Type of task.

There were some kinds of task given by the lecturers in the class, such as speech, storytelling, dialogue, role play. The tasks were usually performed in front of the class or in students own seats. The tasks became something that causes anxiety if the students were asked to present the activities in front of the class. When they practiced to speak in front of their friends, their confidence had certain effect to their performance. Their worry regarding to this factor is shown on the following data. For example, one student named Q said that

*It was when I performed for the speaking test. I often feel panic and forget in front of others.*

(personal communication, May 20 2019)

The data above show that the students lost their confidence when they faced towards their friends directly. The condition made them forget about what they wanted to say. Whereas, various factors made them panic during their oral presentation. Even that panic can cause stress when they cannot remember anything to say.

Fear of making mistakes.

All the interviewers felt the same thing about their anxious feeling when they made mistakes. They were very afraid of their friends reaction regarding their performance. All of the students who participated in the research put serious concerns related to the kind of evaluative situation where their speaking performance were monitored by the classroom participants. The condition is shown on the following data. For example, one student named A said that

*If my friends are laughing at me and they will say something like I’m not smart. I’m afraid if they will make fun of me.* (personal communication, May 20 2019)

The data above illustrate a condition that the student was afraid if he made mistakes, his friends will have an assumption that he is not smart. The kind of fear of friends assumption and reaction potentially interferes his performance on speaking. Sometimes when he was nervous, he lowered his volume and made it faster in order to make his friends did not notice his mistakes. On the field, the researcher found three aspects, namely pronunciation, grammar, and
vocabulary. The explanation related to those aspects is shown on the following data. For example, one student was afraid to make mistake related to miss pronunciation he said that

*Im afraid to make mistake related to pronunciation.* *(personal communication, May 20 2019)*

The data above illustrate a condition where the student felt afraid and shy if his friends laugh at him when he made mistakes on pronunciation. Almost all interviewers told the same thing about the kind of reaction. They felt anxious of negative assumptions which will be shown by their friends after the mistakes happened.

For example, one student was afraid to make mistake related to miss grammar he said that

*I think, grammar is difficult for me.* *(personal communication, May 20 2019)*

Based on the data above, the student was burdened by the use of the correct grammar pattern in speaking. He was not sure about the use of grammar whether it is appropriate or not with the sentences he wanted to express orally. Therefore, he has to think a lot more before starting to speak.

For example, one student was afraid to make mistake related to miss vocabulary he said that

*When I performed in front of my friends, forgetting the meaning of a word can make me forget the whole things I wanted to say.* *(personal communication, May 20 2019)*

The data above show his difficulty regarding vocabulary and its effect to the performance on speaking where one word only can cause a big problem. The anxiety which made him forgot the whole idea he wanted to say appeared when he tried to remember one word he wanted to use to express his idea.

The role of language lecturers.

Beside the two previous factors, the role of lecturers also had effects to the existence of anxiety. It was related to how lecturers create classroom atmosphere which is suitable for the teaching and learning process, controlling attitude towards students, reaction to students error, and how to motivate them appropriately. These following data show that situation. For example, one student named S said that

*Lecturers should make a warm classroom environment to make the class comfortable so students are not afraid to present in front of the class* *(personal communication, May 20 2019)*

The above data show that the student expected classroom environment which is not strict. He wanted teachers who can teach with fun ways to make him more comfortable to speak. He thought that the lecturers who can engage jokes or ice breaking activities are able to reduce the feeling of anxiety when he was asked to perform speaking in front of the classroom participants. However, some teachers are still using conventional methods which are strict and rigid. It was like the way the lecturers gave feedback for every student's mistake. It was also lecturers attitude towards students which less communicative.

Self perception.

Self perception here is a perception that causes negative effect on students. Negative thoughts and being under estimate towards their own ability can provoke anxiety because of the degradation of confidence. Students unrealistic expectations or beliefs on language learning and achievement potentially initiate frustration or anger toward their own poor performance. The
following data illustrate that condition regarding to low self perceptions. For example, one student named D said that

*I am just afraid. My English is weak so I am afraid of making mistakes because my English is just weak.* (personal communication, May 20 2019)

According to the data above, the student thought that she was weak in every aspect of the English skill. Therefore, she felt nervous to perform on speaking in front of her friends. She was also afraid of making errors even before she put more effort on it.

**Discussion**

Based on the results of data analysis, we found the factors that influence speaking anxiety in English classroom at UIN Raden Fatah Palembang, South Sumatera Indonesia contributed four factors of speaking anxiety, they were type of task, fear of making a mistakes, the role of language lecturers, and self perception. First, type of task, There were some kinds of task given by the lecturers in the class, such as speech, storytelling, dialogue, role play. The tasks were usually performed in front of the class or in students own seats. The tasks became something that causes anxiety if the students were asked to present the activities in front of the class. When they practiced to speak in front of their friends, their confidence had certain effect to their performance. This result of study is congruent with the results of other studies (Herwanto 2013, Sari 2017).

The second, fear of making a mistakes, All the interviewees felt the same thing about their anxious feeling when they made mistakes. They were very afraid of their friends reaction regarding their performance. All of the students who participated in the research put serious concerns related to the kind of evaluative situation where their speaking performance were monitored by the classroom participants. On the field, the researcher found three aspects, namely pronunciation, grammar, and vocabulary. The findings of the study were also consistent with the findings of other studies (Herwanto 2013, Sari 2017).

Furthermore, the role of language teachers beside the two previous factors, the role of lecturers also had effects to the existence of anxiety. It was related to how lecturers create classroom atmosphere which is suitable for the teaching and learning process, controlling attitude towards students, reaction to students error, and how to motivate them appropriately. However, some teachers are still using conventional methods which are strict and rigid. It was like the way the teachers gave feedback for every student's mistake. It was also lecturers attitude towards students which less communicative. This result of study is congruent with the results of other studies (Herwanto 2013).

Finally, self perception, Self perception here is a perception that causes negative effect on students. Negative thoughts and being under estimate towards their own ability can provoke anxiety because of the degradation of confidence. Students unrealistic expectations or beliefs on language learning and achievement potentially initiate frustration or anger toward their own poor performance. the student thought that she was weak in every aspect of the English skill. Therefore, she felt nervous to perform on speaking in front of her friends. She was also afraid of making errors even before she put more effort on it. the findings of the study are also consistent with the findings of other studies (Herwanto 2013).

**Conclusions and Recommendations**

The study found several problems related to the factors that cause language anxiety in English classroom speaking performance of second semester students of English Education at UIN Raden Fatah Palembang. The first factor is type of task which demands classroom presentation. Students feel anxious when the activities in the speaking class demand them to speak in front of the classroom participants. They were afraid if their weaknesses are being exposed in front of them. The second is fear of making mistakes. The mistakes that commonly happened here are on pronunciation, grammar, and vocabulary. The third is the role of the
language lecturers. It is related to lecturers ability to maintain suitable classroom activities for the students because it will affect the psychological condition of the students as well. The fourth is self perception. It is also called as self esteem. The factor is about students thought and estimation towards their own capability in mastering the speaking skill which can influence their speaking performance.

This study is expected for students as the ones who suffer anxiety here should be able to analyze their own lack in speaking performance. By realizing the problem they have, students can find the way to deal with it. They can ask for feedback from their lecturers and friends about their speaking performance. The feedback is important to help students to analyze their own performance.

References
AN ANALYSIS OF STUDENT’S STRATEGIES IN READING COMPREHENSION

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Abstract
This aim of the research was to explore student’s strategy in comprehending the reading text of English Education Study Program at State Islamic University of Raden Fatah Palembang 2017. The population of this research was take a some of students 2017 at State Islamic University of Raden Fatah. This sample was taken by using interview guideline. The data of this study were student's strategies in comprehending reading text. It was focused in specific information and the data was collected by using student's opinion. To know an analysis of student's strategies in reading comprehension the researcher was give questions and from student's answers we know that comprehending the reading text is hard because there are factors to learn this study. The fatal factor is about less vocabulary which the student be lazy to read the text. The finding discussion from this case, the writer suggest the students must practice their reading ability. If they practice more, they will have good reading ability to comprehension the reading text. To the English teachers, the writer suggest to give more explanation and exercise for students related with the reading text.

Keywords: reading comprehension, student’s strategies, the factors of reading comprehension.

Introduction
Reading is an important skill for students of English whether it is a second language or a foreign language. Reading is still played a big role and is very important as a tool to convey meaning and information through text. Reading for foreign language is not an easy task because reading in English is complicated and difficult to get meaning from the text. It needs understanding to get meaning or to get information conveyed by the author. Can be caused by a language system.

Reading is an active process, it involves interpreting parts, not just receiving messages. It makes sense to read is one of the basic ways to obtain information. Because when students have competence in reading English, it will them to gain and enrich their knowledge.

Reading is one of the language skills that have various definitions such as: reading is one of general skills, and component of written communication (Tampubolon, 1987). Reading is an active skill, and it constantly involves guessing, predicting, checking and asking one self questions (Grellet, 1988)

According to Clark and Silberstain in Simanjuntak (1988) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. It means that when a reader interacts with print, his prior knowledge combine with and the visual (written) information result in his comprehending the messages. Therefore, reading actually a conversation of shorts between a writer and a reader. Reading is a dynamic process in which the elements interact with other factors outside the text: in this case, most particulary with reader's knowledge the experiential content of the text (Numan. 1991)

Reading can be seen as an —interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used:
linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Because of the importance of reading, students are expected to understand the meaning of the text to be read. However, there are still many factors that cause students to face difficulties in learning to read in English. One factor is that it is difficult to understand vocabulary. Student vocabulary is a real problem faced by most students in learning English as a foreign language.

Reading is a crucial skill for students of English whether it is as a second language or a foreign language. Reading still plays great role and it is essential as a tool to convey meaning and information through the text. Reading for foreign language learners is not an easy task because reading in English is complicated and it is hard to get the meaning from the text. It needs comprehension to get meaning or to get information conveyed by the writer. It can be caused by the language system of English is different from the students' own language.

From the explanation above, there were some problems faced by students in comprehending reading text. Those problems were caused by several factors. First, students' reading ability was relatively low because they were not interested to read English text. Then, they did not have way to read the text so that they could get the meaning of the text. Besides, the students could not identify kinds of text. As we know that each text has different generic structure and language features. Also, learning methods did not increase students' reading comprehension.

Literature Review

Reading comprehension

Reading is an active and interactive activity to reproduce the word mentally and vocally and try to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skill, which correspond to be many different purposes we have for reading.

According to Olson and Diller (1982), reading comprehension is term used to identify those skills needed to understand and apply information contained in a written material. Clark and Sandra (in Simanjuntak, 1988) define reading as an active cognitive process of increasing with print and monitor comprehension to establish. Kennedy (1982) has argument that reading can be define as the ability of an individual to recognized a visual form: associate the form with as sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning.

The writer orders to comprehend reading selection thoroughly a person must be able to use the information to make inferences and read critically to understand the figurative, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations. All of these involve thinking process (Burn,1984).

Goodman in Carrel et al. (1988) viewed reading from another point. He define reading from the—psycholinguistic guessing gamel. He writes —reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound —piecesl in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.
Student Strategies

Background knowledge

Familiarity with concept of a reading material being read, both through experience of knowledge can make a reader easy to comprehend. According to Burhanuddin (1997) stated that the law achievement of standing in reading caused by insufficient of basic knowledge have more effect on understanding of implied that an explicit information.

Background knowledge plays an essential role in reading comprehension. In an effort to comprehend a text, students rely on their background knowledge to link what they already know to the text they are reading. Background knowledge includes both a reader's real world experiences and literary knowledge. Drawing parallels between background knowledge and text helps students become active readers, improving their reading comprehension.

Vocabulary

According to Richard (2002), vocabulary is the core component of language proficiency and provide much of the basis for how well learners speak, listen, read, and write. Jackson and Ampela (2000) say that the terms of vocabulary, lexis, and lexicon are synonymous.

Vocabulary is one of the language component that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999) states that vocabulary is a list of target language word. Furthermore, Jackson and Ampela (2000) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richard and Schmidt (2002) state that vocabulary is a set of lexeme, including single word, compound words and idioms.

Whether or not students have mastered vocabulary skills affects their reading comprehension. Students must be able to comprehend a familiar word and its relationship without her words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, use full on text clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension.

Fluency

Fluency is one of variety of terms used to characterize measure a persons language ability, often used incunjection with accuracy and complexity. In other word, fluency is achieved when one can access language knowledge and produce language unconsciously, or automatically.

According to Hartmann and Stork (1976), —a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and pattern automatically at normal compensational speed when they are needed.

Reading with fluency all ows students to retainin formation with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. As students become fluent readers, they will spendless time trying to decipher the meaning of words and more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insight fully respond to a text.

Active reading

Beginning readers of ten rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting comprehension problems as they occur. Students can troubles hoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text.

Critical thinking

According to Kompf and Bond (2001) critical thinking involves problem solving, decision making, metacognition, rationality, rational thinking reasoning, knowledge, intelligence and also a moral component such as reflective thinking. Based on The American Philosophical

Students can actively respond to a text more efficiently when they process critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will also be able to identify literary devices and their effect on the text. Having critical thinking skills help to deepen a student’s comprehension of a text, resulting in a positive reading experience.

Methodology

Research design

We employed the study by using qualitative case study research design. According to Denzin and Lincoln (1994) provided a generic definition of qualitative research, that is, "Qualitative research is multimethod in focus, involving an interpretive, naturalist approach to its subject matter." The "multimethod in focus" is described as "the combination of multiple methods, empirical materials, perspectives and observers in a single study is best understood, then as a strategy that adds rigor, breadth, and depth to any investigation." (Flick, 1992)

Research can be describe as a systematic and organized effort to investigate a specific problem to provide a solution (Sekaran; 2000; Burn, 1994). Consequently, its output is to add new knowledge, develop theories as well as gathering evidence to prove generalizations (Sekaran, 2000). Furthermore, Bulmer (1997) defined sociological research as a primary commitment to establish systematic, reliable and valid knowledge about the social world. However, Kerlinger (1986) states that a scientific research is a systematic, controlled, empirical, and critical investigation of propositions about the presumed relationship between various phenomena.

Research site and participant

We conducted this study by using an interview guideline method. According to Esterberg in Sugiyono (2013) interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. In this study, we investigated student's strategies in reading comprehension of students English study program at UIN Raden Fatah Palembang, South Sumatera, Indonesia. There were some of students who were willing to participate in this study.

Data collection

This study used only one data gathering instrument: this analysis in the form of interviews and recorded. First, the researcher give the participants three questions and then the data collected from some of participant's answer to find out what strategies are most preferred by students and what are the shortcomings in reading comprehension lesson. Thus, found several students who had the same strategies and factors in reading comprehension studies in English Education Of UIN Raden Fatah Palembang. In this research, the researcher was conducted by using field notes taking to. Besides, we also conducted the interviews. We used face to face interview with participants. In this study, we interviewed the students whom we given the questions in order to clarify the reasons of those students in using each type of the strategies in reading comprehension.

Data analysis

In analyzing the data, we applied thematic analysis. We followed this steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer file and files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start code the data that related to research question. After collecting the data from interview, we coded the reason from participant English study program at UIN Raden Fatah Palembang toward the strategies reading comprehension. The last, we made interpretation in qualitative research of the findings and results.
Establishment of Trustworthiness

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012), member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account. We used member checking because it is suitable in this study. In this research, we used member checking to validate the accuracy of our research findings gained from qualitative data collection. Member checking was developed in qualitative research as a way of assessing validity. Procedurally, it is highly flexible and can involve consulting some or all stakeholders: at one, or many, points in the research: via interviews, diary entries, focus groups (Hallett, 2013), or even innovative techniques such as card-sorts (Harry, Sturges & Klingner, 2005) or real-time interview transcription (Chua & Adams, 2004). With regard to research questions, recruitment, procedures, data, analysis, interpretations, reports, and/or implementation plans, depending on research paradigm, agreements, and ongoing contingencies, the researcher may be obliged to incorporate fully or in negotiated form stakeholder feedback into procedures, interpretation, and/or reports or use it, perhaps more sparingly, as additional information to inform the research.

With member checking, the researcher gives the participant questions, and the participants will answer what the researcher asking for. And, the researcher takes a note then will write the participants.

Findings

(The student's Strategies types and skills used in the daily practice of learning reading comprehension)

<table>
<thead>
<tr>
<th>Themes of Students' reading strategies</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Students' reading strategies</td>
<td>Some of the students used guessing the word meaning to make easy the reading text. Most of the students used memorizing to understand the reading text.</td>
</tr>
<tr>
<td>Guessing the word meaning</td>
<td></td>
</tr>
<tr>
<td>Memorizing the vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

The cognitive skills reading comprehension

| Fluency | Vocabulary and semantic processing | Visualization | Working memory |

Analysis students’ reading strategies

From each of these strategies explained more clearly by the researcher as follows:

Guessing word meaning

Based on the data collected from the interview, the researcher found that one of the strategies which used students in reading comprehension was guessing the word meaning. In this case, student’s strategies were used their own types in reading comprehension.

The data gained from the interview showed that the students who had a strategy in reading comprehension they were guessing word meaning. For example, one of the participants said that:

“I try to guess the meaning of word to comprehend my reading text. Because it’s easy for me” (personal communication, May, 8, 2019).
Mean while participant 2 also had similar opinion and the participant 2 said:

“I think guessing meaning word can help me to understanding the reading text”. (personal communication, May, 8, 2019).

**Memorizing vocabulary**

Based on the data interview, the researcher found the participant that used memorizing to comprehend their reading comprehension. One of them said:

“I prepare to memorize the vocab when I am in learning of reading, because in reading comprehension we must know about the meaning from the word. if we don’t know the meaning, that can make difficult to our reading comprehension” (personal communication, May, 7, 2019).

And other participant also said:

“we must know about vocab, because that is one of the key to comprehend what we read”. (personal communication, May, 7, 2019). And those all the participant’s opinion.

**The Cognitive Skills in Reading Comprehension**

**Fluency**

Based on the data of interview, the researcher found that one of participant used fluency skill, fluency is the ability to read a text accurately, quickly, and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension. So, it is the opinion from the participant in they skill reading comprehension that they choose and the participant said “I choose the fluency skills because this material is need lots of specific instruction and must to practice to improve word recognition in our reading subject”. (personal communication, May, 7, 2019).

**Vocabulary and Semantic Processing**

Based on the data of interview, the researcher found that one of participant used this skill in order to make easy their reading skill. Vocabulary and semantic processing are the reading skill that can to make understand what the reader is reading, as a reader we need to understand most of the word in the text.

Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. And the participant said “I prefer vocabulary and semantic processing skills for reading comprehension, because I can only understand reading text through the meaning of vocabulary. Therefore the presence of this skill can help me easily, to understand reading comprehension lessons”. (personal communication, May, 7, 2019).

**Visualization**

Based on the data of interview, the researcher found that one of participant used the visualization skill which means that everyone can learn it and improve it through practice. It is the ability to imagine things and creative visualization is a critical ability to have to expand our mind.

The participant said “sometimes I used visualization to understanding the reading comprehension, because I like to imagine the story when I am reading the story and I mean that I prefer to this skill to use my reading comprehension text”. (personal communication, May, 8, 2019).

**Working Memory**

Based on the data of interview, the researcher found that there are some of participant used working memory skill. When we read the reading text, working memory skill allows the students to hold on to that information and use it to gain meaning and build knowledge from what they are reading. Working memory and attention are part of executive function. For example, the participant said
“I choose the skill for reading comprehension is working memory skill, because for me when I read the text and its easy to understand, I have to remember the word or sentence from the text. Then, I kept it in my brain so that I was able to remember the word or sentence so finally I was also able to understand the text”. (personal communication, May, 8, 2019).

Discussion

Based on our research result, it is important for teachers to pay more attention to what strategies should be applied to students. Improve their reading skills and they can implement it better, and the student must use they ability to remembering the meaning of text or refer to working memory. Based on the research we conducted similar to what was done with Clarke’s research (2014) who reports that the ability to think and use of memory for remembering.

The strategy that can prevent students from making strategies is remembering vocabulary. The main source of useful memory is the ability to draw inference and connect pieces of information together in a text that is very important for the success of reading. The source of is students who provide knowledge about vocabulary while reading parts, and guessing from the context. Helps students make general predictions about their meaning (Sharpe, 2005) who reports that making context predictions will help each new word in the dictionary.

Since advanced students have already had this chance to get exposed to various text they must be talented good reader sto accomplish requirements in academic studies. Based on the findings there is a reasonable awareness of all the reading strategies. In fact all the skill are approximately of the same importance to the readers.

As the most striking strategy, when text becomes difficult, reader pay closer attention to what the students are reading. Besides, the participants reread to increase their understanding an alternative when the text becomes more complicated.

Based on the data of analysis, we found that the students of English Education at UIN Raden Fatah Palembang, South Sumatera Indonesia contributed they were use guessing word meaning. According to (Sencibaugh, 2007) research suggests that students with guessing the word meaning can comprehend of the text characterized by ability to attach meaning to words.

The improvements happened because the four roles (memorizing the vocabularies, guessing the word, clarifier, and summarizer) in Reciprocal Teaching were powerful to help the students comprehend the text given. These roles asked the students to think critically in order to get information as much as they needed to understand the content of the text.

Conclusion & Recommendations

Reading comprehension is more than decoding shape and figures as many teachers and learners think. Comprehension occurs when the reader knows what skills and strategies are necessary and appropriate for the type of text and understand how to apply them to accomplish the reading process and reach high degree of comprehension and retention.

Based on the discuss of the analysis , the writer concluded that in general, the student's ability in strategies learning of reading comprehension was low. Because most of the students failed in comprehending the reading text. Only some of student can get the meaning of reading text. It was proved that student did not understand the reading text.

This study was quite limited. To make the study more generalizable, I would recommend utilizing this study on a larger group of students and on a more diserve group of students. This study to memorize the vocabulary before read the text and also guessing the word meaning from the sentence before that word.

In addition, the result obtain in the analysis of the two questionnaires confirmed firmly that both teachers and learners lack the essential requirements for successful reading. Finally, the researchers hopes the result of the research can be a references for the students to enhance their strategies in learning reading comprehension in other to help the comprehend of the text.
References


AN ANALYSIS OF STUDENTS’ ERROR IN WRITING RECOUNT TEXT

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Abstract
The aims of the study was carried out to find out empirical evidence of the most common errors and the source of errors in recount text writing made by the students of English Education at UIN Raden Fatah Palembang. In addition, it is to know the frequency of each type of errors, to know the dominant type of error and to know the sources of the errors. The method used in this study was qualitative research method. The subjects of the study were EFL student of Raden Fatah, Palembang. The data were analyzed by using format error identification according to Ellis and Barkhuizen theory. The results of the study showed that there were six writing errors made by student. They were error of capitalization, error of word choice, error of verb tense, error of incomplete sentence, error of meaning not clear, error of singular-plural. The researcher concluded that student made error in grammatical knowledge.

Keyword: error analysis, recount text, writing

Introduction
In Indonesia, English has been taught for students as a foreign language since they are at basic level of education. As an international language, English plays an important role as a means of communication among people in the world for business, science, economy, technology, etc. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in English Education in college. In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills. As productive skill, writing is not like speaking skill nor other receptive skills. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing’s rules.

Therefore, composing paragraph in writing activity takes a lot of time. It can be summed up that writing is a hard work which needs a plenty of time for it not only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing. Therefore, it is inevitable for students of L2 or FL not making mistakes and committing errors in their English writing because it is the most complex skill. The explanation above is supported by the observation result with the student of UIN Raden Fatah Palembang that the main problem faced by students in writing activity is grammatical rules. Most of the students are getting difficult in choosing the verb to write, so they got much mistakes, for instance in writing recount text the students had difficulties in choosing the right form verb for past events. Based on the background of the study and the reason for choosing the topic, the study tries to answer this problem —What kind of errors are frequently occurred in the use of word order in recount text made by students at UIN Raden Fatah Palembang? The result of this study provides evidence of how languages are learned or acquire and the strategies or procedures that used by the student. By analyzing the student, we can improve the knowledge about the average of student ability.
This study is concerned on analyzing of word order used in recount text made by student at UIN Raden Fatah, especially in word order construction and word order distribution. In word order, construction, we focused on the order of the past tense specifically in to be and verb. Whereas, in the word order distribution, we wants to analyze the distribution of the word orders in the noun phrase. The above explanation stimulates we conduct research in analyzing students’ grammatical error in their writing and finding out the sources of errors. We decided to undertake a study which explores grammatical errors that students have done in writing recount text. This issue would be discussed in her paper entitled —An Analysis of Students’ Error in Writing Recount Text. This research is conducted by using a case study in English Education at UIN Raden Fatah Palembang.

From many previous studies about grammatical errors, we were interest in imploying a study on focus to find out (1) what are the type of grammatical error recount text.

**Literature Review**

Margaret Warner (2009) A recount tells the reader about something that has happened. It can be story (fictional) recount or factual recount. A recount text can retell an event in the form of an email, a journal or a diary. It is important to discuss recounts in class particulary student's personal recounts (e.g. their morning news) so that they understand and can identify the different parts of this text type before they start to write their own. According to June Kirai (2009) the chronological order of the recount assist the reader to understand the time sequence of the events. There are three main types of recount text: the personal recount that tells the reader about an event in which the writer was personally involved, the factual recount that records an incident such as an accident or a science experiment, and the imaginative recount used narrative writing.

Error analysis that is often done by English students in writing is Grammar. The Grammatical Error covered into six areas, namely: Tense, Subject Verb, Word Choice, Spelling, Capitalization, and Noun Phrase which adapted from Azar’s Grammatical Error theory. It can be concluded that the students still find difficult in writing recount text or another writing types. Therefore, we wants to know what kind of error that frequently occurred in the use of the word order in recount text made by student at UIN Raden Fatah Palembang.

**Error**

Corder as quotes by Kinsela (1978:63) states that —an error is typically produced by people who do not yet fully command some institution a listed language systeml. Based on Corder (1973:257), errors are breaking the rule, due to lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence they tend to be not correctable.

**Writing**

Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information. As Ann Brown states that Writing is important in our lives and as a communicative act that transmit information and link people together. Related to the opinion, Raymond points out that, writing is more than a medium of communication. It is a way of remembering and a way of thinking as well.

**Recount text**

Recount is unfolding of a sequence of events over time (Derewianka 1990:14). It is about recreating past experience in using language to keep the past alive and to interpret the experience. Since recount tells about the past experiences, it uses past tenses. A recount describes events, so plenty of use is made of verbs (action words) and of adverbs to describe or add more detail to verbs.

**Research Method**

In this research, we used a qualitative method which uses the procedures of error analysis. The described technique was an analysis which is aimed to describe and analyze the
errors that made by the students of English education at UIN Raden Fatah Palembang. Error Analysis is considered as qualitative research. A qualitative research can be conducted by using a case study.

**Research design**
There are several procedures in conducting Error Analysis and we chose the procedure of Error Analysis based on Ellis and Barkhuizen. We classified the students' errors in writing recount text by using Betty S. Azar’s classification of errors, and then we analyzed find the sources of students' errors and using Brown's theory to reveal them. After we calculated the data to get the result of total errors and then she interpreted the data descriptively. Finally, we could have a conclusion based on the result of students’ total errors. In a qualitative study, research design should be reflective process operating through every stage of a project. We conducting research needs a process or some steps. We did some procedures to conduct her research as a process. The procedures aware elaborated below; 1) the researcher needs to collect the data. Therefore, before conducting the researcher already prepare an instrument or a test for the students. The instrument/test consists of instruction to compose a recount text, 2) the researcher did her research in the class and the researcher got the class as a sample of her research based on purposive cluster sampling. We gave explanation to the students, which the topic was recount text. After explaining the material, the researcher gave instruction and guidelines how doing the writing test, 3) next, the researcher collected the students' writings test and checking it by circling the wrong words or sentences and returning it to the students to correct their writing by themselves, 4) then, the students' writings are collected again and the researcher checked it once more to find whether the students could correct the words or not, if students could correct it that means student make a mistake and vice versa means they made an error and then the researcher identify the error, 5) next, the researcher analyzed the writing test to find the errors of word order, especially in past tense and noun phrase in recount text, 6) the researcher explained the error by using the student's writing test, 7) then the researcher interpreted all of the data described. And then the researcher makes a conclusion of her research.

**Research site and participants**
In this research, we used a test to know the common error of word order that appeared in recount text writing made by the student of English Education at UIN Raden Fatah Palembang. We get participants in English classes and we observed 6 students to write recount text based on the theme of an unforgettable moment.

**Data collection**
In collecting data, we ask students to write recount text about 100 to 150 words with the selected topic in 100 minutes. We provided writing tests for recount texts that tell about the topic chosen. Then, we distributed test papers to all students. When students finish writing, papers are collected and then we circle the wrong words. Then, we ask them to correct and revise the swirling words and collect the paper again. After all data has been collected, we analyze their papers. The data of this study was taken by collecting the original composition of students without prior treatment to understand the level of basic skills of students. Collecting sample student languages provides data for Error Analysis. Researchers need to be aware that the nature of the sample collected can affect the nature and distribution of observed errors. The research technique is as follows: 1) The researcher gives the topic to all class participants to be developed as recount text, 2) The researcher collects all students' work, 3) randomly from all data to be analyzed.

**Data analysis and trustworthiness**
Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, condence and evaluate data. Data analysis is the process of organizing the data in order to obtain regularly of the pattern of from of the research. According to Miles
and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.

In qualitative research, we revealed the data as the real life of the subject. This qualitative research used observation. To keep the validity of the data in order to have more accurate conclusion. Gorman and Clayton observation studies as those that involve the systematic recording of observable phenomena or behavior in a natural setting.

**Findings**

As previously stated, this study means to explain the errors in recount text writing made by the students of English Education at UIN Raden Fatah Palembang. After collecting and analyzing the data, we found that there were a lot of errors. The errors are classified based on the items of specification. There were six writing errors made by student They were error of capitalization, error of word choice, error of verb tense, error of incomplete sentence, error of meaning not clear, and error of singular-plural. This research was conducted in order to several the common grammatical errors that English Education made in writing recount text.

The students explain that sometime they have difficulty in grammatical errors in recount text, words of words, sentence by sentence and if the word is still ambiguous they ask to research for it google for the meaning of the research.

**Tables 1. The result of error analysis of students’ recount texts**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Capitalization</td>
<td>a. Sentence sample: it was the first time</td>
</tr>
<tr>
<td>b. Word choice</td>
<td>b. Sentence sample: there was suitable for swimming</td>
</tr>
<tr>
<td>c. Verb tense</td>
<td>c. Sentence sample: when we arrived, we are upset to learn that we have missed our flight.</td>
</tr>
<tr>
<td>d. Incomplete sentences</td>
<td>d. Sentence sample: The first animal I saw was a magnificent, giant eastern brown snake.</td>
</tr>
<tr>
<td>e. Meaning not clear</td>
<td>e. Sentence sample: there were a lot of people who reached that top before us</td>
</tr>
<tr>
<td>f. Singular-plural</td>
<td>f. Sentence sample: Some warm drink</td>
</tr>
</tbody>
</table>

From this data, we identified that there were many errors in using verbs or being or distributing words in noun phrases carried out by respondents and the data explained below. There were many errors found by researchers after the test but as stated in the previous chapter that this study focused on the types of mistakes made by English education students at UIN Raden Fatah Palembang in the order of words in past phrases and phrases. Data is collected by giving a test that focuses on the sequence of words in past phrases and noun phrases. There were 6 students sampled. The researcher tested the students to write recount text. This type of error often occurs in the use of the sequence of words in recount text made by students of English education at UIN Raden Fatah Palembang: (1) Capitalization, (2) word choice, (3) verb tense, (4) Error of incomplete sentence, (5) Error of meaning not clear, and (6) error singular-plural.
**Capitalization**

In writing by the students of English Education at UIN Raden Fatah Palembang there is still an error in capitalization. Capitalization is the highest error based on the research conducted. An example sentence of it is — it was the first time —. It should be —It was the first time. And the other example of it is — I went Pangandaran beach For a vacation! It should be —I went Pangandaran beach for a vacation! The writer assumes that the error caused by communication strategy. Writing is different from speaking. When speaking the students don’t pay attention to the capital letter and in writing the students have to pay attention in capital letter. Therefore, capitalization error occurred because the students didn’t capitalize the letter properly.

**Word choice (diction)**

Diction will be effective only when the words you choose are appropriate for the audience and purpose, when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable. Word choice is to use the word that suits to the context of utterance, the error in word choice for example in the sentence —I am looking at you. Word choice means choosing the right word for the sentence. Students at the university still have errors in the selection of words. like "there was suitable for swimming". should be "there were suitable for swimming". and some words in the student's writing that use other inappropriate. there are —eventually and "finally", —spotted and —saw. the word used in the sentence is not exactly the same as it means. because there are several words that are required to be adjusted before and after. It may occur when the students didn't know the appropriate word to compose in the paragraph because they translated the Indonesian language into English directly and it becomes error. Intralingual transfer also can be the cause of this error. The students generalize one rule because they have not mastered yet the knowledge.

**Verb tense**

Verb tense is the writing of an incomplete verb. Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. In addition to denoting time relationship, the verbs tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress. Verb tense indicates the relationship between an action or state of being and the passage of time. The present tense indicates that something is taking place now. The past indicates that something was completed in the past. The future indicates that something will take in the future. for example; "drive" and "to drive". Other example, —when we arrived, we are upset to learn that we have missed our flight and —when we arrived, we were upset to learn that we had missed our flight. Because verb tense is adjusted based on the sentence.

**Error of incomplete sentence**

Incomplete sentences are missing necessary words or phrases. The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance. Incomplete sentence errors including the lowest in writing from students. This error is caused by communication strategy. The students don't know how to write the proper words to interpret their intention and then they tried to write everything on their mind based on their version and this strategy becomes an error. For example is "The first Animal I saw was a magnificent, giant eastern brown snake". That it could be " The First, I saw a animal is a magnificent, giant eastern brown snake". Laying words in important sentences because it influences the intended purpose.

**Error of meaning not clear**

Meaning not clear happens when a sentence or utterance is not interpretable, it means that a sentence not specific caused by less put the appropriate word. The researcher predicts that this error is caused by interlingual transfer. The students used inappropriate word to express their feelings. Therefore the meaning becomes not clear. The example is " There were a lot of people
who reached that top before us. That probably is the intended sentence is "In front of us, there are many people who have reached the top of Mount Merapi.". Selection of important words so that they are not ambiguous in the sentence.

**Error of singular-plural**

Errors are contained in nouns. Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have one pen. Plural number is a noun denotes more than one object e.g. I have two pens. In addition, singular can be identified by putting a or an before noun e.g. I has a bird. Generally, plural nouns can be added by -s (as in friends) or -es (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g. child-children, oxeons, foot-feet, man-men, wife-wives, etc. words in English need to be explained whether it is one or more. the writing is more detailed and must be complete than speaking. It is caused by interlingual transfer which in Indonesian language is not available singular-plural noun. It differs from English which the singular and plural nouns are different divided into uncountable and countable plural noun, and regular and irregular plural noun. This is the example of singular-plural error "Some warm drink". That should be" Some warm drinks". This because they have a lot of meaning so it must use —s behind a noun.

Errors in teaching learning process in Word Order are something unavoidable. Although it seems natural, students should learn more about grammar to enhance their knowledge and decreased their errors in word order. Also, the key factors that cause the error committed by respondent come from the internal of individual him/ herself.

**Discussions**

After the discussion described in the finding section. So, it is important for teachers to pay more attention to students' abilities and interests when learning English so students can improve their knowledge and they can use English better. based on the research we conducted similar to what was done with Said and syams (2015) research, they found an error in the verb. but there are also differences, namely in their research there is an error to be, noun phrase. While our research has error capitalization, word choice, incomplete sentence, meaning not clear and singular plural. Then according to Evayani (2013) he found error Capitalization, word choice, punctuation, spelling, omit a word, word form, verb tense, meaning not clear, singular-plural. Other researchers such as Alfayed (2017) found errors in Singular-plural, word form, word choice, verb tense, add or omit word, word order, sentence incomplete, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence.

The strategy that can prevent the student from making error is error analysis. If the material is well chosen, assessed, and presented carefully, errors can be minimized. The method chosen must be good so students feel comfortable and happy to receive input from the teacher. The mains aim of this study was to find empirical evidence of the most common types of grammatical errors, They were error of capitalization, error of word choice, error of verb tense, error of incomplete sentence, error of meaning not clear, error of singular-plural. The students mostly performed these errors due to the misuse of verbs in the texts. Since the recount text talks about past experience, the students must use past tense in the texts. The following type of error is word choice.

We wants to interpret the data based on the description and data analysis above. The results show that there are three most common errors, namely grammatical errors made by students in writing recount text. First is capitalization. Main source capitalization of errors is a communication strategy. English is a language who have oral and written differences. When students speak English they don't think of capital letters but when they write a their paragraph must pay attention to capital letters and non-capital. Therefore, there is an error in capitalization. The second most common mistake is the word choice. The source of the error is interlingual and communication strategy. Students choose the wrong word that means not right in the sentence. The last verb tense which is a number error a The main source of verb errors is transfer between languages. In Indonesian verbs transform from the present to past or future.
tense is not available. Very different from Which each verb has a different pattern that explains its shape. Moreover, the verbs from past tense are divided into regular and irregular and sometimes confusing forms for students.

Furthermore, the students' lowest grammar errors were three in recount text writing is an incomplete sentence, meaning not clear, singular-plural error. The first lowest error frequency is incomplete sentence errors occur when students write a sentence that skips a few words or verbs that have the main meaning in the sentence. Source of this error causes the learning context. Student rules competency incomplete, it causes them to lose a few words or verbs sentence.

Conclusion and Recommendations

Based on the data in the previous chapter, We wants to describe the conclusion that the students of English language education at UIN Raden Fatah Palembang are still made a lot of mistakes in writing recount text. The most common type of error is made capitalized by students with the most number of errors, namely the use of verbs. The results show that there are three most common errors, namely grammatical errors made by students in writing recount text. There were capitalization, verb tense, word choice. Furthermore, the students' lowest grammar errors were three in recount text writing is an incomplete sentence, meaning not clear, singular-plural error.

After we conducted the research, we wanted to give some suggestions related to the results of this study. Hopefully it can be applied easily on teaching and learning activities and reducing errors; 1) The lecturer must do motivation as a warm-up before he starts teach learning in class to make students happy and relax. This can also help students to shift their concentration from previous class subjects to focus on material, 2) Lecturers must create impressive teaching writing techniques which can attract students' attention to writing English activities, 3) Writing has several rules and text types. Therefore the lecturer must simplify the explanation without reducing the substance of the material provided, 4) Lecturers must provide feedback on students' writing and communicate their progress in writing, 5) Writing is a skill that requires process and practice. Therefore, students must practice writing starting from the simplest ones such as write daily activities or write their past experiences like recount text, 6) Lecturers must also practice how students can write well specifically for writing recounts.

References


The objectives of the study was to find out kind of students' difficulties, factors that made them difficult in learning vocabulary and the solutions to solve those difficulties. We used a qualitative research method in this study. The subjects of this study were nine EFL students of Raden Fatah. The data were collected by using interview. All data were analyzed by using thematic analysis. Our findings showed that there were four kinds of difficulties faced by students in learning vocabulary: (1) almost all of the students have difficulties in pronouncing the words; (2) how to spell the words; (3) students find difficulties in choosing the appropriate meaning of the words; (4) The different grammatical form. There were six factors that cause students difficulties in learning vocabulary: (1) Rarely practice new vocabulary; (2) Lazy to check difficult words; (3) Lazy to memorize; (4) Lazy to read; (5) Difficult to memorize words and (6) Forgettable. Then, there were five solutions used by students in vocabulary difficulty: 1) listen to the English song and then make the translation; (2) watch English movies and English program; (3) read a lot of English text books; (4) make a difficult word list; and (5) learn through hobbies.

Keywords: factors that cause students difficulties in learning vocabulary, kind of difficulties in learning vocabulary, learning vocabulary, solutions used by students in vocabulary difficulty.

Introduction

Vocabulary plays an important role in language learning. Vocabulary is also an important skill for learning to read, speak, write, and listen. Without adequate vocabulary, people cannot communicate and express their feelings in both oral and written forms effectively. The more people master vocabulary, the more they can talk, write, read and listen as they please. Wilkins (1972) in Garton & Coplan (2019) state that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This means that even someone has good grammar but it will be in vain if they don't know a lot of vocabulary. In addition, it is supported by Stahl and Nagy (2006) that a person who knows more words can speak, and even think, more precisely about the world. These statements imply the importance of teaching vocabulary as a foreign language.

In line with learning English vocabulary, English vocabulary is different from Indonesian seen from the form, including pronunciation and spelling, meaning and use of words. In addition, how to pronounce words is very different from writing. Therefore, people especially students who learn English often find difficulty in vocabulary learning.

Thus, in this study, researchers were interested in conducting a study on students' difficulties in learning vocabulary at one University in Palembang, South Sumatera for addressing the following research questions: (1) What are students' difficulties in learning vocabulary? (2) What are the factors that caused difficulties in learning vocabulary? (3) What are the solutions to solving those difficulties?
Literature Review

The definition of vocabulary

Vocabulary contains words or expresses one thought opinion and idea. Learning new languages cannot be separated from vocabulary. People will not be able to communicate without vocabulary. Thus, it can be said that there is no language without vocabulary and in learning a new language one must know the vocabulary. Vocabulary can be defined in various ways. Experts have proposed several terms about vocabulary. According to Linse (2006) in Hidayati (2016), vocabulary is the collection of words that an individual knows. Hatch & Brown (1995) in Jabbarpoor (2014) indicate that the term vocabulary refers to a list or set of words for a particular language or a list of words that individual speakers of a language might use. No one can learn a language without knowing its vocabulary. In addition, Rafinggi (2013) in Hidayati (2016) state that vocabulary is a collection of words used in the language to communicate.

Based on those statements, it can be assumed that vocabulary is all words used to communicate in languages that are not all known to everyone because everyone's vocabulary is part of all the words he or she knows in a language. In addition, when someone has a vocabulary, he or she has a collection of words that are different from each individual.

The importance of vocabulary

Knowledge vocabulary is often seen as an important tool for learners of second languages because limited vocabulary in a second language inhibits successful communication. Underlining the importance of vocabulary acquisition, Schmitt (2000) in Alqahtani (2015) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.

Vocabulary, can be said as a bridge to achieve certain goals such as in speaking, listening, reading, and writing. This word shows that vocabulary is also the key to success in improving language skills. Understanding of listening to students, writing, reading, and speaking is needed by their vocabulary. This means that students who lack vocabulary will find some difficulties in the language learning process and they have little chance of successfully developing their other languages.

Vocabulary can be said to be an important component in language learning. Richard and Renandya (2002) state that for most second language learners, language focused vocabulary instruction is an essential part of language course. Vocabulary status is greatly improved, because, by mastering vocabulary, it can affect the results of developing communicative approaches to language teaching.

Wilkins (1972) in Griffiths (2013) state that if you spend most of you time studying grammar, your English will not improve much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

Types of vocabulary

French in Ediger, dutt, & Rao (2003) has made a very useful classification of the words of a language in relation to its users. He divides the words into three broad groups: (a) the smaller number of words that a person knows intimately and can use effectively, (b) the relative large number of words that he understands but doesn't normally use, and (c) the vast number or remaining words in the language that he doesn't know. French compares the first group to our "friends", the second to our "acquaintances", the third group to the vast number of "strangers" whom we do not know.

Hiebert and Kamil (2005) in Horton, Beattie, & Lannie (2019) describe two forms of vocabulary learning: in print, where the reader reads and writes silently, and oral, where the reader reads aloud or hears words spoken. Echoing the reading models above, they go on to report that a child's oral vocabulary should be greater than its reading vocabulary, otherwise the reader will be unable to recognize the meaning of the word he has decoded, and good reading comprehension will not occur. As a reader becomes more skilled, the print then becomes the
main vehicle (the context) for learning new vocabulary. They also define knowledge of words also comes in at least two forms, which are first, productive vocabulary, is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Second, Receptive or recognition vocabulary, is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

**The Aspects of Vocabulary**

Ur (1996) states that there are some items need to be taught in teaching vocabulary as follows: (1) form: Pronunciation and Spelling, students must know what words are heard or pronounced and what they look or spell. This is a clear characteristic that students will feel when they find vocabularies for the first time, the teacher needs to ensure that these two aspects are presented and studied accurately. (2) Grammar, a vocabulary may have unexpected changes in form in certain grammatical contexts may have some peculiarities with other words in the sentence it is important to provide this information to students at the same time when the teacher teaches based on the form. The learner needs to know the past form of a verb, the plural form of a noun, etc. (3) Collocation, typical collocation of certain vocabulary is another factor that makes certain combinations right or wrong in the given context. Collocation is the word partners, for example make mistake not do mistake and do homework not make homework. (4) Aspects of Meaning (a): denotation, connotation, appropriateness, the meaning of the word is divided into two aspects, denotations and connotations. Denotation refers to the literal meaning of a word, dictionary definition. For example, the word of a snake in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. Whereas, connotation refers to associations that are connected to certain words or emotional suggestions related to that word. The connotation for the word snake can include crime or danger. A more suitable aspect of meaning that often needs to be taught is whether certain items are items that are suitable for use in certain contexts or not. (5) Aspects of Meaning (b): Meaning relationship, a word sometimes has a close relationship with others. In language teaching, this kind of relationship is useful. The learner should recognize the words in different relationships. Synonyms, antonyms, hyponyms are some of the main ones. (6) Word Formation, certain vocabulary can be broken down into their components. Students' understanding in prefixes and suffixes can help them in knowing the meaning of words. (7) The use, the use includes how vocabulary item is used, and possibility for restriction use, that related to particular style or register.

**Research Methodology**

**Research design**

In this study, we used qualitative methods with a case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. The most important reason for using qualitative design is that this design is the right way to explore students' difficulties in learning vocabulary, the causes, and the solutions they use in dealing with these difficulties.

**Research site, sampling, and participants**

This study was conducted in English department of UIN Raden Fatah Palembang. There were nine students of English education study program at 6th semester chosen as the
participants of our research study. We chose the participants because they were willing to be interviewed in this research.

**Data collection**

The researcher used interview to collect the data. The researcher give some question orally correlated with information needed in this research. In this research, the researcher do interview with nine EFL Students of UIN Raden Fatah. The interview held on 5th May 2019. The questions of interview were: What are the difficulties faced by the students of English education department in learning English vocabulary, what factor that make students difficult in learning English vocabulary, and do they have a solution for themselves.

**Data analysis and trustworthiness**

The data in this research were obtained from interview. In analyzing data, we applied thematic analysis. We follow the steps proposed by Creswell (2012). In this research there are several ways to analyze data, they are: The first, we collected the detailed data from interview. The second, we put the data into computer files and filed folder after transcribing the raw data into text. The third, we started to code all of data. In this process we read all transcriptions and start to code the data that related to the research questions. The last, we made interpretation in qualitative research of the findings and result.

In this study, we used triangulation to improve the accuracy of the study. Creswell (2012) explains that triangulate different data source of information by examining evidence from the source and using it to build a coherent justification for theme. In addition, according to Silverman (1993) in Schmuck (2009) state that triangulation is defined as comparing different kinds of data (e.g. quantitative and qualitative) and different methods (e.g. observation and interviews) to see whether they corroborate one another. Therefore, in this study we used the triangulation method to compare data from one source with another.

**Findings**

The findings presented the three following things: (1) kind of students' difficulties in learning vocabulary, (2) factors that made them difficult in learning vocabulary and (3) the solutions to solve those difficulties. Firstly, from thematic analysis that we conducted based on Creswell (2012), we found four themes which reflected four kinds of students' difficulties in learning vocabulary. Secondly, we found two themes which reflected six factors that cause students difficulties in learning vocabulary. Last, we found three themes which reflected five solutions used by students in vocabulary difficulty.

**Kinds of difficulties faced by students in learning vocabulary**

After collecting the data in order to find out the kinds of difficulties faced by students in learning vocabulary, we found that there were four kinds of difficulties. The themes and the codes gained from thematic analysis were listed in Table 1.

<table>
<thead>
<tr>
<th>Themes Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
</tr>
<tr>
<td>Spelling the words</td>
</tr>
<tr>
<td>Appropriate meaning</td>
</tr>
<tr>
<td>The different grammatical form</td>
</tr>
<tr>
<td>Almost all of the students have difficulties in pronouncing the words</td>
</tr>
<tr>
<td>Almost all of the students difficult in spelling the words</td>
</tr>
<tr>
<td>There are several meaning in one word so, students difficult to choose appropriate meaning</td>
</tr>
<tr>
<td>The different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary</td>
</tr>
</tbody>
</table>
Based on the themes and codes listed in table 1, it can be concluded that there are four kinds of difficulties faced by students in learning vocabulary, such as pronunciation, spelling the words, appropriate meaning, and the word hard to remember. In fact, pronunciation, spelling, and meaning are in line with three factors from several factors expressed by Thornbury (2002).

**Pronunciation**

After analyzing the data obtained from the interviews, we found that many students admitted that they sometimes had difficulty to pronounce a vocabulary. Potentially difficult words are usually words that contain sounds that are not known to some groups of students. When we interviewed all of the participants, almost all participants have the same answer. One of participants initial DY answered:

“it is very difficult, especially when pronounce vocabulary that I have never heard” (Personal Communication, May 5 2019)

**Spelling the words**

After analyzing the data obtained from the interviews, we found that many students admitted that they sometimes had difficult to spell the words. When we ask about this difficulty some participants claimed that they often experienced difficulties and errors in spelling vocabulary. One of participants initial A answered:

“I often misspell and mispronounce vocabulary because in one letter English can have a lot of sounds”. (Personal Communication, May 5 2019)

**Appropriate meaning**

After analyzing the data obtained from the interviews, we found that many students admitted that they sometimes had difficult to choose the appropriate meaning. Students tend to be confused when they find two words overlapping in meaning. When we ask about this difficulty some participants claimed that they had difficulty choosing the meaning that was in accordance with the context. One of participants initial AK said:

“I very often find vocabulary that is difficult to interpret in accordance with the context when I read books in English, because we know that in English, one vocabulary has many meanings so it is difficult to memorize each of these meanings especially if it must be adapted to the context be read”. (Personal Communication, May 5 2019)

**The different grammatical form**

After analyzing the data obtained from the interviews, we found that many students admitted that they sometimes had difficult to learn vocabulary because of the different grammatical form. One of participants initial EA said:

“in my opinion because the different forms of grammar between English and Indonesian make me a little confused in learning vocabulary, for example in English the verb can change according to tense or time whereas in Indonesian no, for example ‘i go’ becomes ‘i went’ but in Indonesian still ‘sayajergi’”. (Personal Communication, May 5 2019)

**Factors that cause students difficulties in learning vocabulary**

After collecting the data gained from interview we found six causes of students’ difficulty in learning vocabulary. The themes and the codes gained from thematic analysis were listed in Table 2.
Table 2. Themes and codes for factors that cause students difficulties in learning vocabulary

<table>
<thead>
<tr>
<th>Themes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of willingness</td>
<td>Rarely practice new vocabulary</td>
</tr>
<tr>
<td></td>
<td>Lazy to check difficult words</td>
</tr>
<tr>
<td></td>
<td>Lazy to memorize</td>
</tr>
<tr>
<td></td>
<td>Lazy to read</td>
</tr>
<tr>
<td>Brain Capacity</td>
<td>Difficult to memorize the word</td>
</tr>
<tr>
<td></td>
<td>Forgettable</td>
</tr>
</tbody>
</table>

From the data above, there are six causes that we sorted it into two themes. First, the themes is lack of motivation that consist of rarely practice new vocabulary, lazy to check difficult words, lazy to memorize, and lazy to read. The second is brain capacity that consist of difficult to memorize the word and forgettable.

**Lack of willingness**

Students who have lack of willingness have a low desire in learning. They prefer does not explore themselves to know many things. Most of all students rarely practice new vocabulary, so they only use the vocabulary which usually heard or use. One of participants initial DW answered:

“I actually rarely practice new vocabulary either in daily and class. It made me hard when I learn subject skill”. (Personal Communication, May 5 2019)

Students who lazy to check difficult words will not know the meaning of the word, they only skip the difficult word. One of participants initial EN said:

“When I found or heard difficult words, I was lazy to open dictionary either book or offline dictionary” (Personal Communication, May 5 2019)

Not only that, the students also lazy to memorize. Some of students taking a note of vocabulary but not be remembered. One of participants initial DY answered:

“When I got a new vocabulary, I just let it. I was lazy to memorize it even though I had a list”. (Personal Communication, May 5 2019)

Most all of students lazy to read. Even though they have a list in their note book, they are lazy to read either in note book or supporting media for learning. One of participants initial A answered:

“Because so many words in English, I was lazy to read. It’s impossible for us to remember all of the words in the dictionary”. (Personal Communication, May 5 2019)

**Brain capacity**

Every students has different capacity of brain in memorizing. There are two reason including to brain capacity, they are difficult to memorize the word and forgettable. Difficult to memorize the word that had been explained by students. It means one word has so many letter or called as complex word. One of participants initial DR said:

—if a word has many letter, it made me hard to remember”. (Personal Communication, May 5 2019)

The other is, a new vocabulary that rarely heard and used so it made them forget. One of participants initial ES said:
“the first reason I’m forgetful indeed also the word isn’t familiar so it’s forgettable”. (Personal Communication, May 5 2019)

**Solutions used by students in vocabulary difficulty**

After collecting the data gained from interview we found four solutions which used by students in learning vocabulary.

**Table 3. Themes and codes for students’ solutions in vocabulary difficulty**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning through many literature works</td>
<td>Listen to the English song and then make the translation</td>
</tr>
<tr>
<td>Making a list of difficult word</td>
<td>Watch English movies and English program, Read a lot of English text books such as novel.</td>
</tr>
<tr>
<td>Learning through hobby</td>
<td>Several students make list of vocabulary when they found difficult word, Several students learn vocabulary through their hobbies such as game.</td>
</tr>
</tbody>
</table>

From the data obtained from interview, we sorted the reason into three themes that help student to enrich the vocabulary.

**Learning through many literature works**

Based on student’s opinion, English Literature could help them in vocabulary learning process. In English Literature, consist of listening English song and then make translation, watch English movies and English program, and reading a lot of English text books. One of participants initial AK said:

—sometimes I listened English song, then I found the meaning of song word by word and also it can improve my listening skill”. (Personal Communication, May 5 2019)

The other participants initial EN said:

—to improve my vocabulary, I watched English movie and English program. (Personal Communication, May 5 2019)

Then, there is participant initial EA said:

—I read a lot of English text books but actually not actually books, the other thing that contain of English. (Personal Communication, May 5 2019)

**Making a list of difficult word**

When they read or found new vocabulary, they made list especially, difficult word. One of students initial DW said:

“Actually, I’m a type of person who learn visually so, I took a note when I learn. Especially when I found a new difficult word”. (Personal Communication, May 5 2019)

**Learning through hobby**

In learning process, students did not depends on other people so, they could learn by themself through their hobby such as playing game. One of participants initial A anwered:

“My hobby is playing game. So I used game as a media for my learning. I learn new vocabulary from game that I usually play”. (Personal Communication, May 5 2019)
Discussions

Based on the results of data analysis, we found that the students of English at Raden Fatah State Islamic University Palembang, South Sumatera Indonesia have difficulties in learning vocabulary. This result of study is congruent with the results of other studies that conducted by Thornbury (2002) state that pronunciation, spelling the words, appropriate meaning, and the different grammatical form included in the difficulty in learning vocabulary. In addition, students have factors that cause their vocabulary learning consist of lack of willingness and brain capacity. The last we found several solution in learning vocabulary such as learning through many literature works, making a list of difficult word, and learning through students hobby.

Moreover, students had many problem in learning vocabulary. First, pronouncing the word usually words that contain sounds that are not known to some groups of students they never heard the word and style of speech between first language and second language are different so students should appropriate their style of speech. Second, in spelling of word, they often mispronounce and misspelling because one letter can be pronounced in different sound and also the written and the way to spell is different in English called as not phonetic language. Third, most all of students are difficult in appropriate the meaning of words because one word has several meaning that should be appropriate in context which congruent with John (2000) in Yildirim (2011) vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences. The last is grammatical form. Students often mistake in their grammatical because between first language and second language have different grammatical form which congruent with the previous research as stated by (Bhela, 1999; Galasso, 2002; Lekova, 2010) in Widianingsih & Gulö (2016) that in the effort of language learners studying other languages, there have been problems and theories found as well as other issues coming. Thus, dealing with students with this problems at the university level brought the present researchers to find out specific grammatical difficulties they encounter in their effort to learn English as their second language.

Furthermore, students has several factors that cause difficulties in learning vocabulary. First, they are lack of willingness such as rarely practice new vocabulary, lazy to read, lazy to open dictionary, and lazy to remember. Also brain capacity affect vocabulary ability. If students are lazy it will affect their ability in learning English, especially vocabulary because in language, as some of students admit that they are difficult in other skill when they have lack of vocabulary. So, students should not be lazy and should have a desire to learn because vocabulary is a foundation in language skill as previous study by Nation (2001) that further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

However, they have solutions for their problem. First, they learned through English literature such as song. This is the best way because, if students love to do something it will make them easier to achieve something. It is congruent Millington (2011) that songs can improve each aspect in vocabulary such as; verb, adverb, adjective and noun. Also, they learn from text book can improve their ability in vocabulary which the result is in line with the theory of Nation (2001) who state that a large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies proved useful for students of different language levels. Also, learning vocabulary through movie or English program is also one best way because student not only improve their vocabulary but also reading the subtitle so they can find the meaning and listening how to pronounce the word. This is congruent with Huang and Eskey (1999) argued that subtitles improved not only listening and reading comprehension skills of the learners but also their vocabulary development. Then, learning vocabulary through hobby, such as game also can help students improve their vocabulary. This result is in line with the previous study that conducted by Vahdat and Behbahani (2013) they investigated the effect of video games on
Iranian EFL students' vocabulary learning and the findings of their study revealed that learning vocabulary via video games was advantageous.

**Conclusion and Recommendations**

Based on the findings of this study, some important information, we know that students have difficulties in learning vocabulary, they are pronunciation, spelling the word, appropriate meaning, and different grammatical form between their first language and second language. Furthermore, there are several factors that cause students difficult in learning vocabulary, they are lack of willingness and brain capacity. However, they have solution for their problem in learning vocabulary, they learn through literature works, they make a list of difficult words and indirectly learning through hobby.

In this study is expected that, students can learn more about vocabulary to improve their English skill because vocabulary play an important role in language. Also, students can apply the solutions which has been explained to improve students vocabulary.

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STUDY ON LECTURER'S WAYS OF GIVING FEEDBACK IN THE CLASS OF WRITING AT THE 3RD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF UIN RADEN FATAH PALEMBANG

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Abstract
The purpose of our study was to explore on lecturer’s ways of giving feedback in the class of writing to the 3rd semester students of english department on UIN Raden Fatah Palembang. The study that we use qualitative research method. The participants were EFL students at state Raden Fatah Islamic University. The data were collected by using analysis of interview. We analyze this research by using thematic analysis. The results of a descriptive study on the lecture’s ways of giving feedback in the class of writing. This results will be useful inputs in relation to the implementation of lecture's feedback in the class of writing. This made sense since the lecture's ways of giving feedback were influential on writing achievement. In our finding we will show that there were two ways that were used by the lecture in giving feedback in class of writing: (1) oral feedback, (2) direct and indirect feedback.

Keywords: direct and indirect feedback, feedback, oral feedback and written feedback

Introduction
Some common questions often arise when talking about English writing skill, and more importantly learning it as foreign language (EFL). The first question must be why students need to learn EFL writing. One of the reasons is because writing skill is one of the most basic skills to communicate with English. It can be a ticket to better academic achievement because it reflects intellectual flexibility and maturity. The mental activity the students have to go through in order to construct proper written texts is all part of the ongoing learning experience. Therefore, it equips students with the communication and thinking skills.

However, accomplishing writing skill cannot be rushed. It takes time and patience. The most important thing the students need at the beginning is a good vocabulary. It goes hand in hand with the ability to think logically. Using words correctly and effectively can be a passport to worlds of interesting and exciting information. The students can travel in the past, in the present, and in the future through words, they write. Without words, they have nothing to work with.

Furthermore, students have to start with the strong foundation of writing and slowly build their sentences day by day. Daily practice is very important. They do not need to worry about the mistakes. In fact, the more mistakes they make, the more they will learn from them.

Providing response or feedback is one of the most important tasks for lecturers of writing. It continues to be applied in the teaching of English as a foreign language (EFL) because by placing considerable emphasis on revising and responding to writing, it allows lecturers and students more interaction that is meaningful.

Several studies have shown that the approaches to teaching writing have been varied. The studies have focused on feedback on form, content, means of delivery, and also the way the teachers deliver their feedback. However, one element has remained constant: both lecturers and students feel that lecturer feedback to students' writing is obviously essential. In most instances, lecturer feedback represents the single largest investment of lecturer time and energy, much more than time spent preparing for conducting classroom sessions. lecturer feedback also provides the
opportunity for instruction to be tailored to the needs of individual students through face-to-face dialogue and written commentary at various points.

Furthermore, the feedback provided by the lecturer is one of the most important factors in enhancing students' writing. It can highlight the academic conventions within which students are expected to write, to be able to produce writing with minimal errors and maximum clarity, and it can suggest ways for students to improve their future writing. In addition, feedback from the teacher can create a motive for revising; without these comments, students will revise their work in a consistently, narrow, and predictable way. Finally yet importantly, lecturer feedback does not only indicate the strengths and weaknesses of the students' writing but it may also assist students in monitoring their own progress and identifying specific language areas to develop further. The problems to be discussed in this research are: (1) what feedback does the lecture give to the class of writing at the 3rd semester of English department of UIN Raden Fatah Palembang.

Literature Review

Writing in English

Different languages use different writing systems. Different languages also use different writing styles of organization. English writing is different from Javanese or Spanish style of writing. English organization, for example, is simple. English uses a straight line from beginning to end as described below:

<table>
<thead>
<tr>
<th>Introductory Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is what I will write about</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am writing about it here</td>
</tr>
<tr>
<td>I am writing about it here</td>
</tr>
<tr>
<td>I am writing about it here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concluding Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is what I wrote about</td>
</tr>
</tbody>
</table>

The diagram shows us that when English speakers read an article, they expect the article to have a beginning, middle, and an end. The beginning should say what the article is going to be about, the middle should talk about the topic of the article, and the end should say what the article was about. However, it is important to understand that one style of writing is not better than another, just as one language is not better than another is. The styles are different. To be a successful writer in any language, people need to learn the writing styles in addition to words and grammar rules.

Learners of Writing Class

Learner is one of the important components contributing to the success or failure of instructional objectives. Therefore, in order to teach effectively, lecturers need to learn as much as they can about their students, since some of teaching procedures vary depending upon students in classes. Some factors affecting learners in second or foreign language
learning which cannot be ignored include age, aptitude, aspirations and needs, motivation, native language, socio-economic status, previous language experiences, personality, and intelligence. Brown, for instance, argues that effective language learners: (1) find their own way, taking charge of their learning, (2) organize information about language, (3) are creative, developing a feel for the language by experimenting with its grammar and words, (4) make their own opportunities for practice in using the language inside and outside the classroom, (5) learn to live with uncertainty by not getting flustered and by continuing to talk and listen without understanding every word, (6) use mnemonics and other memory strategies to recall what has been learned, (7) make errors work for them and not against them, (8) use linguistic knowledge, including knowledge of their first language, is learning a second language, (9) use contextual cues to help them in comprehension, (10) learn to make intelligent guesses, (11) learn chunks of language as wholes and formalized routines to help them perform—beyond their competence.

Feedback in the Class of Writing

Feedback is widely seen in education as the crucial factor for both encouraging and consolidating learning. Kepner defines feedback in general as any procedures used to inform a learner whether an instructional response is right or wrong. Dealing with the term feedback, there are some terms related and sometimes used for substitution as comments, respond, or correction. These terms, according to Kepner, can be used interchangeably. However, we need to be careful when mentioning these terms on students' papers. Actually there still some minor points among them which should be borne in mind that feedback is the information a lecturer or another learner gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning. In the other hand, response brings the lecturer option of personalizing his/her comments. Responding to students' work, in Harmer's point of view, is about reacting to their ideas and to how they put them across. By responding, it means discussing the students' writing rather than judging it, while correcting is the stage at which we indicate when something is not right. Comments, according to Sommers, are considered to create the motive for doing something in different in the next draft. For these reasons, it is better to use these different terms according to what lecturers would like to focus on.

Feedback During Writing Process

In general, there is a general agreement that providing feedback timely can have great impact on students' improvement, and feedback will be more effective when it is delivered at intermediate stages of writing process.

Feedback to Writing Product

Instead of giving feedback at intermediate stages of writing process, feedback can also be delivered at the end of writing process i.e. to the product of writing. In this sense, the students have already written a clear final draft to hand it for comments. Later, they submit their writing to the lecturer.

Feedback on Form and Feedback on Content

First, it is better to know feedback on form and feedback on content as well. According to Grami, feedback on form, which is also known as grammar feedback and surface-level feedback is the type of feedback that concentrates on matters as spelling, grammar, punctuation, etc. On the other hand, feedback on content usually refers to issues like organization, choice of vocabularies, rhetoric use of the language, cohesion and coherence, and other more abstract and notional matters of writing.
Methodology
Research design

We conducted this study by using a qualitative method which is based on the descriptive analysis of the writing class activities. The research is synthesized, abstracted, and explored from theories and social situation of the class of writing in order to solve the problem.

Research site and participants

The data of this qualitative research is the social condition (classroom activity) which involved place, actors, and activity. The sample is based on informational considerations. The informants were chosen purposively. The researcher groups them according to criteria, which is relevant to a particular research question. The informants for this research include the teacher and the students of Writing of English Department of UIN Raden Fatah Palembang. There are two classes basically, i.e. Class A and Class B. Since it is a qualitative research, the researcher involves himself in the writing class activity, observes it, and holds an interview to some people who know the situation.

Data collection

The study uses a triangulation of participants and technique in which the practice of lecturer's feedback is seen from the perspectives of students and lecturers collected from participate observation, in-depth interview, and documents review to increase the understanding of what is being investigated. Interviews, semi-structured interviews were conducted with the respondents in this research. They were the lecturer of the writing class and three students chosen purpose. The interview with the lecturer was conducted on November 30th 2010. On the same day, the interview with the students was also held. The interview focused mainly on the lecturer feedback in the writing class activity, observes it, and holds an interview to some people who know the situation.

Data analysis

In line with this data analysis technique, Miles and Huberman argue that the most serious and central difficulty in the use of qualitative data is that methods of analysis are not well formulated. The data analysis in this research is the ongoing activity that occurs throughout the investigative process rather than after process.

Pre-field analysis

It has been done since formulating and elaborating the research questions through the researcher's own experience at his second and first semester in the college on which writing class was conducted. The researcher, then, studies and compares his personal experience with theoretical considerations. However, focuses of the research are still tentative, and may develop after the researcher comes in the field of research.

Field analysis

It is done when the process of data collection is under way until the end of the process. According to Mile's and Huberman's model analysis, the activity of data analysis covers three main points, (a) data reduction, (b) data display, and (c) conclusions/verification. The activity in this qualitative data analysis is done interactively and continuously.

Furthermore, Yin, as quoted by Djoko Susanto, argued that there were four dominant techniques in analyzing the evidence taken from interviews and observations: (a) pattern-matching, (b) explanation-building, (c) time-series analysis, and (d) program logic models.

Trustworthiness

In this research we used triangulation to validate the accuracy of our research finding gained from qualitative data collection. Triangulation is corroborated evidence process by
different individuals (creswell, 2012). subsequently, there are six techniques of triangulation such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation and space triangulation (cohen, Manion & Morrison, 2007). Thus, the data from observation was confirmed by the interview data and vice versa. Finally, those data was combined to corroborate each other.

**Findings**

The data, after being collected from the participative observation, in-depth interview, and the documents review, would be analyzed and interpreted to answer the two research questions. The findings would be presented following the research questions namely, kinds of feedback given by the lecturer in the class of writing, and the lecturer's considerations for giving certain feedback to the students.

**Table 1. themes and codes for giving feedback in writing class**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
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<tbody>
<tr>
<td>Direct and indirect feedback</td>
<td>direct object, the lecture simply provides a target-like form for the students writing or a suggested correction if more than one is possible.</td>
</tr>
<tr>
<td></td>
<td>Indirect feedback, provides students with an indication that an error has been made, but requires the students to self-correct.</td>
</tr>
<tr>
<td>Oral feedback and written feedback</td>
<td>oral feedback can explicit, recast, and clarification. Written feedback from the lecture can create a motive for revising.</td>
</tr>
</tbody>
</table>

**Direct and indirect feedback**

Direct object, the lecture simply provides a target-like form for the students writing or a suggested correction if more than one is possible. Indirect feedback, on the other hand, provides students with an indication that an error has been made, but requires the students to self-correct. Most experts agree that indirect feedback clearly has the most potential for helping students to continue developing their EFL proficiency. Students themselves, when asked about error feedback preferences, seem to realize that they will learn more from indirect feedback. However, it still has its place in responding process in case of complicated errors in students writing. They suggest that direct feedback can play a productive role among lower-level students who are unable to self-editing or in the case of idiomatic lexical errors.

The participants we examined stated that: participant A:

“I usually convey feedback directly because students are not conducive and there are too many students.”

(personal communication, 20 april 2019)

The participants we examined stated that: participant B:

“I usually convey feedback directly because students are not conducive and there are too many students. I take samples from one of their writings so that they all know.” (personal communication, 20 april 2019)
The participants we examined stated that: participant C:

“I think it helps more directly. Because on the side was immediately fixed on me, I could also return ask when I have not understood the location of my mistake.” (personal communication, 20 April 2019)

Direct feedback can have immediate advantage as the students make fewer mistakes in re-drafting, it does not promote an autonomous learning because when it is provided to the students, they will not do much more than copying the correction given by the teacher in the new draft. On the other hand, indirect feedback can enhance students self-edit ability, as it requires students involvement. It means when the teacher only points out, underlines, or codes the mistakes without providing direct correction, it enables the students to explore the problems and find the ways to solve them as well. In other word, involving the students to correction process will lead to better language acquisition

Regarding how the lecturer provided feedback, based on the observation, the lecturer showed a balance in utilizing both indirect and direct feedback in giving feedback to students’ writing. The observation indicated that, for example, the lecturer provided alternative answers when the students made mistakes in defining ‘paragraph’ and wanted them to check the correct answer by themselves. Some said equipment, tools, etc. However, the lecturer suggested household utensils. Focus of the lecturer feedback, regarding to the focus of lecturer feedback, the lecturer considered that paying attention on both content and form of students’ works were considered important in developing students’ writing skill

**Oral feedback**

Related to the oral feedback, light brown and spada mention three different feedbacks that may be provide in the classroom. Explicit correction refers to the explicit provision of the correct form. As the teacher provides a correct form, he clearly indicates that what the student had said was incorrect (for example, ‘Oh you mean, or you should write or say’). Recast involve the teacher’s student’s sentence, minus the error. Recasts are generally implicit in that they are not introduced by ‘you mean, use this word, or you should say. Clarification request indicate to students either that the teacher has misunderstood their sentence or utterance. A clarification request includes. Phrases such as pardon me, it also includes a repetition of the error.

The participants we examined stated that: participant A:

“I think oral feedback will be more helpful because of we can get feedback directly. Next to that, if delivered through writing, sometimes we are still confused about what we must follow up on. In feedback verbally, if we don’t understand, we can ask directly again why am I wrong.” (personal communication, 20 April 2019)

The participants we examined stated that: participant B:

“I think it’s more helpful verbally. Because on the side was immediately fix on me, I could also return ask when I have not understood the location of my mistake.” (personal communication, 20 April 2019)

The participants we examined stated that: participant C:

“Both of them, because verbally I got an explanation directly and in writing I obtain authentic evidence that I still can’t.” (personal communication, 20 April 2019)

To sum up, oral feedback was more preferable by the students although written feedback was also needed. Therefore, both written and oral feedbacks are necessary to make students easier in accomplishing good writing product. Written feedback from the lecturer can create a motive for revising. In addition, lecturer written comments not only indicate student verbal
reports. The strength and weaknesses of the students writing but they may also assist students in monitoring their own progress and identifying specific language areas to develop further. Lecturer written feedback, in reality, can promote students self-study skills.

Based on the findings from the interview, for some reasons, the lecturer used oral feedback. In the other hand, two respondents said that oral feedback would be more helpful for the students while one respondent preferred to choose both written and oral feedback. They argued that by using oral feedback, they could get clarification of the problems directly and look for further information about the topic being discussed. However, they added that written feedback was also relevant since it could monitor their own progress, identify specific language areas to develop further, and provide authentic evidence of their mistakes. To sum up, oral feedback was more preferable by the students although written feedback was also needed. Therefore, both written and oral feedbacks are necessary to make students easier in accomplishing good writing product. Time of giving feedback, on this issue, it was obvious that the lecturer seldom gave feedback during writing process. He wanted the students to do exercises individually with time limit. He then went around the students accompanying them doing the exercises. However, it seemed not effective since the lecturer checked their works at glance. The lecturer preferred to give amount of correction on the product of writing by choosing randomly one or two student's works to be written on the board as a sample. The teacher then analyzed the errors together with the entire students. Not all works were checked. In this sense, it's understandable that the numbers of students in the class were not appropriate, so the teacher could not give feedback thoroughly. The researcher concluded that although the feedback was given at the end of writing process, not all works were checked for he discussed only one or two works. However, the respondents would rather choose more lecturer feedback during writing process than in the end of writing process (product) when being asked about their own preferences of commenting. More students argued that having feedback during writing process would help them on identifying errors earlier. They could also learn errors and corrections from other students because they wrote the same topic.

Discussion

After we analyzed the data, we found that there were two ways that were used by the lecture in giving feedback in class of writing. Direct feedback was in general more effective than indirect feedback in terms of providing clear and concrete suggestions, the combination of the two was better. With direct object, the lecturer simply provides a target-like form for the student writing or a suggested correction if more than one is possible. Indirect feedback, on the other hand, provides students with an indication that an error has been made, but requires the students to self-correct. This led to the condition in which the lecturer could not be expected to monitor the teaching learning process and make adjustments whenever and wherever necessary. Then, the change of schedule often affected to the students being less prepared. Furthermore, based on the observation, the lecturer has given both direct and indirect feedback to the students because some of them were unable to self-editing and some of them were quite independent to indicate that the mistakes had been made. It was agreed with the situation at the moment basically. Our finding is same as the finding of (Robb, Ross, and Shortreed, 1986) that tell, in general, written feedback may be direct, with a correct version supplied to the student, or indirect, in which case the presence of the error is indicated but not corrected. Within the indirect category, there are several possible subcategories depending on how explicitly the error type and location are indicated.

The lecturer used oral feedback other than written feedback. The reason was understood from the fact that the number of students was too many. Therefore, it was almost impossible for the teacher to give written feedback to the entire students for the time was also limited. Moreover, the choice for giving oral feedback was more preferable for the students. As mentioned before, the appropriate number of students in the class of Writing was not indicated. Consequently, students' participation could not be expected maximally for the allocated time was very limited compared to the number of students. However, lectures still use oral and written
feedback because it adapts to the situations and conditions. Same as other research, analysis of written and oral feedback has been done by Bergh, et.al (2006). Their findings show that combination of written and oral feedback is profitable. In their oral feedback, students interact to clarify the text and suggest measures for revision. In their written feedback, students focus more on structure, whereas in oral feedback they focus more on style. Meanwhile, they are contrary with the study which has been done by Rajabi (2015). The results of the study showed that students in the oral group performed slightly better in the posttest from the written group. Implication of this finding is that from time to time teachers should involve in individual conference with each student. Besides that, Tobone (2016) study concluded that oral feedback is more effective than teacher's comments or written feedback.

**Conclusion and Recommendation**

Based on the findings, some important informations are: Direct object, the lecture simply provides a target-like form for the students writing or a suggested correction if more than one is possible. Indirect feedback, on the other hand, provides students with an indication that an error has been made, but requires the students to self-correct. Most experts agree that indirect feedback clearly has the most potential for helping students to continue developing their EFL proficiency. Students themselves, when asked about error feedback preferences, seem to realize that they will learn more from indirect feedback. Oral feedback can explicit, recast, and clarification. Written feedback from the lecture can create a motive for revising. The reasons for the focus of feedback, as known, the lecturer has focused both on form and on content. Here, the lecturer argued that the students understanding and preparation both on the form and on content of writing was the main consideration of the reason underlying the focus of feedback. For him, form of writing, including grammar, mechanic and word use, had direct influence on the students' writing. If the form of writing were indicated as bad, the product of writing would not be good for sure. Additionally, he insisted, focus on content was also necessary because writing was a way of expressing ideas and arguments. Therefore, students should be trained to express their ideas through intensive guidance on the content of writing. Since writing, according to the lecturer, was a product, so feedback should be addressed to the product of writing.

Being aware of the restriction on the number of participants, the future related studies should involve a larger number of the students to confirm the reliability as well as validity.

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THE DIFFICULTIES FACED BY STUDENTS IN TRANSLATING INDONESIAN INTO ENGLISH TEXT IN UIN RADEN FATAH PALEMBANG

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Abstract
The objectives of this study were to know the factors that cause difficulties faced by students in translating text from Indonesian into English, then to find out the solutions to solve the difficulties faced by those students. We use a qualitative research design. The subjects of this study were six semester students EFL of the English education study program at UIN Raden Fatah Palembang. The data collected by using interview. All the data were analyzed by using thematic analysis. The results of our data indicate that students still faced difficulties in translating the text. There are several types of difficulties faced by students in translating the text including: (1) the limitation of vocabulary possessed by students; (2) difficult terms found in English; (3) student difficulties in word choice; (4) lack of students understanding in both languages. There are several solutions for students in faced difficulties in translating Indonesian text into English: (1) students must be prepare a dictionary when translating text; (2) students have to add knowledge about the terms in English; (3) students must be clever in words choice; (4) students have to master and understanding the material when translating.

Keywords: difficulties faced by students, translating text Indonesian into English.

Introduction
Bambang (2006) said that language is a system for the expression of meaning. Based on those definitions above, the writer can say that the system sounds and symbols that are produced and used by them. What they are thinking about. This means that the language as a tool for human communication has a system. William A. Haviland argues that the notion of language is a sound system that when combined according to rules can cause meaning that can be captured by everyone who is speaking in a particular language. Language is a means for living beings to interact socially with other living creatures, both those of a kind and not of a kind. Language is a key ingredient for human life, this is because with language someone can interact with each other and language is a resource for social life. As for a language can be used if you can understand each other or understand closely related to the use of language resources owned. Language is very important and needed in human life. Translating activities have an important role in transferring knowledge and information in various fields of life such as religion, social, political, economic and cultural.

One of the functions of Indonesian as the language of the country is to become the official language in the development of culture and the use of modern science and technology. The function is fulfilled if all kinds of information about culture, science and technology are written in Indonesian.

Every language has its own system, and the system in each language is polisistemic because each language has a syntactic, syntagmatic, lexical structure, and morphemes that are different from other language systems. Differences in the system of things language that causes difficulties in translation.

Translation is considered as the fifth skill in learning the foreign language besides the other four language skills – listening, speaking, reading, and writing. according to Peter Newmark (1991), a professor whose books have long been taught at various universities in the world,
including Indonesia, explains the five objectives of translation, namely: to contribute to knowledge and harmony between communities and language groups, (2) to promote information and technology, especially for the third and fourth countries (meaning countries with languages that are not allied), (3) to explain ethnic culture and its differences so that it is not contaminated, (4) to make works about sacred religious values, artistic value in the world of art and humanity, as well as scientific works, can be affordable in all corners of the world, (5) to facilitate foreign language learning.

Mastering translation is important for the students of English Education Program since they learn the foreign language – English. Language difficulties in translating meaning lexical that is various meanings, differentiation/non-differentiation, meddan semantic. Translating Indonesian text into English is more difficult than translating text from English to Indonesian, because in Indonesian there are many terms that are not found in English, so we must understand the contents of the text to be translated, so that it is easier for us to translate into English.

From many previous studies about difficulties in translating Indonesian into English text there are many students problem in translating text. Therefore, we were interest in employing a study on focus to find out the factors that make the difficulties faced by students in translating Indonesian into English in UIN Raden Fatah Palembang for addressing the following research question: (1) what are students difficulties in translating Indonesian into English text? (2) what are the factors that caused difficulties in translating Indonesian into English text? (3) what are the solution to solving those difficulties?

Literature Review

The definitions of translation

Larson (1984) in his book Meaning-Based Translation: Guide to Cross-Language Equality: Translation as a change of form from BSu into recipient language (BPa) where meaning must be kept to remain the same. Catford (1965) in his book Linguistic Translation Theory: Translation as a discourse transfer in source language (BSu) with its equivalent discourse in the target language (BSa). Nida and Taber (1969): Translation consists of efforts to produce the closest natural equivalent BPa of the message BSu, first in terms of meaning, and second in terms of style.

According to Keraf in Moentaha (2006) although Indonesian can be classified into an agglutinative language, Indonesian is close to analytical language as well as English according to „ grammatical relations, according to the help of word assignments (syntax) words, word order (word order) and units (pressure, tone, intonation). However, the two languages differ both in their lexic composition system, in their grammatical systems and in their stylistic means.

Based on those statements, it can be assumed that translating is an activity of transferring language from the original language to the target language based on the structure and rules of the target language. translating from Indonesian into English is more difficult than translating from English to Indonesian. Human ability in dealing with problems or difficulties that arise and are present in him is also influenced by the level of ability, science and skills as well as the skills they have in perceiving and interpreting problems or difficulties. Many benefits can be obtained from translating books or texts. the main thing is we can get and add a lot of knowledge, information from books or texts. As for other benefits of translating text that is knowing true the meaning of a foreign language, adjusting to the development of the times, we indirectly learn foreign languages, create jobs, and can take care of various needs, such as lectures, identities, letters or needs task.

Concept of translation strategy has been present since the 1970s. Broadly speaking. According to Albrecht Neubert (1994, in Hatim, 2001), must have something relationship that is equivalent to the source original translation. Even though according to a deeper resolution, translation according to Nida and Taber (1974, in Sayogie, 2009) constitute the process of re-disclosing that message has a meaning and style of language closest source from one language to in the target language.
The translation process is an activity that is in need of language comprehension and complex analysis. Therefore, one the translator will surely meet problems, difficulties or challenges in delivering messages from source text to target text. Because of the language in the source text can have many and various meanings, contents or rules, depending on the context the text. According to Seguinot (1989), there are at least three strategies implemented by translators, namely: 1) translate without stopping during maybe, 2) correct the error immediately seen, and 3) carry out the process qualitative and error monitoring language style in the translation text at revision stage.

According to Jaaskelainen, there are two translation strategies that are most commonly known and applied are literal translation and free translation. This literal translation strategy focuses on words per word, whereas free translation refers to translations that are more creative and look for more equivalents than just the actual meaning of the word.

Methodology

Research design

This study uses qualitative case study research design. According to Creswell (2012), the qualitative research is based suited to address a research problem in which you do not know the variables and need to explore. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2012). The important reason of using of qualitative design of this design is an appropriate way to find out factors that cause the difficulties in translating Indonesian into English text deeply and detail.

Research site and participants

We were conducted this study by using qualitative method with thematic analysis. In this study, we investigated the difficulties of students in translating Indonesian text into English. In this research the participants were sixth semester EFL students of UIN Raden Fatah Palembang, students who are willing to become participants are 6 people who are taking translating courses, interviewed about the difficulty of translating Indonesian texts into English.

Data collection

The researcher used interviews to collected data. Personal interviews are very helpful in understanding the respondent, both in terms of the reason and beliefs about the answers given or something else. Thus also related to attitudes, interests and desires. The researcher gave several questions verbally by looking for information in depth and the details needed for this research. In this study, researchers conducted an interview with EFL Student UIN Raden Fatah. The interview was held on May 3, 2019 in learning to translate Indonesian text into English, and what the factors make it difficult for students to learn to translate Indonesian into English, and whether they have solutions for themselves.

Data analysis and trustworthiness

The data in this study were obtained from interviews. Data were analyzed using thematic analysis. Braun and Clarke (2006) define thematic analysis. Thematic analysis is an analytical method that is widely used in qualitative research. In 2006 Braun and Clarke published an article explaining to beginner researchers how to use thematic analysis in stages. In this study there are two ways to analyze data, namely: First, we collect data in detail from interviews, during the interview process, answers are taken from the participants we take notes and recorded. Then we include interview data that we record and record or raw data into computer files in text form. Second, we start encoding all data. In this process we read all the transcriptions and began encoding data related to the research question. Finally, we make interpretations in qualitative research from the findings and results of interviews.

Some of the participants we interviewed have several answers about the difficulty of translating text from Indonesian to English, which include; lack of vocabulary owned, it is difficult in choosing words that are in accordance with the content of the text, students also
mention some of the solutions they did when they were having problems or difficulties in translating namely using dictionaries in the form of books or online dictionaries, students also tried to understand the contents text by reading the text first before translating.

In this study, we used triangulation to improve the accuracy of the study. Creswell (2012) explains that triangulate different data source of information by examining evidence from the source and using it to build a coherent justification for theme. In addition, according to Silverman (1993) in Schmuck (2009) state that triangulation is defined as comparing different kinds of data (e.g. quantitative and qualitative) and different methods (e.g. observation and interviews) to see whether they corroborate one another. Therefore, in this study we used the triangulation method to compare data from one source with another.

Findings
The findings presented the three following things: (1) the type of difficulties students have in translating lies in the factors that make it difficult for them to translate and (2) solutions to overcome this difficulty. First, we used the kind of thematic analysis we conducted based on Creswell (2012), we found four themes that reflected four types of students difficulties in translating Indonesian texts into English. and second, we found four themes that reflected four solutions used by students when faced with difficulties when translating Indonesian texts into English.

Kinds of difficulties faced by students in translating Indonesian texts into English
After collecting data to find out the types of difficulties faced by students in translating Indonesian texts into English, we found that there were three types of difficulties. The themes and codes obtained from thematic analysis are listed in Table 1.

Factors that cause students difficulties in translating Indonesian into English

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical</td>
<td>Lexical is a unit that forms words, while a lexicon is a language section that contains all information about the meaning and use of words in a language.</td>
</tr>
<tr>
<td>Grammatical</td>
<td>Grammar of a language or in accordance with the grammatical rules of a language.</td>
</tr>
<tr>
<td>Statistic/Nuance.</td>
<td>Stylistic complexity is also one of the factors causing difficulties in translating</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in table 1, it could be inferred that there were three types of difficulties in translating Indonesian into English. It is in line to the types of difficulties in translating proposed by Moentaha, (2006). Including (1) lexical, (2), grammatical (3) statistic/nuance.

Lexical
After analyzing the data gained from the interview, we found that are the students difficulties in vocabulary and word choice. Some students answered that they had difficulties in translating because of the lack of vocabulary they had and the difficulty in choosing words, thus inhibiting and slowing down students in translating texts. If students master a lot of vocabulary and are good at choosing words it will make it easier for students to translate a text in any language. However, students are still dependent on dictionaries because of their lack of vocabulary. using a dictionary really requires a little longer time so it will slow down the translation process compared to those who have mastered a lot of vocabulary so it will be faster to translate. According to Kridalaksana, (2008) states that the lexical is concerned with lexemes,
concerned with the word and related to the lexicon, and not with grammar. Lexeme is a meaningful unit that forms words, while the lexicon is a component of language that contains all information about the meaning and use of words in the language.

**Grammatical**

Analyzing the data gained from the interview, we found that the amount of grammar or word structure makes it difficult for students to translate. Grammar is very important in a sentence or a text, because grammar or structure of word affects the meaning of a sentence or text. If students do not understand the rules of a language, students will find it difficult to translate text in a foreign language. If students understand grammar, students will easily translate the text in any language and will understand what the text contains.

**Stylistic/nuance**

Analyzing the data gained from the interview, we found that stylistic complexity is also one of the factors causing difficulties in translating. Literary texts such as poetry, prose and drama are expressed in different styles from scientific texts such as papers or reports because the source language culture and the target language culture are different from each other, so the language styles used by the two languages are of course different so that translators will find it difficult. Students faced difficulties in translating texts such as poetry, prose because in the text there are many terms that must be truly understood and understood so that no mistakes occur when translating text from Indonesian text into English text.

**Solutions used by students in translating difficulty**

**Table 2. Themes and codes for students’ solutions in translating Indonesian texts into English.**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>Students must always prepare dictionaries while translating, there are also online dictionaries to make it easier for students to translate text.</td>
</tr>
<tr>
<td>Add knowledge</td>
<td>Students must read a lot then understand the contents of the reading, because reading can increase knowledge.</td>
</tr>
<tr>
<td>Clever in words choice</td>
<td>Students must be smart in choosing words when translating into the target language, so that the translation results are good and easier to understand, and do not change the meaning.</td>
</tr>
<tr>
<td>Understanding the material</td>
<td>Students must understand the contents of the text to be translated, so that it is easier to translate and easier to choose of words.</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in table 2, it could be inferred that there were four types of solution in translating Indonesian into English text.

**Dictionary**

In translating text from Indonesian into English students really need a dictionary, there are two types of dictionaries that can be used by students when translating text, first students can use dictionaries or an application based online which can be downloaded for free on Playsote. google translate is an application service on the Internet that allows you to translate a language to another. google translate supports various languages of the world including Indonesian and English, so this is one of the main advantages of the features of the online translation service. It is extremely facilitate students in translating the text.
Add knowledge

Students are required to read a lot because when translating students must understand the contents of the text to be translated, for example when students want to translate text about mechanical engineering students also need to understand about mechanical engineering, this is needed so that there is no different meaning when translating text. In the process of translating a text indirectly will increase knowledge or information, because at least students will read about the text to be translated or related to the text that will be translated both text from books, articles, poetry and so on. Translating text from Indonesian to English can also increase knowledge about foreign languages, regarding the rules and structure of the language itself.

Clever in words choice

Students must be smart and careful in terms of choice of words, because the choice of words must be in accordance with the contents of the text and rules of the text. Clever in the choice of words is very necessary because the choice of words is very important in the process of translating the text so that the translation results are in accordance with the source language and do not change the meaning, and the reader can easier understand the text.

Understanding the material

An understanding of the material to be translated when translating text is needed, so that the function does not occur in terms of the meaning or content of the text. Students need to understand the material so that it is not difficult to translate, if students have a lot of knowledge and understand the contents of the material to be translated, students will be easy to translate text from Indonesian into English and shorten or save time.

Discussions

Based on the results of data analysis, we found that students who majored in English at the Islamic State University in Palembang, South Sumatra Indonesia provided information about three factors in translating Indonesian texts into English as stated by (Moentaha, 2006), (1) lexical means, (2) grammatical means, (3) stylistic means / expressive nuances should be fully conveyed into the target language text in the translation process.

Kridalaksana, (2008) states that the lexical is concerned with lexemes, concerned with the word and corresponding to the lexicon, and not with grammar. Lemsek is a meaningful unit that forms words, while the lexicon is a component of language that contains all information about the meaning and use of words in the language. as for some facilities from Lexical; Various meanings, namely the difference between the source language system and the target language system is also indicated by differences in structure both at the level of words, phrases, clauses, and sentences, differentiation / non-differentiation which is meant by non-differentiation is, that one word from a particular language, which contains more meanings broad (non-differentiative), it may be translated into other languages with a few words (two or more), each of which contains a narrower (differential) understanding, the Semantic Field namely the semantic field is the most complicated field because the problem of meaning is very broad and tends to be subjective.

Grammatical according to Kridalaksana (2008) is concerned with grammar of a language or in accordance with the grammatical rules of a language. According to this opinion, the grammatical means consist of; singular and plural forms which are language difficulties in translation are also differences in the grammatical systems of the two languages. Both in Indonesian, and in English, nouns have singular (singular) and plural (pluralist), Aspect Categories

Verbs in Indonesian do not have a morphological form that can be used as an indicator of a perfective aspect - imperfective. Aspect is a category of verbs which states the occurrence of an act is completed, Genus Category

Language difficulties in translation are related to the differences in the grammatical systems of the two languages concerning the genus category. Various languages have genus categories in their grammatical systems. So, the grammatical system differences in Source and
Language Objectives as a whole can be a source of difficulty in translation, especially if the grammatical categories in one language are different or not quite clearly expressed in another language. Stilistist means that stylistic complexity is also one of the factors causing difficulties in translating. Literary texts such as poetry, prose and drama are expressed in different styles from scientific texts such as papers or reports because the culture of the source language and the culture of the target language differ from one another. Although there are similarities in the lexical meaning of the words Source Language and Target Language, the two words may not always be used in translation along with stylistic differences between the words of both languages.

In translating very important to follow the rules, but not only related to logical and grammatical norms, but also the norms of the language of the source of the style and target language. when we are translating we also have to pay attention to the rules and contents of the source language so that the translation results are in accordance with the source language and do not change the meaning in the slightest so that it can be read easily and easily understood.

Conclusion and Recommendations

Based on the findings of this study, some important information about the factors and solutions to difficulties in translating indosian language texts into English. there are three factors faced by students in translating text namely Lexical, Grammatical, Stalistic / Nuance. In addition, there are four reasons for the solution in translating Indonesian texts into English; dictionary, Add knowledge, Clever in words choice, and Understanding the material.

This research is expected for students to apply various solutions in translating Indonesian texts into English. Thus, the student must prepare a dictionary and increase his knowledge so that in the process of translating Indonesian text into English, he understands the contents and rules of the source language so that the results are reflected in the source language and do not differ in meaning from the language to be translated. It is also recommended for students to learn more so as to increase knowledge and information so that they are more young in translating text, by learning it can also add a lot of vocabulary so it is not dependent on dictionaries about how to translate Indonesian into English properly and in accordance with language rules and does not change the meaning of anything.

In this study we expect further research to pay more attention to data collection procedures, participants and presentation of data, because of the limited time in this study there are many disadvantages both in terms of procedures, participants and presentation of data.

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THE ANALYSIS OF THE FACTORS AFFECTING UNDERGRADUATE STUDENTS' DIFFICULTIES IN WRITING THESIS IN THE ENGLISH DEPARTMENT OF UIN RADEN FATAH PALEMBANG

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Abstract
This study described the factors that influence student difficulties in writing a thesis. We conducted this research by using qualitative research. The research subjects were final semester students in the English Department of Raden Fatah State Islamic University Palembang. The data were collected by using interviews. The data was using by thematic analysis. The findings of this study identified three major factors that affected undergraduate students thesis writing. First, Psychological factors that comprised lack confidence in deciding thesis title, having prior knowledge do to thesis topic and writing a good thesis. Second, socio-cultural factors related to the ability to connect and make each sentence in relation to the thesis, have the right lexical knowledge of the item and have an understanding of the university's cultural department regarding the format of obtaining a thesis. This research has implications for writing academic pedagogy, especially in writing a thesis.

Keywords: psychology factor, social cultural factor, thesis writing.

Introduction
In formal tertiary institutions, the education process usually ends with the task of presenting academic writing, such as a thesis for the undergraduate level. The obligation of students to write this thesis is also intended as a training ground for students to express their ideas in the form of systematic, theoretical and analytical scientific papers. Thesis is a student scientific paper in the form of exposure to the writing of the results of a study that discusses an applicable rule. Research is a planned, directed, systematic and controlled activity that seeks to obtain data and information about a problem in a particular field of science by using scientific methods to answer research questions or test hypotheses. Writing thesis is done through literature studies coupled with field research to collect secondary or tertiary primary data. Primary data is data obtained by researchers in the field, both through interviews and the results of direct observation on the object of research. Secondary data is data obtained by utilizing the results of other parties' data collection.

In writing a thesis, students even found it hard to write a paragraph which is the basis for competency in writing. White and Arndt agrees that writing is not easy. Bracewell also explains that ‘writing is the most complex and demanding of all cognitive activities undertaken by human beings’. Therefore, the second language learner is facing the most difficult skill (writing) to be developed. In fact, the difficulties in writing usually are found in an academic writing. Heinkel states According to the earlier study, many non-native students face many difficulties in learning a foreign language. They also identify that these students produce numerous problems and shortfalls in academic writing. Oshima and Hogue also agree that academic writing is not easy. Moreover, they explain that writing an academic writing need a lot of study and practice in order to develop learners‘ writing skill. Therefore, writing an academic writing is more difficult than only writing other kinds of writing. Oshima and Hogue. However, thesis writing is not without any treatment. Learners usually found themselves blank when they write a thesis. The condition of learners to lose their focus in writing a good thesis is categorized in one of psychological
factors area. While, if learners have less acknowledgment of the rules in thesis writing in their department or university rules, it identifies as one of the sociocultural factors learners have to affect their thesis writing.

Moreover, lack of grammar use in students writing ability could be one of the linguistic factors to suspend their thesis writing. However, most learners engage in thesis writing without knowing the basic factors or what difficulties they face. It might be the students’ psychological factors itself, or their society and cultural factors, or even the linguistic factors. Nonetheless, in order to reveal the difficulties in academic writing (or to specify, the difficulties in writing thesis), further research of the factors on the difficulties of writing thesis is needed. Therefore, this research in focused of analyzing the factors of the difficulties on writing thesis need to be conducted. The theoretical foundation in this research discussed about the nature of writing and kinds of writing which developed into an academic writing. In more detailed discussion about academic writing is about the thesis writing and the explanations of the difficulties factors in thesis writing, which is divided into three factors that affecting students’ thesis writing. The factors discussed further are the psychological factors and sociocultural factors. The formulation of the problem in this study is, difficulties writing thesis English study program at UIN Raden Fatah Palembang.

Literature review

Writing thesis

Writing is one way of expressing ideas in order to communicate with others. By writing, a writer can express his/her thoughts or ideas on the paper. Leo says that writing as a process of expressing ideas or thoughts in words should be done at our leisure. Writing is difficult for several reasons. First, writer should be able to use proper grammar in order to make a good writing. Reid states Writing is just another way of practising grammar. Thus, the second difficulty in writing is that the writers should pay attention to the planning and organizing of the writing. Moreover, Richards explains that second language writers have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. Third, it might be difficult to write a good writing if writers difficult to use a combination of content and proper punctuation without leaving out any important information. As Checkett and Feng-Checkett claim that to make a good writing, a writer has to keep writing as short and simple as possible without leaving out any important information, and forbidden to use slang language or confusing expressions, but use a combination of content and proper punctuation.

Writing can be classified by several approaches. As stated by Crème and Lea claim that different types of writing require different approaches. Furthermore, Harris assumes that writing can be classifying by two approaches, namely purpose, form and audience, and readership. Windschuttle and Windschuttle note that how much knowledge to take for granted is the most difficult about writing for an audience. Therefore, writing can be classified by defining the purpose, the audience, and the form of the writing. In this study, the researcher will concern only to the academic writing.

There are content, register and topic that should be considered in writing an academic writing. As Leo claims that three basic principles that should be considered in a piece of academic writing are content, register and topic. While Blaxter comments that academic writing comes in a variety of lengths. As Brookes and Grundy add that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing. Furthermore, this study will focus in writing thesis as one kinds of academic writing.

Thesis writing is a writing activity of research. Hardling states that Writing a thesis is an exercise in carrying out research and writing an account of that research activity. Brookes and Grundy add that most of student who write a thesis, will be trying to prove a set of implicationally related to the students hypothesis. However, the difficulties of writing a thesis might be because of the objective of a research, the data for the research, findings of the
research, and the whole research based on the proved ratio. In order to write a good thesis, we need to identify the critical points in writing a good thesis. Blaxter identifies the critical points in writing a good thesis are learners have to know and generate the topic or ideas of what they want to write, learners also have to take advice from the related subject experts who are masters in their field because the experts have already done it themselves, or will be in a position to judge the learners point of view and finally, learners need to proceed their academic writing briefly.

According to the 2006/2007 Guidance and Academic Information book, the definition of thesis is a form of scientific work compiled by each student on the basis of a study in order to complete a bachelor's degree program (S1). According to Purwadharminta (in Mastuti, 2010), a thesis is a scientific essay that is required as a requirement for academic education. Widharyanto (in Herlina, 2008) states that the definition of a thesis is a scientific work in a field of study made by strata students at the end of their studies as a requirement to complete the study program. Studies must be based on a scientific study, whether field research, library research, or development research. According to Hariwijaya and Djaelani (in Hayati, 2008) the thesis is a scientific writing that is made as a condition for a student to complete his undergraduate program studies. This thesis is a proof of the academic ability of a student in research. Thesis is a graduation requirement in college, which is required for S1 students with the aim that students can express their thoughts systematically.

The difficulties in writing thesis

Writing plays a central role in the success of one's studies. At the university level, especially in English study programs, writing plays a key role, because it can be said that there is no learning process that does not involve writing. However, the results of observations of the researcher so far, as well as research findings as reported by Alwasilah (2001) prove that most students, especially undergraduate English students, consider writing to be very difficult to do. The majority of undergraduate students involved in research conducted by Emilia (2006) at the Indonesian University of Education also consider writing as one of the most difficult subjects. The fact as described above has been a concern of researchers so far and at the same time makes researchers believe that research that seeks to examine this phenomenon more deeply is an urgent need, given the fact that writing theses or papers and other academic writing is a spearhead students to be able to complete their studies.

In writing a thesis, many undergraduate students have some of the difficulties they face. Ideas, structure, lack of vocabulary, and rewriting or paraphrasing are some examples of the difficulties in writing a thesis that students usually face. However, there is still more research on other factors to obtain a second language as a basic factor that will be analyzed by researchers. For second language students specifically, the factors of difficulty in obtaining a second language may also find them difficult to write a thesis. Thus, in this study, the factors that will be underlined are the factors raised by Brown (2007). This research is focused on the study of several things as follows, namely the difficulties faced by students in writing English thesis in the English education study program, the causes of the difficulties:

Psychological factor

The factors related to the writers internal factors can also be known as the psychological factors. Brown (2007) believes that the psychological factors of students can be identified from the affective factors of the students. Further, Brown (2007) explains that the affective factors - which becomes the psychological factors that will affect the undergraduate students in order to create a good thesis writing- are (1) Self-Esteem; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Emphaty; (8) Extroversion; (9) Motivation. All of the psychological factors mentioned by Brown (2007) will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.
Sociocultural factor

Since language cannot be separated away from the culture, so, it is also important to analyze the difficulties in writing thesis through the eyes of the sociocultural factors. As Brown (2007) claims that culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis are bold in three aspects, such as (1) the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor; (2) the culture in the language classroom of the undergraduate students, and; (3) the communicative competence among each undergraduate students, and the communicative competence between undergraduate students and their tutor.

Empirical review

A study conducted by Pattanshetti (2012) on the written examination to inculcate qualities of discipline and decisiveness among students identified that the written examination for students’ college — can be modified and adopted apart from testing them for their academic achievement. Jena (2012) on perceived control, self esteem and academic performance of orthopedically handicapped adolescents in integrated and non-integrated school setting found out that students in both the school settings and educational levels do not differ significantly in their self esteem and academic performance. Moreover, Gohain (2012) on academic anxiety among adolescents found out that academic anxiety is conventional among adolescents.

Regarding the empirical studies above on the analysis of written examination, self esteem and anxiety, it could be defined that written examination, self esteem and anxiety still do not have relation in one to another. Yet, the previous empirical studies are still concern in one focus problems of the students regarding their writing ability. Therefore, more factors, like psychological (other than self esteem and anxiety), sociocultural and linguistic factors is still considered adequate for the purpose of researching the factors of students’ difficulties in writing thesis.

Methodology

Research design

This is qualitative research. Data collection used is interview technique. Qualitative research is a general term for investigative methodology which is described as ethnographic, naturalistic, anthropological, field, or participant observer research. This emphasizes the importance of looking at variables in the natural settings in which they are found (Key, 1997). Briefly, qualitative research refers to meanings, concepts, definitions, characteristics, symbols, and descriptions of things. In this study, the role of researchers is as observers, explorers, and interviewers to find out what factors are difficulties experienced by students in writing a thesis.

Research site and participants

The study was conducted at the UIN Raden Fatah Palembang. Located in Jend. Jalan Sudirman Km. 3,5 Palembang. The subjects in this study were students who were writing an English Education thesis at UIN Raden Fatah Palembang. Participants in this study were 6. They were selected by purposive sampling by researchers who determined the number of participants in this study.

Data collection

In this study, researchers used interview techniques in collecting data. The interview was conducted on Friday, May 3, 2019. The researcher interviewed several students who were doing thesis writing.

The researcher asked respondents X, Y, Z some questions about the difficulty of writing a thesis. respondent X, Y, Z explained that the difficulties experienced when wanting to start doing thesis writing.
To overcome this problem, respondents asked for advice from close friends or people who understood the material of thesis writing. We conducted 1x interviews with each respondent, we conducted the interview at UIN Raden Fatah Palembang.

**Data analysis**

In analyzing the data, we applied thematic analysis. We followed these steps proposed by Creswell (2012). First, we collected the detailed data from interview (e.g., interview transcriptions). We put the data into computer file and files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start code the data that related to research question. After collecting the data from interview, we coded the reason from student of UIN Raden Fatah Palembang toward the Factors Affecting Undergraduate Students’ Difficulties in Writing Thesis in the English Department. The last, we made interpretation in qualitative research of the findings and results.

**Establishment of Trustworthiness**

In this study, we used member checking to enhance the accuracy of the study. According to Creswell (2012) member checking is a process in which the researcher ask one or more participants in the study to check the accuracy of the account. We used member checking because suitable in this study.

**Findings**

There were 19 items of interview statements refer to psychological factors. In which from those 19 items of psychological factors, there were 3 indicators of psychological factors most affecting undergraduate students’ difficulties in writing thesis. The psychological factors' indicators are (a) having lack of self-esteem in deciding thesis title; (b) having lack of confidence in prior knowledge due to thesis topic, and; (c) having less confidence in writing good thesis.

There were 6 items of interview statements refer to sociocultural factors. From those items, there were three major indicators most affecting the undergraduate students in writing thesis, they are (a) having ability to connect and form each sentences into meaningful thesis writing; (b) having knowledge of proper lexical items and linguistic units in thesis writing, and; (c) having knowledge about the roles of the social context related on the study of the thesis writing. The following table 1 will show the two factors in the interview statement the difficulties in writing the thesis:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme one: Psychological Factors</td>
<td>lack of self motivation.</td>
</tr>
<tr>
<td></td>
<td>feel a lack of confidence in writing a thesis.</td>
</tr>
<tr>
<td>Theme two: Sociocultural Factors</td>
<td>find it difficult to follow the instructions given by the supervisor's thesis.</td>
</tr>
<tr>
<td></td>
<td>agree that socio-cultural factors are one of the difficult factors in writing a thesis.</td>
</tr>
<tr>
<td></td>
<td>have a distance with the supervisor.</td>
</tr>
</tbody>
</table>

Themes and codes obtained from qualitative data as listed in Table 1 are explained to find out the factors that caused difficulties in writing theses for final semester students. It was
found that there were two factors why students had difficulty writing a thesis. First, Psychological Factors, Secondly, Sociocultural Factors.

Psychological factors

After collecting the data, psychological factors from Raden Fatah University students whose writing is a thesis. As one interview stated when the interview was asked about the main problem in writing a thesis, "usually a big theory, determining the methodology" He mentioned that it was difficult to have knowledge of the big theory to use in writing his thesis.

However, for example the other interviewee Respondent X said that the main problem I face in writing a thesis is because I got lack of self motivation (personal communication, 03 May 2019)

Nevertheless, there were respondents Z stated
The one that made me difficult in writing a thesis because of I feel lack confidence in writing a thesis. (personal communication, May 3, 2019)

The students lost their confidence when they faced directly with some of their mentors. That condition makes them nervous what they want to say, ask or consult it. In fact, various factors make them panic during guidance or direct research. Even though they can cause stress when they cannot deal with the counselor casually.

Sociocultural factors

The collected data shows that Raden Fatah University undergraduate students in writing writing thesis are appropriate. Three of the interviews were that respondent X said that I find it difficult to follow the instructions given by the supervisor's thesis. I have difficulty in following instructions from their superiors to make a good thesis. (personal communication, May 3, 2019)

Furthermore, one person interviewed namely respondent Y stated that difficult to follow academic roles in writing a thesis.
I agree that socio-cultural factors are one of the difficult factors in writing a thesis. (personal communication, May 3, 2019)

From respondents Z Raden Fatah University undergraduate students who stated that I have a social distance between me and my supervisor, so it makes me quite difficult in writing my thesis

Discussion

After we analyzed the data from students' responses at UIN Raden Fatah Palembang, South Sumatra, Indonesia about the factors that affect students' difficulties in writing a thesis, we found that there were several things that caused students difficulties in writing a thesis. One of the factors was psychological factors. Most students working on the thesis stated that they felt lack of motivation towards themselves so that it can hinder them from writing a thesis. Brown (2007) argues that students' psychological factors can be identified from students' affective factors. Brown (2007) explains that affective factors are psychological factors that will influence students to make good thesis. All psychological factors mentioned by Brown (2007) will influence student decisions to make research goals, data for research, research findings, and all research based on proven ratios. Another factor that influences students' difficulties in writing presentations is socio-cultural factors. Brown (2007) states that culture becomes very important in second language learning in thesis writing. Therefore, the focus factor on socio-cultural factors that will emerge in this study is the difficulty in writing bold theses in three aspects, such as (1) social distance between each undergraduate student, and that is the relationship between undergraduate students and their teacher, (2) the culture in the class language of the student, and (3) the communicative competence between each student's bachelor, and that communicative competence between undergraduate students and their teacher.
Our study found two factors, namely psychosocial and socio-cultural factors, our study has two similarities with Dwihandini’s research, et all (2013), namely psychosocial and socio-cultural factors. but Dwihandini (2013) found another factor in their research that is linguistic factors while we do not. They explained that linguistic factors also became difficulties for students in writing theses, one of which was difficulty in minimizing grammatical errors in the thesis where they had difficulty knowing where the use of grammar would be deleted, replaced, and rearranged in the writing of the thesis and students experience difficulties in determining linguistic unit units which must be deleted, replaced, provided and rearranged in the writing of their thesis.

Our research and Mahareni’s (2012) study have one common factor, namely psychological factors, but Mahareni (2012) found other factors namely environmental factors while we did not find environmental factors in our study.

Our research and Suarnajaya’s (2008) study have one factor in common, namely psychological factors, but Suarnajaya (2008) found other factors namely family factors while we did not find family factors in our study.

Conclusions and Recommendations
The following are conclusions obtained based on the objectives in the introduction. There are still many students who are very difficult in making a thesis. This is inseparable from their knowledge of aspects of writing that is good and correct according to the prevailing writing rules.

If viewed from a student perspective, then there are several things that are the biggest causes of difficulties faced in the process of writing thesis or scientific work, namely self evaluation, family factors, readiness to write in the face of several challenges that can hinder writing productivity, psychological factors, factors social culture, and extensive thesis study material. Whereas from the perspective of the supervisor the supervisor is on leave or traveling out of town.

How to minimize the difficulty of writing a thesis that is reviewed from the perspective of a student can be categorized as follows, Building self-confidence by always thinking positively and increasing the intensity of reading books or reference sources that are relevant to the topic or title taken, Creating a supportive community, Writing regularly, Plan a realistic schedule, be critical and open minded in seeing and making potential based theses. Then, viewed from the perspective of the lecturer and the leader are as follows, Make a complete rule or guide for students, Always give the best draft to the supervisor, Always enter the counselor's advice in revising, Keep maintaining good contact and communication with the supervisor.

References


A DIFFICULTIES FACED BY ENGLISH DEPARTMENT STUDENT OF 6TH GRADE AT UIN RADEN FATAH IN TRANSLATING ENGLISH TEXT TO INDONESIA

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Abstract
The purpose of this research discussed about the students’ difficulties in translating English into Indonesian and solutions for students in faced difficulties in translating Indonesian text into English at English Department of UIN Raden Fatah Palembang. This research aim at identifying and describing the student’s difficulties in translating English into Indonesian, we conduct this research using a qualitative approach. The participant were taken from sixth semester student of English Education major based on the difficulties students in translating English into Indonesia. The population were the sixth semester students of English Education Study Program at UIN Raden Fatah Palembang. The data collection in this study was only using interview. The data analyzed by using thematic analysis. This research found out that there are two difficulties that faced by the sixth semester students of English Department in translating English into Indonesian at UIN Raden Fatah Palembang, there are: Less of mastering lexical and less statistic knowledge. This research also suggested for the students to be more active and search for vocabulary to make it easier to translate and students do not get difficulties in translating activities. Solutions for students in faced difficulties in translating Indonesian text into English; students must be prepare a dictionary when translating text; students have to add knowledge about the terms in English.

Keywords: students’ difficulties, translating english into indonesian.

Introduction
Every human being in this world needs to interact each other, and language is the most important aspect in human interaction. Language is an important thing to do the communication. Language is primary source of communication. Without existence of language, of course the people will difficult to communicate with others. Especially in this globalization era where communication is very absolute needed for sharing ideas and getting many kinds of information from others. Moreover, there are various language in the world. One of the language has an important role that is English. English become the international language that use to communicate worldwide. As a result, mastering English becomes the need for all people who wants to access an updated information and science development in all fields. It is easy to understand, since almost all of the newest publication published in English. Books, magazine, journals, internet site pages, and many other are mostly written in English. For this reason, most of people must learn English. Some people encounter difficulties when they read English. This condition contributes a significant factor in national education. The inability to access written English information becomes one of the difficulties that causes, Indonesian people unable to understand the meaning of information that published in English. Especially for people in a country where English is regarded as the foreign language as in Indonesia. In this country, the number of people who are able to understand English even only in written form is still very low. Consequently it can be left behind. One of the English subjects offered at University is translation. In translation subject, students are taught how to translate English into Indonesian well. English text needs good translation to be understood by non-native speakers of Indonesian.
Many people still have low awareness about how important of translation, they only learn four language skills there are listening, speaking, reading, and writing that generally learns in the school. Translation is important not simply because it gets us talking to each other or allows each of us to read what the other has written but because it gives us insights into why we find it difficult sometimes to speak to each other and why we particularly like or understand what the other has written (Bell, 1991). Learning translation is not only important for education, but also important for daily life. For Indonesians, English is learned mainly for the engagement and improvement or relation with other nations. The function of English is a medium that students can improve their abilities in science, technology, art, and culture so that they will not feel neglected in their society. According to Catford (1965), translating consists of several processes and considerations in producing the good translation. However, it seems that the students do not recognize this. They do not really understand that the translation is the really complex activity. They may think that translating is simply only the process of changing the source language word into target language word. That is why they make their translation simply by bringing their Indonesian thinking into English. They usually use literal translation when translating tasks.

Newmark in Budianto and Fardhani (2010) defines translation as a craft consisting in attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. In his definition, he underlines that the important thing in translation is the message. The translation should express the same message as the message of the source language offered. Learners of English as a Foreign Language (EFL) in Indonesia generally feel that translating, particularly translating Indonesian to English is a very difficult task. This understandable, considering that translating is a very complex task demanding some integrated competencies (Yuliasri, 2014). In the English Department at Tarbiyah and Teachers Training Faculty of UIN Raden Fatah Palembang, Translation were taught at the sixth semester. Concerned to how important translation material is in English subject, the writer feels interested in doing a research on the sixth semester students at English department of Tarbiyah and Teacher Training Faculty of UIN Raden Fatah State Institute for Islamic Studies Palembang, as the subject of the writer's research. The sixth semester students of English Department were chosen because they have taken Translation subject in sixth semester. So, the writer is interested in knowing the difficulties of the sixth semester students in translating English text into Indonesian. Based on that difficulties, the writer is interested in doing a research entitled Students’ difficulties in Translating English into Indonesian at English Department of UIN Raden Fatah Palembang

Literature Review

The definition of translation

Nida & Taber (1982) say that translation involves reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style. In addition, Wills (1982) says that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and require the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text.

The objective of previous research is the interference of translating English into Indonesian text at UIN Raden Fatah Palembang. Brislin (1976) states that translation is the common word stating to the transfer of opinions and ideas from one language (source) to another (target), whether the languages are in written or oral form whether the languages have recognized orthographies or do not have such standardization or whether one or both languages is based on symbols, as with symbol language of the oblivious. In this definition, it seems that Brislin gives a wide definition of the word "translation". For him, translation means transferring opinions and ideas from one language to another language and the languages can be in a spoken form which is named interpretation and in the written form which is generally named translation. In this definition, however, the process of translation and the criteria of a good translation are not clearly indicated.
Dianto & Fardhani (2010). The most important difficulties of accurate translation is about the consistence or closest natural equivalence of the message transferred from source language into target language. Thus a work can be stated as the work of translation when it has the following requirements: It is a kind of replacement or reproducing message, of the source language into target language. It concerns with the written message or textual material or text. It transfers the content or thought or messages not the form of source language text. It is also a kind of process or exercise. The second text must have the same meaning or message with the first or original. The second text uses an idiomatic expression in the target language to retain the style or to make it sounds like the original text. The second text uses target language equivalent to the source language. Larson (1984) proposes two main kinds of translation namely literal and idiomatic translations. The literal translation is a form-based translation trying to follow the form of the source language, so the translator uses source language words with literal meaning as indicated in the source language and the source language structures. Sometimes, the original structures are acceptable, or even unacceptable at all in the target language. If the translator makes some regulations on the structures in the target language, Larson (1984) calls it "modified literal translation". This kind of translation is not an ideal translation since it still results in an unnatural translation. In order to produce natural forms of the target language both in grammatical constructions and in the choice of lexical items, he proposes "idiomatic translation".

According to Newmark (1988) there are eight kinds of translation method:
Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context. Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context. Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures. Semantic translation: which differs from „faithful translation” only in as far as it must take more account of the aesthetic value of the SL text. Adaptation: This is the freest form of translation, and is used mainly for plays (comedies) and poetry: the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten. Free translation: it produces the TL text without the style, form, or content of the original. Idiomatic translation: it reproduces the „message” of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. Generally, there are three kinds of translations method: literal translation, communicative/dynamic idiomatic translation, and free translation.

Problem of translation
The problem of takes the translator to the limits of translation. Through the process of translation requires only three stages-analysis, transfer and restructuring-this system seems to be much complicated in each level. The analysis stage involves grammatical analysis, semantics or referential analysis and finding connotative meaning. In grammatical analysis, the translator is preoccupied with the task of determining the meaningful relationship between words and combinations of words. The semantic categories such as object (nouns/pronouns), event (verbs), abstract (adjectives and adverbs) and relation (preposition, conjunctions, and affexes) are identified. They are restructured to form the —kernelsl from which every language attains its elaborate structure.

Methodology
Research design
Research method is basically a scientific way to get data with a specific purpose and usefulness. The scientific way means that the research activity is based on scientific traits, namely rational, empirical, and systematic. So, the method of research in a certain field (education) can be interpreted as a scientific way to get data objective, valid and reliable with the purpose can be
found, proved and developed a knowledge so that in turn can be used to understand, solve, and anticipate difficulties in the field of education what meant is.

This study used a qualitative approach through observation and interviews, the researcher identified the difficulties of students in translating English into Indonesian at English Education Department of Raden Fatah State Islamic University Palembang. The data collection resulting from this research is not the numbers, but in the form of words or descriptions of something called descriptive research. So, this research is qualitative research. The approach of this research is qualitative approach. The researcher needs to describe the situation, the daily process obviously, the custom reality, grounded theory, and develop the understanding by collecting some data from interview. In conducting the data, the researcher uses descriptive method. According to Ricard and Schmidth (2002), descriptive research is—an investigation that attempts to describe accurately and factually a phenomenon, subject or areal, which the researcher tries to give conclusion for current problems based on data, gives data, analyzes and interprets it. Based on the statement above, the researcher concludes the qualitative research was natural research or there was no manipulation in the field setting.

**Research site, sampling and participants**

The study were conducted at the English Department of Raden Fatah State Islamic University Palembang that is located on Jl. Prof. K.H Zainal Abidin Fikri km 3.5 South Sumatera. The research purposfully selected six student in English Department. Therefore, it is necessary to observe difficulties students might encounter in translation. At least they know how to translate well. The students study translation are students of sixth semester. The researcher chose the English Program of Faculty of Tarbiyah and Teacher as the site of this study for the reason that, the researcher is also student at this University he has been studying here for about three years, in which the researcher hoped to get access easily to the research site.

**Data collection**

In collect the data, the researcher used the interview. Interviews are an appropriate method when there is a need to collect in-depth information on people’s opinions, thoughts, experiences, and feelings. Data collection technique, this technique the writer will interview the students about the difficulties that obstacle them in learning English especially in translating English sentences into Indonesian. After explaining the purposes of the study, the participants were told that the interview was arranged according to student problems in translating English into Indonesia. The writer will ask the problems that influence them made errors in translating English sentences. Interview is a dialogue between interviewer and object people in order to find out the information from them six students. Researcher used interview to know someone condition, example to find the data about student’s background, education, and behavior.

**Data analysis and trustworthiness**

In analysis the data, we used thematic analysis as our data analysis technique. Thematic analysis is a widely used method of analysis in qualitative research. According thematic analysis is one way to analyze data for the purpose of identify patterns or to find themes through data collected by researchers (Braun & Clarke, 2006). This method is a very effective method if a study intends to explore in detail the qualitative data they have in order to find the connection of patterns in a phenomenon and explain the extent to which a phenomenon occurs through the eyes of researchers (Fereday & Muir-Cochrane, 2006). Furthermore, we used member checking to determine of their findings are accurate. According to Creswell (2012), member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account.

**Findings**

The findings presented the three following things:(1) the type of difficulties students have in translating lies in the factors that make it difficult for them to translate and (2) solutions to
overcome this difficulty. First, we used the kind of thematic analysis we conducted based on Creswell (2012), we found four themes that reflected two types of students difficulties in translating English texts into Indonesian and second, we found two themes that reflected two solutions used by students when faced with difficulties when translating English texts into Indonesian.

After collecting data to find out the types of difficulties faced by students in translating English texts into Indonesian, we found that there were two types of difficulties. The themes and codes obtained from thematic analysis are listed in.

Factors that cause students difficulties in translating Indonesian into English

Table 1. Themes and codes for students' difficulties in translating Indonesian texts into English.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical</td>
<td>The translation process cannot be maximized due to the lack of vocabulary.</td>
</tr>
<tr>
<td>Stalistic</td>
<td>Stylistic complexity is one of the factors causing difficulties in translating, for example with respect to grammar and lexicon or choice of words.</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in table 1, it could be inferred that there were three types of the difficulties in translating English into Indonesian. It is in line to the types of difficulties in translating proposed by Moentaha, (2006). Including lexical and stylistic.

Lexical

After analyzing the data gained from the interview, we found that are the students difficulties in vocabulary and word choice. Some students answered that they had difficulties in translating because of the lack of vocabulary they had and the difficulty in choosing words, thus inhibiting and slowing down students in translating texts. If students master a lot of vocabulary and are good at choosing words it will make it easier for students to translate a text in any language. However, students are still dependent on dictionaries because of their lack of vocabulary. using a dictionary really requires a little longer time so it will slow down the translation process compared to those who have mastered a lot of vocabulary so it will be faster to translate. According to Kridalaksana, (2008) states that the lexical is concerned with lexemes, concerned with the word and related to the lexicon, and not with grammar. Lexeme is a meaningful unit that forms words, while the lexicon is a component of language that contains all information about the meaning and use of words in the language. For example, one of students named AF reported that.

"The translation process cannot be maximized due to the lack of vocabulary, the rare practice in translating, and the lack of knowledge about foreign terms. If I experience these difficulties, I immediately look for alternatives such as the online dictionary or the electric dictionary." (Personal Communication, May 15 2019). Student initials AKF DF and AN also had similar opinion.

Stylistic

Analyzing the data gained from the interview, we found that are stylistic complexity is also one of the factors causing difficulties in translating. Literary texts such as poetry, prose and drama are expressed in different styles from scientific texts such as papers or reports because the source language culture and the target language culture are different from each other, so the language styles used by the two languages are of course different so that translators will find it difficult. Students faced difficulties in translating texts such as poetry, prose because in the text
there are many terms that must be truly understood and understood so that no mistakes occur when translating text from English text to Indonesia. For example, one of students name DF reported that.

“I quite often translate a text when I often do college assignments or when reading English, when I face obstacles in translating me using an online or offline dictionary and if I am still confused I ask other people who understand better, in my opinion how to translate so it is easier to have to practice a lot of translating, multiply vocabulary and explore scientific terms in English to increase knowledge in my opinion this is very effective.” (Personal communication, May 15 2019). Student initials AA and DW also had similar things.

**Solutions used by students in translating difficulty**

**Table 2. Themes and codes for students’ solutions in translating English texts into Indonesia.**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>Students must always prepare dictionaries while translating, there are also online dictionaries to make it easier for students to translate text.</td>
</tr>
<tr>
<td>Add knowledge</td>
<td>Students must read a lot then understand the contents of the reading, because reading can increase knowledge. Students must be smart in choosing words when translating into the target language, so that the translation results are good and easier to understand, and do not change the meaning.</td>
</tr>
</tbody>
</table>

Based on the themes and the codes listed in table 2, it could be inferred that there were two types of solution in translating English into Indonesian text.

**Dictionary**

In translating text from English into Indonesian students really need a dictionary, there are two types of dictionaries that can be used by students when translating text, first students can use dictionaries or an application based online which can be downloaded for free on Playstore. google translate is an application service on the Internet that allows you to translate a language to another. google translate supports various languages of the world including Indonesian and English, so this is one of the main advantages of the features of the online translation service. It is extremely facilitate students in translating the text. For example, one of students named AKP reported that.

"I once translated a text when I was sent to the campus often, almost every subject I translated. The problem that I faced was eliminating the word kosa, in my opinion the way to translate text easily multiplies vocabulary.” (Personal communication, May 15 2019). Student initials AA and DW also had similar things.

**Add knowledge**

Students are required to read a lot because when translating students must understand the contents of the text to be translated, for example when students want to translate text about mechanical engineering students also need to understand about mechanical engineering, this is needed so that there is no different meaning when translating text. In the process of translating a text indirectly will increase knowledge or information, because at least students will read about the text to be translated or related to the text that will be translated both text from books, articles, poetry and so on. Translating text from Indonesian to English can also increase knowledge about foreign languages, regarding the rules and structure of the language itself. For example, one of students named reported that.

"The translation process cannot be maximized due to the lack of vocabulary, the rare practice in translating, and the lack of knowledge about foreign terms. If I experience these difficulties I
immediately look for alternatives such as online dictionaries or electrical dictionaries. According to me, the solution in overcoming this problem in translating is to increase knowledge such as words that are rarely encountered.” (Personal communication, May 15, 2019). Student initials AKF DF and AN also had similar opinion.

Discussion
After we analyzed the data from students’ difficulties in translating. According Moentaha, (2006). That there are difficulties in translating it indicated that the lack of vocabularies and less statistic knowledge the result of this study was supported by theory from.

Furthermore, we also found that the problem in translating English text to Indonesia by using thematic analysis. The result showed the student difficulties in translating, we found that are the students difficulties in vocabulary and word choice. Some students answered that they had difficulties in translating because of the lack of vocabulary they had and the difficulty in choosing words, thus inhibiting and slowing down students in translating texts. If students master a lot of vocabulary and are good at choosing words it will make it easier for students to translate a text in any language. However, students are still dependent on dictionaries because of their lack of vocabulary, using a dictionary really requires a little longer time so it will slow down the translation process compared to those who have mastered a lot of vocabulary so it will be faster to translate. According to Kridalaksana, (2008) states that the lexical is concerned with lexemes, concerned with the word and related to the lexicon, and not with grammar. Lexeme is a meaningful unit that forms words, while the lexicon is a component of language that contains all information about the meaning and use of words in the language.

In line with it, the student problems in translating English into Indonesia that is stylistic complexity. This result was supported by (Simpson: 2004) “Stylistics is a method of textual interpretation in which primary of place is assigned to language. The reason why language is so important to stylisticians is because the various forms, patterns and levels that constitute linguistic structure are an important index of the function of the text”. Analyzing the data gained from the interview, we found that are stylistic complexity is also one of the factors causing difficulties in translating. Literary texts such as poetry, prose and drama are expressed in different styles from scientific texts such as papers or reports because the source language culture and the target language culture are different from each other, so the language styles used by the two languages are of course different so that translators will find it difficult. Students faced difficulties in translating texts such as poetry, prose because in the text there are many terms that must be truly understood and understood so that no mistakes occur when translating text from English text to Indonesia.

Language difficulties in translation related stilistist means that the complexity of style is one of the factors that cause difficulty in translating. Literary texts such as poetry, prose, and drama are expressed in different styles of scientific texts such as papers or reports because the source language culture and the culture of the target language culture are different from each other. Although there are similarities in the lexical meaning of the word Source Language and Target Language, these two words may not always be used in translations along with differences in style between words from both languages.

In translating it is very important to follow the rules, but not only related to logical and grammatical norms, but also language norms from the source of the style and target language. When we translate we also have to pay attention to the rules and contents of the source language so that the translation results are in accordance with the source language and do not change the meaning at all so that it can be read easily and easily understood.

Conclusion and Recommendations
After analyzing and interpreting the data of students’ difficulties in translating English sentences of 6th Grade in UIN Raden Fatah in Translating English text to Indonesia. In this case, the researcher answered the research problem stated previous chapter. The researcher concluded that difficulties of English Translation to Indonesian made by students of sixth semester students’ of English Department of UIN Raden Fatah Palembang the average student
has a lack of knowledge to study foreign vocabulary and the researcher concluded that the reasons of students' difficulties in translating English sentence to Indonesian is they do not master much vocabularies. It's caused by internal and external factors. The internal factors: there is no motivation in learning and less learning activities. The external factors: lack of completeness of learning out of school, discipline time, social environment. From the explanations above, researcher can conclude that the students still have many difficulties in translating English sentences to Indonesian at 6nd Grade in UIN Raden Fatah.

Based on research findings and discussion, the researcher would like to present some suggestions to; (1) The students must improve their knowledge and add vocabulary and practice regularly to deepen and facilitate translation. (2) The lecturer should give task about memorizing vocabularies and every meeting the lecturer assess the students mastering of vocabularies. Even though the learning is based on the book, the teacher should ask the students to practice grammar in learning process. Also make the feer feedback of the students' translation product. (3) The students should love the subject firstly to make the motivation in learning English. They can solve their difficulties in translation after understanding their weakness. (4)The readers can add the knowledge about the difficulties of English translation and know how the good translation product is.

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The Difficulties in Delivering Oral Presentation Faced by the Students of English Department in UIN Raden Fatah Palembang

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Abstract
Verbal or Oral presentation is the activities of classroom which mostly used in University level. This study was conducted in order to get the information about:(1) the difficulties in delivering oral presentation faced by the students of English department in UIN Raden Fatah Palembang;(2) some factors which caused the difficulties in oral presentation faced by the students of English department. The total numbers of participants in this study were 5. This study was using qualitative method. In order to collect the data we used observation and interview system. We observed those students in order to know the difficulties faced by them in delivering or presenting the oral presentation. Then, we implemented the interview to get know what are the factors of the problem. From this study we found that the difficulties in delivering oral presentation faced by those students of English department at UIN Raden Fatah Palembang were in aspect of understanding and presenting the materials, The way of using correct language, speaking the materials with clear and correct pronunciation and intonation, interacting against the audiences etc, after finished interviewing the students we concluded that some factors which caused the students' difficulties in delivering oral presentation were oral presentation skill, Speaking experience, traits of personality, audience and also instructor.

Keywords: Oral/Verbal presentation, oral presentation difficulties, oral presentation difficulties factors.

Introduction
In the globalization era, the ability to communicate orally continues to be an essential skill for students at school and university, especially the ability to communicate by using foreign language. In Indonesia, one of the foreign languages that frequently used is English. According to Keshta (2000) —English is a universal language: the language of communication among countries in the international world of trade, business, communications, air transportation and technology (p.1). With regard to this, being able to communicate by using foreign language especially in English has been important.

Mastering good communication skills refers to the speaking ability. In addition, some experts agreed that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994, Burn & Joyce, 1997). Being able to speak or communicate orally deserves as much attention as literary skills when one is learning any languages. Moreover, Ur (1996) states —Speaking is the most important skill among four skills (listening, speaking, reading and writing) because people who know a language are referring to as speakers of that language (p.117). It is also supported by the fact that the employee in this industrial era needs to speak English in order to present in communication. It is in line with Richards (2008) advocates the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. In line with this, Allen (2002) claims that oral communication is extensively acknowledged as vital to the personal, academic, professional and civic lives of graduates. In short, mastering speaking ability is important for the employees in this industrial era Based on Statistics Indonesia, the total of scholar unemployment in Indonesia had been increased from 653.586 on August 2015 to 695.304 people on February 2016. One of
the reasons why bachelors in Indonesia are difficult to find job is they do not have the skill that company needs. There are three skills that bachelor needs to have, they are agile thinking ability, interpersonal communication skill and the last global skill, the two of those skills mean to communicate by using foreign language, said consultant director of Willis Tower Watson Indonesia, Hakim (Kompas.Com, 2016, para.2-3). Based on this phenomenon, being fluent in communication in English is an important point for the students because students that speak English well will get better occupation after they graduated.

In the other side, there is a big problem in developing speaking ability. As Thornbury claims that one frustration commonly voiced by learners is that they have spent years studying English, but still cannot speak it (as cited in Nadia, 2013, p.7). It is in line with Raba’ah asserts there are some of the factors are related to speaking difficulties; the learners themselves, the teaching strategies, the curriculum and the environment (as cited in Pradya, 2015, p.5).

In order to improve students’ English ability, many universities used oral presentation as one of classroom activities. It is also supported by Xavier (2010) asserts that oral presentations have become prevalent for most courses offered in institutions of higher learning. Oral presentations have emerged to be the key element in language teaching, particularly in university environment. In addition Emden and Becker (2004) states —Developing learners' ability to speak in front of an audience is one of the greatest benefits they will ever get from their time in further or higher education (p.1). With regard to this, developing oral presentation skills is alleged very essential at present.

However, most of English department students in fifth semester UIN Raden Fatah Palembang asserted that they were not really active in oral presentation activity. It is in line with what one of the students said that, when he presented the material, there were a lot of perspiration on his face, he confused and afraid (J.A. Sultan, personal communication, November 27, 2017). As Horwitz, Horwitz and Cope (1986) asserts that students are afraid of making mistakes of being criticized or rejected by the audience and forget what they want to say. Based on this phenomenon was supported that the students got challenges in giving oral presentation.

Moreover, in the process of delivering the presentation the students put too many sentences on the slides and the students only read the slides in power point. One of the lecturers said that there were many students used paragraph points because they only rewrote the material from the books and put it in their power points slides. If she should give a mark, she could say 30% of students did it (E. Sartika, personal communication, December 7, 2017). The same perception also came from the other lecturers about the questions and answers section. The students usually were silent when the lecturers asked them to ask some questions or to take a chance to give additional information in the presentation (D. Warna, personal communication, December 7, 2017). In other side, one of the students said that, sometimes she really wanted to ask but she felt nervous. She did not know how to be brave to speak up and it’s hard for her to raise her hand and gave participation in the presentation (M. Setianingsih, personal communication, 28 November, 2017). Based on the description above, it shown that the students encountered problems in conducting oral presentation.

In short, an investigation of oral presentation was conducted in the students of English department at UIN Raden Fatah Palembang, in order to find students' difficulties in delivering oral presentation as one of classroom activities to improve students' English ability. Therefore, a research was conducted with the title —Difficulties in delivering oral presentation faced by students of English department at UIN Raden Fatah Palembangl.

**Literature Review**

**Concept of speaking**

According to burns and Joyce (1997), speaking is an interactive process which leads to constructing meaning that involves the development of a particular type of production, reception, and information processing in its typical grammatical, lexical, and discourse patterns. Nunan adds that mastering the art of speaking is the single most important factors of learning a
second or foreign language and success is measure items of the ability to carry out a conversation in the language said (as cited in Nadia, 2013, p.5). In addition, Richards (2008) states that there are three common speech types, as described below;

**Talk as performance**

The first type of talk called talk as performance. It refers to public talk that transmits information before an audience, such as, classroom presentation, announcements, and speeches (Richard, 2008). Based on the statement above, the oral presentation is an example of classroom activity that the teachers usually use to improve the students speaking skill. It is supported by Richard (2008) who mentions the main features of talk as performance are:

a. Predictable organization and sequencing  
b. Focus on message and the audience  
c. Language is more like written language  
d. Importance of form and accuracy

**Talk as interaction**

The second is talk as interaction. Talk as interaction is what human normally mean by conversation and describe interaction that serves a primarily social function (Richard, 2008). The talk as interaction focuses on the way of how the human presents themselves to each other. In addition, Richard (2008) adds the main features of talk as interaction can be mention as follows:

a. Reflects speaker's identity  
b. Reflects role relationships  
c. May be formal or casual  
d. Has a primarily social function  
e. Reflects degree of politeness  
f. Use conversational convention

**Talk as transaction**

Generally, Chaney states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols (as cited in Herlina & Holandya, 2017, p.111). In talk as transaction, the processes of sharing information, the message and making people understood clearly are the central focus (Richard, 2008). In addition, Richard (2008) mentions the features of talk as transactions are:

a. It has primarily information focus  
b. Participants employ communication strategies to make them understood.  
c. There may be frequent questions, repetitions, and comprehension checks, as in the example from preceding classroom lesson.

**The elements of speaking**

In order to be able to speak effectively, there are some elements of second language, which learners must take in consideration. In the process to be able to communicate with other speakers, responding to someone else, knowing how to deal with different events, so speaking is a productive skill for putting all element of language together to perform or construct the intended message (Hedge, 2000). As Harmer (2001) introduces and explains some elements that are represented through language features and processes of language and information. The kind of elements in speaking as described below (Harmer, 2001):

**Language Features** In the language features, the most important elements of speaking are the following: 2.2.1.1 Connected Speech The first part of language features is connected speech. It is when learners of English have the ability to use and to produce the connected speech which can be modified as assimilation, omitted as elision, added as linking or weakened as through
connection and stress patterning (Harmer, 2001). In short, as mentioned above, the teacher should give the students activities to develop their connected speech to be able to speak effectively.

Expressive Devices The second is the expressive devices. As Harmer (2001) states that English native speakers use certain devices and elements to convey meanings extra expression of emotion, and volume, speed, physical, and nonverbal (paralinguistic) means. Students should have knowledge about these elements and devices in order to employ them during their speaking production to be communicated effectively. 2.2.2 Lexis and Grammar The second element is lexis and grammar. Lexis and grammar mean to the learners’ ability and knowledge to use a number of lexical phrases during the performance of a certain language function such as agreeing, disagreeing, and expressing surprise, shock, or approval, which can be used in different stages of communication with others (Ibid, 2002). The role of teacher here is to give their students a variety of phrases in their speaking skill such as agreeing or disagreeing.

Students’ problems in speaking

The main goal to learn a foreign language is to practice it fluently. Some learners have difficulties in using this language; even they know the rules of this language, but they cannot make a distinction between this knowledge and its uses. It makes students have problems with classroom speaking activities. It is in line with Ur (2000) who introduces four main problems in getting students to speak in the foreign language in the classrooms. As described below:

Inhibition

This problem happens when students try to practice in the classroom. There are many factors preventing them to do this in a good way. According to Littwood (1999) —it is too easy for a foreign language classroom to create inhibition and anxiety‖ (p. 93). The fear of making mistakes is one of the reasons why students are not able to communicate with use of English. Students fear making mistakes when they speak in front of a critical audience. In addition, Ur (2000) claims that the learner inhibited about trying to say things in a foreign language in the classroom, they worried about making mistakes, fear full of criticism or losing face, or simply shy of the attention that their speech attracts‖ (p.111). In teaching speaking skill, when we ask students to express themselves in front of their classmates, this leads them feeling the stress in speaking class and it makes them speak unconfidently.

Nothing to Say

Some students keep silent when they are asked to practice in a given topic. The learners have nothing to say about a given topic because they have only some ideas or do not know how to use words or correct form of sentences. River (1998) says, —the teacher may have chosen a topic which is not congenial to him or about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language‖ (p.192). In addition, some learners are not interested to discuss about the topic.

Low or uneven participation

This problem is related to the large classes. Some students want to speak all the time. Some prefer to speak only when they are sure of the correct answer. While others keep silent all the time without any practice. According to Bowman (1989) —traditional classroom seating arrangements often work against you in your interactive teaching and this problem may be related to motivation because some students are not practice if teacher do not motivate them‖ (p.40).

Mother tongue use

Students use their mother tongue to feel more comfortable and less exposed to the target language. Beker and Westup (2003) states —barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign
Learners used their mother tongues because they don't have rich vocabulary of the target language. This may lead them to be unable to use the foreign language correctly.

The factors of students’ difficulties in the oral presentation

Linguistic factors
A study conducted by (El-enein, 2015; Juhana 2012) claim that linguistic factors such as lack of vocabulary, lack of understanding of grammatical patterns and incorrect pronunciation are obstacles for students to present in English class. Besides, students’ lack of knowledge about the speaking activities also demotivated them to participate (Juhana, 2012).

Sociocultural factors
Tanveer’s study (2007) revealed that sociocultural factors such as —limited exposure to the target language and lack of opportunities to practice speaking in such environments are setbacks to the development of students' communicative abilities1. As a result, students feel embarrassed or stressed when they are required to present in front of the class. There are also other sociocultural factors which contribute to students' difficulties when they engage in oral presentations such as Tanveer (2007) mentions that cultural differences, social status, self-identity and gender.

Psychological factors
There are several reasons that demotivate students to carry out an oral presentation. In addition, —speaking challenges indicates that EFL learners' obstacles to speak the language can be from internal factors, such as learners' low motivation, anxiety, and negative attitude towards the language (Abrar et all., 2018). Some students are afraid that their peers or the teachers may judge their proficiency in English, and this makes them feel embarrassed. Therefore, Mezrigui (2011) adds they prefer to remain passive, unwilling to participate in oral presentation tasks and another reason is the students are not interested in the English subject, they are not motivated to take part in any form of speaking activities such as oral presentations.

Classroom Environment
A classroom with a large number of students provides little opportunity for students to practice their oral presentations in class (Mezrigui, 2011). The teacher is not able to give individual attention in providing guidance or training to each student. Besides, the students do not have their share in oral presentation tasks due to time constraints, especially if the oral presentations are conducted individually. In addition, classroom atmosphere also influences students' performance in conducting an oral presentation. On the other hand, Mezrigui (2011) states an apprehensive and tense atmosphere caused by a number of circumstances gives rise to invisible barriers that hinder the students from doing well in their oral presentations. In short, a carefree and jovial atmosphere encourages students to present well and confidently.

The role of teachers
Generally, students are given the freedom to select their own topics of the presentation based on a theme assigned by their teachers. The teachers would recommend the students to choose presentation topics that they are familiar with, in terms of their connection to real life and topics that suit the level of the language required to talk on them; this step is aimed at increasing students' interest and making the presentation easier for them (Mezrigui, 2011). However, some of the students face difficulties in choosing the right topics. Consequently, they might choose a topic that they are not able to handle and tend to perform poorly during their oral presentation sessions. In short, a growing number of studies aimed to investigate the reasons behind students' low performance in oral presentations (Akindele &Trenepohl, 2014; Turner; Roberts; Heal & Wright, 2012). These factors grouped under three categories.
Personal traits such as shyness, fear of facing an audience, self-confidence, and physical appearance. Elliott and Chong (2004) found that students' personal traits were the reason behind their feelings of anxiety during oral presentation.

The audience and the instructor were believed to be main reasons for students' unwillingness to present (e.g., negative evaluations, hard questions, humiliating feedback, etc.) (Wolfe, 2008).

Lack of presentation skills were seen to play a crucial role in students' feelings of anxiety (e.g., researching, planning, organizing, practicing, and presenting) Leichsenring (2010).

Methodology

Research design
This study used a case study method. According to Creswell (2002) a case study is a problem to be studied, which will reveal an in-depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. The purposes of this study were to find out perceived difficulties and also perceived factors of students' difficulties in delivering oral presentation that applied and used case study method. In this study, an English lesson of the students of English study program at UIN Raden Fatah Palembang was chosen as sample that refers to the case study with limited participant. In addition, the study was observed during presentation classroom activity in English class for a semester to get a depth exploration and relevant information about that case.

Research sire, sampling, and participants
I took the students of English Education Department at UIN Raden Fatah Palembang as the subject of this study. The subject had been the presenters in the presentation. Purposeful sampling method was used to determine the sample. The total number of the subject was 5 students. The students were chosen as the sample, in regard to know the difficulties of oral presentation that faced by experienced students in delivering oral presentation and to find the factors that affecting them in presenting material.

Data Collection
To obtain the data in the observation were used observation, and interviews.

Observation
In this research, the observation was conducted in the students of English department at UIN Raden Fatah Palembang in order to look the real situation and to collect the data of oral presentation as the classroom activity. According to Best and khan (1993), observation is usually conducted in detail notation of behaviors, event, and the content around the events and behaviors. It is in line with Alwasilah (2002) who stated that observation is collected in such a way to make sure that they are valid and reliable. The observation was conducted for 1 meeting to see the oral presentation process and also to collect the data of speaker's performances in delivering oral presentation. The observation was conducted in English class which used oral presentation as classroom activities. The students' performances were observed with observation, lecturer's interview and field notes to find out students' difficulties in delivering oral presentation.

Interview
The interview was used to support statements in the observation checklists and questionnaire. It is in line with Johnson & Christensen who stated that the qualitative interview is conducted in order to obtain in-depth information (as cited in Arib, 2017, p.10). It is also supported by Nunan (1989) who stated that a structured interview is one orchestrated around a set of predetermined questions and it can be combined with other data collection techniques.
There were two sections of interview that used in collecting the data. First, the interview for the instructor is ready made questions that were taken from (Nowreyah et al., 2015). There was a structured interview consisting of 5 questions to elicit students' difficulties during oral presentation from the instructors' perspective. The interview questions were asked to the instructor to describe a successful oral presentation from their point of view and to mention what the most important criteria used to assess oral presentations. The instructor also was asked about the difficulties that the students encountered during oral presentation. In the other side, the instructor was asked about how a teacher could be a source of such difficulty. The last the instructors were asked about their recommendations for improving oral presentation assessment in the department. Second, the interview for the students contained ready-made questions that developed from the two open ended questionnaires (Nowreyah et al., 2015). The students were asked about their experiences of oral presentation, how students fell in delivering oral presentations, why they encountered those things and also their perception about their audiences and instructor responses' during the presentation. The last, the students were asked about a successful presentation from their point of view and what they should do in giving the successful oral presentation.

Data analysis
In analyzing the data, we applied thematic analysis. We followed the step proposed by Crewell (2012). First, we collected the detailed data from interview (e.g, interview transcriptions). We put data from computer files and filed folder after transcribing the raw data into the text. The second, we started to code all of data. In this process, we read all transcriptions and start to code all of the data that related to research question. After collecting the data from interview, we coded the reasons from students English education toward difficulties in used E-learning. The last, we made interpretation in qualitative research of the findings and results.

Establishment of trustworthiness

Member checking
Member checking was used in this research, also known as participant or respondent validation, is a technique for exploring the credibility of results. Data or results are returned to participants to check for accuracy and resonance with their experiences. Member checking is often mentioned as one in list of validation techniques.

Triangulation
As Bailey and Allwright (1991) state that methodological triangulation refers to using different methods to collect the data. The triangulation involved the use of multiple method or multiple data sources to verify the data interpretations. Classroom observation was conducted to see out the students' difficulties and also to see students' performances during delivering oral presentation. The last, interview to the instructor and also the students were used to crosscheck the previous data.

Findings
The findings presented the factors of students' difficulties in delivering oral presentation. The first research problems of this study are to find out the oral presentation difficulties that encountered by the students, in order to answer the research question. The research problems answered in term of observations and interviews within these following findings:

The factors that cause students' difficulties in delivering oral presentation in English classroom
After collecting the data, in order to find out the factors that caused students difficulties in delivering oral presentation , the researcher found three themes and nine codes. The themes and the codes gained from thematic analysis were listed in the following table.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
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Lack of oral presentation skills
a. The students did not prepare the presentation maximally
b. The students forgot to bring the tools to support oral presentations.
c. The students rely on the other member to prepare the presentation.

Audiences and instructors
a. Some students afraid about being laugh by the audience.
b. The audiences made some noises and did not pay attention on the presenter.
c. The instructor wants the students to do not read the material.

Personality traits
a. The students did not confident to deliver the material.
b. The students felt nervous in the presentation.
c. The presenters were thinking too much about the performance.

The themes and codes gained from the qualitative data as listed in the table were described in order to find out the factors that cause students’ difficulties in delivering oral presentation in English classroom. First, oral presentation skill. Second, audiences and structures. Third, personality traits.

Oral presentation skill
Skill is the whole determiner of one’s performance in delivering the oral presentation, this aspect is very crucial and always affect the whole progress of oral presentation. For example, one of the student named AT said that

*I feel lack of skill for presenting the oral presentation, so it made me found many difficulties in delivering the oral presentation inside the classroom for which I aslo didn’t prepare the presentation maximally and rely on other presenter too much ( Personal Communication, May 16, 2019)*

The data above show that the students with feel very difficult in delivering the oral presentation when they got low skill in delivering the oral presentation.

Audience and instructor
Other problem when doing oral presentation is the existence of the audience and the instructor in the classroom and sometimes it influence the students’ performance in delivering oral presentation. For example, one of the student named MH said that

*I sometimes got distracted by the responses of the audience and the instructor when I was delivering my presentation. For example I afraid of being laughed by the audiences, the audience made to much noise and didn’t pay attention to presentation and sometimes the instructor ask me not to read while doing presentation ( Personal Communication, May 16, 2019)*

The data above show that the existence and the responses from both the audience and the instructor could be one of the factor that made students feel difficult in delivering their oral presentation.

Personality traits
Self confidence in personal trait could be another factor that make student nervous, so it will make them difficult in delivering the oral presentation smoothly for case that the students are thinking too much with their performance. For example, one of the student named DA said that
When I delivered the oral presentation, sometimes I feel hugely nervous cause I think Too much about what the people think about my the way I deliver my oral presentation. (Personal Communication, May 16, 2019)

The data above show that even when student have the capability to deliver the oral presentation but if they feel nervous, it still can bring the difficulties and problems on their performance.

Discussion

Based on research result of students' difficulties and the difficulties factors in oral presentation analysis obtained from the observation and interview, each aspect of students' difficulties and the factors had been explained, explored and analyzed. I found some of the experts also have similar result as in our research result in the following:

First factor is oral presentation skill that students didn't prepare the materials maximumly, forgot to bring the tools to support the presentation and too rely on other presenter on their presentation which made them find difficulties in delivering oral presentation. The findings of the study were also consistent with the findings of other studies (River 1998) who reports that the students were not able to explain the material and gave an example based on their own understanding.

Second factor is audience and instructor which students afraid of being lauged by the audience, distracted when audience making too much noises and didn't pay attention to the presentation, and the instructor ask the students not to read while presenting the material which lead the student feel difficult in delivering the oral presentation. This findings of the study were also consistent with the findings of other studies (Mezrigui 2011) who reports that apprehensive and tense atmosphere in the classroom is caused by the circumstance of the audience in the classroom.

Third factor is personality traits that student didn't confident to deliver the material, nervous while delivering the material and the way think too much of their performance which cause some difficulties in delivering the oral presentation. This findings of the study were also consistent with the finding of other studies (Abraret Al 2018) who report that most of the students usually felt anxious and nervous in delivering oral presentation. It was in line with the observation that showed the students looks nervous and had difficulties in their clarity of speech aspect.

Conclusion

Based on the results of this study, it can be concluded that the students of English education study program at UIN Raden Fatah Palembang encountered some difficulties in delivering their oral presentation. The data from the instruments showed that clarity of speech and voice quality, correctness of language and interaction with audience as the difficulties aspects. On the other side, in the process of conducting this study, I found most of the students had problems on lack of mastering and delivering materials that the student faced in the presentation. In short, the sixth semester students were still encountering some difficulties during delivering an oral presentation.

In addition, according to the result of this study, I found the factors of students' difficulties in the oral presentation. It can be seen in the previous chapter which described about all of the difficulties and difficulties factors. It can be concluded that personality traits, audience and instructor, oral presentation skills were the factors of students difficulties in conducting oral presentations. I found the most affecting factor of students' difficulties were lack of preparation which concluded as oral presentation skills factor. However, the results of this study could not be generalized. The results of this study only for the students of English department at UIN Raden Fatah Palembang who enrolled in English Class.
References


THE EFFECTIVENESS OF E-LEARNING IN LEARNING ENGLISH: A REVIEW OF THE LITERATURE

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Abstract
In the 21st century, technology developed rapidly. Technology has also played a major role in the field of education. The aim of this paper was to evaluate the effectiveness of e-learning in education especially in learning English. The first, the concept of e-learning and next section is the effectiveness of e-learning was examined. The benefits of e-learning based on research conducted by Karwati (2014) was allowing the development of flexibility high learning, easier updating learning material, control students learning activities also could find out topic and how long a topic was studied. The result of this paper was e-learning had positive impact on learning English.

Keyword: E-Learning, Benefits of e-learning, English language learning.

Introduction
In the 21st century, technology developed rapidly. Technological developments occur because someone used his mind to solve every problem, such as producing innovations that had benefit to human life (Ngafifi, 2014). According to Mahajan, Mueller, Cambell and Ramakrishnan (2012), 21st century is characterized with amazing development in information technology, it was evident from the increase of technology in the beginning of the 20th century and the 21st century because much of society transformation since then has been made possible through the technological breakthroughs powered by science and engineering. In short, technology took a significant position on development in 21st century.

In relation to this, technology has also played a major role in the field of education. According to McKeeman and Oviedo (2013), technology is becoming an essential, instructional tool that can be applied to enhance teaching in a language classroom. In addition, Nelson, Palonsky and McCarthy (2010) maintain that technology is used in schools for introducing topics, reinforcing skills, tutoring, collaboration, presentation, communicating, administrative purposes, recording grades, printing publications, and more. Therefore, teaching and learning activities can be improved by utilizing technology.

Today, technology has become important device of learning for students. It motivates and engages students to learn and helps broaden their skills, helps to simulate the workplace experiences thereby preparing students for the challenges of the labor market (Adedokun-Shittu and Kehinde Shittu, 2014). In addition, Bai, Aaman, Xu, Orlovsyaka, and Zhou (2016) showed that many researchers and designers have applied technology to their curriculum and achieved positive results in terms of motivating student learning. In conclusion, technology is used in
school or educational institution to improve the ability and motivation of the students in learning process.

On the other hand, the quality of education in Indonesia is still considered low. According to Sukasni and Efendy (2017), the quality of education in Indonesia is low because the teachers just follow the curriculum and are still afraid to be creative and innovative in teaching activities and lack of facilities. United Nation Development Program (UNDP), the United Nations' global development network that help develop countries, illustrated that Indonesia was in 108th position from 110 countries in the world and far away left behind from neighboring countries in ASEAN (Human Development Report, 2010). Briefly, the quality of education in Indonesia is not sufficient enough compared to other countries.

Furthermore, the government must improve the quality of education in Indonesia. As stated by Husband (2013), the students' needs, interest and abilities must be concerned to improve the increase the quality of education. The government to improve the quality of education through various policies, including teacher and lecturer certification polices, school operational assistance, provision of block grants and setting national standards as outline in PP No.19 of 2005 concerning National Education Standards. Educational standards include content, workforce, facilities and infrastructure, management, evaluation, funding and competency of graduates (Raharjo, 2012). Another innovation in improving the quality of education is supply IT-based education facilities and development the ability of teaching staff in IT field (Ulansari, Hayar and Anggraeni, 2014). In short, the government has taken actions to improve the quality of Indonesian's education.

One of the efforts to improve the quality of education in Indonesia is using technology or interactive learning media or e-learning. Zare, Sarikhani, Salari and Mansouri (2016) say —The use of e-learning method is more effective for improving students' creativity (fluency, originality, flexibility, and elaboration) and creativity compared to the traditional lecture method (p. 31). E-learning can be carried out anywhere without strict time foundations. It leads to a more flexible environment for students (Agarwal and Pandey, 2013). It can be concluded that e-learning can improve the students' abilities and make education better.

Literature Review

The Concept of E-Learning

The concept of Computer and Network Based Learning is a form of learning model by utilizing web technology and internet. Various terms are used to express ideas about Electronic Learning, such as online learning, internet-enabled learning, virtual learning, or web-based learning, web based distance education, E-Learning, web based teaching and learning. The development of E-Learning of formal education occurred at the end of 90th century (Adawi, 2012).

In essence, E-Learning is a computer based educational tool or system that enables you to learn anywhere and at any time (Epignosis LLC, 2014). According to Arkorful and Abaidoo (2014), E-Learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. According to TeNeGEN (2010), E-Learning is an educational form that uses the tools of Information and Communication Technology (ICT) for improving the efficiency of education and training.

In addition, Sutanta (2012) explained that three component of E-Learning, they are E-Learning infrastructure, E-Learning system and applications and E-Learning content. E-Learning infrastructure can be a Personal Computer (PC), computer network, internet and multimedia equipment. e-Learning systems and applications, which are software systems that virtualized conventional teaching and learning processes which include how classroom management, manufacture material or content, discussion forums, scoring systems, examination systems and all features related to the management of the teaching and learning process. The software system is often called the Learning Management System (LMS). The content and teaching materials can be in the form of multimedia-based content (text-based interactive content) or text-based
content (text-based content as in ordinary textbooks). E-Learning content is usually stored in the LMS so that it can be accessed by students anytime and anywhere.

Furthermore, Adawi (2012) illustrated that three important things as a requirement for electronic learning activities are earning activities are carried out through network utilization, Availability of learning service support that can be utilized by learning participants, for example CD-ROM, or printed material, and availability of tutor service support that can help participants learn when experience difficulty.

**E-Learning Styles**

Technological developments make it easier for students and teacher to communicate. Communication between student and teachers is no longer based in one way communication but usually a two way communication. Students interact with teachers, asking for tutoring services and questions on topics, as well as students also communicate with their peers. Students have access to technological media that enable them to participate in several groups of knowledge, as well as, they have the possibility of creating content to spread their own knowledge, as fast as a click (Aparicio and Bacao, 2013).

According to Epignosis LLC (2014), E-Learning has been trying for years now to complement the way we learn to make it more effective and measurable. The result now being that there are a number of tools that help create interactive courses, several E-Learning trends and learning tools are:

1. **Blended Learning**
   - Blended learning is a combination of offline (face-to-face, traditional learning) and online learning in a way that the one compliments the other. For example, a student might attend classes in a real-world classroom setting, and then supplement the lesson plan by completing online multimedia coursework.
   - Blended learning is often also referred to as —hybrid— learning, and can take on a variety of forms in online education environments. Tools and platforms that complement blended learning include LMSs and mobile devices such as tablets and smartphones.

2. **Social and Collaborative Learning**
   - Collaborative learning is an e-learning approach where students are able to socially interact with other students, as well as instructors. In e-learning environments, this is typically done through live chats, message boards, or instant messaging.

3. **Gamification**
   - Gamification is the use of game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems.

4. **Micro-Learning**
   - Micro-learning involves learning in smaller steps, and goes hand-in-hand with traditional e-learning. Activities that are micro-learning based usually feature short term lessons, projects, or coursework that is designed to provide the student with ‘bits’ of information. For example, rather than trying to teach a student about a broad subject all at once, aspects of the topic will be broken down into smaller lesson plans or projects.

5. **Video Learning**
   - Faster internet connections and the increasing use of mobile phones and tablets with video capabilities means that using video in the e-learning process has become commonplace. If you want to watch a video on how to wire a plug, plant a rose bush or bake a cake, you only need to visit YouTube and there will be hundreds of videos available, showing you step-by-step processes you need to follow to complete a task.

6. **Rapid E-Learning**
   - Rapid e-learning is, essentially, a faster process of designing and developing online-based learning courses. Typically, this is done through PowerPoint or narrated videos which are designed to dispense information quickly and conveniently to students.
In addition, Luanan (2012) showed that E-Learning tools used in classroom are Wiggio, Prezi, Edcanvs, Classdojo. Testmoz, Kubbu, Schoology. Stixy, Animoto, Projqjt, Socrative, Zuho Show, Storybird, Gnowledge, Edmodo, Weebly and Engrade.

Advantages of E-Learning

E-Learning facilitates interaction between students with material or lesson and the interaction between students with lectures and between fellow. According to Karwati (2014), the advantages of E-Learning disparate from the perspective of students and lectures are:

a. From the students' angles
E-learning is allowing the development of flexibility high learning. That is, students can access learning materials at any time and repeatedly. Students can also communicate with lecturers at any time. With this condition, students can be more mastery of learning material.

b. From the lectures' angle
A lot of E-Learning provide benefits for lectures, especially relating to easier updating learning materials, control student learning activities also can find out topic and how long a topic is studied, checking whether students have worked on practice questions after studying the topic and check students' answers and notify the results to students.

Furthermore, Jethro, Grace and Thomas (2012) maintain that the benefits of E-Learning are:

a. E-Learning is important for education because it can improve the quality of the learning experience, and extend the reach of every lecturer and tutor.

b. E-Learning can help remove barriers to achievement, by providing new and creative ways of motivating and engaging pupils and learners of all abilities, enabling and inspiring everyone to attain their educational potential.

c. E-Learning creates on-line communities of practice. The Internet can bring learners, teachers, specialist communities, experts, practitioners and interest groups together to share ideas and good practice.

d. E-Learning can provide an individualized learning experience for all learners, including those who are disadvantaged, disabled, exceptionally gifted, have special curriculum or learning needs or who are remote or away from their usual place of learning.

e. E-learning can facilitate wider participation and fairer access to further and higher education by creating the opportunity to start learning and to choose courses and support according to the learners’ needs.

In addition, Pandai, Wadhai and Thakare (2016) showed that the advantages of E-Learning are flexible, enhances the efficiency of knowledge, easy to access to huge amount of information, provide opportunities for relations between learners by the use of discussion forums and motivates students to interact with other.

The Impact of Using E-Learning

The impact of E-learning is assessed by ascertaining if students were able to grasp what was delivered or taught to them. Keshavarz et al. (2013) concluded that e-learning has a positive impact on academic achievements of students. Zarie Zavaraki & Rezaei (2011) in their study at the e-learning center in Khaje Nasir Toosi University concludes found that the use of e-portfolio significantly improved students’ attitude, motivation and academic achievement. Mahmoodi et al (2015) found that the use of e-learning in physiology teaching-learning process improves students learning and creativity. Zare et al (2015) also found that learning and recollection of students who were educated to multimedia methods, is more than learning and recollection of students who were educated in the traditional methods. Therefore, the use of electronic technologies has led to the development of educational opportunities and helps students develop their skills.

Conclusion and Suggestion
From the literature delivered, it can be conclude that, e-learning has many positive impacts in learning process, one of benefits of using e-learning is students can communicate their teacher anytime and anyplace. Hence, it makes teaching and learning process more efficient.

It is suggested that applying e-learning can give better result in teaching and learning process. The researchers suggest to the teacher to use e-learning as interactive learning media in learning process. In addition, this research can be used by the other researcher as guidance in developing their research in the same field.

References


THE CAUSES OF ENGLISH SPEAKING ANXIETY: A LITERATURE REVIEW

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Abstract
This literature review aims to indicate common subject matter on students’ English speaking anxiety. The significant review of relevant studies on the field of EFL learners’ speaking anxiety that there were several topics related to English speaking anxiety. The relevant articles being reviewed were from Indonesia context as well as International context. It is hopefully can reduce the students’ speaking anxiety and contribute to the better of learning speaking of English in Indonesia university. The following topics are presented in order, 1) the concept of speaking, 2) students’ problem on speaking, 3) classroom speaking performance, 4) the concept of speaking anxiety, 5) the causes of speaking anxiety, 6) Public Speaking Class Anxiety Scale (PSCAS).

Keywords: Speaking anxiety, EFL learners

Introduction
English is one of international languages. There are some reasons why English is as international language. According to Broughton, Brumfit, Flavell, Hill, and Pincas (2003) English is as international language, because it is dominant language used for daily international communication. Moreover, Crystal (2004) argues that people use English for their international contact. Thus, English is an international language because it is used by people around the world to interact among each other.

In Indonesia, English is taught to students at schools. It can be seen in some facts. Sari and Saun confirm that English has become a compulsary subject and it must be learned from junior high school to senior high school in Indonesia (as cited in Saputra and Marzulina, 2017, p. 1). Komaria argues that among many foreign languages, English gets a place as the first foreign language to be taught and used in Indonesia based on the 1989 law on the Indonesia education system (as cited in Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018, p. 129). Briefly, English has become one important subject in Indonesia schools.

To master English well, students have to study four basic language skills of English. There are various reasons why students must learn four basic language skills of English. First, Peregoy and Boyle (2001) argue that students should learn four basic languages to develop their own learning and language proficiency by responding verbally as they read, write, speak, listen, and learn in English for functional and meaningful purposes. Second, learning four basic language skills is needed because students use more than one skill to communicate and all skills are learned to provide opportunities for students to develop these skills at the same time (Jing, 2008). In short, all four skills must be learned by students to master English properly and correctly.

Among those four skills, speaking is the one of important skill due to some reasons. The first reason is asserted by Ur (2009) that speaking is an important skill of all four language skills, because it is necessary for the effective communication. The second, Burns and Joyce (1997) believe that speaking is an important skill among other skills, because speaking skill is used for
interactive process of constructing meaning that involves producing, receiving and processing information. To sum up, speaking skill is needed because it has various factors in communication.

When speaking, anxiety becomes a problem for students. It is proven by some facts. First, Gaibani and Elmenfi (2016) explain that speaking anxiety lead the students to feel they made more mistakes and perform weakly when delivering speeches or during oral presentation. The second fact is reported by Xiangpings (2017) in his study that the higher students’ speaking anxiety scores, the lower their oral performance score. Thus, some facts show that anxiety becomes a trouble for students when they speak.

Speaking anxiety is caused by some factors. Thornbury (2005) asserts that students’ lack of vocabulary, confidence, improper grammar and avoid about making mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Likewise, Fiadzawoo (2015) reported in his study that the factors of students’ speaking anxiety were lack of self confidence, worried about making vocabulary and pronunciation mistakes, and unprepared to speak. Briefly, there are various factors causing speaking anxiety.

In order to find out the causes of students speaking anxiety, this study present and investigated what are the factor that cause students’ speaking anxiety for EFL students so in future they can reduce or lost their feeling of anxiety when speaking.

Discussion

In this section, we would like to describe about 1) the concept of speaking, 2) students’ problem on speaking, 3) classroom speaking performance, 4) the concept of speaking anxiety, 5) the causes of speaking anxiety, 6) Public Speaking Class Anxiety Scale (PSCAS).

The Concept of Speaking

To master the English language, there are 4 basics that must be studied in order to use English well as the main step. Petty and Jensen assert that people must learn four basic skills of English that they are listening, writing, reading, and speaking (as cited in Yusuf, 2015, p.146). But, to know the students’ competence people will assess of their speaking performance. It is why Shumin asserts that one of the language skills that are very difficult for EFL learners to master is speaking (as cited in Abrar et al., 2018, p.130).

There are the arguments of speaking. Ocak, Kizilkaya, and Boyaz (2013) argue that for human, speaking may be the most basic skill because it is carried out constantly. Burns and Joyce argue that a process that can be used to interact and intend from meaning which includes receiving, processing, and producing information is speaking (as cited in Abrar et al., 2018, p.130; Leong & Ahmedi, 2016, p. 35). Furthurmore, person can express and communicate each other used speaking. Thus, when a speaker speak something, he/she must convey the massage clearly and understandable.

Speaking is one of the most important skills of all the four language skills, because speaking abilities is needed for conversation performance each other. Nunan supports that the most important aspect of learning to speak a second language or a foreign language is the speaking skill and success of a person in learning a foreign language measured by the ability to have a conversation (as cited in Leong & Ahmedi, 2016, p. 34). Thus, people will see someone language ability from the speaking first. People can call success learn language if he/she can speak well.

Students’ Problems on Speaking

Students have some problems on speaking of foreign language. In line with this Ur (1996) explains that students speaking problems consisted of inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first is inhibition that often encountered by students. Inhibition is an even that happened when the students trying to speak in front of class but they are worried to make mistakes, fearful of criticism, and shy. It is because they want a positive response. The second, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. It is difficult for many
students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say. The third problem is that participation is low or uneven. In a large group each student will have very little talking time because only one participant can talk at a time so that the others can hear him or her. There is a tendency of some learners to dominate, while others speak very little or not at all. The fourth, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. He feels if using the target language then they will talk only with a small scope because it is difficult for them. In addition, they also feel unnatural when using the target language and they are limited when they use target language (Ur, 1996). In other words, learners feel free to express ideas and opinions using their mother-tongue.

**Classroom speaking performance**

Students should have speaking practiced by speaking performance. Brown (2001) list six types of oral production that students should carry out in the classroom:

- **a. Imitation**
  
  In imitative there is only a small portion of the time to speak while in the classroom and the time is spent producing a speech and only a "human tape recorder," in which, for example, students train intonation to speak with certain intonation contours or try to define a certain vowel sounds. Such imitation is done not for purposes as an interaction, but only fixed on the appropriate language elements. Drilling is a suitable method used to imitate because drilling gives students the opportunity to hear and repeat. That is just imitating a word, phrase or sentence.

- **b. Intensive**
  
  In intensive speaking one step is better than imitating to adjust the speaking performance that means to practice some phonological or grammatical aspects of the language. Intensive talk can be self-initiated or may even be part of some of the activities of talking to others in pairs, where learners can "go over" forms of a particular language.

- **c. Responsive**
  
  The proper way for students who speak in front of the classroom is responsive: students get only short answers to questions or comments given by teachers or students. This response is usually only limited to it and not expanded into dialogue.

- **d. Transactional (dialogue)**
  
  The transactional language, conducted for the purpose of transmitting or exchanging certain information, is an extended form of responsive language. Conversations, for example, may have more negotiation properties than responsive speech.

- **e. Interpersonal (dialogue)**
  
  Interpersonal is done more for the purpose of maintaining social relations than for the transmission of facts and information. Here, the student can include several factors such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a cover—agenda.

- **f. Extensive (monologue)**
  
  Finally, students at the secondary level to the upper level are required to provide extended monologues in the form of oral reports, summaries or perhaps short speeches. Here the list is more formal and deliberative. This monologue can be planned or impromptu.

**The concept of Speaking Anxiety**

In speaking, people sometimes feel shy and nervous when they are speaking in front of others, and that situations called speaking anxiety. Spielberger argues that anxiety is a feeling of uneasiness, frustration, self-doubt, fear or concern that a person experiences or feels (as cited in Horwitz, Horwitz, and Cope, 1986, p. 125). However, it is not happen in all people because everyone has different perception. In order, students' feels on their mind is variation. They have different feeling when speaking, especially speaking english. Gaibani and Elmenfi (2016) explain
that anxiety experienced by students can cause different things in students, such as fear, confusion, trembling, tension, stiffness, heart beat faster, and nervousness. This is what causes students to feel that they make more mistakes and do it pessimistically when giving a speech, attending an interview or during a class presentation.

However, speaking anxiety will appear depends on the students' response to the anxiety that they face. Kayaoglu and Saglamel (2013) found that students speaking anxiety are causes by linguistic difficulties, such as vocabulary, grammar, and pronunciation. The students were felt nervous when speaking, not speaking fluently and to be quite in the classroom because they poor of vocabulary mastery. Then, cognitive challenges are fear of failure in front of others, fear of exams, avoid of failure in communication, lack of self esteem, and fear of making mistakes. Besides, the role of the teachers, fear of competitiveness and lack of information were considered to be correlates of language anxiety. They are lack of sufficient vocabulary and the roles of teachers were notably reported to be possible reasons for language anxiety.

The Causes of speaking Anxiety

Every problem has a cause similar to speaking anxiety experienced by students. According to Thornbury (2005), there are several causes of speaking anxiety that affect students. Lack of vocabulary is the first cause of anxiety. Students are avoid to speak the foreign language because of the limited amount of vocabulary that they have to express their thoughts and views. Thornbury (2005) also states that the factors that made students feel nervous when they were speaking was their knowledge of their second language, including vocabulary is not as much and as good as their knowledge of their first language. Liu (2007) states that students often became nervous in speaking class because limited vocabulary. In this case, students think that if they do not have a rich vocabulary, they will be enabled to express their reflections and ideas in the target language.

The second is improper grammar. One of the factors that can cause speaking anxiety is when students don’t master grammar too much. Although the grammar of speech is identical with grammar of writing, students still find it difficult to apply in speaking. Thornbury (2005) states that student demands during speeches at the right time with minimal planning opportunities result in a major obstacle to the type of complexity that can be achieved by the speaker. In other words, students will feel anxious when applying grammar in speaking because of spontaneous.

The third cause of speaking anxiety is fear of making mistakes. Many students usually avoid about making mistakes of pronunciation, grammar and vocabulary. Xiuqin (2006) says that making mistakes, fear of making mistakes and being laughed at by their peers is unavoidable in the classroom when speaking. The students feel worry about their classmates reaction to laughed or commented on the. Thus, the students with medium level of anxiety feel more anxious and they feel shy when the made any mistakes and their friends mocked them.

Low self-confidence is the last cause of speaking anxiety. The main thing that causes student speaking anxiety is when students are not confident. McCroskey, Richmond, Daly and Falcione (1977) explain that low self-esteem is associated with a high understanding of oral communication and must be considered in describing the construction of understanding communication. Individuals with low self-esteem will think that they do not have enough knowledge in language. Thus, they are afraid of embarrassment when giving a speech.

Concerning to this, some people have conducted research about speaking anxiety faced by students. Ozturk and Gurbuz (2014) in their study found that participants who were Turkish students in English preparatory program at a state university had low level of speaking anxiety. The causes were speaking skills, lack of confidence, preparation, fear of making mistakes, and fear of being evaluated. Then, Fiadzawoo (2015) found that the students in the Faculty of Education in Tamale had a high level of speaking anxiety in their French classrooms. The other researchers were Mukminin, Noprival, Masbiorotni, Sutarno, Arif, and Maimunah (2015) also explored the sources of speaking anxiety among Senior High School in Jambi, Indonesia. They reported that students had lack of vocabulary, low English proficiency and memory
disassociation. To sum up, speaking anxiety is experienced by students which have been investigated by some researchers with different research results.

Similarly, In addition, Kayaoglu and Saglamel (2013) speaking found some causes of speaking anxiety consisted of linguistics difficulties (vocabulary, grammar, and pronunciation), cognitive challenges (fear of failure in front of others, fear of exams and fear of making mistakes), the role of the teachers, and competitiveness. Most of the students reported that when speaking vocabulary was important because good vocabulary mastery helped students to achieve a fluent speech. Moreover, lack of grammatical knowledge made the students uncomfortable to speak in front of the class. Poor of pronunciation disturbed the students’ speaking performance also. Their class to be crowded because the audience laughed at other students who performed and mispronounced. Based on cognitive challenges, firstly the students assumed that they were subject of failure in front of the class and that occurs when the students presents a materials. Secondly, the students fear of exam because they worried that they could not realize their full potential and they fear of the outcomes. Thirdly, the students had to handles themselves because they fear of making mistakes. Moreover, sometimes when the teacher delivery a materials but the teacher turns directly and students were caught unprepared, it made the students feel discomfort and they felt nervous. For the last cause, Kayaoglu and Saglamel (2013) found that competitiveness made students anxious to speak because they should to be as good as their friends or they had to be better than their friends' performance.

In addition, another causes of speaking anxiety on students were found by Ozturk and Gurbuz (2014). The results showed that situations, fears of making mistakes and negative evaluation were the major causes of speaking anxiety. Based on the results, reported that the causes of students’ stress or anxiety was situations such as forgetting or not remembering appropriate word, not being prepared in advance before speaking, pronouncing the words incorrectly, being exposed to immediate questions, speaking in front of the class, knowing the turn is coming, not managing to make sentences. Moreover, most the students in language classrooms were afraid of making mistakes while speaking English and this fear makes them anxious. Other cause of speaking anxiety was negative evaluation that students felt afraid for evaluated by their friends in the classroom. They were afraid being laughed by others. Depending on this, minimizing the students' evaluated in language classrooms my help the students to reduce speaking anxiety.

**Public Speaking Class Anxiety Scale (PSCAS)**

Public Speaking Class Anxiety Scale (PSCAS) was developed by Yaikong and Usaha (2012) from adopted from four previous scales: Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986); Personal Report of Communication Apprehension (PRCA-24) and Personal Report of Public Speaking anxiety (PRPSA-34) by McCroskey (1970); and Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992). There are consists of 17 items using 5 Point-Likert Scale, which ranges from 5 —strongly agree to 1 —strongly disagree. The possible multiple score of PSCAS were 85 and then substracted by 17. However, during data coding, the score of items 4, 8, 10, 12 was reversed. The validity was test to preliminary PSCAS and it was validated. While the reliability was 0.84 using Cronbach Alpha with 76 participants and it suggested that the scale is reliable.

**Conclusion and Suggestion**

This paper is explained about some field of English learners' speaking anxiety. Speaking is one of the important skills in English that should be mastered especially for EFL learners. Speaking is used to communicate each other. Learners can build any relation though their speaking skill. In teaching and learning process, speaking is also important for the EFL learners. They can express their idea or opinion through speaking. They can show a good speaking when they master speaking skill well. They can speak freely when the lecturer asks them to speak out in front of the class or speak in the public speaking.
However, EFL learners have a problem on speaking. They feel anxious when they ask to speak in front of the class or speaking in front of people. The feeling of anxious can bother their performance when speaking. They should control their mind to be relax and avoid about feeling anxious. It can help them to show the best performance in their speaking class. They must know the caused of their anxiety to reduce or lose that feeling. Because when the learners performance is not optimal, it can affect their score from the lecturer. The students should practice their skill to show good performance and they can get high score of speaking. There are some causes of speaking anxiety such as learners' lack of vocabulary, grammar, confidence, and fear of making mistakes. Moreover, other causes can contribute to the learners speaking anxiety.

This paper focused to find out what are the causes of learners' English speaking anxiety. We hoped this paper can help to know the causes of the learners' speaking anxiety so they can reduce or lost their feeling of anxious when speaking in front of the class. They can looking for ways to speak without feeling nervous and worry. Moreover, it is expected that the lecturers can help the learner give to reduce anxiety while speaking, such as lecturers give more motivation and inform the important of speaking. In addition, giving more practice for students to speak English can help the students more confidence to speak. Then, hopefully the next researchers can conduct the same research with wider object of research, such as analyzing how to reduce students' speaking anxiety. Then, the researchers can find out other instruments to get deeper analyzing of speaking anxiety. Moreover, the next researchers have to figure out other sources to support the same research.

References


This literature review aims to indicate common subject matter on lecturers' challenges in teaching academic writing. The significant review of relevant studies in EFL learners writing skill reveals that there were several factors which caused challenges and several strategies that learners have to improve their writing skills. In this review, we present literatures suggestion and prescription in lecturers' challenges in teaching academic writing, factors, and strategies as key to improve the quality of academic writing skill of the students in Indonesia. The article concerned of what will be reviewed is about academic writing challenges. We hope this discussion can generate a good progress of English writing skill. The topics provided are 1) students writing skill, 2) challenges in teaching academic writing, and 3) teaching academic writing strategies. The challenges factors examined are internal and external factor. Internal factors were linguistic competence, motivation, and reading habits of the learners, while the external ones included the class condition.

Keywords: Academic writing, lecturers' challenges.

Introduction

Language is a tool of communication among people. Without language, it is difficult for people to communicate with others. According to Algeo (2010), a language is a system of conventional vocal signs by means of which human beings communicate, one of languages in the world that many countries use for communication is English. In many countries, English is used as first language, second language, or foreign language and also it can become a lingua franca. According to Harmer (2007), English is not the language with the largest number of native or first language speaker, therefore it has become a lingua franca. Furthermore, Torgabeh (2007) states that English is widely distributed and is currently the primary language used in a number of countries. For this reason, many countries have begun to introduce English even from the early level of education.

English has four basic skills; they are speaking, listening, reading, and writing. Aydogan (2014) accentuates that teachers of English have usually used the concepts of four basic language skills, namely listening, speaking, reading, and writing. Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing. On the other hand, listening and reading are considered receptive skills because a learner is generally passive and receives information either through listening or reading (Husain, 2015). Thus, in English there are four skills with different functions and meanings. All skills are in fact important regarding communication.

Writing skill as one of the four language skills which is very important to learn. It support by Bowker (2007) states that writing, in particular is a skill that required in many context throughout life. For instance you can write an email to friends either local or overseas, or write essay for your homework. In school, writing is a way of life which learners pass the course.
Without some ability to express themselves in writing, students could not pass the course (Brown, 2000). Nowadays, writing also as a requirement for someone to get scholarship to study abroad and even a job.

However, among the skills, writing is not easy, it is one of the most difficult skills to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. As Renandya and Richards (2002) state that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. From the statement above we can understand that writing is complicated skill and this requires more ability. So, the messages can be communicated successfully.

Teaching academic writing is different at university level. Academic writing in English at university level is technically different from writing at lower levels of education as the vocabulary, grammar skills, and the way of organizing ideas are different at the two levels (Feak & Swales, 2004 as cited in Mutimani, 2016, p. 1). The linguistic structures used at university level are more complex than those used at lower levels of education. Renandya and Richards (2002) assert that the importance of academic writing is much more crucial in university settings because students are increasingly required to conduct their studies in the English language and must adequately produce specific writing genres in the form of assignments, essays, summaries, critical reviews and research papers. In addition, it makes some challenges to understand academic writing more specific at the university.

The challenge in teaching academic writing will certainly affect students' understanding. A lecturer must have his or her own way and the right method to be understood by the students. Each student also has different levels of understanding and different ways of learning to understand the lesson easier. Therefore, the lecturer should be able to handle in order to achieve the desired learning objectives, finally it not forgotten by students easily in the future. However, even though several studies have been conducted relating to writing in English as a second language or foreign language, it turns out that lecturers still experience difficulties and challenges, especially English education at universities that do not use English regularly (Mukminin, Ali, & Ashari, 2015).

There are many factors causing lecturers challenges in teaching academic writing has been noted. In order to know the factors caused lecturers challenges in teaching academic writing and strategy used by them, this critical literature review presents and examines a number of topic which is relevant to the topic that would be useful information for ELF learners, English lecturers, and other parties as efforts to be understandable theoretical and practical of EFL learners' English academic writing skill in Indonesia.

Challenges in teaching academic writing

This section presents a review of studies conducted by Indonesian researcher regarding number of aspects related to the challenges in teaching academic writing in Indonesia in order to enable comprehensive overview of EFL learners' quality from action and local perspective to indicate the significance of conducting research on academic writing skill. There were two themes highlighted in this section: (i) factors caused lecturers challenges in teaching academic writing, (ii) the strategies used by lecturers to overcome students' difficulties in writing.

A study related to this study was done by Hidayati (2018), this study was conducted at school in East Java. There are ten English teachers who come from different part of East Java, Indonesia and teach English either private or public junior and senior high school. The aim of this study was to find the teacher challenges factor in teaching writing. Therefore, the result of this study from the main sources was structured interview. Those problems are related with the condition of the learners. Challenges factors there were internal and external factors. The internal factors included linguistics competence, native language interference, motivation, and reading habits of the learners; while the external factors included the class condition, aids available for teaching writing, and availability of time. Based on the challenges above, it suggests the teachers: in the first place, the teachers need to match the tasks that they ask the learners to perform with
their language level. This means ensuring that they have the minimum language they would need to perform such as a task. Secondly, the teachers need to ensure that there is a purpose to the task and that learners are aware of this. The last but not least, the teachers should remember that the learners need to be helped or guided during the process of learning to write.

Literature Review

Concept of Writing

Writing skill is specific abilities which help people put their thought in to words in meaningful form and mentally interact with the message. The purpose of writing is not only for media, but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Linse (2005) states that writing is a combination of process and product. The process refers to the act of gathering ideas and working until the writers are presented in a manner that is polished and comprehensible to readers, the very nature if writing indicates it must be learned through actual experience in putting words together to express one's own meaning.

People who use English as a foreign language fell difficult to construct the idea in writing. Ka-kan-dee and kaur (2015) think that in the area of second and foreign language instruction, teaching writing has long been a controversial issue. Writing becomes the most difficult skill when it is learned by the foreign language learners. As Rass (cited in Husna, Zainil, and Rozimela, 2013, p. 3) state that writing is a difficult skill for native speaker and non-native speaker; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, spelling, and capitalization.

Writing needs a process which must be surpassed by writer. According to Linse (2005), the process writing involves the process than necessary to produce a good quality final piece of writing. In addition, Peregoy (2008) stated that in process writing, students experience five interrelated phrases, such as prewriting, drafting, revising, editing, and publishing. As a result, process writing allows students to concentrate on one task at a time and to experience the value of feedback in developing their ideas for effective writing.

Definition of Academic writing

The definition of academic writing by Hogue (2008); Bailey (2003) propose their ideas on definition of academic writing. According to Hogue (2008), academic writing is regarded as a kind of writing done in a college and aims either to explain or to give information about something, especially for lecturers and classmates regarded as the audience in the academic writing. Additionally, Bailey (2003) points out that academic writing is for everyone who is studying at both English-medium colleges and universities and is for everyone who has to write essays and other assignments for his/her exams or coursework. Morley-Warner (2009) defines academic writing in more detail as a formal way to write a well-structured paper by using more formal vocabulary, grammar, and sentence structure.

The Structure of Academic Writing

Academic writing has its own distinct organization which differs from that on non-academic text and it has three distinct sections - the introduction, body and conclusion (Mutimani, 2016): The first, the introduction is the opening paragraph where the writer should introduce the topic and indicate the particular focus in the essay. It is the key part in which the writer gives an outline of the essay and set the scene for the main body, as well as defines important concepts and terms.

The second, part is the body which is the heart of an essay. This part is normally divided into developmental paragraphs that should flow smoothly from one to the next. These paragraphs should support the essay topic introduced in the opening paragraph and also link to the preceding paragraph, with logical reasoning and evidence.
The last part is conclusion which summaries the main of the text by being careful not to repeat exactly what has been written before. It present the results of the investigation which are the essay findings, and provides a solution to the problem that has been set, it also suggests further areas of investigation.

The Importance of Academic Writing

Academic writing is the primary form of communication at university and plays a role both in students' understanding of course content and sequent in the assessment of student knowledge that both contribute significantly to good grades and degrees. According to Bromley (2013), students practice developing academic arguments and become more articulate about their own knowledge of writing. Unlike other form of writing such as journalistic or creative writing. It is important extends to teaching the students how to think critically and objectively while clearly conveying complex ideas and well structured, concise format. Therefore, it is very important to clearly state to students the requirement of how to write well academically and why they writing academic texts at the university of college (Mbirimi, 2012).

Furthermore, it is important in the development and enhancement of various qualities in university students, which enables the individual to lead a successful life after the completion of studies and also in their professional careers (John, 2010). For example, as the teachers' low proficiency in English, and particularly in writing, when teacher-education students complete their studies, they would want to use the skills they have acquired to prepare the learners that they are going to teach to become successful writers. Moreover, when students write theses or any academic text, they are not just writing for grades but they learn more and become more knowledgeable in the subject under study (Mbirimi, 2012).

Influential factors of learners’ EFL writing ability

There are several factors that influence writing ability:

1. Linguistics competence

Linguistics competence is broad term which, regarding writing, might include learners' grammatical competence, vocabulary mastery, and how to organize a good paragraph of English (Brown, 2004). Lack of either grammar competence or vocabulary in particular, makes learners difficult to produce not only paragraph but also a sentence.

2. Native language inference

Learners' native language is closely related to their linguistics competence regarding their influence to learning to write English. Native language is also seen as a very influential factor toward the success of a learners' writing in EFL (Harmer, 2001). In this context, the learners' native language is Indonesia. When Indonesia brings good impact toward a certain aspect of the learners' writing, this called as transfer. Otherwise, when it brings bad impact, this is called interference. About writing, Indonesia interferences towards writing English are concerning morphology, semantics and syntax.

3. Motivation and reading habit

Some learners' are not particularly concerned about their writing, while other is. The extent to which learners' intrinsic motivation propels them toward improvement will impact their reading habit as well. The teacher does not have other choice except try to wake learners' motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factor that energizes the behavior and gives it direction (Atkinson, 2002). Reading habit which is known to be much related to someone's writing ability also need attention.

Discussion

There were two factors that contribute to the lecturers' challenges in teaching academic writing. The first factors are internal factors, which in fact contribute a lot to the challenges. The internal factors mean those coming from the learners. They are such as their native language
inference (e.g. Indonesian language), their linguistics competence (e.g. grammar knowledge, vocabulary mastery, motivation and reading habit). Meanwhile, there are also external factors contributing to the challenges. The external factors are such as the class condition, the aids available for teaching, and the availability of time.

Conclusion and suggestion

This paper is explained about some filed related to English academic writing, especially about the lecturers' challenges. Writing skill is specific abilities which help people put their thought in to words in meaningful form and mentally interact with the message. It has purpose that giving information. Teaching academic writing is different at university level. Academic writing in English at university level is technically different from writing at lower levels of education as the vocabulary, grammar skills, and the way of organizing ideas are different at the two levels.

However, challenges in teaching academic writing are complex. It is not only related with the learners' factors but also the external ones. In the internal factors, the challenges are related with native language, linguistics competence, and motivation and reading habit. The external challenges are teaching writing include the class condition, aids available for teaching writing, and the availability of time. Those problems are related with condition of the learners.

Moreover, students have problem in writing. Writing is very important skills for ELF learners because this skill should be master in English. By knowing the difficulties, the lecturers should find the appropriate way to overcome those problems related to academic writing. So, in next writing the students could reduce and deal with their difficulties in next writing process, also the lecturers could reduce their challenges in teaching academic writing. Lastly, for further researcher were hope explore more about the strategy to overcome those factors in challenges while teaching academic writing in other different classes and condition.

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MORPHOLOGICAL DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH

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Abstract
Variation in every language is very common. Like other languages, English is a language that has several dialects and variants. The existence of several dialects and variants in English, as an international language in the world, is a common thing. Generally, there are two types of English dialect that is well known in Indonesia, British and American English. Both of them have differences in the way they are written or spoken, like spelling, pronunciation, vocabulary and grammatical. This study aims at describing the differences between British and American English in terms of vocabulary. It was found out that there are two types of differences between British and American English in vocabularies, namely (1) Words with the different term but identical in meaning and (2) Words with the different meaning but identical in technical term.

Key words: British and American English, morphological differences, vocabulary.

Introduction
British English is different from American English in some ways. Both of them have differences in the way they are written or spoken, such as: spelling, pronunciation, vocabulary, and grammatical. It is appear because of each language has a lot of variations. Like other languages, English is a language that has a variety of dialects. The existence of the variety of dialects in languages is a common thing, especially for English as an international language that is used by many people in the world. English is a language which has its own literature, its own grammar books, and its own dictionaries Trudgill (1996). Broadly, there are two types of English that is well known and that is used as a reference in Indonesia, there are British English and American English. And because of the differences and variations in language, it is hoped that there will be awareness of the English learners to understand. If those differences are not well understood, the English learners will interpret English incorrectly in some aspects.

Hartanto (1996) states that there are six principal differences between British and American English namely vocabulary, spelling, number, business letter, grammar and pronunciation differences. Problem will happen between English users, for instance when the
teacher often mix both British and American English while teaching or speaking, it is also mix British and American English in their daily conversation, because they do not understand the differences between British and American English.

However, the uncertainty of usage of the variation between British and American English that is used as a reference often leads questions about British English and American English. The questions such as: Which one is correct vocabulary? Which one is better? Which one to follow? What are the differences? Those questions are often asked by English’s user. Those questions showed that the English’s users had been already interested and realized that there are differences between British and American English. Moreover, the ignorance about the differences between British English and American English sometimes makes confusion in communication. It shows the importance the exposure and a good comprehension about the differences between British and American English.

To minimize misunderstanding, the comprehension about the differences between British and American English also can be used as a reference to be more consistent in using variations that have been followed, because basically the best solution to respond the variations of language is the choice that you want to follow and being consistent using it.

In committing this study, the writers choose to study an aspect of the differences between British English and American English, especially in vocabulary.

There are few previous researches that have been conducted by several researchers. The first previous study is a research by Kusumawati (2009). The research aims is to know the differences and similarities on declarative sentences in two languages, Indonesian and English, and also to find out errors that students do more in making declarative sentences. The researcher uses descriptive analysis, the data source is Indonesia and English declarative sentence patterns. In collecting the data, the researcher uses compilation method. The result of the study shows that first, the similarities of declarative sentence patterns between Indonesia and English language found in three categories, those are transitive, bitransitive, and intransitive, however the differences ones found in the nominal, adjectival, prepositional, and numeral category. The second, there are many Indonesian students who learn English make errors in making English declarative sentences which have different patterns with Indonesian, such as in nominal, adjectival, prepositional, and numeral sentence. In other words, the errors happened among the students caused by disruption they did.

The difference between the first study with the current study is about data source and the theory used to identify the intention. The first study is using declarative sentence between Indonesian and English, while the current study is using vocabularies in British English and American English. The theory used to identify the intention of the first study is using contrastive analysis theory, while the current study is using theoretical paper and general theory of morphology. So, the current study is more complete than the previous one.

The second previous study is a research by Sumiyati (2011). The purpose of the research is to find out the differences and similarities both of Javanese's and Indonesian's affixes and their function, the similarities and differences between Javanese and Indonesian affixations, and the possibilities of interference between Javanese and Indonesian affixes. The research belongs to descriptive qualitative research. The goal of qualitative descriptive study is a comprehensive summarization, in everyday terms, of specifics events experienced by individuals or group of individuals. Documentary and observation method is used by researcher in collecting data. The data source is the Javanese's and Indonesian's affixes. The result of the study shows there are some similarity of Javanese and Indonesian which has similar functions, but sometimes it differs when applied in both of vocabularies through it has the same meaning.

The difference between this study with the current study is about data source and the theory used to identify the intention. The second study is using Javanese’s and Indonesian affixes and their functions, while the current study is using vocabularies in British English and American English. The theory used to identify the intention of the second study is using Contrastive Analysis theory, while the current study is using theoretical paper and general theory of morphology.
An international journal written by Khalilzadeh (2014) is the third previous study. The aim of this article is to investigate the pronunciation problems of Turkish learners of English as a foreign language (Turkish ELF learners) due to the orthography system of English. Orthography is a standardized system for using a particular writing system (script) to write a particular language. It includes rules of spellings, and may also concern other English is a non-phonetic and Turkish is a phonetic language, so it is very natural for the Turkish ELF learners to have some phonological problems in learning English. The author has done a contrastive study concerning three linguistic system, such as: consonants, vowels, and syllable structures of English and Turkish to find the causes of the problems to be used in teaching English as a foreign language to Turkish. The result of the study showed that the problem under discussion is caused by some differences between the orthography and the phonology of the two languages.

The last previous study is an international journal written by Halim, Shamsan and Attayib (2015). This paper investigates Arabic and English inflectional morphology with a view to identifying the similarities and differences between them. The differences between the two languages might be the main reason for making errors by Arab EFL learners. Predicting the sources of such errors might help both teachers and learners to overcome these problems. By identifying the morphological differences between the two languages, teachers will determine how and what to teach also students will know how to focus on when learning the target language.

The difference between this study with the current study is about data source and the theory used to identify the intention. The last study is using Arab and English inflectional morphology, while the current study is using vocabularies in British English and American English. The theory used to identify the intention of the fourth study is using Contrastive Linguistics theory, while the current study is using theoretical paper and general theory of morphology.

**Literature Review**

The English language was introduced to America through British colonization in the early 17th century. It also spread to many other parts of the world because of the strength of the British empire. Over the years, English spoken in the United States and in Britain started diverging from each other in various aspects. This led to a new dialects in the form of American English.

One of the problems English language learners face is dealing with the differences between British and American English. Although the two forms of English may seem similar on the surface, there are contrasts in vocabulary, grammar, spelling, punctuation, telling dates, and other differences which the students must continually bear in mind.

1. American English is the form of English used in the United States. It includes all English dialects used within the United States of America.
2. British English is the form of English used in the United Kingdom. It includes all English dialects used within the United Kingdom. It is also used in Ireland, Australia, New Zealand, Canada, India and other Commonwealth regions.

Differences between American and British English include pronunciation, grammar, vocabulary (lexis), spelling, punctuation, idioms, and formatting of dates and numbers. Baugh (1935) confirms that the differences in vocabulary and idioms of American English are a subject of wide controversy. The English in fact is only continuing to employ terms familiar in the 17th century which become obsolete in English.

Originally, there was only one English language (the British one) that was spread all over the world through colonization. It was exactly the case how the English language appeared in America in the 16th century, but since that time it has been influenced by many factors:

1. Local settlers and Indian tribes that lived on the territory of the USA
2. Immigrants from other countries that brought new vocabulary
3. Creation of original American words to describe a completely new environment; Technological development etc.
According to Hornby (1989), vocabulary is all the words that people know or uses when they are talking in a particular language. While Good (1973) explained that vocabulary is the word which having meaning when heard or seen even though not produce by individual to communicate with others and the words are considered essential for minimal use a language.

Based on the definition by some experts above, the writers conclude that vocabulary is the total number of words with their meanings which contained in dictionary with the explanation of their meaning. However, vocabulary varieties are the most evident differences between UK and US English. There is quite a big list of terms that sound completely different in these countries and the best way to learn them is to use a dictionary.

Discussion

The theory from Wardaugh (1992) maintains that there are three possible relations of one language and others. First, they may be similar. Secondly, they may be identical. Thirdly, they may be different. However, there are two kinds of British and American English that are not covered in Wardaugh theory. First possible relations of one language and others may be similar and secondly, they may be identical. However, the result shows that there are many differences between British and American English in vocabularies rather than their similarities.

There are two types of differences between British and American English in vocabularies, namely (1) words with the different term but identical in meaning and (2) words with the different meaning but identical in technical term. These two differences will be specifically described as follows:

**Words with the different term but identical in meaning**

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumper</td>
<td>Sweater</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Trash</td>
</tr>
<tr>
<td>Clothes peg</td>
<td>Clothes pin</td>
</tr>
<tr>
<td>Trainers</td>
<td>Sneakers</td>
</tr>
<tr>
<td>University</td>
<td>College</td>
</tr>
<tr>
<td>Chemist</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>Holiday</td>
<td>Vacation</td>
</tr>
<tr>
<td>Shop</td>
<td>Store</td>
</tr>
<tr>
<td>Aubergine</td>
<td>Eggplant</td>
</tr>
</tbody>
</table>

From the table above we can see that the meaning of the words are similar but they have different technical term. For example, in England they will say —chemistl to someone whose job is to prepare and sell medicines in a shop, but in America they will say —pharmacistl to that job. Another example is a part of a building where goods are sold, in England, they call it —shopl but in America, they call it —storel.

**Words with the different meaning but identical in technical term**

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bird</td>
<td>Bird</td>
</tr>
<tr>
<td>Caretaker</td>
<td>Caretaker</td>
</tr>
<tr>
<td>Biscuit</td>
<td>Biscuit</td>
</tr>
<tr>
<td>Bog</td>
<td>Bog</td>
</tr>
<tr>
<td>Boot</td>
<td>Boot</td>
</tr>
<tr>
<td>Cot</td>
<td>Cot</td>
</tr>
</tbody>
</table>
From the table above we can see that the technical term of the words are similar but they have different meaning. For instance, in UK, the meaning of —coach‖ is bus for carrying passengers on long journeys or it can be used to say a railway carriage. While in US, the meaning of—coach‖ is cheapest seats in a plane. Another example is the word —cot‖, in UK—cot‖ means small bed for a young child, but in US, the word —cot‖ means simple narrow bed, for example on a ship.

As we all know, British English is one of English variety which comes from Britain or England, and it is known as Received Pronunciation (RP). While, according to Hornby (1974), American English is the English language of the United States as distinguished from that used elsewhere more narrowly, it related to express that it originated from United States.

The reason why language is possible different is stated by Francis Nelson in Lado (1964) that a language is an arbitrary system of articulated sounds made use of by a group of human as a means carrying on their affair of their society. Because of it, the language is almost different from one to another area.

Conclusion

English is a language with many dialects and variants. The result of this study explain that there are some differences of vocabularies between British and American English that are well known in both dialects and it can be categorized into two groups. The first group is the words with the different term but identical in meaning and the second group is about the words with the different meaning but identical in technical term. The result of this study can be used by English teachers as the additional material in teaching and learning process for example in comparing two languages such as British English and American English.

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THE IMPACT OF SOCIAL MEDIA IN WRITING SKILL

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Abstract
Social media is an online which its users can easily participate, share and create content including blogs, social networks, wikis, forums and the virtual world. One of the function of social media is to channel writing creativity. The paper focuses on describing the positive and negative impact of social media on students writing skills. The negative impacts of social media are (1) grammar mistakes, (2) writing too fast, and (3) shortening text, beside that, there are also positive impacts of social media, namely (1) learning about sharing, (2) encouraging creativity, and (3) expressing thoughts.

Keywords: Social media, Impact, writing skill.

Introduction
Social media or social networking is a play form and technology that enables interactive content, collaboration, and information exchange between users and all that is internet-based. It is not uncommon for teenagers in Indonesia to channel their creativity through social media that can be used to channel creative writing, that is through face-book, line, twitter and watts-pad blogs. There are many people who use social media, especially teenagers, especially students. Social media has an impact on students in improving their writing skill. There are many students who are not too good at writing. To become proficient students can read stories of other people's work so they can learn how to write correctly, besides that students can also easily socialize with anyone both domestically and abroad. By channeling the creativity of writing on social media we can ask readers for opinions about our work. The purpose of this paper is: this study focuses on describing positive and negative impacts of social media on students writing skill.

Literature Review
Social media is an online media that is used as means of social interaction online on the internet. On social media, users can communicate, interact, share, network, and various other activities. Social media uses website-based technology or application into an interactive dialogue. Some examples of social media that are widely used are youtube, face-book, blog, twitter and others. Impact of social media is a situation where someone is dependent on the latest technology today, the cultural values of society have begun to fade.
Writing skill, is where you will find that your writing skills develop significantly while at university because there are usually writing assignments that must be completed for each module or unit or option. Your spelling and vocabulary will also increase. In this section, you can read more about the writing process and how to get the highest score in all your assignments.

Example:
Stages in the writing process there will vary but the following steps offer a basic outline:
- Work out what your conclusion is and write it down.
- Write in other headings that will structure your writing, depending on the nature of the assignment (such as introduction, conclusion, references, abstract, methodology, results, etc).
- Read through and fine tune – check it makes sense, check one point seems to lead naturally to the next.

You will develop your own strategies and find short-cuts as the process becomes more familiar to you. For example: some people find that they develop their ideas as they have worked out what they need to say.

Discussion
Negative impacts of social media are:
1. Grammar mistakes.
   The most common errors social media brings are grammar and spelling. Grammar and spelling are most important in school, but mistakes are acceptable on social media.
2. Writing too fast.
   Social media has increased the need for fast information. Writing too fast increases errors and gives less time to think. Students are quick to post without revising or thinking about what they wrote.
3. Shortening text.
   Abbreviations that are common in social media are frowned upon in formal writing. Students must spell words completely and not use — text speak or slang.

Positive impacts of social media:
1. Learning about sharing
   Students can share their writing on social media, blogs and websites. This can encourage students since they know their efforts may be public.
2. Encouraging creativity
   Teachers can use social media to encourage creativity and the thought process. The thought process is very important in writing. Students can also find ideas through social media.
3. Expressing thoughts
   Social media allows students to express their thoughts like never before. Teachers are finding that students can use the same process in writing in school.

Conclusion
Social media is an online media that is used as means of social interaction online on the internet. On social media, users can communicate, interact, share, network, and various other activities. Writing skill, is where you will find that your writing skills develop significantly while at university because there are usually writing assignments that must be completed for each module or unit or option. Social media has an impact on students’ writing skills, namely positive
and negative impacts. The negative impacts of social media are (1) grammar mistakes, (2) writing too fast, and (3) shortening text, beside that, there are also positive impacts of social media, namely (1) learning about sharing, (2) encouraging creativity, and (3) expressing thoughts.

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DIFFERENCES AND SIMILARITIES BETWEEN ENGLISH AND INDONESIAN ADVERB OF TIME

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Abstract

English is an international language. It is used as a means of communication in most of countries in the world. Without languages, human beings cannot communicate with the other people. English consists of four skills, namely listening, reading, speaking and writing. Grammar is also very important in learning English. One part of grammar is about adverbs, it is important for the learners to know adverbs of time English and Indonesian because of little mistake of using, it can be fatal. There are some differences between English and Indonesian adverbs which can be based on (1) position, (2) type and (3) tensism. Meanwhile, the similarity is only in their function.

Key words: Differences, English Adverbs, Indonesian Adverbs, Similarities.

Introduction

The first chapter will discuss knowledge in topics. The paper explains adverbs English and Indonesian. There are some differences between English and Indonesian adverbs of time which can be based on Position, function, Type and Tensism. The adverbs has a greater, it can fill one of three positions, there are:

1. Initial position is the position before the subject (Position of greatest emphasis). For example: Sometime she comes late,
2. Mid-position is the position with the verb (position of close modification of the verb). For example: He sometimes comes late,
3. Final position is the position after the verb plus object or other complement (position less emphatic than initial position, but more emphatic than mid-position). For example: He comes late sometimes. Some types of adverbs and adverbial word groups may occupy all three of the possible adverbial positions others only one or two of these positions.

Based on Marcella Frank (1972: 141) on her book —Modern English a Practical Reference Guidel, classified adverbs by function into five types. The explanation will be described as follows:

1. maybe interpreted as representing as may be presumed. Many of these words have the –ly form of manner adverbs, but actually they often reflect the independent opinion of the speaker rather than the manner of an action. For example: Fortunately, no one was hurt.
Sentence adverbs can serve as single Sentence Adverbs. These adverbs often have a loose grammatical connection with the rest of the sentence, and are looked upon as modifying the whole sentence rather than the verb, for example: fortunately, presumably, actually, obviously, evidently. Such as maybe considered as equivalents of a sentence or a clause, thus presumably word answers to questions, especially if they express:

a. Affirmation, for example: yes, certainly, surely, absolutely, precisely, undeniably.
b. Negation, for example: no
c. Possibility or probability, for example: perhaps, maybe, possibly, probably.

2. Conjunctive Adverbs. The conjunctive adverbs which join independent clauses behave both as conjunctions and as adverbs. As adverbs, they have the function of connecting grammatical structures. As adverbs, they both provide transitional adverbial meanings and have the ability of filling adverbial position. A conjunctive adverb has a more specific meaning than the corresponding coordinate conjunction. Some grammarians also classify indeed, also, anyhow, henceforth, meanwhile, among the conjunctive adverbs. In fact, the list of conjunctive adverbs is often extended to include certain adverbial word groups, especially those showing the same relationship as the ones given above, for example: in addition, as a result, for this reason, in spite of this fact, etc. Conjunctive adverbs may be used correlatively with subordinate conjunctions, for example: If we miss the bus, then we’ll have to take a taxi.

3. Explanatory Adverbs. These adverbs illustrate or enumerate, namely.


a. Relative adverbs, these adverbs introduce adjective clauses, for example: We visited the house where a famous poet once lived.
b. Interrogative adverbs. In questions, for example: When will he arrive? In noun clauses derived from questions, for example: I asked when he would arrive.

5. Exclamatory Adverbs. How. This adverb is used with adjectives and adverbs, for example: How beautifully she dresses!

Based on the type. In English, has three kinds of adverbs and in Indonesian has eleven kinds of adverbs.

Based on the tenses. In English, if an action was happen in past, the verbs automatically was changed but in Indonesian was not.

The words in italic above are called adverbs of time. Indonesian and English adverbs of time in the examples above can be put in the beginning, middle and the end of the sentence. Because of the fact, we would like to study one of the adverbs that influence the mastery of English and Indonesian adverbs of time to get the similarities and the differences about them, so we want to analyze both of them to give contribution to the learners learning English.

**Literature Review**

**Adverb**

Adverbs are words that change verbs, adjectives, other verbs, noun phrases or nouns, determinants, numbers, pronouns or prepositional phrases and can sometimes be used as a complement to prepositions. Adverbs are parts of words that explain or change verbs, adjectives, other adverbs, clauses, or sentences. Adverbs are elements of the sentence used to fulfill the conditions or determine the verb. Raymond Murphy (1985: 192) states that an adverb tells us about a verb. An adverb tells us in what way someone does something or in what way something happens. An adverb is a word of group words which has function to explain a verb, adjective of adverbs which also has a function in a sentence (Gorys Keraf, 1984: 74). An Adverb is a word that adds more information about place, time, circumstance, manner, cause, degree, etc to a verb, an adjective, a phrase or another adverb (Oxford Advanced Learner's Dictionary, 1995 : 18).

**Adverbs of Time and example in English and Indonesian Languages**

In this section, we would present about definition adverbs of time an examples between English and Indonesian Adverbs of Time.
a. Definition Adverbs of Time between English and Indonesian languages.

In English there are many kinds of adverbs, there are adverbs of place adverbs of time, adverbs of frequency, adverbs of manner, adverbs of certainty, adverbs of degree, interrogative adverbs and relative adverbs (Wishnubroto Widarso, 1994: 86).

From http://www.google.com/definition/adverbs of time, adverbs of time tell us when an action happened, but also for how long, and how often. Adverbs of time explain or detail temporal circumstances in which the action expressed by the verb is excused.

Abdul Chaer (1994:202) says that adverbs are words that are used to give explanations to other words or sentences that do not explain circumstances or traits.

b. Examples Adverbs of Time between English and Indonesian languages.

There are examples Adverbs of Time in English based on function:
(1) To explain verbs
   - I have been working hard all day.
   - I bought this pen two weeks ago.
(2) To explain adjective
   - Last week, the homework was relatively difficult.
   - Yesterday, the very beautiful girl threw her ball very quickly.
(3) To explain the other adverb
   - I go to school everyday, from eight to four.
   - Last year, we renovated our house obviously happily.

There are examples Adverbs of Time in Indonesian based on function:
(1) To explain verbs
   - Saya melihatnya (I met him).
   - Apa itu? (What is that?).
(2) To explain adjectives
   - Sebuah pena hitam (A black pen).
   - Udara panas (Air which is hot).
(3) To explain the other adverb
   - Kemarin dia menemukan foto tua (Yesterday he found a very old photo).
   - Kemarin adik bermain mobil-mobilan dengan cepat (Yesterday my brother played the toy car quickly).

There are examples Adverbs of Time in English based on position:
(1) position in the front
   - Yesterday, my brother came from Palembang.
   - Today, our lesson is morphology
(2) position in the middle
   - My brother yesterday came from Palembang.
   - Our lesson today is morphology.
(3) position in the behind
   - My brother came from Palembang yesterday.
   - Her baby ate some porridge later.
   - Our lesson is morphology today.

There are examples Adverbs of Time in Indonesian based on position:
(1) position in the front
   - Tadi malam dia datang ke rumahku.
   - Besok siang kakak akan tiba di Bandung.
(2) position in the middle
   - Dia tadi malam datang ke rumahku.
   - Kakak besok siang akan tiba di Bandung.
(3) position in the behind
- Dia datang ke rumahku tadi malam.
- kakak akan tiba di Bandung besok siang.

Discussion

The Differences between English and Indonesian Adverbs of Time

English and Indonesian adverbs of time have some differences. The differences can be found in the following:

a. Based on the function
   In English, sentence adverbs used many words ending –ed + -ly, but in Indonesian was not.

b. Based on the tenses
   In English, if an action was happen in past, the verbs automatically was changed, for example come (V1) = came (V2), because English language has verb tenses but in Indonesian was not, for example:
   Simple present tense
   1. Simple Present
      Example: I meet you every day (Saya bertemu dengannya setiap hari).
   2. Simple Past
      Example: I met you last week (saya bertemu denganmu minggu lalu)
   3. Simple Future
      Example: I will meet you next week (saya akan menemuimu minggu depan)

   The progressive tenses or continuous tenses.
   1. Present Progressive
      Example: Handoko cooking cake right now (Handoko sedang memasak kue sekarang).
   2. Past Progressive
      Example: Handoko was cooking cake when i ate (Handoko sedang memasak kue ketika saya makan).
   3. Future Progressive
      Example: Handoko will be cooking cake when we take a bath (Handoko akan memasak kue ketika kami mandi).

   The perfect tenses
   1. Present perfect
      Example: I have already sweep (saya sedang menyapu).
   2. Past perfect
      Example: I had already sweep when she came (saya sedang menyapu ketika dia perempuan datang)
   3. Future perfect
      Example: I will already have sweep when she come (saya akan menyapu ketika dia perempuan datang)

   The perfect progressive tenses
   1. Present perfect progressive
      Example: I have been sleeping for two hours (saya sedang tidur selama dua jam)
   2. Past perfect progressive
      Example: I had been sleeping for two hours after my father arrived (saya telah tidur selama dua jam setelah ayah saya datang).
3. Future perfect progressive
Example: I will have been sleeping for two hours by the time he arrives (saya akan tidur selama 2 jam saat dia datang)

c. Based on the type
In Modern English book by Marcella Frank (1972: 141), adverbs consists of three, they are: adverbs of manner, adverbs of place and adverbs of time.

(1) adverbs of manner
Adverbs of Manner modify a verb to describe the way the action is done for example, angrily, bravely, crazily, deeply, fast, hard, well, better, best, etc.
The sentence: Wish you all the best.

(2) adverbs of place
Adverbs of Place show where the action done. For example here, there, everywhere, upstairs, undownstairs down, away, in, out, etc.
The sentence: He lived in there for ten years.

(3) adverbs of time
Adverbs of Time show when an action is done, or the duration or frequency. For example yesterday, tomorrow, today, now, then, next, etc.
The sentence: What will you do tomorrow?

According to Gorys Kerf (1898: 162), there are many kinds of adverb, they are following:

(1) Kata keterangan kecaraan (adverbs of manner)
Kata keterangan yang menjelaskan suatu peristiwa karena tanggapan pembicara atau berlangsungnya peristiwa tersebut. Contohnya, memang, niscaya, pasti, sungguh, tentu, tidak, bukannya, ya, benar, malahan, betul, sebenarnya, agaknya, barangkali, entah, mungkin, rasanya, rupanya, moga-moga, mudah-mudahan, baik, mari, hendaknya, kiranya, jangan, masakan, mustahil, mana boleh dan sebagainya.
Contoh kalimat: Memang pembangunan ini harus diteruskan.

(2) Kata keterangan tempat (adverbs of place)
Kata keterangan yang menjelaskan suatu keadaan atau berlangsungnya suatu peristiwa atau perbuatan dalam suatu ruang.
Contohnya di sini, di situ, ke mari, ke sana, di rumah, ke Bandung dan sebagainya.
Contoh kalimat: kakak berbicara bersama teman-temannya di rumah.

(3) Kata keterangan waktu (adverbs of time)
Kata keterangan yang menunjukkan atau menjelaskan berlangsungnya suatu peristiwa dalam suatu bidang waktu.
Contohnya tadi malam, besok pagi, kemarin, lusa, dua minggu yang lalu, bulan depan, sekarang, nanti, kemudian, sesudah itu, sebelum, minggu depan dan sebagainya.
Contoh kalimat: Bulan depan akan diadakan topeng untuk Ayu.

(4) Kata keterangan kualitas (adverbs of quality)
Kata keterangan yang menerangkan atau menjelaskan suasana atau situasi dari suatu perbuatan. Contohnya, perlahan-lahan, nyaring dan sebagainya.
Contoh kalimat: Ia berhitung perlahan-lahan.

(5) Kata keterangan aspek (adverbs of aspect)
Kata keterangan yang menunjukkan berlangsungnya suatu peristiwa secara obyektif, bahwa suatu peristiwa terjadi dengan sendirinya tanpa suatu pengaruh atau pandangan dari pembicara. Contohnya, telah, sering, biasa dan sebagainya.
Contoh kalimat: Adik sedang memasak di halaman rumah.

(6) Kata keterangan derajat (adverbs of degree)
Kata keterangan yang menjelaskan derajat berlangsungnya suatu peristiwa atau jumlah dan banyaknya suatu tindakan dikerjakan. Contohnya, Amat, hampir, kira-kira, sedikit, cukup, sekali hanya dan sebagainya.
Contoh kalimat: Nampaknya gadis itu cantik itu cantik sekali.

(7) Kata keterangan alat (adverbs of instrument)
Kata keterangan yang menjelaskan dengan alat manakah suatu proses itu berlangsung. Contohnya, dengan dan sebagainya.
Contoh kalimat: Sarah memukul lonceng itu dengan tongkat.

(8) Kata keterangan kesertaan (adverbs of accompaniment)
Kata keterangan yang menjelaskan pengikut sertaan seseorang dalam suatu perbuatan atau tindakan. Contohnya, pergi dan sebagainya.
Contoh kalimat: Saya pergi ke kebun bersama ayah.

(9) Kata keterangan syarat (adverbs of condition)
Kata keterangan yang menjelaskan terjadinya suatu proses di bawah syarat-syarat tertentu yang dipenuhinya contohnya, jikalau, seandainya, jika dan sebagainya.
Contoh kalimat: Seandainya dia di sini, tentu aku tak akan kesepian.

(10) Kata keterangan tujuan (adverbs of purpose)
Kata keterangan yang menjelaskan atau menerangkan hasil atau tujuan dari suatu proses. Contohnya, supaya, agar, hendak, untuk, guna, buat dan sebagainya.
Contoh kalimat: Para pekerja diminta supaya memberikan tenaga masing-masing untuk menyukseskan acara.

(11) Kata keterangan perbandingan (adverbs of comparison)
Kata keterangan yang menjelaskan sesuatu perbuatan dengan mengadakan perbandingan suatu proses dengan proses yang lain, suatu keadaan dengan keadaan yang lain. Contohnya, sebagai, seperti, seakan-akan, laksana, umpama, bagaikan dan sebagainya.
Contoh kalimat: Seakan-akan dunia ini akan hancur ketika saya mendengar hal itu.

The Similarity between English and Indonesian Adverbs of Time
English and Indonesian adverbs of time have some similarities. The similarities can be found in the following:
(a) Based on the function
Both of English and Indonesian Adverbs of Time have the function to explain about verb, adjectives, and the other adverb. I will be applying the data into table to make clear:

(1) To explain verb. Adverbs of time explain or detail temporal circumstances in which the action expressed by the verb is excused.
   For example in English: I bought this book three weeks ago
   For example in Indonesia: Saya menemuinya (I met him)

(2) To explain adjectives. An adjective can be modified by an adverb, which precedes the adjectives, except 'enough' which comes after.
   For example in English: Last week, the homework was relatively difficult
   For example in Indonesia: Sebuah pena hitam (a black pen)

(3) To explain the other adverbs. An adverb can modify another. As with adjectives, the adverb precedes the one it is modifying with 'enough' being the exception again.
   For example in English: I work quite hard everyday, from eight to four.
   For example in Indonesia: Kemarin dia menemukan foto tua (Yesterday he found a very old photo).

(b) Based on the position
   Both of English and Indonesian Adverbs of Time have three position namely in the front, middle, and behind. The data can be seen in the table below:

1. Position in the front
   That adverbs of time, yesterday, my sister came from Jakarta and tadi malam Sandro datang ke rumahku are placed in the front position.

2. Position in the middle
   The similarities of both adverbs of time positions. My sister yesterday came from Jakarta and Sandro tadi malam datang ke rumahku are placed in the middle position.

3. Position in the behind
   The table shows the similarities of both adverbs of time positions. My sister came from Jakarta yesterday and Sandro datang ke rumahku tadi malam are placed in the behind position.

(c) Based on the type
   Both of English and Indonesian have adverbs to explain sentence correctly, they are:

1. Adverbs of Manner
   Adverbs of Manner modify a verb to describe the way the action is done. The similarities of both adverbs of manner. The sentences are explaining how to do something.
   For example in English: He ate the apple slowly. She walked fast
   For example in Indonesia: Hadi bekerja (dengan) cepat. Dia datang kemari dengan (menggunakan) mobil.

2. Adverbs of Place
Adverbs of Place show where the action done. the similarities of both adverbs of place. The sentences are explaining where something happen.
Adverbs of Place (to tell where)
For example in English: She is teaching the boy in her room. He went to school.
For example in Indonesia: Saya tidur di kamar Ibu. Ibu memasak di dapur.

(3) Adverbs of Time
Adverbs of Time show when an action is done, or the duration or frequency. the similarities of both adverbs of time. The sentences are explaining when something happen.
Adverbs of Time (to tell when)
For example in English: Yesterday he came I am reading newspaper in the morning
For example in Indonesia: Paman datang tadi malam. Ayah berangkat ke kantor pukul 7 pagi.

Conclusions
The similarities and the differences between English and Indonesian adverbs of time may be summarized as follows: The similarities between English and Indonesian adverbs of time there are (1) based on the function, both of them explain verb, adjectives, and the other adverbs, (2) based on the position, both of them can be placed in front, middle and behind, and (3) based on the type, both of them have three kinds of adverbs. Meanwhile the differences between English and Indonesian adverbs of time there are (1) based on the function, in Indonesian, in English, sentence adverbs used many words ending –ed + -ly, but in Indonesian was not, (2) based on the tenses, in English, if an action was happen in past, the verbs automatically was changed, for example come (V1) = came (V2), but in Indonesian was not and (3) based on the type, in English has three kinds of adverbs, and in Indonesian has eleven kinds of adverbs.

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MORPHOLOGICAL DOUBLING THEORY: REDUPLICATION IN MORPHOLOGICAL DOUBLING OF ENGLISH AND INDONESIAN CONCEPTS

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Abstract

This article declares in reduplication theory in term of morphological doubling which provides comparison between English versus Indonesian concepts. Reduplication is a morphological process in which the root, stem of a word or a part of it is repeated. In many languages, reduplication is used in inflections to convey grammatical functions and in lexical derivations to create semantic forms. In English, reduplication is divided into morphological doubling and phonological duplication differs from Indonesian concept which involves phonological, syntactical, semantical, and morphological reduplication.

The writers focus on morphological reduplication specified into English and Indonesian rules, and present a method to distinguish the forms the functions in both concepts. Morphological doubling, which occurs for a morphological purpose such as marking a change in meaning or creating a new stem type, is the result of doubling of a morphological category such as root, stem or affix.

Key words: English Concepts, Indonesian Concepts, Morphological Doubling Theory, Reduplication

Introduction

Morphology is a part of linguistics which needs to be given more attention. Matthews (1991, p. 3) claims that —Morphology, therefore, is the simply a term for that branch of linguistics which is concerned with the form of words - in different uses and contraction. The aims of morphology are to study and understand about the way of connecting language building with the words' constituent parts called as their morphemes. The functions are to identify the morphemes individually that can be words or parts of words, then analyze the meaning and the use of lexicology.

Morphology is one of the hardest subjects because morphology has many variations in terms of free morpheme and bound morpheme. Free morpheme is divided into lexical morpheme, functional morpheme and reduplication, while bound morpheme is separated into derivational morpheme and inflectional morpheme. If morphology is not learnt, the new lexemes from old ones will not be formed that refers to lexeme formation. One type of morphology is
reduplication. Reduplication is a morphological process in which the root, stem of a word or a part of it is repeated (Nadarajan, 2006).

There are reduplication concepts in some languages. For examples, in Pangasinan (Austronesian, Philippines) various forms of reduplication are used to form plural nouns. Also, the Malay and Indonesian phrase of reduplication refers to a multiple word while repetition is used to denote repeated words. This is unlike the English language, where repetition is used to signify a more—expressive—tone or figurative speech which is also often, but not exclusively, iconic in meaning. This paper aims at describing the concept of reduplication in English and reduplication in Indonesia.

Literatur Review

Morphological doubling theory

Morphological doubling occurs for a morphological purpose such as marking a chance in meaning or creating a new stem type, is the result of doubling of a morphological category such as rude, stem, or affix.

Reduplication

Reduplication is a morphological process in which the root, stem of a word or a part of it is repeated.

English concept

Reduplication of English concepts consists of three linguistic levels which are a) lexical; syntactical; and semantic level (Persson, 1974).

Indonesian concept

Reduplication refers to a multiple word while repetition is used to denote repeated words. Both of them are used in inflections to convey a grammatical function.

Discussion

This theoretical study is set out to discuss about reduplication theory and compare it between English and Indonesian concept of reduplication in morphological doubling. Some researchers have found the types of reduplication in English, which are not similar to other languages. English has two types of reduplication while Indonesian has three (Sneddon, 1996).

<table>
<thead>
<tr>
<th>English Concept</th>
<th>Indonesian Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partial reduplication</td>
<td>Partial Reduplication</td>
</tr>
<tr>
<td>Full/complete Reduplication</td>
<td>Imitative Reduplication</td>
</tr>
<tr>
<td></td>
<td>Full Reduplication</td>
</tr>
</tbody>
</table>

**Partial Concept**

- **Partial Reduplication**
  Partial reduplication is only part of morpheme is reduplicated. Partial reduplication is perhaps more common than complete reduplication.
  For examples (Puspani):
• Roly-poly (means pudding/nouns) which has the based form —poly (means polytechnic/noun); thought the category of roly-poly and poly are the same (noun) but different identity.
• The change of category happened on the reduplication —hangky-pankyl (means trickery/adjective) which has the based form —hankyl (handkerchief/noun); it has the change of category from noun becomes adjective.

○ **Full/complete reduplication**
Complete reduplication occurs if an entire morpheme is reduplicated. Full reduplication occurs to a limited extent in English.

For example:
• Ack-ack (mean anti-aircraft).
• Bul-bul (mean song bird of Afrika).
• Chop-chop (mean quickly).
• Paw-paw (mean tropical fruit).
• Tom-tom (African drum).
• Wee-wee (term used by children-urine).
• Yo-yo (game for children).

**Indonesian Concept**

○ **Partial Reduplication**
Partial reduplication occurs only in root words which are initiated by consonants. Sometimes the words have similar meaning as of the root of words. And it only occurs in several parts of speech (mainly noun).

<table>
<thead>
<tr>
<th>Root</th>
<th>Reduplicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangga</td>
<td>Tetangga</td>
</tr>
<tr>
<td>Jaka</td>
<td>Jejaka</td>
</tr>
<tr>
<td>Luhur</td>
<td>Leluhur</td>
</tr>
<tr>
<td>Tua</td>
<td>Tertua</td>
</tr>
</tbody>
</table>

○ **Imitative Reduplication**
Imitative means involving a change of a letter, mostly of the word. The change could occur either in consonants or vowels. Therefore, it makes the result into repetition of words that is not identical, but they are similar. It can be applied into nouns, adjective or verb. It is mainly used only to emphasize the root word of itself.

<table>
<thead>
<tr>
<th>Root</th>
<th>Reduplicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sayur</td>
<td>Sayur-Mayur</td>
</tr>
<tr>
<td>Lauk</td>
<td>Lauk- Pauk</td>
</tr>
<tr>
<td>Ramah</td>
<td>Ramah- Tamah</td>
</tr>
</tbody>
</table>
The changes in the vowel(s)

<table>
<thead>
<tr>
<th>Desas-desus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolak-balik</td>
</tr>
<tr>
<td>Warna-warni</td>
</tr>
<tr>
<td>Gerak-gerik</td>
</tr>
<tr>
<td>Teka-teki</td>
</tr>
</tbody>
</table>

Full Reduplication

It means repeating the same exact word without any reduction on the root word.

- Reduplication without any comparable root word.
  This reduplication is considering the root word itself
  Examples: Sia-Sia, Pura-pura, Megap- Megap

- Noun Reduplication
  The noun reduplication is mainly functioning to form plurality in Indonesia.
  There is also noun reduplication which is considered as root word as in point.
  These words mostly are the names of plants, animals, foods, and instruments.
  More than that, reduplication also could form a different meaning.

  ➢ Reduplications that are considered root bases
    Kupu-kupu
    Alang-alang
    Gado-gado
    Oleh-oleh

  ➢ Forming different meaning
    The meaning could be different, but it is still related to the root word or has similar meaning:

    | Base | Reduplication         |
    |------|-----------------------|
    | Tiba | Tiba-tiba             |
    | Mata | Mata-mata             |
    | Langit| Langit-langit        |
    | Gula | Gula-gula             |

  ➢ Any words other than the words that are included in the categories mentioned above indicate plurality when they are reduplicated.
    e.g. Rumah- rumah, kasur-kasur

Verb Reduplication

➢ Reduplicating verb resulting into an expression that indicates an action is being done in a leisurely way. Example: kami keliling-keliling di kebun teh, di toko itu kami banya melibat-libat.

➢ Indicate continued action:
  Examples: Dia berteriak-teriak memanggil ibunya, itu terapung-apung di sungai
➢ Conveying an intensity
   Examples: *Kelakunannya mejadi-jadi, dia selalu membesarkan persoalan-persoalan*
➢ Conveying the action has never been done
   Example: *Sudah seminggu dia tidak pulang-pulang. Saya tidak betanya-tanya soal itu*

• Pronoun Reduplication
  The use of reduplication is to emphasize the root words.
  Examples: *Jangan rebut disini, beliau-beliau sedang rapat, Mengapa hanya saya-saya yang diberitugas*

• Adjective Reduplication
  Reduplication of the adverbs also indicates intensity. It could also form adverb.
  Examples: *Barang di toko itu mahal-mahal, Dia sudah pergi diam-diam*

• Numbers Reduplication
  The adverb can be format by repeating numbers, too.
  Examples: *Bicaralah satu-satu, Masuklah dua-dua*

**Conclusion**
Morphology is a part of linguistics that needs to be given more attention. Based on Matthews (1991, p. 3) —Morphology, therefore, is the simply a term for that branch of linguistics which is concerned with the _form of words_ in different uses and contractionl. Morphology is one of the difficult subjects of linguistic. One of variation of morphology is reduplication. In this paper, the writers concern about describing the concept of reduplication in English and reduplication in Indonesia. Reduplication in English separated into partial reduplication and full reduplication. In contrast with reduplication in Indonesia which divided into partial reduplication, imitative reduplication, and full reduplication that separated into three; reduplication without any comparable root word, noun reduplication, verb reduplication, pronoun reduplication, adjective reduplication, numbers reduplication.

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THE ROLES OF L1 IN ELT CLASSES

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Abstract
The learner difficulties in comprehend L2 for many specific things. One of the causes is the teachers having detention to convey the information and material toward students. They are not enough in combining L2 as a bridge of understanding between those different languages. The aim of this purpose is L2 learning and comprehension can expand when L1 is used. The finding shows that the teacher who use L1 to obtain different roles for L2 learner which they believed could strengthen L2 teaching and learning. The roles include in terms of giving instruction, understanding grammar, giving motivation, the link between translation and vocabulary. The whole findings suggest that the use of L1 should be combined in L2 classes, in that its nothingness may interfere with learner learning process.

Key Words: L1 role, teacher perception, ELT, understanding.

Introduction
The use of effective methods, techniques and approaches in teaching and learning activities in the world of education is currently being discussed by educators with the aim of achieving the expected competencies. In this case it certainly cannot be regarded from the role of language. As an introduction in the world of education, language is one component that influences the teaching and learning process. For this reason, the question in the mind of the writer is how the influence of first language (L1) in the EFL class (English as a foreign Language). Over years ago, there is a lot of research and debated about whether to use or not L1 in the EFL class even though researchers has already provide several verification of proof the role of L1 in ELT (English language teaching). The study was conducted to meet the best ways of teaching and learning English as a foreign language and it is important to know the effect of L1 on students in learning. In English language teaching the use of the mother tongue can have a positive effect, using L1 in the English language class helps students learn. L1 contributes to making students more comfortable and confident in using language. According to cook (2001) and Tang (2002) L2 learning and understanding increases when used. Similar to the statements above, Conteno-Cortes and Jimenes (2004) shows that L1 is effective to be used because it will greatly helps students to complete the task successfully.
The use of L1 in class L2 is now believed to be beneficial for teachers and students. Some teachers claim that L1 contributes actively to the process of teaching and learning English. Schweers (1999) research reveals students' attitudes towards the use of L1 in the English class, indicating that the majority of students demand L1 to be used during the learning process because it helps their learning and understanding more. A study conducted by Dujmovic (2014) for Croatian students concluded that L1 does not inhibit the learning process, even L1 is an effective tool to help students because it can facilitate the learning process, especially in situations where they need to use it. Several studies on the use of L1 in the EFL class have also been carried out by Indonesian researchers. One of them is Hidayati (2012), showing that when L1 is used in a higher frequency, understanding between teachers and students will increase. The more often the teacher uses L1, the class will be more interactive.

In English as a foreign language class the teacher usually uses a combination of mother tongue or first language and L2 to teach students. In the context of Indonesian, mother tongue is still used in the EFL class by most English teachers. Many teachers in Indonesia still believe in the effectiveness of grammar translation methods in L2 learning. Some studies show that the use of L1 encourages class interaction. They agreed that L1 would benefit them when used intentionally. One study conducted by Hidayati (2012) showed that most participants agreed that L1 should be used in the EFL class, but they also refused to overuse L1. In brief, some teachers agreed to use L1 in the EFL class but in terms of the number of different L1 uses.

**Literature Review**

This paper aims to express the role of the first language in English Language Teaching (ELT) classroom. In English Language Teaching, the rule of mother tongue can have a positive effect and also give a valuable contribution in the learning process. The rule of the first language provides students with a sense of security that enables them to learn with ease and in comfort. Mother tongue serve social and cognitive functions in that students who work in groups will discuss in their native language. This allows them to relate and have a sense of identity. Language transfer or translation is an involuntary thing done by language learners. Using L1 in cases where student are in capable of active vocabulary process useful in their learning and gives them the comfort to read difficult text in their first language, then in the second language to better understand the concept (Suntharesan V, 2012).

Cook (2001) is considered to be one of the researchers who supported the use of L1 in the L2 classroom. He stated that the L1 equips learners with the language competence they need when the translation method is used. He also argued that even though many teachers work hard to keep their students separated from their mother tongue, students still have a mental link between the two languages. They even combine that language that they use in the learning process.

The rule of L1 in the L2 classroom has also been the main focus of a significant number of recent empirical studies (Schweers, 1999; Tang, 2002; Bouangeune, 2009; Kavaliauskiene, 2009; Kovacic & Kirinic 2011; Mahmoudi & Amirkhiz, 2011; Carson & Kashihara, 2012; Timor, 2012; Mohebbi & Alavi, 2014) which have shown that using the mother tongue is considered to be a good tool for teaching English. However, other studies have looked at L1 as an obstacle when learning L2 so it should not be used in the classroom. Turnbull (2001), for instance, responded to Cook's view and stated that the use of the mother tongue by the teacher is not beneficial to L2 learners. This was also the view of McDonald (1993) when he argued that the classroom is the only suitable context where learners can be exposed to the L2 and if teachers use the L1, learners will have no opportunity to experience real use of the L2. This is also premised on the assumption that learners of the L2 will be disinclined to practise the L2 in a classroom where teachers are inclined to use the L1 (Ellis, 2008).

In addition, Krashen's 1981 comprehensible input hypothesis is considered to be an influential concept. This hypothesis proposes that the L2 should be taught through the L2 only and any underestimation of this will negatively affect the L2 learners' progress. To illustrate, teaching of L2 should be conducted in L2 not only to explain the rules of the language, but even
for the communication between a teacher and his/her students. Aligned with Krashen’s view, Swain (1985) proposed the comprehensible output hypothesis which suggests that learners of L2 need more activation of their language in the classroom rather than receiving instruction and rules and, as such, the L2 can help in this activation. This suggests that the L2 should be used extensively in classrooms in order to help learners to have full exposure to the L2 in various contexts (Littlewood & Yu, 2011). Other studies have also shown that it is essential to immerse learners in the L2 rather than using their mother tongue. This can be seen in various recent papers and reviews by (Turnbull & Arnett, 2002; Levine, 2003; Nation, 2003; Scott & de la Fuente, 2008; Littlewood & Yu, 2009) in which the researchers argue that learners of a second language should have exposure to the L2 to obtain the most benefit.

L1 might be a valuable instrument is when watching a movie in the classroom. In this thing using subtitles in L1 can prove helpful. However, it is important to have a general aim of the lesson, which is using as much English as possible. Therefore, it can be conclude that teachers should avoid the harassment, to conduct the rest of the lesson in L1 just because it’s easier, as learners need to be exposed to the target language in order to acquire it. (Scrivener, 2005, pp. 308-309)

Discussion

Many teachers have indecision about how to provide suitable L1 application is not surprising the learner. The use of L1 in every country that learns English as a L2 cannot be abolished, this statement also has been recognized by researchers in the literature (Davud & Molood, 2014; Elmetwally, 2012; Alsmmari, 2011; Kafes, 2011), where the application of L1 can encourage student to better understand and master English. In ELT classes for L1 implementation that is tailored to the students’ learning need, it can be one of the problem solving that inhibits student in learning English. The teachers consider the roles of L1 as a bridge to learn English can strengthen students’ understanding. The Use of L1 can be more influential at low achievement learners.

Based on research study that there has been studied, the focus of this paper is to point out whether the roles of L1 can help out or obstruct in learning and teaching English as a second language or L2. One of the problems in learning English is due to the lack of comprehension from the student, most importantly is for students with lower proficiency in English, whereas students with higher proficiency in English prefer not to use L1 to help them in learning L2.

Rachler and Field (2001) also insisted that it will lead to create barriers and tension, and inappropriate if using only use L2 in learning it without combining it with L1. This shows that L1 must utilize to carry and facilitate in phases of learning English to make students feel comfortable and understand more about the materials. Still in one line with this statement, Harbord (1992) the reasons for using L1 in English classroom can become time saver, avoiding confusion facilitating teacher-student relationships, aiding communication and the learning of L2 itself. Again, it gives teacher motivations when teacher could build strong communication bond toward students. This section will focused on knowing the roles of L1 while assist the process of English learning-teaching (ELT).

Giving instruction

Teachers can easily give instruction to students by using L1 in English classes. According to Auerbach (1993) suggest the following possible occasion for using the mother tongue: to negotiate about the syllabus and the lessons, instructions or prompts, explanation of errors and assessment of English comprehension. This shows how beneficial L1 is in terms of instructional. Sometimes, it is more important for students to understand a concept by using L1 than fully explained in English.

Another reason is students feel comfortable when the teacher use mother tongue in English classes. It makes the students can eliminate their anxiety in English classes. From Nunan (1999) findings is when teachers in China force their students not to use their L1 in order to practice L2, it cannot help them to speak up both n their mother tongue (L1) or their second
language in doing the classroom activities. Therefore, it is important to build cozy and engaged atmosphere which push them to do English activities in terms of learning by applying mother tongue in giving instruction that suit their needs.

**Helping in translation and vocabulary**

Students will understand more about semantic context of words in L2 which is considered to be motivation in using L1. By explaining the materials or given vocabulary in L1, it will ease students to understand the context of the words. Furthermore, translation seems to be the skills that need to require comprehension of both: the translator's mother tongue and his or her L2 or second language. Equally, both L1 and English comprehension must include in obtaining this skill. Another reason is because the teacher found it enthusiastic and receptive with respect in English classroom activities.

**Understanding grammar**

The purpose of using the Grammar Translation Method (GTM) in teaching and learning process is to harness translation as a tool that can save learning time in finding meaning from certain difficult words, whether in any context and in any language learned by students. In this term the use of L1 to teach English grammar was widespread among teachers of ELT classes. Assalahi (2013) for instance, state that L1 in ELT classes used as a strategy for the success of grammar learning activities.

**Giving motivation**

In teaching and learning activities, giving motivation to students is one part that must not be abandoned. In ELT classes there are several types of learners, they are high achievement learners, middle achievement learners and low achievement learners. The circumstance where is lack of motivation is usually experienced by low achievement learners, because in ELT classes the teachers often teach using full English. Low achievement learners are those who hope English teachers can combine the use of L1 with their L1 so they do not confuse about the material presented by the teacher.

The use of L1 was important for the learners in ELT classes; if it is used prudently it will reach the target language and brings the successful learning process. In the opposite, if the use of L1 is widely implemented in ELT classes the purpose of learning English as L2 will experience obstacles or even will not be achieved because the learners too comfortable with their mother tongue and would consider L2 learning not very important. According to Cristina (2012, p.218) the implementation of L1 is allowed if it is really necessary. She put, "... My view consists of using the target language as the medium of instruction when possible and switching to the mother tongue when it is really needed. A rational and judicious use of L1 in ELT classes can only be advantageous. L1 use must be tuned up with effective target language teaching, taking into consideration the learners’ mother tongue and cultural background and using them to the best of their interest.

**Conclusion**

Considering at the objective of the study, this findings show that in ELT classes, the use of L1 is important for learners. It makes teacher easier in giving instruction toward the students in English classes. Instructions in such negotiate about the syllabus and the lessons, instructions or prompts, explanation of errors and assessment of English comprehension. This shows how beneficial L1 is in terms of instructional. Therefore, students can understand concept by using L1 than fully explained in English. Moreover, students will understand more about the meaning of words in L2 which is considered to be the motivation in using L1 by explaining the materials or given vocabulary in L1. Students can understand grammar concept better while combining its exposure explanation in L2 and L1. Also, it improves students' motivation in learning L2.
References
STUDENTS’ INDIVIDUAL DIFFERENCES AFFECTING FOREIGN LANGUAGE LEARNING SUCCESS

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Abstract
The level of success of each individual student in learning a foreign language has a difference, depending on several factors that influence it. In the learning process, the teacher is not enough in order to transfer the knowledge. Therefore, for the realization of learning goals with optimal results, the teacher needs to recognize the differences between each individual student who influences the success of learning a foreign language. This paper explains several different factors for each individual in learning a foreign language. Some of the factors are intelligent, age, gender, and motivation. These factors have the most dominant influence in the success of students in learning foreign languages. To understand these four factors this paper will discuss in detail. The paper concludes by emphasizing that a foreign language teacher must recognize the differences of each individual in his students to provide more effective foreign language learning.

Keywords: Foreign Language Learning Success, Students’ Individual Differences

Introduction
Some foreign language students have progressed quickly and seemingly without effort, while others have made very slow progress despite hard work. This is because each individual has different characteristics. Individual differences according to Landgren (1980) are concerning variations that occur, both variations on physical and psychological aspects. Knowing each student's differences in learning is very important. For a teacher, by knowing the differences of each individual student in learning, the teacher can apply the right techniques and strategies, both in learning and in self-development. The teacher will provide appropriate services and efforts on what and how should be provided and done so that learning can take place optimally.

This paper explains several different factors for each individual in a foreign language learning. Some of the factors are intelligent, age, gender, and motivation. These factors have the highest success of students in learning foreign languages. To understand these four factors this paper will discuss in detail. The paper concludes by emphasizing that a foreign language teacher must recognize the differences in individual students to provide more effective foreign language learning.

Literature Review
Students' individual differences
Students’ individual differences are specific personal differences for each student. Individual differences include variables such as physical characteristics (height and weight),
intelligence, interests, perceptions, gender, abilities, learning styles and personality traits (Ari and Deniz, 2008). Individual differences according to Chaplin (1995, 244) are "any quantitative traits or differences in a trait, which can distinguish one individual from another individual". And whereas according to Garry 1963 (Oxendine, 1984) Garry categorizes individual differences into fields: 1. Age Differences 2. Genders 2. Personality differences 3. Intelligence differences.

Foreign language learning success
Foreign language is a second language originating from a country other than the speaker. For example, a British person living in Spain can say that Spanish is a foreign language for him. According to Schumann (1978), there are nine factors that support the success of learning a foreign language, namely social, affective, personality, cognitive, biological, talent, personal, input, and teaching factors.

Discussion
There are four factors that greatly influence the differences in learning for each student in learning a foreign language.

Intelligent
Intelligence is one of the factors that influence the mastery of foreign languages. Intelligence is also an underlying ability to learn rather than actual knowledge. Here’s the definition of intelligent according to some experts. According to Dalyono (2004) intelligence is ability general nature to make adjustments to something situation or problem, which includes various types of psychic abilities such as: abstract, mechanical thinking, mathematical, understanding, remembering, speaking, and soon. Intelligence can also be interpreted as birth ability, which enables a person do something in a certain way (M Ngalim Purwanto, 2004, p. 52). Howard Gardner (1983) advanced a controversial theory of intelligence that blew apart our traditional thoughts about IQ. Gardner described seven different forms of knowing which, in his view, provide a much more comprehensive picture of intelligence. Beyond the usual two forms of intelligence, he added five more:
1. Linguistic
2. Logical-mathematical
3. Spatial (the ability to find one's way around an environment, to form mental images of reality, and to transform them readily)
4. Musical (the ability to perceive and create pitch and rhythmic patterns)
5. Bodily-konesthetic (fine motor movement, athletic prowess)
6. Interpersonal (the ability to understand others, how they feel, what motivates them, how they interact with one another)
7. Intrapersonal intelligence (the ability to see oneself, to develop a sense of self-identity)

Age
Age is one of the factors that influence foreign language learning. It is generally believed that children are better at understanding foreign languages than adults, because children have fresh thinking skills. Where they experience a period called the golden age of early childhood that is so sensitive or sensitive to getting stimuli from the outside. The age of a child who is better for learning a foreign language is that at the age of 3 to 7 years his English skills are better than those of older children or adults. According to Mustafa (2007) children's understanding and appreciation of language and culture will also develop, if children learn foreign languages early. So that in learning foreign languages will be more easily absorbed from an early age by using interesting learning methods, fun can be through songs / songs, games, pictures and videos. Whereas if foreign language learning starts from adulthood or at the age of 17/18 years still has high skills in understanding the grammar of a new language, even though that understanding will also decrease.
Gender

Gender differences are a reality that cannot be avoided and everyone views it or gives different perceptions following the understanding of gender according to experts according to Grimm Barker (2000) gender is one that makes biological gender differences, especially pointing at specific gender behavior that is not necessarily related to biological functions. We can understand women's language and male language through what we find in language and gender.

Motivation

Motivation is a guiding force behind a person why he does something or behaves in a certain way. Robert Gardner (1979) distinguishes between two motivational orientations, integrative and instrumental. The first concerns students who want to learn languages to enter their 'speaking community', while the latter consider language as a potential tool that might only be useful. Motivation is probably the most frequently used catch term for explaining the success or failure of the task. It is important to assume that success in any task is simple. It is easy in second language learning, to claim that a learner will be successful with the proper motivation. Such claims are erroneous, for countless studies and experiments in human learning have shown that motivation is key to learning (Dornyci, 1998).

Conclusion

Individual differences students play an important role in the control of a foreign language because every student has criteria and the ability of different to be able to understand the foreign language. There are several factors according to experts who influence foreign language but most importantly there are four factors, namely intelligence, age, gender and motivation.

References

THE ROLES OF CODE SWITCHING
IN AN ENGLISH LANGUAGE CLASSROOM

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Abstract
The purpose of this paper is to describe the function of code switching. In teaching English, the use of code switching to Indonesian often occurs in Indonesia because switching code cannot be separated from the influence of diversity of languages in a community of people who blend into a mixture of languages that they can understand. It was found out that the function of the language used in the English Language Classroom is to facilitate interactions when learning was taking place. Code switching can occur because the situation is deemed not relevant. Thus, code switching shows the interdependence between situations that are relevant in the use of two or more languages.

Key words: code switching, English language classroom.

Introduction
Hymes (1974) defines code-switching as — a common term for alternative use of two or more languages, varieties of a language or even speech styles while Bokamba (1989) defines code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. So, Code switching is a transfer from language to another language. For example, speakers use Indonesian instead of using Javanese. Code switching is one aspect of language (language) dependence in multilingual communities. In a very difficult multilingual community approved speakers only use one language. In code switching each language still depends on supporting each function and each function according to the context.

The reason cannot be compared from the combination of languages in a Communities of people who blend make their language possible remember. For example, groups that speaks Language A mixes with people who are speaking Language B, compiling the two communities that communicate, naturally these people develop some form of code switching. In fact, it shows that English was developed from originally from Germany; and has words that belong to Latin, French, Arabic, Tamil, and more other languages including Malay. Therefore, the use of code switching usually occurs during foreign language learning.
Literature Review

Bilingualism, or as people more usually know the term bilingual, can definition capability to use two language code. The problem of language codes are associated to studies of bilingualism are research studies by sociolinguistics descriptive about all the bilingualism are always flexible. The first definition is Bloomfield (1935) who says bilingualism as the ability to use two languages or to have —native like control of two languages. In addition, Milroy and Gordon (2003) defined the example of switching code is the use of multiple languages alternately by bilingual speakers.

Bilingual and multilingual people basically are prone to switch language code since their do the conversations. Code switching that occurs in the populace is often attention as a tactics for bolster up or weakening speech acts such as requests, denials, switching topics, elaborations or comments, validations, or clarification. (Heller, 2007).

There are savvy have given clear definition of code switching and its divergent from other terms. Milroy and Gordon (2003,p. 2009) have also argued that the term ‘code switching’ can describe a same conversation, the same turn, or the same sentence, utterance. In other hand, Sebba, Mahootian, and Jonsson (2012,p. 68) have given a far easy explanation of code switching, stating that —code-switching-‘the alternating use of two (or more) languages is a natural occurrence in the speech of bilingual individuals.’

Milroy and Gordon (2003) see that the code switching as a manner of form of communication that is most of bilingual of multilingual society using part of different languages. In contrast, in the process of this education, code switching is more managerial. For the case. In the learning process switching of code acts more as a tool to manage and facilitate interaction and learning session. And the next is Heller (2007) plainly says that code switching is the process of using more than one language in one time of communicating.

Code switching in a foreign language classroom has recently been the subject of considerable study and debate while researchers take the issue, especially the use of the roles of the L.1 (first language) and the T.L (target language) of L2 (second language) there appear to be two opposition language attitudes between them, either use the target language exclusively or tolerate and get benefits from code switching.

According to Reyes (20014, p 84), there are many functions of code switching in teaching-learning process, such as (1). Speech presentation (2). Imitate quotation (3). Turn accommodation (4). Topic shift (5). Situation switch (6). Insistence question (7). Giving an emphasis (8). Clarification or persuasion (9). Persons specification (10). Question shift (11). As a discourse maker. In order ‘where—the repetition in the first language (L.1) can be either partial of full and it often expanded with more information, but more frequently code switching is used a repetition of the previously uttered sentences’

Discussion

Based on the analysis, the function of code switching from lecturers and students were found: (1) clarification, (2) repetition, (3) explanation, (4) asking, (5) translation, (6) checking understanding, (7) emphasizing a language elements, (8) make conclusions, (9) develop vocabulary, (10) class discussion of student assignments, (11) provide feedback, (12) help memorize, (13) class management, and (14) public entertainment and communication.

Clarification function, it is done by the teacher and students to provide explanations or information in terms of English. The use of code switching is a tool that teachers have used to confirm or clarify the meaning of communication. So, he feels the need transfer code to Indonesian for clarification of previous conversations in English.

Repetition function, in conducting code switching, the teacher repeats the words in Indonesian in the form of sentences or phrase. Repetition is done to align meaning in two different languages so that students in interaction can get better understand the words or phrases spoken by the teacher.

The teacher function, to explain the previous information in English, the explanation is preceded in Indonesian.
Ask, when the teacher interacts with students in English, then a student asks questions using Indonesian instead of English and the lecturer must use code switching when answering student questions.

Translation, this is a form of code switching from English to Indonesian because they feel that the translation is needed to make listeners more understanding to avoid misunderstandings.

Checking understanding, this is a form of code switching from English to Indonesian to review the material that has been taught before. This is done by the lecturer to examine students' understanding of the problems that have been taught in the class so that they know the level of students' understanding of the material.

Giving an emphasis, lecturers are required to emphasize the language elements that specifically relate to teaching material in English, so he feels the need to switch to avoiding misunderstandings between him and students. So they have the same understanding of specific linguistic elements because the linguistic elements are theoretical, therefore, lecturers feel the need to switch code to Indonesian so students can better understand themselves.

Clarification or persuasion, this code transfer is done to make conclusions, which means that the lecturer in this study uses the basis code in English when explaining material. However, when concluding the lesson, he explained it in Indonesian.

Develop vocabulary, this form of code switching is done when lecturers and students are discussing vocabulary. That students can better understand English words to develop their vocabulary.

Discuss student assignments, this code form switching is done by the lecturer to discuss the tasks that have been given to students. So that the students fully understand the instructions. Students will also do the same for clarification about the assignment given so they can understand the instructions correctly.

Provide feedback, code switching here is the extent to which students understand about material learned. This needs to be done to find out the parts they have mastered.

Memorize, it is common in class that lecturers remind students of material, assignments, and rules. Students often forget, or do not do it.

Help manage teaching and learning activities in class, there are several activities in the class that do not require a process transferring knowledge as the main goal but to support class management during the teaching and learning process. For example, so students walk in an orderly manner.

Entertainment and public communication, to eliminate boredom, to relieve tension or just get used to each other in the educational situation. Sometimes lecturers and students joke and then thus, when they joke they feel better using Indonesian.

Conclusion

In teaching English, the use of code switching to Indonesian often occurs in Indonesia because code switching cannot be separated from the influence of diversity of languages in a community of people who blend into a mixture of languages that they can understand. Many experts who define code switching are able to conclude code switching is the transfer from language to another language. For example, speakers use Indonesian instead of using Javanese. Code switching is one aspect of language dependence (language) in multilingual communities. In a very difficult multilingual community, approved speakers only use one language. In code switching, each language still depends on the support of each function and each function according to the context. Therefore, the use of code switching usually occurs during foreign language learning. Bilingualism, or as people who are more familiar with bilingual terms, can define the ability to use two language codes. The language code problem associated with the study of bilingualism is descriptive sociolinguistic research studies on all bilingualism that is always flexible. Based on the analysis, the function of code switching from lecturers and students was found: (1) clarification, (2) repetition, (3) explanation, (4) asking, (5) translation, (6) checking...
understanding, (7) emphasizing language elements, (8) make conclusions, (9) develop vocabulary, (10) class discussions on student assignments, (11) provide feedback, (12) help memorize, (13) class management, and (14) public entertainment and communication. Although there are shortcomings in conducting this research, we hope this research can be useful especially for teachers in the field of language to understand the functions and effectiveness of code switching in the classroom.

References


INDONESIAN AND ENGLISH DECLARATIVE SENTENCES: ARE THEY THE SAME?

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Abstract
Indonesian language as the source language and English language as the target language in morphological structure, including declarative sentence. Declarative sentence states a fact or an argument and ends with a full stop. This study aims at describing analyzes Indonesian and English declarative sentence patterns, which is categorized into transitive, be transitive, intransitive, nominal, adjectival, prepositional, and numeral. Then, applies Contrastive Analysis method to contrast the patterns and to find out the differences and similarities. The similarities of declarative sentence patterns between Indonesian and English language found in three categories, those are transitive, be transitive, and intransitive. However, the different ones found in the nominal, adjectival, prepositional, and numeral category. In addition, she concludes that there are many Indonesian who learn English language make errors in making English declarative sentences whose different patterns with Indonesian, that are in nominal, adjectival, prepositional, and numeral sentence.

Keywords: Contrastive Analysis, Indonesian and English Declarative Sentences

Introduction
English is one of universal languages; the language is understood and spoken nearly everywhere on the earth. It constitutes the channel or medium of communication among the people, since communication requires a sender, receiver, and a channel. In other words, English language is the communication means using by people over the world that known as International Language, which could be used as the instruction of expressing and conveying ideas in many aspects of life, including in education field. In addition it may help them interact and communicate for making mutual understanding and then leads to benefit each other.

Furthermore every language consists of some elements that built the language itself, including its grammatical aspect that constitutes one of language learning materials. In grammatical of one language, sentence is one of basic element followed morpheme, word,
phrase, and clause. It is also an important thing in communication since it can express someone idea that will be understood by the listener.

This paper describe about declarative sentence simply states a fact or argument, states an idea, without requiring either an answer or action from the reader, it does not give a command or request, or does it ask a question. In view of every language has its basic structure of sentences, both Indonesian and English.

**Literature Review**

**Sentences**

Sentence is a group of words that expresses a statement, command, question, or exclamation. A sentence consists of one or more clauses, and usually has at least one subject and verb. In writing it begins with a capital letter and ends with a full stop, question mark or exclamation mark. This is in line with the definition of sentence in the *Longman Dictionary of Grammar and Usage*, it states that a sentence is a group of words that makes sense because the words are constructed and arranged according to the grammatical rules for expressing statements, questions or commands.

**Types of Sentences**

There are four types of sentences: the declarative sentence, the interrogative sentence, the exclamatory sentence, and the imperative sentence.

a. A declarative sentence that makes a statement. It ends with a period.

b. An interrogative sentence that asks a question. It ends with a question mark.

c. An exclamatory sentence that expresses strong feeling. It ends with an exclamation point. It is a statement that shows strong emotion.

d. An imperative sentence that gives a command or makes a request. It ends with a period. The subject is always *you*, which may be expressed or understood.

**Declarative Sentence**

The declarative mood is the mood used in most main clauses. It sometimes called as indicative mood. Declarative Sentences are used to convey information or to make/form statements. They state a fact or an argument. They consist of a subject and a predicate. The subject may be a simple subject or a compound subject. The subject is placed in front of the verb. In other words, in a declarative sentence the subject and predicate have a normal word order. The sentence ends with a period (called a full stop in British English) in writing and a drop in pitch in speech. It may take the passive and negative form. In most English declarative sentences, the noun phrase that precedes the verb is the subject, and one that immediately follows the verb is a direct object.

**Declarative sentence in English**

Declarative sentences are simply statements that relay information. They are the most common type of sentences in the English language. A declarative sentence states the facts or an opinion and lets the reader know something specific. It always ends with a period.

**Declarative Sentence in Indonesian**

According to Kridalaksana (200), sentence as a unit of language that is relatively independent, has a final intonation pattern, and actually or potentially consists of clauses; free clauses that are part of cognitive conversation; unit of proposition which is a combination of clauses or is a clause, which forms free units; minimal answers, exclamations, greetings, and so on.

Declarative sentence is a statement that functions to provide information about a matter or news. Therefore, declarative sentences are also often called news sentences. Declarative itself
comes from the Greek Declarative which means statement. Declarative sentence: statement sentence.

Discussion

Declarative Sentence in English, Declarative sentences are simply statements that relay information. Declarative Sentence in Indonesian is a statement that functions to provide information about a matter or news. However, between Indonesian and English declarative sentence has similarities and Difference. Here are several similarities and differences between English and Indonesia declarative sentence.

Similarities

The similarities are also found, that are: the others patterns of declarative sentence that presented in the table (see no. 1 up to 3) are acceptable in both Indonesian and English sentences. In view of the rest of patterns have verb phrase as predicate of the sentences, which considered as grammatical sentence in the two languages.

<table>
<thead>
<tr>
<th>Indonesian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td></td>
</tr>
<tr>
<td>B. A noun</td>
<td>Subject</td>
</tr>
<tr>
<td>C. Noun phrase</td>
<td>2. Noun phrase</td>
</tr>
<tr>
<td>D. A clause</td>
<td>3. A clause with nominal function</td>
</tr>
<tr>
<td>E. Verb phrase</td>
<td></td>
</tr>
<tr>
<td>Predicate</td>
<td>Predicates</td>
</tr>
<tr>
<td>- Verb phrase</td>
<td>b. Verb phrase, English has three main kinds of verbs</td>
</tr>
<tr>
<td>- Adjectival phrase</td>
<td>: auxiliary verbs, Linking verbs, and action verbs.</td>
</tr>
<tr>
<td>- Noun phrase</td>
<td></td>
</tr>
<tr>
<td>- Numerical phrase</td>
<td></td>
</tr>
<tr>
<td>- Prepositional phrase</td>
<td></td>
</tr>
<tr>
<td>Object</td>
<td></td>
</tr>
<tr>
<td>c. A noun</td>
<td></td>
</tr>
<tr>
<td>d. Noun phrase</td>
<td>C. A noun phrase</td>
</tr>
<tr>
<td>e. A clause</td>
<td>D. A clause with nominal function</td>
</tr>
<tr>
<td>Complement</td>
<td></td>
</tr>
<tr>
<td>B. A noun</td>
<td></td>
</tr>
<tr>
<td>C. Noun phrase</td>
<td></td>
</tr>
<tr>
<td>D. Verb phrase</td>
<td></td>
</tr>
<tr>
<td>E. Adjectival phrase</td>
<td></td>
</tr>
<tr>
<td>F. Prepositional phrase</td>
<td></td>
</tr>
<tr>
<td>G. A clause</td>
<td></td>
</tr>
<tr>
<td>Adverbial</td>
<td></td>
</tr>
<tr>
<td>C. Noun phrase</td>
<td>B. An adverb/adverb phrase</td>
</tr>
<tr>
<td>D. Prepositional phrase</td>
<td>C. Adverbial clause</td>
</tr>
<tr>
<td>E. Adverbial phrase</td>
<td>D. Noun phrase</td>
</tr>
<tr>
<td>F. A clause</td>
<td>E. Prepositional phrase</td>
</tr>
</tbody>
</table>

And then other similarity also found concerning the elements of sentence in the declarative sentences between Indonesian and English language. Both of them consists of the two main elements of sentence, that are subject and predicate, while the others elements such as complement, adverbial, adjective, etc. Have role as completion of the sentences.
In addition the similarities between Indonesian and English declarative sentences are:
1. Some of declarative sentence patterns are similar in both languages that are in transitive, intransitive, and betransitive sentences.
2. The major elements of declarative sentences in the two languages are subject and predicate, and the rest of elements required are as the complementation.

**Differences**

First, the difference found in the Pattern *Subject-Complement (SC)* in Indonesian language (see no. 4 up to 7) that is the declarative sentence patterns for equational or nominal sentence, adjectival sentence, prepositional sentence, and numeral sentence, which is not found in English. In Indonesian, this pattern is acceptable as grammatical sentence; while in English is not, the pattern is considered as ungrammatical sentence, since the rule of English predicate of a sentence must be in verb phrase -auxiliary verbs, linking verbs, or action verbs.

Next, the difference is found in English declarative sentence (see no. 8). There are patterns of SVA (e.g. Mary is kind,) and SVC (e.g. Mary is in the house.). The verbs in these patterns are intensive verb (followed by Cs subject complement- and a place adverbial of place). The verb usually is copula or verb to be. In contrast, there is no such pattern similar in Indonesian declarative sentences, since Indonesian has no verb to be:

<table>
<thead>
<tr>
<th>No</th>
<th>CATEGORY</th>
<th>INDONESIAN</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Transitive</td>
<td>SPO(A)</td>
<td>SVO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPOC</td>
<td>SVOC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SVOA</td>
</tr>
<tr>
<td>2</td>
<td>Betransitive</td>
<td>SPOO</td>
<td>SVOO</td>
</tr>
<tr>
<td>3</td>
<td>Intransitive</td>
<td>SPA</td>
<td>SV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPCA</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Nominal</td>
<td>SC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Adjectival</td>
<td>SC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Prepositional</td>
<td>SC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Numeral</td>
<td>SC</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Intensive Verb</td>
<td>-</td>
<td>SVC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SVA</td>
</tr>
</tbody>
</table>

This table shows us the patterns of declarative sentences; either in Indonesian and in English, which cover all types of simple declarative sentences, including transitive sentence with transitive verb that needs an object as the predicate; betransitive sentence whose two objects (direct and indirect objects), intransitive sentence with intransitive verb that does not need any objects as the predicate; nominal, adjectival, prepositional, numeral sentence with complement as their predicate that exist in Indonesian declarative sentences. Then two sentence patterns with intensive verbs (verb —to be) as the predicate that only exist in English declarative sentences.

Understanding of the transitive According to Meriam Webster since 1828: *Transitive is characterized by having or containing a direct object a transitive verb.*

To sum up the differences between Indonesian and English declarative sentences are:
1. Indonesian has SC pattern in the equational or nominal sentence, adjectival sentence, prepositional sentence, and numeral sentence. In this pattern, the predicate is complement.
2. English declarative sentence pattern has SVA and SVC pattern with intensive verb or copula (verb to be) as the predicates.
3. In Indonesian, predicate of a sentence may in verb phrase, adjectival phrase, noun phrase, numeral phrase, and prepositional phrase.
4. English predicate of a sentence must in verb phrase: auxiliary verbs, linking verbs, or action verbs.

**Conclusion**

To conclude this paper, based on the data described previously, the writer is going to serve conclusion, as follows. There are some patterns of declarative sentences that similar
between Indonesian and English language, exactly in the category of transitive, betransitive, and intransitive. In contrast, there is pattern of declarative sentences that exists in Indonesian; while in English it does not. In addition, English has pattern of declarative sentences using intensive verb or copula verb (verb to be), but it does not belong to Indonesian since Indonesian has no verb to be. These are the differences existed in the declarative sentence patterns in the two languages.

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FACTORS AFFECTING FOREIGN LANGUAGE LEARNING STRATEGIES

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Abstract
The Foreign Language has been raising and major in daily learning activity. It also has the Learning Strategies to be able to master it. The Learning Strategies of Foreign Language is affecting by several factors and become a concern for both teacher and learner. The factors are generally grouped of internal and external factors. The purpose of this paper is to describe the Factors Affecting Foreign Language Learning Strategies. This study found that Factors Affecting Foreign Language Strategies are motivation, age, sex, personality, and learning style.

Key words: Foreign Language, Language Learning Strategies.

INTRODUCTION
In the past few years, Foreign Language Learner have increased both the teacher and student. The Study of a Foreign Language, like that most other basic disciplines is both a progressive experience and progressive acquisition of a skill. At no point can be the experience be considered complete, or the skill perfect. While for the Learning Strategies have been defined as behaviors, steps, operations, or techniques employed by learners to facilitate the acquisition, storage, retrieval, and use of information (Oxford, 1990b). The strategies a student uses to learn a second language depend outstandingly on their individual learning styles. Some student have their own learning styles in learn a new language where they could be more introverted, or tend to be sociable. There were some researchers that conducted study about Factors Affecting Foreign Language Learning Strategies, but we purposed the importance of our paper to listed the Factors. This study aims at describing what are the factors affection foreign language strategies.

LITERATURE REVIEW
Interest in Foreign Language Learning is skyrocketing in nowadays. Foreign or second language (L2) learning strategies are specific actions, behaviors, steps, or techniques students use—often consciously—to improve their progress in apprehending, internalizing and using the L2 (Oxford, 1990b). In the research conducted by Moeller and Catalano said a language is considered foreign if it is learned largely in classroom and is not spoken in the society where the
teaching is occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the culture itself. Some studies also have been conducted, that Foreign Language have changed from teacher-centered to learner/learning-centered environments. As for the relation of Foreign Language with the Language Learning Strategy where study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself.

Language Learning strategies in general, —a strategy consisted of a mental or behavioural activity related to some specific stage in the overall process of language acquisition or language use (Ellis, 1994, p. 531). As Oxford (1990) assert, learning strategies, indeed, are particular —action taken by the learner to make learning easier, faster, more enjoyable, and more transferable to new situationl (p. 8). In other words, learning strategies comprise learning instruments for self-regulated learning (Oxford, 2002; Dornyei, 2005). Many studies conduct about Foreign Language Learning Strategies, However, since the focus of this paper is about the factors that affecting Foreign Language Learning. In Summary, there are some factors affecting which are motivation, age, gender, personality, and learning style.

DISCUSSION

According to some resources, there are 5 factors affecting language learning strategies, namely Motivation, Age, Sex, Personality, Learning Style.

1. Motivation

Motivation is one of important thing that someone needs while learning. Gardner (1885), believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. Donyei and csizer (1998) stated, —without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricular and good teaching enough to ensure student achievementl (p. 203).

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or future useful motive. There two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning. Students who don’t have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them.

There is also another concept in the field of motivation introduced by Ryan and Deci (2000) as Self-Determination Theory; Ryan and Deci (2000) say that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one’s accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

2. Age

Age is one of the factors that influence language learning strategies. It is generally believed that children are better at foreign language learning than adults. Other researchers have also proved that learners who start learning a foreign language as children achieve a more native-alike accent than those who start as adolescents or adult. On the other hand, the
research carried out in formal learning environments give the opposite result. In the case of classroom learning adults appear to look better in syntax and morphology, while adolescents are the best and they also progress faster.

The studies concerning the age factor who states that is not influenced by the starting age, but there is a relationship between the rate of learning and the age of the learners. Adolescents learn faster than adults and children as far as grammar and vocabulary are concerned. Although young learners do not learn as fast as older ones, they are prompt to gain a higher overall success because of a longer exposure to the language. Another explanation is that children and adults have different ways in their ability to learning foreign language. Older learners are able to apply linguistic rules when they use the language. Meanwhile, for children language is a tool for expressing meaning and they can not respond to it as a form. Although adults learn faster, children are more motivated because they want to be accepted by peers. It is also argued that adults learners do not usually have the same learning opportunities as children who usually count with better learning conditions. That it to say, their schooling time, higher academic support and further chances as to practice their new language. For instance, adolescents are given enough target language exposure, they seem to—learn more efficiently the target language. Then, regarding learning strategies, studies reveal that successful adult learners are usually inclined to use some—active strategies within the classroom and outdoors. These strategies can vary from silent repetition to practice and socialize with other similar or advanced learners, or simply listening to the radio and reading content in the target language.

The aim of the studies investigating the age factor was to establish the optimal age of learning strategies and decision when to start learning a foreign language depends on the situation of the individual learner. In conclusion, younger age is better at foreign language acquisition, but adults are better at learning language rules and systems.

3. Sex

In general terms, "sex" refers to the biological differences between males and females, such as the genitalia and genetic differences. "Gender" is more difficult to define, but it can refer to the role of a male or female in society, known as a gender role, or an individual's concept of themselves. In factor affecting foreign language learning strategies, gender or sex is one of the factor that affecting to the learners linguistic achievement.

Based on the previous research of the previous researchers, each gender has different result as a regards foreign language. Although both males and females have the same linguistic potential as human beings, females' linguistic skills somehow seem more prone to be stimulated in order to reach higher levels of linguistic competence. Which the result that girls are equipped with a combined network of variables whose mutual influence is eventually responsible for their success in foreign language learning. There are two main reason for this situation, social behavior and social-role interpretation. First, females social behavior consistently appear more interested in the study of a foreign language than males, they are significantly more concern to master the language, and manifest an evident liking for the culture, the country and the speakers of that language. Whereas males' reasons for studying the language are mainly instrumental, and have no high motivation to learn language. Second, the sex-stereotyping of jobs in society still endorses language learning as an accomplishment for females. In other words, females are generally more inclined to believe that languages will be useful to them in their future careers while males believe that their physical abilities will be more useful than their language skill.

In previous research aims that males tend to be more concerning in spatial ability, or in particular were expected to be using more their spatial ability than their verbal ability. Since males more concern and confident to their spatial ability, attitude and motivation on males of learning foreign language are lowkey bad. Meanwhile females tending to have more positive attitudes and are more motivated when it comes to learning language which could help them improve their linguistic skill. This is a prove that eventhough both males and females have the
same linguistic potential as human beings, males are kindly be less than females when it comes to concern about learning foreign language.

4. Personality

In learning foreign language, learners personality also affecting to their language achievement. There are two kinds of personality that most frequently examined, they are extrovert and introvert. Some studies have shown that introversion or extroversion do not have a significant impact on second language learning in the classroom. Gardner and Clément (1990) determined that both types of learners had equal opportunities for achievement, and that language teachers should address the needs of both personality types. However, in a study by Wakamoto (2000), with 254 Japanese students learning English as a Foreign Language as participants. Results show that extroversion did have a connection to the learning strategies employed by language learners.

The previous researches from previous researchers claim that extrovert and introvert personality can be associated with language learning because in learning foreign language, communication is the most important part to achieve a better speaking skill. But not everyone is able to communicate easily whether it is foreign language or their own language. Those one who cannot easily communicate and prefer to be quiet are known as introverts. Of course, everyone is extroverted or introverted in some degree, but not in the same degree. Extroverts' characters tend to be gregarious, risk takers, confident, relax, more sociable, and mostly tend to talkative and language learning based on communication would likely favor the extroverts since extrovert are known as sociable one. When it comes to learn a foreign language, extroverts tend to ask more questions about the language, and tend to focus on meaning than grammar of the language (Furnham,1990). This learning style of extroverts could improving their chance to input essential for developing an inter-language and they may be more fluent when speaking in foreign language.

Although extrovert seems more positive and sociable doesn't mean introverts has no positive side. It is true that introverts tend to be a quiet and private one, and they prefer to talk in their mind than talk to others because they found it is hard to talk especially to others or strangers but when it comes to learn a foreign language, introverts are the master of learning foreign grammar. Though they are not talkative person, introverts tend to have better grammar than the extroverts since they more focus to the form of language (Furnham,1990). They might not speak fast and fluently but they tend to speak slowly with the right grammar in order not to make any mistakes. Since they do not suit with language learning based on communication, introverts might be better suited to classroom learning, especially reading and writing skills which they do not have to speak or being more prominent.

5. Learning Style

Learning Style is indicated that how a learner perceives, interacts with, and responds to the environment. In fact, learning style is criterion for individual differences. The research defines learning style as the ways through which people produce concepts, rules and principles which directs them in new situation. Language learning styles and strategies appear to be among the most important variables influencing performance in a factor affecting foreign language learning strategies. Many investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding, we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teacher can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies. And as a teacher, instead always gives educational supports and supplies due learning styles are influential factors in learners' learning.

In foreign languages, learning styles are very important, in this background many studies have been carried out, but in several studies, learning styles seem to be two dimensional. The first fundamental dimension of cognitive style is verbal image structure that
reflects to process of representation or mental thinking. The existence of this dimension of style groups of students. Class-based research has also suggested that student who verbalize often achieve good pronunciation, which is easily transferred to new topics. They tend to enjoy activities that emphasize discussion. On the other hand, visual learners have been identified as students who are usually proficient in pattern recognition and emphasizing meaning in language work. However, they seem to experience varying degrees of difficulty with pronunciation. As mentioned earlier, there are different classifications of seven styles based on Memetics. From this point of view, individuals might have this learning style:

a. Verbal (spatial) : These people prefer to use images and spartial perceptions.
b. Aural (auditory-musical) : These people prefer to use sound and music.
c. Verbal (linguistic) : They prefer to use words in speaking and writing.
d. Physical (kinesthetic) : They prefer to use the body, hand, and sense of touch.
e. Logical (mathematical) : They prefer to use logic, reasoning, and systems.
f. Interpersonal : They like learning in groups or with other people.
g. Solitary (intrapersonal) : They prefer to work alone and become Independent reader.

An important point is that it is possible to make learners' learning styles appropriate to the educational materials and use the tools to present them through necessary education. Therefore, learning styles of male and female student in high school are studied and prominent styles are identified in this research. Moreover, the effect of learning styles on foreign language learning strategies is studied.

CONCLUSION

The discussion above reveals that motivation, age, sex, personality, and learning style have very important and effective factors in the field of foreign language learning strategy. The main findings that appear in this paper that each factor has own roles in language learning strategy. And they also support each other, as an example that someone's personality will affect by his/her motivation to learn. Thus, the language teachers and lecturers should discover, realize, and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance, and its types. They also should realize and get accustomed with the characters as well as the personality of each student. Afterwards, according to that specific personality types, they could choose the best learning style for the student. Those factors; motivation, age, sex, personality, and learning style influence the way learners encounter language learning and may support or become obstacle, yet it based on their efforts to master foreign language. Moreover, these elements seem to be essential parts which can contribute to their success or failure in their learning process.

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ENGLISH AND INDONESIAN PREFIXES AND SUFFIXES: ARE THEY SIMILAR?

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Abstract
English and Indonesian language have the several similarities in morphological structure, including prefixes and suffixes. A prefix is a group of letters which can be added to the beginning of a root word to change the meaning of the word. A suffix is a word ending or a group of letters which can be added to the end of a root word. This study aims at describing those differences and similarities in English and Indonesian prefixes and suffixes. It has found out that there is one difference and similarity. The difference in prefixes and suffixes is only in their types. Their types are different in the meaning when it has added in a word. Whereas, the similarity in prefixes is both of their prefixes own the same type of prefix that show number or quantity. Then, the similarity in suffixes is both of them possess suffixes, namely forming noun, verb and adjective.

Keywords: contrastive analysis, English and Indonesian prefixes and suffixes

Introduction
Language is an important part of life that cannot be separated. It is a way in which humans use it to communicate with each other, both in written and spoken. Every word in a language has its own meaning and rules. Jurafsky (2000) says that—morphology is the scientific study of how the way the words are constructed from smaller units called morphemes. A word can consist of one word to more than three morpheme words which can break up into individually smallest meaningful parts (Pauzan, 2016), a word is not only be generated and derived from morpheme but also root and affix. The most well-known word formation process in English is affixation, and complex words are formed by adding them to root.

According to Maharsi (2017) said that affixes are morphemes that only occur and apply when added to several other morphemes such as to roots, stems or to bases and all affixes must be bound by morphemes. In morphology consist of internal word structures or word formation, including prefixes and suffixes. A prefix is an affix attached in front of a root or stem or base
such as \{re\} refill, \{dis\} dishonest and \{in\} impolite, and suffix are are affixes which come after a root, stem or base such as \{-fy\} strongly, \{-er\} painter, \{-ist\} pianist, \{-s\} pens, \{-ing\} playing, \{-ed\} walked. The prefix and suffix can also make new words and word combinations. Meanwhile, the prefix and suffix can change the class and the meaning when suffix and prefix added in word.

Morphemes are minimal linguistic signs in all languages, and many languages have prefixes and suffixes, but each language may be different and have its own way of using and naming their morphemes (Veti, 2016). Morpheme differs in their types when it has added in word. In the

The word —imbuhanl is a common term from affix for Indonesian people and —awalanl is the term for the prefix, whereas the word "akhiran" is a term for a suffix. There are some affix or lawalanl words in Indonesian language such as, \{me\} memakan, \{ber\} bertamu, \{ke-\} kepala. Likewise with suffixes or "akhiran" there are also a number of words such as, parkiran \{-an\}, alamiab \{-ab\}, eksklusif \{-if\}. It can be concluded that the contrast of English and Indonesian in the morphological environment of the prefix and suffix has similarities and differences with each other. The equations are both prefixes and suffixes can produce new word combinations, and when suffixes and prefixes are combined, they can change the word classes. Meanwhile, the differences both of them in the use of prefixes and suffixes in word, functions and meanings after adding different prefixes and suffixes.

Literature Review

The aim of this chapter is to describe the definition of prefix and suffix in English and Indonesia. In this chapter, there are some points to be explained in relation to the prefix and suffix in English and Indonesia.

English Prefixes and Suffixes

According to Carter (2007) affixes attached to the beginning of words are prefixes; those attached to the ends of words are suffixes (p. 471). In this case the prefix was affix found at the beginning of the word, whereas the suffix was the affix contained at the end of the word.

1. Prefixes

Based on the explanation above, prefixes were free morphemes which added in the beginning of words. Plag (2002) states that the prefixes can be classified semantically into the following groups (p.123-127). Those were:

a) Quantified Prefixes

There was a large group that quantify over their base words meaning, for example, uni- (unicolor, unipotential), bi- (bilingual, bicycle) and di- (disyllabic, ditransitive), multi- (multi-purpose, multi-billion) and poly- (polysyllabic, polyclinic), semi- (semi-conscious, semidesert), micro- (micro-surgical, microwave), macro- (macroeconomics, macro-biotic), hyper- (hyperactive, hypermarket) and over- (overestimate, overtax).

b) Locative Prefixes

There were numerous locative prefixes such as circum- (circumnavigate, circumscribe), counter- (counterbalance, counterexample), endo- (endocentric, endocrinology), epi- (epiglottis, epicentral), inter- (interbreed, intergalactic), intra- (intramuscular, intravenous).

c) Temporal Prefixes

There were temporal prefixes expressing notions like ante- (antechamber, antedate), pre- (preconcert, predetermine, premedical), post-, (post-structuralism, post-modify, post-modern) and neo- (neoclassical, Neo-Latin).

d) Negation Prefixes

The fourth group consists of prefixes expressing negation a- (achromatic, asexual), de- (decolonize, deplete), dis- (disassociate, disconnect), in- (illegal, irregular), non- (non-biological, noncommercial), un- (unhappy, unsuccessful).
2. Suffixes

Suffix was also categorized as bound morpheme, such a Prefix. However, it is rather different. According to Broukal (2002) a suffix was a combination of letters added to the end of a word or word root. Suffixes were used either to form new words or show the function of a word (p.179). It means that Suffix was a combination of letters added in the word to form new words and their functions. Plag (2002: 109-123) divided suffix into several types, they were:

a) Nominal Suffixes

Plag (2002) states that nominal suffixes were often employed to derive abstract nouns from verbs, adjectives and nouns. Such abstract nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like. Another large group of nominal suffixes derives person nouns of various sorts. Very often, these meanings were extended to other, related senses so that practically each suffix can be shown to be able to express more than one meaning, with the semantic domains of different suffixes often overlapping (p.109). In this case nominal suffixes were nouns that can show more than one meaning. There were the examples of nominal suffixes. They were: –age (marriage, coverage), -al (approval, arrival), -ance (and with its variant –ence/-ency/ancy), (performance, independence), -ant (applicant, defendant), -ee (employee, interviewee), -er (performer, actor), -ess (stewardess, waitress), -ful (cupful, handful), -ing (running, building), -ion (education, connection), -ist (novelist, scientist), -ment (development, treatment), -ness (happiness, darkness), ship (friendship, relationship).

b) Verbal Suffixes

There were four suffixes which derive verbs from other categories (mostly adjectives and nouns), -ate, -en, -ify and -ize. The examples of them were: -ate (dominate, irritate), -en (harden, lengthen), -ify (identify, magnify), -ize (feminize, Americanize).

c) Adjectival Suffixes

Adjectival suffixes were the suffixes that can form adjective meaning. The word that can change into adjective was noun and verb. Suffixes form adjectival meaning from verb is –able, -ive. From noun into adjectival meaning, the suffixes were –al, -ed, -ful, -ic, -ing, -ish, -less, -ly, -ous, -y. This was the examples of these suffixes in a word. From verb into adjectival meaning, –able (avoidable, readable), -ive (offensive, productive). Example of a word which has adjectival meaning from noun by adding suffixes; –al (informal, criminal), -ed (air-minded, bearded), -ful (grateful, helpful), -ic(al) (heroic, economical), -ish (foolish, childish), -less (hopeless, priceless), -ly (manly, daily), -y (noisy, dirty), -ous (ambitious, nervous).

d) Adverbial Suffixes

There were three suffixes which form adverb meaning. That was the examples of them, -ly (slowly, aggressively), -wise (clockwise, weather-wise).

Indonesian Prefixes and Suffixes

A large number of the words used in the Indonesian language are formed by combining root words with affixes and other combining forms. This affixes can change the meaning, kind, and function of words becomes other words that different function with the root word. However, this paper only focuses on prefix and suffix.

1. Prefixes

Kridalaksana (2008) define prefixes were affix that added in front of the root word (p.199). The kinds of prefixes are:

a) Forming Verb

The examples of Prefixes that form verbs were: me- (memanggil, meletakkan), ber- (berbuat, berkarya), per- (perbagus, perbuat), ter- (terkenal, termangg), ke- (kebaya, kebaca).
b) Forming Adjective
The examples of it were: se- (seberat, sekecil), ter- (terpanas, tersembunyi), ber- (berambisi, bersatu), me- (merakyat, mendua), pe- (pemalas, pendendam).

c) Forming Noun
Some prefixes that form noun are ke-, pe-, se-. Those were examples the prefixes in a word, ke- (kehendak, kekasih), pe- (pengrajin, penyanyi), se- (sekantor, sealiran).

d) Forming Numeral
There were two Prefixes in this type. That was ke- (kedua, keenam), and ber- (berlima, bertiga).

e) Forming Interrogative
This type was used for asking question. The Prefix me- (mengapa) was the only one Prefix which included in this type.

2. Suffixes
Kridalaksana (2008) define Suffixes were affix that added in the end of the root word (p.230). The kinds of Suffixes are:

a) Forming Verb
This prefix can change the root word to be verb meaning. The example of this type was suffix –in (bikinin, doain).

b) Forming Adjective
There were eight suffixes which derive adjective form. That was –an (cantikan, kampungan), -al (individual, material), -il (idiil, prinsipi), -iah (alamiab, jasmanial), -if (efektif, produktif), -is (teknis, praktis), -istas (optimistis, materialistis), -i (kimiaui, manusiaui).

c) Forming Noun
The example Suffixes that form noun were –an (tulisan, manisan, daratan), -at (muslimat, badirat), -si (politis, kritis), in (badirin, muslimin), -ir (importir, eksportir), -us (politikus, kritikus), -is (connected with suffix -isme) (such as kapitalis, kapitalisme), -or (koruptor, diktator), -tas (kualitas, universitas).

d) Forming Numeral
Suffix -an in word puluhan and ratusan constitute the example of this type.

e) Forming Interrogative
_Ini surat apaan sib!_, the word _apaan_ was attached suffix –an that form interrogative meaning.

Discussion

_Differences_
The difference in prefixes and suffixes is only in their types, such as:

<table>
<thead>
<tr>
<th>Table 1. The difference in prefixes and suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prefixes</strong></td>
</tr>
<tr>
<td>In English, prefixes are morpheme that are added to the beginning of a word</td>
</tr>
<tr>
<td>According to Alisjahbana (1950), prefix <em>di-, ke-, ter-</em> has function to declare place and pasif form.</td>
</tr>
</tbody>
</table>
Example:
(En-), (co-), (un-), (Enlarge), (coordinate),
(unhappy)

Example:
ke- : kedepan (ke+depan)
me- : meminta (me+minta)
di- : dibalik (di+balik)

There are no articles in Bahasa Indonesia
(no a, an or the), although the se- prefix
can act in a similar manner such as in
secarik is a scrap or sebelah is a piece (of
fruit).

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>English</th>
<th>Indonesia</th>
</tr>
</thead>
</table>
| In English, suffixes are morpheme that is
added to the end of a word. Suffixes are
dominant. | In Indonesia, sufiks is an affix that is
placed behind of basic words. | Example:
-an : bacaan (baca+an)
-i : surgawi (wi is allomorph suffix
-an : satuan (satu+an)
-man : seniman (seni+man)

Derivational suffixes | Baasa Indonesia doesn’t have a plural
suffix which is comparable to the English
"s". | Indonesian plural concept is understood
by context or by the addition of other
words to express the concept of
something being "more than one".

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>English</th>
<th>Indonesia</th>
</tr>
</thead>
</table>
| Prefix can be classified semantically into
the following groups, such as: | The kinds of Suffixes are:
a) Quantified Prefixes | a) Forming Verb
b) Locative Prefixes | b) Forming Adjective
c) Temporal Prefixes | c) Forming Noun
d) Negation Prefixes | d) Forming Numeral
e) Forming Interrogative

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>English</th>
<th>Indonesia</th>
</tr>
</thead>
</table>
| It divided into several types, they were: | There were also types of prefix, such as:
a) Nominal Suffixes | a) Forming Verb

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Conclusion

Morpheme differs in their types when it has added in word. In the word structure, the affix is not only found in English but also in the use of the Indonesian word. The similarities between both of prefixes and suffixes are the similarity in prefixes is both of their prefixes own the same type of prefix that show number or quantity. And then, the similarity in suffixes is both of them possess suffixes, namely forming noun, verb, numeral and adjective both Indonesian prefixes and English suffix are same. Whereas, the differences between prefix and suffix in Indonesia and English is their types are different in the meaning when it has added in a word and suffixes in Indonesia doesn’t have a plural suffix which is comparable to the English “s”. Indonesian plural concept is understood by context or by the addition of other words to express the concept of something being more than one.

References


THE ROLE OF L1 (INDONESIAN) IN ENGLISH CLASSROOM

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Abstract

L1 is obtained without much thought because the process is carried out since childhood and is obtained intuitively. In addition, L1 is language acquired from birth by actively listening to parents communicating with us as a mother language in daily life. Moreover, L1 criteria including Indonesian, there are many teachers or students who put L1 as first language to deliver material, to focused on input (through listening and reading), and to focused on output (through speaking and writing). Therefore, the aims of this paper is to describe The Role of L1 (Indonesian) in English Classroom. Then, it was found out that there were 2 roles of L1 in English Classroom namely: (1) to ease the teaching learning process, and (2) to control students’ behavior.

Keywords: English Classroom, L1 (Indonesia).

INTRODUCTION

Some teachers give the opinion that L1 should not be allowed in order to exposure the target language and others think that L1 can be used under certain conditions. There are some studies done on what use of L1 is made in the classroom. Prodromou (2011) carried out research into the perceptions of three hundreds Greek students regarding L1 use in the monolingual classroom at three levels that are beginner, intermediate and advanced. He tried to investigate the reaction and attitude of students with different levels of proficiency. He found that the L1 was used for certain procedures for example, explaining difficult concepts, checking comprehension, raising confidence, explaining the rationale of language learning activities, error analysis, or vocabulary clarification. There has been a lot of research and many debates on whether or not to use students’ first language (L1) in EFL (English as a Foreign Language) classroom. Gabrielatos calls L1 —a bone of contentionl which would mean that it has long been argued that the L1 should not be used in classroom. He argues that the Direct Method which was interpreted by Berlitz in late 1800s was an example of the opposition of L1 use in the classroom.

Those who have been teaching communicative English classrooms would agree to say that the use of the target language should be maximized and then the use of the first language.
should be minimized or even prohibited at all learning stages. This is to reach one of the goals of a communicative classroom or atmosphere where the students can use the target language as much as possible. In this way, the students are expected to get as much as exposure to the target language. However, the approach of —English only‖ can, then, be a —constraint‖ for teachers teaching adult learners in an EFL classroom where teacher and students use the same mother tongue. In such a classroom, the temptation to use the L1, both on the part of the teacher and students, are hard to resist. In line with this, Larrea writes that, by using a 100% —English only‖ approach, teacher can face a difficult situation, acting like a —contortionist— when trying to explain a language item while a simple translation could have saved a great amount of teacher's and students' time.

Reineman (2001) proposes that there is no hard fast rule for when L1 should be allowed or prohibited in the classroom. She said that the used of L1 should be allowed conditionally. When communicating ideas that are abstracts, L1 can be used. However, when introducing new vocabulary, in which can be expressed through drawings, pantomimes, noises, etc., the L2 or target language can be used. Nevertheless, students should not be allowed to use their L1 too much. There are some factors that should be taken into account when a teacher should decide the use of L1 in L2 classroom (Susan Connick-Hirtz, 2001): (1) What is the learner's first language; (2) What is the learner's age; (3) Are we teaching beginners of advanced levels?; (4) What is the ration of students/teaching time per one class; (5) How long is the learner going to study the second language; (6) What are his/her learning purposes; (7) Is it a one nationality or mixed nationality group; (8) What is the institution's pedagogical policy; (9) What kind of educational background does the learner have; (10) In what kind of social context is the teaching of L2 taking place?

Even though there are arguments against the use of L1 in classroom, there are also great deals of arguments revealing that L1 use is useful in classroom if it is used appropriately and wisely. In this sense, a teacher needs to learn how and when to use the L1 in an L2 class so that the L1 would instead inhibit students' learning of the target language (L2). This paper describe two roles of L1 (Indonesian) in English Classroom.

LITERATURE REVIEW

L1 is vocal symbols for human communication. From the roles of L1 in the English classroom have perspective from the experts according Ardhaugh (1972) defines language as a system of symbols used for human communications. Referring to the notion of avoiding L1 use in classroom, Cook (2001) asserts that —one argument for avoiding the first language is that children learn their first language because they do not have a second language, another argument is students also need to separate L1 from L2— according to Abdul Chaer and Agustina (2004) mother tongue is commonly also called the first language (L1) because it was the language that was first learned. Agreeing with that, Solehan, et al (2011) also say that the first language is a language that was first studied and mastered by a child. According to Arifuddin (2010) the first language acquisition or mother tongue of children around the world is the same. The similarity of the process of acquisition is not only caused by the similarities of elements of biology and neurology of language, but also by the existence of aspects of the language mentality. So, we can conclude that the first language (L1) or mother tongue is the language that was first obtained by an individual in his life. This language will be the most menacing language and is often used by language users.

Atkinson (1993) points out that, in terms of teaching monolingual class, —a careful, limited use of L1 to help students get the maximum benefit from activities which in other respects will be carried out in the target language‖ (as cited in Prodromou). 17 On the whole, despite the opponent arguments of its use, L1 is seen as useful if it is used properly in regard to successful foreign language learning.

In opposition to all of the above arguments, some second language acquisition (SLA) experts argue that L1 use in classroom is somehow useful and helpful. Nunan and Lamb assert that —EFL teachers working with monolingual students at lower levels of English proficiency...
find prohibition of the mother tongue to be practically impossible (as cited in Tang). In other words, in EFL setting, it is difficult for a teacher to facilitate learning without any interference or use of students’ L1. Regarding this point, Ross claims that translation is a useful language learning tool in the ordinary classroom; the real usefulness of translation in the EFL classroom lies in exploiting it in order to compare grammar, vocabulary, word order, and other language points in English and the student's mother tongue (as cited in Januleviciene & Kavaliauskiene). If the students then become aware of the differences between the two languages, the interference will be likely be minimized.

**DISCUSSION**

In this discussion there are two roles of L1 in English classroom, namely: (1) to ease the teaching learning process, and (2) to control students' behavior.

**To Ease the Teaching Learning Process**

In this case the role of L1 is ease the teaching learning process, especially the role of the teacher. According to Brown (2001) that state teachers are the primary components who hold important roles in managing the teaching learning process in big classes. In managing the class, teachers use their competencies and personalities. Teacher competence covers some aspects. According to Benjamin S. Bloom and his friends (1956) argue that, those aspects are cognitive, affective, and psychomotoric. The cognitive aspect is related to the teachers' mastery of teaching materials, teaching subjects, and classroom management. The affective aspect is shown by the teachers' attitude in placing themselves in reciprocating the condition and the existence of the other teaching learning components. The psychomotoric aspect is realized through the teacher's skill in coordinating their body movement in managing the teaching learning process. Furthermore, teacher's personalities include the nature and the characters that the teachers have and which are reflected in their daily behavior. Those three aspects of competencies above are related to one another. The teacher's competencies and personalities, can affect the way the teachers teach in the big classes. These ways finally determine the quality of the classroom management the teachers apply.

Beside teacher, learner also feels easy in learning process by using L1 in the English classroom. Learners have various skills. In an English teaching learning process, these skills are usually used to raise questions, to answer questions or to respond to the lesson given. These skills are reflection of their psychomotoric aspects. The varieties of these skills need to be managed so that those skills can result in maximum teaching learning process in big classes. The cognitive aspect of the learners is reflected by their knowledge and intelligence. The levels of the knowledge and the intelligence of the learners are varied. According to Abdul Aziz Wahab (2009) their levels will determine the way they think, behave, and act in accepting, understanding, and memorizing the lesson that they get. In managing the class, teachers will consider the levels of the learners’ knowledge and intelligence.

**To Control Behavior**

Beside to ease the teaching learning process, the role of L1 in English classroom also has controlling behavior that rules. Rules are important to establish expectations of behaviour in the classroom. Ideally, rules should be discussed and decided upon by the whole class, in order that the children understand why they're needed. They are more likely to abide by the rules if they are involved in writing them. Limit the number of rules to no more than 5 and make sure they are phrased positively. Rules should be clearly displayed and children reminded of them frequently.

All behavior happens for a reason and is a way for the child to communicate with us. We need to look beyond the behaviour to what's driving it. It's important we address the causes of the challenging behaviour, rather than just managing it when it happens. By meeting the child's needs, we can prevent it from happening again in the future. Reflect on what happened and look for patterns by using an Antecedent-Behaviour-Consequence (ABC) chart. Be proactive, rather than reactive.
And the last of controlling behavior is to build a relationship. According to James Comer (1995), “No significant learning happens without a significant relationship.” Having a positive relationship also encourages the children to behave appropriately, and will make your behaviour strategies more effective. Use every opportunity to get to know the children; greet them as they come in, find time out of the classroom at break time and lunch time to chat, show an interest in them and their lives. Here the relationship between the teacher and students is very important, why is the relationship between teachers and students built will have a good impact on the teaching and learning process in the classroom, in addition to the harmonious relationship between students and teachers also affects the academic results of students. Therefore with the harmonious control of the teacher's close relationship with students it also impacts on the level of warmth and students or students become obedient and have respect and sensitivity which characterizes the interaction between students and teachers built to be harmonious and close.

CONCLUSION

L1 or called language acquisition is a process that takes place in a child's brain when they acquire their first language or mother tongue. Language acquisition is usually distinguished from language learning related to the processes that occur during childhood learning the second language after they get his first language. From the discussion above, there were two roles in English classroom, namely: first one, to ease the teaching learning process. In the learning process good communication is established between students and teachers. Someone asked, some answered. Some criticize, some give advice. This communication process can be observed to prove the role of mother tongue in the use of Indonesian in the learning process. And second one is to control students' behavior. In controlling students' behavior it’s really important to establish expectations of behavior in the classroom and also it will build a relationship between teacher and student in the classroom.

REFERENCES

Abstract

Vocabulary learning strategies (VLSs) play a key role in vocabulary learning. VLS helps facilitate learners' vocabulary learning process and help them become more independent in vocabulary learning. This paper focuses on synthesizing previous VLS research works, where various factors that influence the use of VLS learners have analyzed. There are 3 factors affecting vocabulary learning, namely (1) learner individual difference factors, (2) situational and social factors, (3) learners' learning outcomes.

Keywords: Vocabulary learning strategy

Introduction

In the field of second language learning or foreign languages, it is widely recognized that vocabulary is an integral part of four language skills. In other words, language the teacher can enter vocabulary learning into other language learning assignments, such as listening to stories, learning the meaning of words through context and information gap activities (Coady & Huckin, 1997).

For language learners, vocabulary learning strategies (VLS) help facilitate their vocabulary learning. Large and rich vocabulary items can be obtained with the help of VLS (Nation, 2001). VLS has increasingly been recognized as important for language learning as can be seen from increasing body of research studies on VLS, especially in the past two decades (Khatib & Hassandeh, 2011). Some researchers in the VLS field of study seek to explore and describe VLS learners without considering any factors while others have considered the factors that influence the use of VLS students.

Literature Review

Vocabulary has an important role in English language teaching programs. This can be seen without a vocabulary for each teaching of language proficiency (listening / listening, reading / reading, writing / writing, speaking / speaking) and also aspects of language forms (phonology / phonology, grammar / structure). There are several reasons why vocabulary is taught, including: 1) accurate research on vocabulary can help learners or students develop useful language skills, especially speaking, 2) learners or students still have a small vocabulary, 3) learners or students and researchers view that vocabulary is very important in learning languages. Learners estimate that many of their difficulties in using receptive skills and productive skills are due to insufficient vocabulary (Nation, 1990: 2-3)
Simply put, a learning strategy is an individual's approach to complete a task. More specifically, a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992). Therefore, teachers who teach learning strategies teach students how to learn, rather than teaching them specific curriculum content or specific skills.

Wide range of independent student need word learning strategies. Vocabulary instruction should help you think about word meanings, relationships among words, and how you can use words in different situations. The deep instruction is most likely to influence comprehension (Graves, 2006; McKeown and Beck, 2004).

Discussion
The factors affecting learners' VLS use discussed in this paper have been grouped under Ellis's framework (1994). Three broad categories are presented as follows.

1) Learner Individual Difference Factors
Learner individual difference factors constitute one sort of the variation in the use of VLSs. These factors include belief, attitude, motivation and language learning experience.

Belief
Belief has been singled out as one of the clear factors affecting learners' VLS use. A study done by Gu and Johnson (1996) found that Chinese university students devalued rote memorization strategies and they employed more meaning-oriented strategies than rote strategies. Recently, Sixiang and Srikhao (2009) discovered that Miao students (an ethnic group in China) who believed that words should be studied and put to use, employed a wide range of VLSs. According to Gu and Johnson's and Sixiang and Srikhao's, learners' strategy use seems to relate to what they believed. On the contrary, Wei (2007) discovered the opposite results indicating that what students believed did not yield their actual VLS use. That is, students believed that knowing a word means the ability to use such words in appropriate context. However, they concentrated too much on isolated short-term retention of form and meaning.

Attitude
Among individual learner difference factors, attitude does appear to positively correlate with learners' VLS use. Apart from belief, Wei (2007) took attitude into account as another factor influencing learners' VLS use. The findings showed that Chinese college students with positive attitudes towards vocabulary learning employed VLSs more frequently than those with negative attitudes in four categories, i.e. dictionary, activation, guessing and management. The findings were consistent with Zhi-liang's (2010) study revealing that Chinese students with positive attitudes tended to employ a large variety of VLSs either to discover the meaning of the new words or to consolidate the use of the words.

Motivation
Students' motivation seems to positively correlate with their VLS. For example, Fu's (2003) study revealed that inherent interest motivation (learners' inherent interest in vocabulary learning) positively correlated with student's VLS use. The other research work that confirms the relationship between motivation and learners' VLS use is Marttinen's (2008), indicating that Finnish ESL students with high motivation employed a wider range of VLSs than those with low motivation.

Language Learning Experience
In addition to motivation, language learning experience is considered as a factor that affects learners' VLS use. For example, Porte (1988) discovered that EFL students studying in language schools in London used the VLSs they had used at schools in their native countries.
More recently, Stoffer (1995) found that EFL students' VLS use was significantly related to their previous language learning experience.

2) Social and Situational Factors
Social and situational factors are another source that affects the use of VLS students. Social and situational the variable consists of the field of study, type of course, class, gender and language learning environment.

Field of Study
Sufficient evidence supports the relationship between student study participants and their use of VLS. For example, the findings of Guys (2002) reveal the differences in strategy, use between science and science students where students need more visual coding for science students. The findings of this study are consistent with Mingsakoon (2002) VLS promoting students differently from senior students. Use of VLS main English and non-English language students also promotes. For example, Liao (2004) found students who study English and non-English use VLS differently. Displays are consistent with the studies of Chiang (2004) and Zhang (2009). In addition, VLS students from other disciplines were also investigated. In a study conducted by Bernardo and Gonzales (2009), it was found that technical use and social skills differed significantly among Filipino students in five disciplines; Liberal Arts and Education; Computer Science and Engineering; Business Education; Hospitality Management and Allied Health Sciences.

Types of Courses
Besides the field of study, the type of course is considered as a key factor of the use of VLS students who influence. Types of courses for 'regular' and 'part time' programs. In a studio conducted by Siriwan (2007), the relationship between the type of course students and them 48 Naesuan University Journal 2012; 20 (2) The use of VLS has been explored. This finding reveals that Thai students are in a regular use program with greater use of VLS than students who study in the program spend time. In line with that, Al-Shuwairekh (2001) translates students learning VLS language as a foreign language. There is a higher use of VLS than night course students.

Class Level
Class level appears as a factor that clearly influences the way VLS is used. For example, Doczi students (2011) have increased the number of strategies. Practice regularly and use keywords for improvement, strategies such as skipping more and more used by students becoming more advanced. In line with that, students of Mongkol (2008) used VLS to analyze affixes and compare with first year students. However, in the same studio, first-year students use VLS compilation of new words by considering the conversation parts or paraphrasing the meaning of the word.

3) Learners' Learning Outcomes
Learning outcomes are statements that describe important and crucial learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of course or program. Many researchers use different methods as a predictor of learner's learning outcomes, such as students' language achievement, language proficiency and vocabulary knowledge.

Language achievement
Vocabulary is one of the support of language learning. Many factors were correlated with language achievement, but only two of them: aptitude and strategy uses were significant in predicting performance (Setiyadi, 2014: 360). VLS use is supported by some students, the relationship between students' language learning achievement. For example Gidey's (2008)
findings revealed that the high achievers. Which showed the difference between high and low achievers among EFL learners.

**Language proficiency**
Exploration is more needed in the language proficiency by using VLS. They needed to continue to enhance more their language proficiency to have a better mastery of their level proficiency. For example, in Loucky’s (2003) findings revealed that Japanese college students with high language proficiency made higher use of VLSs than those with low proficiency.

**Vocabulary knowledge**
Vocabulary knowledge is viewed as an essential tool for mastering any language skills, it also contributes to the understanding of written and spoken texts. Students need to develop the skill of using VLSs that they can make full use of these skills to deal with new or unfamiliar vocabulary items. In other words, the comprehension and production of the language depend on the simultaneous and complex process of extracting and constructing utterances through the use of appropriate lexical combinations, in the appropriate time and appropriate place.

**Conclusion**
The vocabulary is a base that make understand the language is easier and apply to the world of education and communication. Most research so far has demonstrated a meaningful relationship between vocabulary learning strategies and learning results either through a correlational approach. In this respect, it will be very beneficial if the learners are able to take advantage of their learning style by applying VLSs that suits such style. In addition, it is important for learners to recognize their strengths and expand their vocabulary learning potential. Based on the content presented in this paper, it can be concluded that there are several differences in individual learning factors which include trust, attitude, motivation and language learning experience.

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PROMOTING TWO STAY TWO STRAY TECHNIQUE TO ENHANCE SPEAKING ACHIEVEMENT TO SECONDARY STUDENTS

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Abstract
Two stay two stray technique is one technique of cooperative learning to improve students' activeness and create a fun learning process. The students learn to solve problems together with members of the group, then two students from the group exchange information to two other group members who are staying. The students are required to have the responsibility and active in each learning activity. This study aimed to find out the use of two stay two stray technique in enhancing speaking achievement of secondary students. The eighth graders of SMPN 12 Palembang became the subject of this study. This study used experimental method by using quasi-experimental design to the two groups of students. Experimental group consisted of 30 students and control group consisted of 25 students. Speaking test was used to collect the data. The test was administered twice, pre-test and post-test. Therefore, based on the data analysis, there was a significant difference on speaking achievement between the eighth graders of SMPN 12 Palembang were taught by using two stay two stray and those who were not.

Keywords: two stay two stray technique; speaking achievement

Introduction
Learning a language is a window on the out side world. Students in today increasingly international world need to have understanding of how other see their culture and ways of understanding the culture of other. Bearing this in mind, learners need to be able to communicate in English.

Speaking involves producing, receiving and processing information other. Speaking skills could be realized in the form of oral monologues, declamation, presentations, interviews and speeches (Brown, 2001, p. 140). Moreover, spoken English is a complicated and demanding skill to be learnt. As the result, students' achievements of spoken English are still low. The condition is influenced by many factors, such as: students have low motivation in speaking class, they feel shy and unconfident when they are asked to speak up their mind and ideas, and they sometimes feel afraid of making mistakes. Akhyak and Indrawaman (2013) state that Indonesian students are in the low level of speaking competence. The students tend to be shy to speak in order to share their ideas. To add, the low achievement of spoken English is due to lack of practice. Based on Mattarima and Hamdan's study (2019), most of EFL learners from senior high schools in Makassar were passive and shy to use English in real communication. They just focused on function and structure when they wanted to speak and it made them afraid and it made them afraid of making mistakes. Even, they had no room for practicing their spoken English coming home from school so it could reduce their motivation in learning spoken English.

Moreover, based on the preliminary study done by the writers in SMP N 12 Palembang, they found that the students' speaking achievement was still low. They were unmotivated to speak up in front of the class. They thought that spoken English was very hard to learn as they felt reserved to produce some sentences or even a word in English. Besides, the English teachers there did not use interesting method in teaching English especially in speaking skill. They also neglected students' leaning styles preference in order to make the students really comprehend with the materials delivered.
In order to improve students’ achievement in speaking English in the classroom and make them active involvement in learning process. So the writers tried to use two stay two stray technique. Two stay two stray was one of the teaching technique in cooperative learning (Lie, 2007, p. 24). Two stay two stray gave the groups opportunity to share result and information to other group and the students were required to have the active and responsibility in each learning activity. This activity have the purposed the students communicated and train the courage to speak each student in the group. Sugiyanto (2009, p. 31) said that learning activities of students in this technique, the first was like seeing a picture, the second discussions the initial group, the third discussion group meet, the fourth the communicate information and discussion to guest and after to convey information from a group of guest to the initial group and noted the important material in learning process. Beside on description, the technique helped the students improving in learning outcomes and could understand material. Based on the above description, the writer tried to investigate the significant difference in speaking achievement between the eighth grade students of SMPN 12 Palembang who were taught by using two stay two stray technique and those who were not.

**Theoretical Frameworks**

**The Concept of Speaking**

Speaking is one of the four language skills which holds crucial role in communication. According to Brown (2004), when someone is able to speak a language it means that he can implement a conversation reasonably and completely. In addition, he states that a benchmark of successful acquisition of language is almost always the demonstration of ability to accomplish pragmatic goals through an interactive discourse with other language speakers (p. 267). Besides, Burns and Joyce (1997) assumed that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. Speaking is expressing ideas language correctly and appropriately in oral written communication activity. It is described as the ability to express oneself in live situation, or the ability to report act, or situation in practice words or the ability to converse or to express a sequence the idea fluently. On the other hand, the term ability simply means skill, expertness, or proficiency.

According to Saleh (1998, p, 15), speaking is expressing ideas in language correctly and appropriately in oral or written communication actively. It is decided as the ability to express oneself in life situations, or the ability to report actor situation in precise words, or the ability to converse or to express a sequence of idea fluently.

**The Function of Speaking**

According to Brown and Yule (1983, p. 2) the function of speaking is devide into three categories, they are as interaction, as transaction and as performance

a) Speaking as interaction

It means by —conversational— and the describes interaction which serves a primary social function. There are eight in using talk as interaction are:

1. Opening and closing conversation
2. Choosing topics
3. Making small-talk
4. Recounting personal incidents and experiences
5. Turn-taking
6. Using adjacency-pairs
7. Interrupting
8. Reacting to other

b) Speaking as Transaction

It means the focus on the exchange of the information. Some of skill involves in using talk for transaction are:
1. Explaining a need or intention
2. Describing something
3. Asking questioning
4. Confirming information
5. Justifying an opinion
6. Making suggestion
7. Clarifying understanding
8. Making comparisons
9. Agreeing and disagreeing

c) Speaking as Performance
   It means the focus of the performance, for examples:
   1. Giving a class report about a school trip
   2. Conducting a class debate
   3. Giving a speech of welcome
   4. Making a sales presentation
   5. Giving lecture

The Concept of Two Stay Two Stray

Two stay two stray is one of the technique in cooperative learning. Olsen and Kagan (1992 p. 8) assumed that the cooperative learning means group learning activity organized so that learning depends on socially structured exchange of information between students in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of other. This two stay two stray technique is developed by Kagan (1992) and it is usually applied with the numbered heads model. The teacher helps the students who have difficulties in this activity and also the teacher controls the process of activity.

The teaching speaking of two stay two stray gives a chance to the group to share the result and information to other group. The students work by alone and are not allowed to look at other students’ work. Though, in fact, in the real life out of the school life, the life and the work of the people depend one to another.

In earning two stay two stray, students are required to have the responsibility and be active in each learning activity (Lie, 2007, p. 60-61). Two stay two stray technique is a technique of learning in which students learn to solve problems together with members of the group, then two students from the group exchanged information to two other group members are staying.

Teaching Speaking by Using Two stay Two stray Technique

This activity which trains students to communicate and train the courage to speak. At the implementations stage two stay two stray cooperative learning, each student in the group work together to understand and master the task would assign to student who are assigned to visit could master the result of their discussion. The teaching this technique gave a chance to group to share the result and information to other group. Lie (2007) assumed that in learning two stay two stray technique, the students learn to solve problems together with members of the group, then two students from the group exchanged information to two other group members are staying, the students are required to have the responsibility and active in each learning activity (p. 60-61). In this cooperative technique, two stay two stray, all of the students are grouped into five. The group consists of four students. Two of them stray to the other group and the rest stay for 25 minutes. Then, the students who visit different groups and bring the information to their own group the teacher asks questions with topic given. The one who answer the correct questions will be the winner.

Learning activities of students in this study like seeing a picture, discussions with the initial group, discussion group meet, communicative information to guest, the ability to convey information from a group of guests to the initial group and noted the important things in learning (Sugiyono, 2012, p. 31). This technique is commonly used in all subjects and for all age
levels of the students. So, the writer divided the students into several groups then they explained the topic that will be taught. In this study the writer use the topics about descriptive text.

**Methods**

The writers applied Quasi-experimental design. —Quasi-experiment has pre- and post-test, experimental and control group, but no random assignment of subject (Nunan, 2006, p. 41). In this research, the writers did a research toward two classes as the samples, control and experimental groups. Both of groups had been given pre-test and post-test non-equivalent group design.

**Research design**

The quasi-experimental design was diagrammed as follows:

\[
\begin{align*}
\text{EG} &= O_1 \text{ (Pre-test)} \times O_2 \text{ (Post-test)} \\
\text{CG} &= O_3 \text{ (Pre-test)} \quad O_4 \text{ (Post-test)}
\end{align*}
\]

**Figure 1: The Pre-test and Post-test Nonequivalent Group Design**

EG : Experimental group  
CG : Control group  
O₁ : Pre-test of speaking in experimental group  
O₂ : Post-test of speaking in experimental group  
O₃ : Pre-test of speaking in control group  
O₄ : Post-test of speaking in control group  
X : Treatment by using two stay two stray technique

In this study, the writers grouped the students into two groups, namely experimental and control group. These groups had been placed in different classes. The writers applied two stay two stray technique in teaching and learning speaking to the experimental group and applied lecturing method to the control group.

**Research site and participants**

The population was all the eighth grade student of SMPN 12 Palembang in academic year 2018/2019. There were six classes of the second year students. They consisted of 169 students. In this study, the writers used cluster random sample. Siegela (2008, p. 1) defined cluster random sampling as the sample where they were chosen from pre-existing groups. Groups were selected and then the individuals in those groups were used for the study. The sample to be used is two classes were chosen in which one class became control class and another class to be experimental class. There were 30 students for experimental group (VIII.6) that was taught speaking skill by using two stay two stray technique, and 25 students in a control group (VIII. 1) were taught by using conventional method. In selecting the students the writer used the lottery system. The students’ names were written on small pieces of paper and rolled them up. From each class the writer took randomly two papers.

**Data collection and analysis**

Then, the writers used one instrument in collecting the data. It was test. The writers were willing to know the students’ speaking achievement toward two stay two stray technique. Brown (2004) argued that test is a method of measuring a person’s ability, knowledge, or performance in a given domain (p. 3). The test used in this study was pre-test and post-test. The pre-test was done before implementing two stay two stray technique. Pre-test was given before the students was given treatment. It was used to know the ability of the students before they got the
treatment. It was intended to know the students’ speaking achievement before the treatment. Post-test was given in the last step of the research.

In this research, the aim of the test was to know the result of teaching speaking by using two stay two stray technique to improve students’ speaking of SMPN 12 Palembang. So the writers could see the difference of teaching speaking before using two stay two stray technique to and after using two stay two stray technique. In order to analysing the data, the writers used paired sample t-test. In addition, the independent sample t-test was also used by the writers for analysing whether the experimental and control group had different achievement in speaking skill after being given the treatment. In giving the scores for students’ pre-test and post-test, the writer asked for the assistance of ratters. They scored students’ speaking performance by using speaking rubric. Then, the writer compared the post-test result of both experimental and control group.

Findings

Descriptive Analysis

In this section, the writers highlighted the result of the pretest and posttest from experimental group and control group that was given to the eighth grade students of SMPN 12 Palembang. The results of pretest and posttest in the experimental group were drawn in table 1 below:

Table 1. The Score Distribution in Experimental Group

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>90-100</td>
<td>Excellent</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>80-89</td>
<td>Very Good</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
<td>8</td>
<td>26.66%</td>
</tr>
<tr>
<td>60-69</td>
<td>Average</td>
<td>14</td>
<td>48%</td>
</tr>
<tr>
<td>50-59</td>
<td>Poor</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>40-49</td>
<td>Very Poor</td>
<td>19</td>
<td>63.33%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the above table, the results of pretest for experimental group were as follow: 63.33% (reached by 19 students) got —Very Poor, 10% (reached by 3 students) got —Poor, and 26.66% (reached by 8 students) got —Average. After that, the results of posttest were 6.66% (reached by 2 students) got —Poor, 63.33% (reached by 19 students) got —Average, 3.33% (reached by 1 student) got —Good, 23.33% (reached by 7 students) got —Very goodand1 student got —Excellent with the percentage 3.33%. Then, the results of pretest and posttest in the control group were drawn in table 2 below:

Table 2. The Score Distribution in Control Group

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>90-100</td>
<td>Excellent</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>80-89</td>
<td>Very Good</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>60-69</td>
<td>Average</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>50-59</td>
<td>Poor</td>
<td>17</td>
<td>68%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the above table, the results of pretest for control group were: 17 students got —Very Poor—with the percentage 68%, 4 students got —Poor—with the percentage 16%, and 4 students got —Average—with the percentage 16%, there was no one of the students were categorized in —Good,—Very good and —Excellent!. Then, the results of posttest for control group showed 9 students got —Very Poor—with the percentage 36%, 48% (reached by 12 students) got —Poor,—8% (reached by 2 students) got —Average,—only 1 student got —Good—score with the percentage 4% and 1 student got —Very Good—score with the percentage 4% and then there was no one of the students were categorized in —Excellent!. The descriptive statistics from students in the experimental group was drawn in table 3 below.

<table>
<thead>
<tr>
<th>Pre-test Experimental group</th>
<th>N</th>
<th>Maximum</th>
<th>Minimum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test Experimental group</td>
<td>30</td>
<td>66</td>
<td>42</td>
<td>56.20</td>
<td>4.965</td>
</tr>
</tbody>
</table>

From the above table, it was found that the lowest score obtained in the pretest was 42 while the highest score was 66, the mean score was 56.20, and the standard deviation of the scores in the experimental group was 4.965. Meanwhile, the students’ posttest scores in the experimental group showed that the lowest score obtained was 66 while the highest score was 88, the mean score was 75.27, and the standard deviation of the scores in the experimental group was 5.836. The descriptive statistic from students in the experimental group was shown in table 4 below.

<table>
<thead>
<tr>
<th>Pre-test Experimental group</th>
<th>N</th>
<th>Maximum</th>
<th>Minimum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test Experimental group</td>
<td>25</td>
<td>68</td>
<td>38</td>
<td>47.36</td>
<td>6.996</td>
</tr>
</tbody>
</table>

From the above table, it was found that the lowest score obtained in the pretest was 38 while the highest score was 68, the mean score of the pretest was 47.36, and the standard deviation of the pretest scores in the control was 6.996. Meanwhile, the statistical calculation in the posttest scores from the control group showed that the lowest score was 55 while the highest score was 81, the mean score of the posttest was 62.16, and standard deviation of the posttest score in the control group was 6.923.

The Result of Paired Sample T-test
The results of paired sample t-test could be seen from the table 6 and 7 below.

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
</table>
The result of the paired sample t-test showed the value of $t$-obtained was 13.829 at the significant level $p<0.05$ for two tailed test and degree of freedom was 29, $t$-table was 1.658. Since the value of $t$-obtained was higher than $t$-table, so that the null hypothesis $(H_0)$ was rejected and alternative hypothesis $(H_a)$ was accepted.

**Table 7.** Paired Sample Test in Control Group

The result of the paired sample t-test showed the value of $t$-obtained was 25.258 at the significant level $p<0.05$ for two tailed test and degree of freedom was 24, $t$-table was 1.658. Since the value of $t$-obtained was higher than $t$-table, so that the null hypothesis $(H_0)$ was rejected and the alternative hypothesis $(H_a)$ was accepted.

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**The Data Analysis of The Independent Sample T-test**

Based on the data collected from both experimental and control group, the writer used Independent sample t-test in SPSS 20 program to compare the result of post-test between experimental group and control group. The result of this analysis was shown in the table 8 below.

**Table 8.** The Result of Independent Sample T-test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
</table>

**Levene’s Test for Equality of Variances**

<table>
<thead>
<tr>
<th>F</th>
<th>Sig.</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>7.537</td>
<td>47.363</td>
<td>.000</td>
<td>13.107</td>
<td>1.713</td>
<td>9.609</td>
<td>16.605</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**The Data Analysis of The Independent Sample T-test**

Based on the data collected from both experimental and control group, the writer used Independent sample t-test in SPSS 20 program to compare the result of post-test between experimental group and control group. The result of this analysis was shown in the table 8 below.
Table 8. The Result of Independent Sample T-test

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>7.537</td>
</tr>
</tbody>
</table>

Based on the result of the above table, the value of significant (2-tailed) was 0.00 < 0.05 at the level significant 0.05. While, the value of t-obtained was 7.650 higher than 1.690924 based on t-table with degree of freedom 53 So that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Discussion

From the result of analysis, the calculation indicated that result of pretest in experimental group was nineteen students got very poor with the range score 0-49, three students got poor score with the range score 50-59, and eight students got average with the range 60-69, it might be caused by some factors such as the students had low motivation to start speaking, they were confused with the instructions and it was difficult for them to get the idea of speaking skill. The posttest result in experimental group showed that there were no students who were categorized very poor with the range score 0-49, two students got poor with the range score 50-59, and nineteen students got average with the range score 60-69. It happened because the students had treated by the new method. One student got good score with the range score 70-79, seven students got very good with the range score 80-89 and one student got excellent with the range score 90-100. The result showed the significant difference in experimental group from pretest to posttest.

Since after the treatment, the students got more understanding in comprehending the speaking skill. They were more motivated to speak more speaking skill as they taught that the teaching method was interesting. On the other hand, the result of pretest in control group showed that seventeen students got very poor with the range score 0-49, and four students got poor score with the range score 50-59. The students in this group had no enough prior knowledge about the speaking skill, they did not have any knowledge about descriptive text, they were not interested in speaking, and they got confused with the unclear instructions and four students got average with the range score 60-69. The posttest also showed little improvement. There were nine students who got very poor in the range score 0-49, then there were twelve students who got poor score in the range score 50-59, then there were two students who were categorized average in the range score 60-69, and only one student who were categorized in good in the range score 70-79 and also only one student who were categorized in very good in the range score 80-89. It might because of the same factors with the same instructions but they were not given the treatment. The results showed that there was no significant difference in control group from pretest to posttest. Moreover, the writer found that the result based on the output values of the paired sample t-test, Sig. (2-tailed) 0.000<0.05 for experimental group, it meant that
there was a significant difference after the treatment. Further, from the independent sample t-test, the writer also found the result based on the output values obtained Sig. (2-tailed) 0.000<0.05, it meant that there was a significant difference between post-test results of experimental group and control group in which the posttest results of experimental group showed the better score than the posttest results of control group. So that based on the Independent Sample T-test and Paired Sample T-test analysis, it could be concluded that Ho was rejected and Ha was accepted, it meant that there was a significant difference in speaking skill between students who were taught by using two stay two stray technique (experimental group) and those (control group) who were not.

Next during the study, the writer found some differences before and after the treatment. Students did not feel enthusiast to read even though the writer tried to motivate them. They did not enable to comprehend the speaking skill well. In addition, the students got confused because of some unclear instructions. After receiving the treatment by using two stay two stray technique, they finally could comprehend the speaking text well. They could find the main idea quickly and they could guess the purpose of speaking skill itself. Therefore, two stay two stray took the students' interests and made them easier to start speaking. In short, it was proven that the students' speaking skill by using two stay two stray technique was significantly improved. Besides, the previous related study that was done by Riswanto et al (2014) showed the same result that two stay two stray technique has improved the students' speaking skill.

**Conclusion**

Based on the finding and discussion of the study, there were some points could be concluded. First, it was significant to use two stay two stray technique to enhance speaking achievement of the eighth grade students of SMPN 12 Palembang. It means that Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted. Second, there was a significant difference on speaking achievement between the eighth grade students of SMPN 12 Palembang who were taught by using two stay two stray technique and those who were not. It means that Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted. In other words, the use of two stay two stray technique successful in improving students' speaking achievement. It was effective technique and felt comfortable to learn, the students were motivated and interested to learn English especially in speaking skill, the students tend to ask each other more questions that related to the speaking of text, the students began to show a greater interest in asking and significant questions, the students enjoyed following the materials in the class.

**References**


MEASURING STUDENT SATISFACTION THROUGH MARKET-DRIVEN SERVICE EXCELLENCE IN ENGLISH LANGUAGE TEACHING

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Abstract
An educational institution needs to promote service excellence in English language teaching. There are some approaches to do so. One of the approaches worth considering is student evaluation of teaching quality combined with the marketing concept of customer satisfaction since students can be considered customers. Service excellence about student satisfaction or dissatisfaction is broad. It ranges from facilities to lecturers. According to the formula of customer satisfaction, customers are satisfied if what they experience is equal to what they expect, they will be more satisfied if their experience surpasses the expectation, and they become dissatisfied if their experience is below their expectation. This paper focuses only on measuring student satisfaction toward teaching quality using a questionnaire and google form to collect the data from students. The research is expected to map the weakness and strength areas of a lecturer in four classifications: first, what a lecturer should prioritize because he/she has not implemented well; second, what a lecturer should keep going as they are because they are in line with students’ satisfaction; third, what a lecturer should consider unimportant to pay more because students see that a lecturer has done well; fourth, what a lecturer has done very well and implementing them looks to exaggerate.

Keywords: customer satisfaction, market-driven, service excellence, service quality, student satisfaction

Introduction
The online statistics data on higher educations taken from the Ministry of Research, Technology, and Higher Education shows that Indonesia has 2.488 schools of high learning, 1.090 academies, 573 universities, 257 politechnics, 192 institutes, and 16 community academies (Ristekdikti, 2019). All of these institutions of higher education have to manage quality and quantity in order to be able to compete locally, regionally, and globally. To some extent, with certain modifications, institutions of higher education in Indonesia should adopt the concept of marketing by staying close to the customers, putting the customers at the top of the organizational chart, and defining the purpose of the operation of the organization as the creation and retention of satisfied customers. Institutions that are better equipped to respond to market requirements and anticipate changing conditions are expected to enjoy long-run competitive advantage and superior growth.

There are, actually, many aspects, ways, or approaches to manage the quality and the quantity of higher education. One of the approaches worth considering is the marketing world view, namely customer satisfaction through market-driven service excellence. In a theory and a practice, service excellence of higher education, of course, covers too many things. Rust and Oliver as quoted by Al-Rafai Adnan and team (Al-Rafai, 2016) suggest that it consists of two parts: 1) what is being delivered (physical items and/or pure services) and 2) how it is being delivered (intangible service elements). The first part (what is being delivered) can consist of up to six elements: a) Items which are purchased by the customer (e.g., text books, note books, lecture notes, cafeteria meals, etc.) and/or pure services purchased by the customer (e.g., lectures, tutorials, training courses, computer and internet services, etc.); b) Items which are supplied free of charge (e.g., college freshmen student guide, class handouts, free food in student club events, etc.) and/or pure services supplied free of charge (e.g., on-line registration, academic advising, career planning, medical services, office hours, Wi-Fi service, talks by guest speakers, etc.); c) Physical items owned by the customer that are changed in the course of the service process (e.g.,...
professional proof-reading/correcting a report, typing a term paper, binding a typed project, etc.); d) Physical or geographical changes (i.e., intellectual, emotional, spiritual, and biologically physical) done to the customer (e.g., knowledge and skills development from lectures, becoming motivated after attending a speech, maturity growth from college experience, losing weight through sports activities, using the campus bus to get around campus, etc.); e) Physical items needed to carry out the operations of delivering the service package that are used by the customer (e.g., class syllabus, chalk and white board pens, computers and printers in computer labs, data shows in lecture halls for Power Point presentations, etc.); f) Servicescape, the external and internal physical environment of the service organization that is designed with an appearance and feel that is in harmony with the service concept and influences the behavior of both customers and employees. This includes: facility layout, spaciousness, style and décor, furnishings, equipment, service personnel uniforms, landscaping, parking, and ambient conditions (i.e., sights, lighting, sounds, weather, and aromas that are integral to the service theme). The layout and interior design of lecture halls and computer labs, quality and comfort of furnishing in student lounges and lecture halls, overhead projectors, white boards, cafeteria personnel uniforms, cooling/heating of lecture halls, professional appearance of buildings, grounds, and parking lots, are all parts of the Servicescape. The second part (how it is being delivered) can consist of up to three elements: a) The nature of the service contact (i.e., the kind of treatment typically received from professors, TAs, administration staff, etc.), which may be personal, soft, friendly, respectful, etc., or impersonal, hard, cold, and formal; b) The atmosphere of the service environment resulting from ambient conditions, overall cleanliness, and the nature of the service contact (e.g., friendly, professional, fair, and student-centered); c) The feelings produced in the customers (importance, intelligence, ambition, self-esteem, etc.) including those feelings and opinions generated toward the organization (knowledgeable, up-to-date, devoted, and well-prepared professors, consistently high teaching quality, reasonable workload, genuine interest in student well-being, pride).

A comprehensive approach used for measuring student satisfaction also still includes many aspects. In the context of higher education institutions in Indonesia, the concept of student satisfaction has been applied according to the perceived priority of service quality achieved. Just to take a sample case, student satisfaction in Institut Agama Islam Negeri Purwokerto (Suwito, et al, 2015) was measured based on student services covering five components: a) academic counselling service; b) thesis supervising service; c) library, laboratory, and administration services; d) Lecturers’ competence; e) public facilities and infrastructures.

From the brief description above, it is crystal-clear how important student satisfaction is despite the fact that the components covered are still varied and broad. A higher education institution can be different from another higher education institution in its application.

The objectives of this paper are to identify the shared concept and application of service in general and education service in relation to customer satisfaction, student satisfaction, market-driven, service excellence, service quality, teaching quality, measure student satisfaction, and take corrective actions. The model of measuring student satisfaction through market-driven service excellence in English language teaching is aimed at proposing student satisfaction approach for English lecturers to make the best use of it. Lecturers can administer its application in a simple way by themselves. Also, higher education institutions can administer it in a simple way, too.

**Literature Review**

**Customer Satisfaction and Student Satisfaction**

It has been recorded in the marketing management literature that there has been significant amount of scholarly work in 2000s regarding similarities between service management in general and service management in education (Arambewela & Hall, 2006); (Curran & Rosen, 2006); (Robert J. Angell, Troy W. Heffernan, & Phil Megicks, 2008); (Frankel & R. Swanson, Scott, 2002). It is, then, common to adopt and adapt the marketing view in general for the marketing view in education services. The concept and the application of the marketing for higher education institutions are originally adopted from the concept and the application of the...
marketing for companies to run businesses. In the world of business, customers derive satisfaction from a product or a service based on whether their need is met effortlessly, in a convenient way that makes them loyal to the company. The concept of customer satisfaction seems to have its foundation in the feelings that a customer experiences after a purchase of a product or a service used from a company. Satisfaction is an overall customer attitude towards a service provider, or an emotional reaction to the difference between what customers anticipate and what they receive, herein regarding the fulfillment of some needs, goals or desire. Customer satisfaction is defined as —a person's feelings of pleasure or disappointment that results from comparing a product's perceived performance or outcome with his/her expectations (Kotler & Lane Keller, 2016). It can also be defined as an overall customer attitude towards a service provider or an emotional reaction to the difference between what customers anticipate and what they receive (Kunanusorn, A. & Puttawong, D. D., 2015).

Student satisfaction, then, refers to the favorability of a student's subjective evaluation of the various outcomes and experiences associated with education as defined by Elliot and Shin in an article entitled —Dimensions Driving Business Student Satisfaction In Higher Education (Mazirah, 2015). In a simple way, it is about the level of student satisfaction after students compare what they experience to what they expect. If what they experience is above what they expect, they are satisfied. If what they experience is below what they expect, they are dissatisfied.

Students in higher education institutions are increasingly regarded as customers. Given the competitive environment in which most institutions find themselves, higher education institutions managers in many countries have begun to place greater emphasis on satisfying the needs and expectations of students. Even in a communist country like China (Xiao, J. and Wilkins, 2015) and in a country of long-lasting conflicts like Palestine (Koni, Zainal, & Ibrahim, 2013), student satisfaction is also commonly used as an indicator of quality by quality assurance agencies and the compilers of rankings and league tables.

**Market-driven Service Excellence in Higher Education Institutions**

In the marketing literature, market-driven means building products that customers want to buy (Biancamano, 2017). Service excellence is about the providing the services that surpasses customer anticipations and involves customer delight. Being more market-driven and providing Service Excellence are becoming a significant advantage and performance differentiator for both, private and public organizations. Researches on service excellence show four results: a) service excellence requires a systematic and organized efforts in delivery of services; b) System failures are considered as reason of poor quality services rather than people; c) An important part of service excellence is its organized nature, rather than a one-time good service experience; e) In service excellence set-up, the service providers are well capable, outgoing, contactable, knowledgeable, truthful, consistent, firm, involved and dependable.(Aamina, 2016). To have well-manage service excellence, an institution is supposed to implement service excellence strategy that covers eight actions: a) identifying the significant determinants of customer service; b) Managing the customer expectations; c) Managing the evidence of quality service; d) Educating customers about the service; e) Developing the culture of the quality; f) Creating automating quality; g) Taking follow-up service; h) Developing the information system of quality service. Market-driven service excellence in higher education institutions, than, is establishing the services that students want to experience and it is supposed to be managed by implementing market-driven service excellence strategy (Tjiptono, 2018).

**Service Quality in Higher Education Institutions**

Following the previous thorough studies conducted by researchers, Laura Schindler and the team (Laura, 2015) noted three challenges of defining quality: a) an elusive term depending on how four different stakeholders (providers such as a foundation, users of products such as students, users of outputs such as employers, and employees of the sector such as academics and administrators) view; b) a multidimensional concept; c) ever-changing pursuit of excellence.
A great number of studies on service quality have enriched the services marketing domain over the last three decades or so. Most of these studies have concentrated their findings on the dimensions of service quality across industries, cultures, and firms. In the literature, the dimensions of service quality vary by five aspects: a) the thoughts of two different schools, Nordic school and American school; b) industries; c) service types; d) culture; e) providers or firms in the same industry. Due to this variety, there have been models such as Gronroos model, SERVQUAL (Service Quality) model, SERVPERF (service performance) model, and INDSERV (industrial service) model.

Parasuraman et al., (Parasuraman, A, Zeithaml, V., & Berry, L. L., 1988) mentioned five dimensions of service quality, namely (1) Tangibility – the physical facilities, equipment, and appearance of personnel, (2) Reliability - the ability to perform the promised service dependably and accurately, (3) Responsiveness – the willingness to help customers and provide prompt service, (4) Assurance – the knowledge and courtesy of employees and their ability to inspire trust and confidence, and (5) Empathy – the caring individualized attention that the firm provides to its customers. These dimensions were adopted by researchers of service quality in educational institutions. According to Rebecca Milner and Adrian Furnham, these five dimensions seem to be widely used and reported in various academic papers (Milner, R. & Furnham, A., 2017).

Studies conducted by (Michael Stodnick & Rogers, 2008) and Saifuddin and his partner (Saifuddin & Sunarsih, 2016) made the best use of five dimensions of service in educational institutions: a) Tangibility—physical facilities, equipment, and appearance of personnel; b) Reliability—ability to perform the promised service dependably and accurately; c) Responsiveness—willingness to help customers and provide prompt service; d) Assurance—knowledge and courtesy of employees and their ability to inspire trust and confidence; e) Empathy—caring, individualized attention the firm provides its customers. Based on this concept, the quality dimensions of a lecturer can be interpreted as follows: a) Tangibility—being well-groomed, fit, and friendly; b) Reliability—being available and punctual in starting the session; c) Responsiveness—answering students’ questions well, repeating the explanation if necessary, being open to suggestion or comment; d) Assurance—managing the classroom activities well and speaking clearly; e) Empathy—motivating students to improve English and giving additional materials or individualized attention.

Measuring Student Satisfaction and Taking Corrective Actions in Higher Education Institutions

Referring to the concept of student satisfaction mentioned before, measuring student satisfaction, then, is about comparing what students experience to what they expect using the five dimensions of quality used by Michael Stodnick & Pamela P. Roger and Saifuddin & Sunarsih mentioned above. If what they experience is above what they expect, they are satisfied. If what they experience is below what they expect, they are dissatisfied. Later, each item in each dimension is classified based on Importance–Performance Grid used by Jinyang Deng and the team (Jinyang, 2018), Meng Ying Feng and the team (Meng et al., 2014), Mika Kuronen and Josu Takala (Kuronen & Takala, 2013), Johannes Supranto (Supranto, 2011), and Jacqueline Douglas and Alex Douglas (Douglas & Douglas, 2006).
Measuring student satisfaction by using importance-performance grid can lead to taking corrective actions relatively easy since the grid shows what action to take for each item of each dimension of the quality: to improve the performance, to maintain the level of the service, to maintain but think about the weighting of it, or to reduce the emphasis if possible.

**Methods**

Utilizing the marketing management approach, that is, customer satisfaction focusing on five dimensions of service: a) Tangibility; b) Reliability; c) Responsiveness; d) Assurance; e) Empathy, this research is designed to measure student satisfaction levels towards an English lecturer from the students’ perspective. Supported with the Importance-Performance Grid, each element in each dimension of the quality is measured to help a lecturer what action to take with each element surveyed.

**Research Design**

The design of this research is descriptive quantitative research. It designed to display the levels of student satisfaction and the action/s to take to solve the problem with the service- to improve the performance, to maintain the level of the service, to maintain but think about the weighting of it, or to reduce the emphasis if possible.

**Research site and participants**

The research was conducted at Sekolah Tinggi Ekonomi Syariah (STES) Islamic Village Tangerang Banten Indonesia. It was intended to measure the levels of student satisfaction from the perspective of morning class students who took English 2 in the second semester of the academic year 2018-2019. The class consists of male and female students of two different majors- Sharia economics and Sharia banking.

**Data collection and analysis**

The data for this research is collected from the students’ responses to each item in the questionnaire by using Likert scale: 1. strongly disagree; 2. Disagree; 3. don’t know; 4. Agree; 5. Strongly agree. The questionnaire was developed based on five dimensions of quality initiated by Parasuraman et al. (Parasuraman, A et al., 1988). Each dimension is broken down into items of statements as mentioned before.

To maximize responses, all the participants have to complete the online questionnaire provided in the google form on the last day of the lecture before they have the final test. The data collected is analyzed with the use of SPSS.

**Findings**

**Respondents’ profile**

The profile of the respondents is shown in Table 1. There are not too many students in the English class used in this study. The mixed-class has 28 students, six male students and twenty-two female students. The class is from two majors Sharia economics and Sharia banking at Sekolah Tinggi Ekonomi Syariah (STES) Islamic Village Tangerang Banten Indonesia.
Table 1 Respondents’ profile

<table>
<thead>
<tr>
<th>NO.</th>
<th>GENDERS AND MAJORS</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male students of Sharia economics</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Female students of Sharia economics</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Male students of Sharia banking</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Female students of Sharia banking</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

The Validity Of The Questionnaire On Quality Dimensions Of The Lecturer

The instrument used in this study has to be valid and reliable. The validity test and the reliability test shown in this section is based on IBM SPSS Statistics 24. The result of Pearson Correlation with sig. (2-tailed) taken from SPSS is simplified in Table 2.

Table 2 Validity Test of The Questionnaire

<table>
<thead>
<tr>
<th>NO.</th>
<th>STATEMENTS</th>
<th>PEARSON CORRELATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>well-groom</td>
<td>0.477</td>
</tr>
<tr>
<td>2</td>
<td>fit</td>
<td>0.830</td>
</tr>
<tr>
<td>3</td>
<td>friendly</td>
<td>0.567</td>
</tr>
<tr>
<td>4</td>
<td>available</td>
<td>0.553</td>
</tr>
<tr>
<td>5</td>
<td>punctual in starting the session</td>
<td>0.425</td>
</tr>
<tr>
<td>6</td>
<td>answering students’ questions well</td>
<td>0.784</td>
</tr>
<tr>
<td>7</td>
<td>repeating the explanation if necessary</td>
<td>0.796</td>
</tr>
<tr>
<td>8</td>
<td>being open to suggestion or comment</td>
<td>0.825</td>
</tr>
<tr>
<td>9</td>
<td>managing the classroom activities well</td>
<td>0.450</td>
</tr>
<tr>
<td>10</td>
<td>speaking clearly</td>
<td>0.773</td>
</tr>
<tr>
<td>11</td>
<td>motivating students to improve english</td>
<td>0.888</td>
</tr>
<tr>
<td>12</td>
<td>giving additional materials or individualized attention</td>
<td>0.477</td>
</tr>
<tr>
<td></td>
<td>Importance</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>well-groom</td>
<td>0.417</td>
</tr>
<tr>
<td>2</td>
<td>fit</td>
<td>0.642</td>
</tr>
<tr>
<td>3</td>
<td>friendly</td>
<td>0.635</td>
</tr>
<tr>
<td>4</td>
<td>available</td>
<td>0.752</td>
</tr>
<tr>
<td>5</td>
<td>punctual in starting the session</td>
<td>0.692</td>
</tr>
<tr>
<td>6</td>
<td>answering students’ questions well</td>
<td>0.866</td>
</tr>
<tr>
<td>7</td>
<td>repeating the explanation if necessary</td>
<td>0.848</td>
</tr>
<tr>
<td>8</td>
<td>being open to suggestion or comment</td>
<td>0.766</td>
</tr>
<tr>
<td>9</td>
<td>managing the classroom activities well</td>
<td>0.849</td>
</tr>
<tr>
<td>10</td>
<td>speaking clearly</td>
<td>0.858</td>
</tr>
<tr>
<td>11</td>
<td>motivating students to improve english</td>
<td>0.928</td>
</tr>
<tr>
<td>12</td>
<td>giving additional materials or individualized attention</td>
<td>0.888</td>
</tr>
</tbody>
</table>

The result of Cronbach’s Alpha with 24 items of statements on quality dimensions of the lecturer taken from SPSS is shown in Table 3.
Table 3 Reliability Test of The Questionnaire

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.957</td>
<td>24</td>
</tr>
</tbody>
</table>

The performance-Importance Grid of Quality Dimensions of The Lecturer

From 28 respondents with 12 items of performance and 12 items of importance, the scores summary for the performance-importance grid is shown in Table 4.

Table 4 Performance-Importance of Quality Dimensions Of The Lecturer

<table>
<thead>
<tr>
<th>NO.</th>
<th>STATEMENTS</th>
<th>PERFORMANCE</th>
<th>IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>being well-groom</td>
<td>4.75</td>
<td>4.68</td>
</tr>
<tr>
<td>2</td>
<td>being fit</td>
<td>4.43</td>
<td>4.50</td>
</tr>
<tr>
<td>3</td>
<td>being friendly</td>
<td>4.39</td>
<td>4.50</td>
</tr>
<tr>
<td>4</td>
<td>being available</td>
<td>4.32</td>
<td>4.61</td>
</tr>
<tr>
<td>5</td>
<td>being punctual in starting the session</td>
<td>4.14</td>
<td>4.39</td>
</tr>
<tr>
<td>6</td>
<td>answering students’ questions well</td>
<td>4.07</td>
<td>4.25</td>
</tr>
<tr>
<td>7</td>
<td>repeating the explanation if necessary</td>
<td>3.86</td>
<td>4.14</td>
</tr>
<tr>
<td>8</td>
<td>being open to suggestion or comment</td>
<td>4.18</td>
<td>4.29</td>
</tr>
<tr>
<td>9</td>
<td>managing the classroom activities well</td>
<td>4.14</td>
<td>4.43</td>
</tr>
<tr>
<td>10</td>
<td>speaking clearly</td>
<td>4.14</td>
<td>4.14</td>
</tr>
<tr>
<td>11</td>
<td>motivating students to improve English</td>
<td>4.32</td>
<td>4.29</td>
</tr>
<tr>
<td>12</td>
<td>giving additional materials or individualized attention</td>
<td>4.75</td>
<td>4.32</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>51.50</td>
<td>52.54</td>
</tr>
<tr>
<td></td>
<td>AVERAGE</td>
<td>4.29</td>
<td>4.38</td>
</tr>
</tbody>
</table>

Each item of the performance and importance is classified as shown in the Figure 2.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Improve performance</td>
<td>Maintain this level of service</td>
</tr>
<tr>
<td>Importance</td>
<td>Item: 5</td>
<td>Items: 1,2,3,4,9</td>
</tr>
<tr>
<td>4.38</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Low</td>
<td>Maintain but think about the weighting of it</td>
<td>Reduce the emphasis if possible</td>
</tr>
<tr>
<td></td>
<td>Items: 6,7,8,10</td>
<td>Items: 11, 12</td>
</tr>
</tbody>
</table>

| Low       | 4.29                                                              | High                                                               |
| Performance|                                                                  |                                                                     |

Figure 2: The result of study for Importance-Performance Grid

Discussion

Based on the result of Pearson Correlation with sig. (2-tailed) taken from SPSS as shown in Table 2 and the R-table at 0.3739 (N=28), the instrument of the questionnaire is valid. Regarding the reliability of the questionnaire, the study refers to V. Wiratna Sujarweni (Sujarweni, 2014).
According to him, if Cronbach's Alpha > 0.60, the questionnaire is reliable. Cronbach's Alpha in table 3 shows it is 0.957. So, the instrument used in the study is reliable.

According to Supranto (2011), when the instrument is valid and reliable, each item of the statements on the dimensions quality can be classified into four categories. The classification can guide the lecture what action to take: Classification A: Items to improve performance (being punctual in starting the session); Classification B: Items to maintain this level of service (Being well-groom, fit, friendly, available, and managing the classroom activities well); Classification C: Items to maintain but think about the weighting of it (answering students' questions well, repeating the explanation if necessary, being open to suggestion or comment, and speaking clearly); Classification D: Items to reduce the emphasis if possible (motivating students to improve English and giving additional materials or individualized attention).

Conclusion and Recommendations/Implications

Promoting service excellence in English language teaching relies not only on an institution but also lecturers. Measuring student satisfaction is one of the ways to promote the service excellence. There are many more ways to do it. This study focuses only on measuring satisfaction from the side of the students as customers. It doesn't talk about satisfaction from other sides.

As it is mixed application of marketing management in general and teaching quality management, there should be further researches or studies to be conducted to meet the accuracy of the implementation. The study presented in this paper is very limited. The respondents are limited. The respondents' profile is also limited. It will be more interesting if further research can explore more on the size of classes, the use of technology in the classroom, technique or strategies of teaching.

References


THE USE OF PROJECT BASED LEARNING (PBL) ON LEARNING MOTIVATION IN HIGHLY IMMERSIVE PROGRAMME (HIP)

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**Abstract**

The study of project based language learning to improve learning motivation and content relevance. Project based learning is a student centered teaching that involves a dynamic classroom approach in which their student require a deeper knowledge through active exploration of real-world challenges and problems. Project-Based Learning is an effective way to help students understand, apply and retain information. Those who work on projects show increased motivation and engagement in their studies and in communication as well. The activities should be carried out in a fun learning environment that builds the confidence level of students to use the language more frequently. This will create a positive behavioural change in the school towards learning English. The Highly Immersive Programme (HIP) is a programme introduced under the MBMMBI policy that will improve the English proficiency of students through increased exposure to English. It also aims to inculcate positive behaviours towards the learning and usage of the English language. Difficulties encountered are discussed and benefits resulting from students' participation in project work are suggested.

**Keywords:** anxiety, communication, Highly Immersive Programme (HIP), project based learning (PBL), 21st century learning skill

**Introduction**

The Highly Immersive Programme (HIP) is a programme introduced under the Upholding the Malay Language, and Strengthening the English Language (MBMMBI) policy that will improve the English proficiency of students through increased exposure to English. It also aims to inculcate positive behaviours towards the learning and usage of the English language. In accordance to the National Education Philosophy (1996), as well as in the Malaysian Education Blueprint 2013-2025, education in Malaysia aims at producing learners who are holistic and competitive in the 21st century. HIP allows a highly immersive language-rich environment to be developed for the pupils. In such an environment, pupils are deliberately and recurrently exposed to the English language through a variety of activities of high-quality linguistic input both within and beyond the classroom (Bunce, 1995).

In this dynamic world, in order to tackle the challenges of the new era in learners, project-based learning (PBL) can be an effective method in enhancing the learners' learning achievement in English as a Second language (ESL) context. Several studies have revealed project-based instruction as being capable of providing English language learners with prospects for comprehensible output and integrated language learning.

According to Stoller (2006) it is different from the traditional English teaching in that it lays great emphasis on the communicative and functional aspect of language learning and it also pays attention to the integrity of language and content learning.

**Literature Review**

PBL is one of the practical applications of abstract academic concepts to critical 21st-century workplace values. Students assume collaborative responsibilities as they work in teams to address identified needs. They learn empathy, passion, sensitivity, and flexibility. They create
products and outcomes together, and in so doing they benefit themselves, their teacher, their classroom, and their community at large. The central idea of Project-Based Learning is that real-world problems capture students’ interest and incite thoughtful discerning as the students attain and apply new knowledge in a problem-solving situation.

In project based learning, students are driven to learn content and skills for an authentic purpose. PBL involves students in explaining their answers to real-life questions, problems, or challenges. It starts with a driving question that leads to inquiry and investigation. Students work to create a product or presentation as their response to the driving question. Furthermore, PBL captivates students’ interest and promotes students’ engagement by offering a diverse range of real life working projects that takes care of the students’ choices as well. Wongdaeng and Hajihama (2018), for instance, suggest that project-based learning can promote 21st century skills and motivate Thai language learners to use English. Thai students’ communication in English is, therefore, an expected learning outcome and necessary language skill that will be advantageous for them to communicate for local use and international encounters.

The National Research Council of the National Academies of Science in Washington label 21st century skills as Cognitive skills: critical thinking and analysis, Interpersonal skills: teamwork and complex communication and Intrapersonal skills: resiliency, reflection and contentiousness (Sparks, 2016). This shows that PBL would create the opportunity for learners to enhance the 21st century skills since the learners will be involved in collaborative activities which require creative, critical, communicative and technological skills (21st century).

Motivating and engaging students in active learning is challenging even for the most experienced teachers. Due to students’ different learning styles, cultural and ethnic backgrounds, prescriptions of either a —one-size-fits-all approach or the lack of originality does not gear them towards achieving high standards. The suggested PBL is important in the learning process.

Background of the study

As mentioned by Kornwipa Poonpon (2011), studying English does not necessarily focus on synthetic accuracy or competence in grammar. Instead, giving the opportunities to students to use as much English as they can in real life contexts should be critically considered. Communication is one of the key components of 21st century learning (Greenhill, 2010). One of its concerns is on student ability to effectively express their thoughts or ideas using oral communication skills. This skill is powerful and extremely useful for the learners to prepare themselves for facing their real-life (Jerald, 2009). Strategies to communicate is influenced by the topic communicated, the interpersonal relation between the people involved in the communication, or the context (i.e. whether the situation is formal or informal) (Celce-Murcia, Dornyei, & Thurrell, 1995). Thus, language learners are considered successful language speakers when they can perform communicative functions appropriately in various situations. However, in local context, communication has become a barrier for students as they don’t have the willingness of communication due to the anxiety and inadequate motivation.

The use of a wide range of techniques to create a new knowledge, thought, or idea is also one of the bases of great teaching according to 21st century education (Jerald, 2009). It is an important process in which learners make connection across domain of knowledge to elevate their own ideas to create new things and or adapt new situation (Zhao, 2009).

In accordance to the National Education Philosophy (1996), education in Malaysia aims at producing learners who are holistic and competitive in the 21st century. This requires creating individuals who are equipped to meet the demands of the globalised economy where English is used as the international means of communication. In order to ensure that every individual is competent in the use of English, there is a need to initiate a highly immersive English-rich environment in schools.

The potential strategy to maximize students’ role in learning should take into account the principles of constructivism, and one of the mostly used is Project-Based Learning (PBL). PBL is simply defined as a learning strategy which is organized around projects (Thomas, 2000;
In PBL classroom, students plan, implement, reflect, and evaluate their own learning by working on authentic tasks, such as solving problem or task which is constructed based on real-world issues (Blank in Blank & Harwell, 1997; Dickinson, et al., 1998; Westwood, 2008). PBL also elevates student's willingness in learning. According to Blumenfeld, et al. (1991), a successful implementation of PBL in the classroom can raise students' motivation by being fully involved and engaged to the classroom activities.

Throughout the entire process of PBL, students' communication skill is being activated (Hadim & Esche, 2002; Harun, 2006). Specifically, the students' communication skills are promoted through some activities such as sharing information, discussing the project. Vicheanpant and Ruenglerptpanyakul (2012) showed an effective effect on developing Thai students' communication skill which came along with more positive attitude in learning. Then, Nassir (2014) verified significant difference on Iraqi students' English achievement before and after being taught by using PBL. Rochmahwati (2016) specifically found a positive impact on Indonesian students' English speaking skill before and after being taught by using PBL. The finding came along with the positive improvement on students' attitudes on language learning.

Those studies confirm that PBL can be used to teach English. However, previous studies that have been conducted before were not specifically proposed in analyzing the effect of PBL on students' communication skills and identifying the influence of PBL towards teaching and learning process.

Research Questions
1. Is there any significant difference in students' communication in English before and after taught using PBL?
2. What are the students' perceptions of Project Based Learning?

Method
Case study is the qualitative research design chosen for this study to find out what are the, to find out teachers and students' perspectives on how project based learning would enhance students' communication skill. This section describes about the background of case studies, to examine the relevance of case study methodology and to explore the characteristics of the case study method and its relevance to this respective research. Yin(2014) defines case study as —An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Suggestions and advice by Danby, Erwing and Thorpe (2011) were abided by as to create a friendly and safe environment for the students to speak and share their views.

The two instruments that are for data collection included classroom observations and interviews. Structured non-participant type of classroom observation was used. In this study, the researcher collected data through classroom practice observations and in-depth interviews with the teachers and students. A set of interview protocols with 6 main questions adapted from (Beanne, 2016) In this research, interviews are conducted and audio-taped, while classroom observations are video-recorded. They are then transcribed into word documents and reviewed. Finally, data were coded for emergent themes.

Research site and participants
This study is conducted in one of the high school in a rural area, Semporna district in state of Sabah, Malaysia. The population of the school is about 1100 students from indigenous tribes which are Bajau and Suluk. All of them are come from same society background. In this study, purposive sampling (Patton, 2002) was used to enter the premise of the school with knowledge that this school is one of the low proficiency in English. The sample consisted of 10 form 4 students and one English teacher. This sample is ethnically homogeneous because all students were from the local ethnics families. None of them are from English speaking family backgrounds. However, the time duration for this study is three months. Teacher will enter the
class for 2 sessions in a week. Each session is 2 hours for three months.

Data collection and analysis
After reading the interview transcripts a few times and collating the observation notes, the researchers assigned codes from the data. Emerging themes then decided for the categories of codes. The themes were derived for research questions 1 were practices and teachers' support.

What are the students' perceptions of Project Based Learning?
The themes that were derived for research question 1 were classroom practices and teacher's support. Students agreed that PBL does motivate them to learn and try new things. Not only in learning, are they also admitted that they are improving in communication skill.

— it’s not boring. (Admien)
—... since PBL, enjoy more activities such as my subject gives us activitwos in vocabulary. (Nurul)
—PBL teaches us many thing such as, when you have to communicate in your group. (Roslitah)
The teacher has created a stress free environment for the students to work in and had them focused. Furthermore, students enjoy variant activities from the PBL.

—PBL have a lot of activities such as a word a day, SLC project, from those activities I learn English. (Nurul)
—PBL one of effective ways, other than learning they will have fun. Other than that, it brings attracted to lesson. (Admien)
—PBL teach us how to be confident especially to talk in front of the people. (Roslitah)

Is there any significant difference in students' communication in English before and after taught using PBL?
The themes that emerged to answer question 2 were improving, confident, anxiety and shyness. When the students were asked how PBL helps in improving their communication skill does, they said that they are more confident than before to present or communicate in front of the audience. Their anxiety of communicating in English has decrease gradually.

—teacher taught us to present. (Naqiu) —it brings confidence! (Riza)
—teacher taught us to speak because its part learning! (Farah)

Since these students are not living and exposed in English speaking environment, they admit that by having PBL does improve their communication skill.
—can, I can speak. (Naqiu) —confidently can. (Farah)
—can but in short sentence. (Jan)
— I maybe can speak in front. (Aysa) —can but little bit. (Riza)

Table 1 Themes and Sub-themes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-themes</th>
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<tr>
<td>Theme 1: Problem faced by students</td>
<td>anxiety</td>
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<td></td>
<td>shyness</td>
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<td></td>
<td>willingness</td>
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<td>to communicate</td>
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<td></td>
<td>lack of vocabulary</td>
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<tr>
<td>Theme 2: perception of PBL</td>
<td>Fun</td>
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<td>New things/ knowledge</td>
<td>Motivate students</td>
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</table>
Discussion

This research found that the teacher considered PBL as an effective strategy to teach the students and gave positive feedback to students' participation and achievement. With respect to enhancement of students' language skills, the findings of the study are consistent with those of Srirai (2008) and Simpson (2011) who found that students' language skills were enhanced through project-based activities. As PBL is a very integrative approach, where is not only to train students to use the language but it is also a practical way to communicate, to boost their confidence and also find the motivation to keep on learning.

However, there are still few problems that teachers often encounter when communicating with students, which is vocabulary. Often times, teachers need to rephrase themselves or use simpler words, talk in a slower pace and even go down to students' level so that students can understand teachers' instruction.

Another concern is motivation. As students have low motivation (students are from no exposure background of English), they don't feel motivated and see the purpose of learning the language especially in communicating. For that reason, gradually by time students who are doing a project realise of their own abilities, probing and representing endings, showing self-confidence that comes from being able to plan in detail a project and seeing it come to fruition is crucial. Moreover, it is the joy and frustration of working with others; the pride in gaining important knowledge and insights and, in the case of presentations of a personal nature, the excitement of sharing a story worth telling.

Conclusion and Recommendation /Implications

It is believed that the implementation of PBL is appropriate for students. The project can help students recognize their own English ability and improve English language skills in real life contexts. Moreover, with PBL implementation, students will experience a positive learning environment where they switch from traditional classroom learning. Project-based learning provided learners with opportunities to use the English language contextually and creatively in an anxiety-free classroom.

To have a learner friendly classroom, new strategies should be used to provide students with a chance to learn. PBL provide a secure tract in which all students are able to exchange ideas and experience. Students are not passive or shy or afraid of making mistakes. PBL integrates play and work as a basis of learning. Project-based learning contributes to a low affective filter by creating a learner friendly environment with a low anxiety level.

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GENDER DIFFERENCES IN SELF-ESTEEM AMONG EFL STUDENTS

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Abstract

Self-esteem is a personal's subjective evaluation of a person's worth as an individual. Moreover, self-esteem is widely recognized as a central aspect of psychological functioning which is influenced by gender role. Persistent gender differences have led to a great deal of speculation that both genders have different level of self-esteem especially in language learning. This paper highlights the gender differences in self-esteem among English as a Foreign Language (EFL) students by exploring students' self-esteem as affected by the notion about men and women differences in learning English. Studies indicate that men tend to have higher self-esteem than women. The researcher examines how self-esteem is associated with body image and cultural values in the process of language teaching and learning in mixed gender groups. The review of theories will bring teachers to know the potential conditions that might help them in teaching and learning process for EFL students.

Keywords: gender; self-esteem; body image; cultural values; EFL students

I. Introduction

Gender issues have been studied in many academic areas and from different perspectives. However, for the EFL field this is an area that has been scarcely explored. Research in the area, as well as trends like critical pedagogy, have shown the need to adopt positions regarding the ways a social formation like gender is linked to questions of power and inequality. This paper addresses the topic of gender from an exploratory point of view that examines how gender differences in self-esteem supports the process of language teaching and learning among EFL students.

Researchers found that self-esteem affects achievement on language learning. Brown (2007) proposes that no successful cognitive or affective activity can be carried out without a degree of self-esteem. High self-esteem makes people more willing to speak up in groups and to criticize the group's approach. Self-esteem, as one important factor of human affective domain, has been found to play an extremely important role in second language acquisition. Self-esteem refers to a person's belief about whether he or she is intelligent and attractive, for example, and it does not necessarily say anything about whether the person actually is intelligent and attractive. It can be pointed out that in relation to the language learning, it will also be affected by self-esteem. Self-esteem is considered stable, yet malleable, because it can change in different situations and from one domain to the other (Chung et al., 2014). Many indicators construct person's self-esteem. With regard to the aim, this paper examines some theories from previous studies that explore students' self-esteem as affected by the notion about men and women differences in learning English associated with their body images and cultural values.

One of the constructions that is used to measure self-esteem is self-perceived appearance. Self-perceived appearance is how one sees one's own appearance in regard to physique like the body image. One of the factors of low self-esteem is body image dissatisfaction. On the other hand, a person's cultural background also represents a powerful and pervasive set of environmental influences that may shape the development of self-esteem. Knowledge about cultural values can help identify the underlying conditions and mechanisms responsible for the normative gender differences in self-esteem.

Examining what happens in local EFL settings in connection with genders' self-esteem associated with body image and cultural views, this paper intends to show the need to see beyond
the way teachers think and act in relation to gender differences, how the latter are revealed in classrooms dynamics and their unavoidable impact on EFL students’ present and future lives.

Using some review of theories, this paper addresses two research questions.
1) What distinguishes self-esteem for each gender among EFL students?
2) What are the strategies that can be used by teachers to the issue of gender differences in self-esteem among EFL students?

Literature Review

Gender Differences in Self-Esteem

Self-esteem at both genders is the one. Both have higher self-esteem during childhood, change during adolescence, increase during maturity, and change in older age. Nevertheless, the important difference between self-esteem at both genders happens during adolescence. Yet through both genders take decrease in self-esteem during adolescence; boys get a higher self-esteem than girls. The change continues through maturity, but diminishes when older age comes. Typically self-esteem remains balanced within the individual. For instance, —people who get higher self-esteem at one point eventually tend to get higher self-esteem years after; also those with poor self-esteem earlier in time tend to have low self-esteem laterl (Robins and Trzesniewski, 2005). Within various periods of time, self-esteem is more balanced than others.

Self-esteem is the personal judgment, opinion and the internal attitude of one’s self. The judgment is positive if it leads learners to success, yet it is negative if it leads to troubles and low academic achievement. In other words, students who feel satisfied about themselves will confidently do better. Some indicators that construct one’s self-esteem were reviewed in some studies. By the notion about gender differences in learning English, especially for EFL students, self-esteem is associated with how body images and cultural values affected an individual’s subjective evaluation of his or her worth as a person.

Body Image

Self-perceived appearance is an important contributor to self-esteem (Wichstrom & von Soest, 2016). Self-perceived appearance is determined by how well one thinks of one’s overall appearance including body image. Body image is one way to test self-perceived appearance. Value is placed on body size and shape, resulting in body dissatisfaction if one’s size and shape do not match the ideals of society. Body image is closely linked to psychological well-being during adolescence and can have harmful effects when a child is dissatisfied with his or her body. Furthermore, the importance of body-image dissatisfaction is growing due to its implication as a risk factor for the development of low self-esteem.

Women usually want to be thinner than they are. Women often think that being thinner will make them happier, healthier, attractive and better looking. Many studies find that ―larger‖ women are more likely to be dissatisfied with their body and to feel less good about themselves in general.

Men usually move closer to the common ideal masculine shape. They build muscle and shoulder width as the ideal cultural messages for men's body shape and size. Body dissatisfaction will decrease or remain stable as they move toward adulthood.

Alaffe (2017) investigated gender differences in the link between self-esteem and social self-efficacy in emerging adulthood. Participants were 205 men and 598 women of university students between ages of 18 and 29. The result revealed that self-perceived appearance has positive correlation with social self-efficacy for men, but not for women.

Cultural Values

People from different culture of language learning and strategies may value different learning characteristics. Tomalin (2008) further argues that teaching of culture in English language teaching should include cultural knowledge (knowledge of culture’s institution, the big C), cultural values (the 'psyche' of the country, what people think is important), cultural
behaviour (knowledge of daily routines and behaviour, the little c), and cultural skills (the development of intercultural sensitivity and awareness, using English language as the medium of interaction.)

Cai et al., (2007) conducted two studies to illuminate the issue that East Asian countries have lower self-esteem than do those from Western countries. Study 1 found that Chinese participants appraised themselves less positively than American participants on a cognitive measure of self-evaluations, but cultural differences were absent on a measure of affective self-regard. Moreover, cultural differences in global self-esteem were eliminated once cognitive self-evaluations were statistically controlled. Study 2 found that cultural differences in modesty underlie cultural differences in cognitive self-evaluations. These findings suggest that Chinese feel as positively toward themselves as Americans do, but are less inclined to evaluate themselves in an excessively positive manner.

Gender differences have always been complex in language learning. Gender differences in language are not only considered as a communication phenomenon but also as a cultural phenomenon. The gender differences related in language learning is a kind of language phenomenon in the presentation of community, culture, traditions and different circumstances of language users. Gender differences have theoretical importance and use value in the sociolinguistics.

Self-Esteem among EFL Students

Learning English has become a necessity all over the world, both in English speaking regions and non-English speaking regions. As a part of a curriculum of general education, EFL teachers have some challenges to achieve the successful language learning. Besides teaching grammar, vocabulary and the four skills, it is also important to consider how students' psychologies receive the teaching and learning process.

Gunawan (2017) in his research entitled —The Correlation between Students' Self-esteem and Speaking Achievement of Undergraduate EFL Students of English Education Study Program of Islamic State University of Raden Fatah Palembang— investigated students' speaking achievement that was scored by the five subskills (vocabulary, structure, pronunciation, fluency and comprehensibility). The sample of the research was students in the fifth semester selected from among undergraduate EFL students of English Education study program at UIN Raden Fatah Palembang. An adult version of Coopersmith self-esteem inventory (CSEI) which modified by Ryden (1978) for measuring self-esteem containing 58 items were administered to the participants. He found that there was a significant correlation between students' self-esteem and speaking achievement with $r = .635$. Besides, there was also a significant influence of self-esteem on speaking achievement with $40\%$.

Satriani (2014) explored the correlation between students' self-esteem and English language proficiency of Indonesian EFL students. She conducted on both Indonesian male and female graduate students of English department in a Postgraduate school in Bandung. The result of this study showed that the students' self esteem have significantly strong positive correlation with their language proficiency.

Methods for Collecting and Analyzing Literature

This conceptual paper is based solely on a review and analysis of research and data from the literature. Several methods were used to collect and analyze the literature.

First, research was conducted using the Google search engine to find out some studies that analyzes gender differences in self-esteem. Terms such as —gender differences, —self-esteem, and —self-esteem among EFL students were used, and a limited amount of information was found. Literature from the experiment was used to further the research on opinions towards gender differences in self-esteem. —The development of Self-Esteem written by Ulrich Orth and Richard W. Robins on 2014 is one of the helpful pieces of literature.

Second, research on library was conducted. One of the thesis that found was written by Rosyada (2014) entitled —The Correlation among Self-Confidence, Self-Esteem, and Speaking
Performance of the First Year Students of English Study Program FKIP of Sriwijaya University Palembang. The result found out that there was significant correlation between self-esteem and speaking performance. The Correlation Coefficient was 0.421 at (p) 0.002<0.01. The analysis using the linear regression analysis revealed that self-esteem contributed 3.6% to speaking performance.

Findings from Literature

Literature was useful for understanding the topic for this conceptual paper. The literature enabled the researcher to answer the two research questions.

Question 1:
What distinguishes self-esteem for each gender among EFL students?

Finding 1:
One of the constructions that is used to measure self-esteem is self-perceived appearance in regard to body image. Body image is closely linked to psychological well-being and can have harmful effects when someone is dissatisfied with his or her body. Body-image dissatisfaction is growing due to its implication as a risk factor for the development of low self-esteem.

Both women and men have their own body dissatisfaction. Women will feel less good when not being thinner. Men feel ideal when they have masculine shape. Nevertheless, body dissatisfaction will remain stable as they move toward adulthood.

Finding 2:
A person's cultural background represents a powerful and pervasive set of environmental influences that may shape the development of self-esteem. Knowledge about cultural values can help identify the underlying conditions and mechanisms responsible for the normative gender differences in self-esteem.

Bleidorn et al. (2015) suggest that gender differences in self-esteem can be observed in different cultures across the world. As a research conducted by Cai et al., (2007) about the issue that East Asian countries have lower self-esteem than do those from Western countries, they found that Chinese participants appraised themselves less positively than American participants on a cognitive measure of self-evaluations, but cultural differences were absent on a measure of affective self-regard. Moreover, cultural differences in global self-esteem were eliminated once cognitive self-evaluations were statistically controlled.

Question 2:
What are the strategies that can be used by teachers to the issue of gender differences in self-esteem among EFL students?

Finding:
Teacher actions, best supporting the development of students' self-esteem, are addressed (Akin & Radford, 2018). Teachers can create positive learning environments to develop students' self-esteem. Teacher's role will be a positive contribution to mental health and student academic and social success. According to Maclellan (2014), teachers' concern should focus on:

• The learner's development of knowledge which will interact with his/her academic self-concept (developing expertise in any curricular area enhances academic self-concept for that domain and strengthens self-efficacy for particular targets within the domain).
• The learner's engagement in socially designed learning activities to promote non-academic self-concept; as well as facilitating the development of knowledge.
• Planning activities in which learners have to explain their reasoning and argue for the veracity of the evidence on which they make their claims.
• Embedding self-regulative/metacognitive activities, routinely, into all lessons.
• Engaging in dialogic feedback with learners so that learners become aware of the importance of taking control of their own learning.
• Learners being socially aware but unconcerned with social comparisons.
Discussion

Self-esteem is widely recognized as a central aspect of psychological functioning which is influenced by gender role. Self-esteem is the personal judgment, opinion and the internal attitude of one's self. Someone who feels satisfied about himself will confidently do better. Some indicators that construct one's self-esteem were reviewed in some studies. By the notion about gender differences in learning English, especially for EFL students, self-esteem is associated with how body images and cultural values affected an individual's subjective evaluation of his or her worth as a person.

Gender differences have led to a great deal of speculation that both genders have different level of self-esteem especially in language learning. Gender differences in self-esteem among English as a Foreign Language (EFL) students are explored. The review of some concepts demonstrated how self-esteem associated with body image and cultural values influences the process of language teaching and learning in mixed gender groups.

The review of theories will bring teachers to know the potential conditions that might help them in teaching and learning process for EFL students. Teacher action is the best supporting the development of students' self-esteem. Teachers as the facilitator can create positive learning environments to develop students' self-esteem. The role of the teachers will be the positive contribution to mental health, student academic and social success.

Conclusion and Implication

From the findings of literature, some conclusions could be presented. First, there are two indicators that construct person's self-esteem for each genders, body image and cultural values. Body image can bring someone's high and low self-esteem. Both genders have their own body dissatisfaction. Nevertheless, body dissatisfaction will remain stable as they move toward adulthood. Besides, cultural values represent the powerful and pervasive set of environmental influences that may shape the development of self-esteem. Knowledge about cultural values can help identify the underlying conditions and mechanisms responsible for the normative gender differences in self-esteem.

Second, the researcher reviewed the theories with expectations to know the potential conditions that might help teachers in teaching and learning process in EFL classroom. According to Maclellan (2014), teachers' concern should focus on the learner's development of knowledge, the learner's engagement in socially designed learning activities, the planning activities in which learners have to explain their reasoning and argue for the veracity of the evidence on which they make their claims, the embedding self-regulative/metacognitive activities, routinely, into all lessons, and also the engaging in dialogic feedback with learners.

References


English determination as an international language encourages education practitioners to make efforts in improving their ability to master English and present exciting learning English for students. This research is a qualitative-descriptive which aims to provide an overview and information about the importance of mastering English especially for teachers to improve their professionalism. From all data collected, it was concluded: (1) English is very important to learn (for the teacher as an educator later to be transferred to students), (2) if the teacher masters in English and applies in learning activities that means the teacher has added his/her professionalism, (3) in learning English, it is necessary to pay attention to the basic abilities and students' level development; and (4) choosing the method of learning English the conditions of students, schools are important to support the mastery English for students that students are Indonesia future generation.

Keywords: English, international, teacher professionalism, English learning method, elementary school students.

Introduction

This study was taken from the fact of low teachers' English skill in Indonesia, whereas English had become the International language. Thus, learning and mastering English become the important thing to do. Including prepares the young generations to have global communication skill to face the future job challenges.

Hoare and Johnson (Artini, 2003) stated that English taking up such an important position in many educational systems around the world, it has become one of the most powerful. Artini (2003) explained that nowadays, English becomes the language of knowledge and technology which also needed in education, especially in Indonesia. Without English mastering, someone will get many difficulties in opened world society which are free and not control in globalization era, especially in industry revolution 4.0 nowadays. Now, English has the most important position. Thus, this language is really needed in all living field such as education, job and social.

Unfortunately, Indonesians' English mastering are still in low level. According to annual data of EF English Proficiency Index (EPI), the position of Indonesia decreased continually from 2016 to 2018. EPI's result which gotten from data analysis in English test by EF online test for adult, are showed Indonesians' English mastering were under average than English in other countries in Asia. Executive Director of Academic Affairs EF Education First, Minh N Tran, explained in 2016 Indonesia were in 32nd rank from 72 countries in English mastering category for International scale and the score was 52.91. That score was lower from Vietnam in 31st rank and was included in medium level.

In 2017, Indonesians' English mastering had decreased 7th rank, became 39th position from 80 countries in the world (wartakota.tribunnews.com, 22/12/2017). While in 2018, Indonesia had score about 51.58 were in 51st rank from 88 countries in the world. It was still
under Vietnam (53,12). Different with Singapore (68,63), Philippine (61,84) and Malaysia (58, 32) which had become Asia countries with the highest rank (Republika.co.id, 14/12/2018).

In other research also conducted by EF English Center for Adults, but in English skill category for Indonesian laborers, got out Career Track EF on March 2019, which showed Indonesia human resources are placed 651st rank in the world (based on the newest Human Capital Index). In other words, Indonesia human resources’ English skill are still low. Those facts were from Indonesia Associate Director Michael Page, Amelia Lestari said that many Indonesia laborers have good working quality, but for English mastering is still low. From that explanation, Indonesia must prepare human resources development who have standard competency in joining global qualification (Liputan6.com, 31/3/2019).

Minh N Tran (Senior Director, Research & Academic Partnership of Education First) declared that countries with low English skill showed nations’ skill are still as language consumers, they are not able to collaborate or compete with other countries. In other side, countries with good English mastering, will be able to compete with other countries in the world. It is a ―play rule‖ which can not be avoided (wartakota.tribunnews.com, 22/12/2017).

Aqib (2007) explained that those researches showed that Indonesia needs personal increasing in English mastering, to help facing international challenge in all of field. Especially, English needs to be known and built in education, because education will build nation’ new generation better. Furthermore, Kristiawan and Rahmat (2018) said that education is a social activity which is the most important in human life. Every education system must be able to do better changing and increasing education quality.

Depdiknas (2006) declared that increasing education quality effort must adapt with demand in this era. One of government policy based on UUSPN 20/2003 chapter 50, verse 3 is school education program which international oriented that one of signs is uses English as a companion language or English as Medium of instruction (EMI) in learning. The purpose of this policy is competitive and smart Indonesians in international who can compete and collaborate as global.

But, this thing also faced the trouble such as teachers’ readiness (as an educator will apply English learning in school), and students (as Indonesia young future generations who will be able to be hoped English mastering). A policy says that English is used in school but it does not apply in all of schools in Indonesia yet. English as daily language at school is still apply in some schools, such as private school or schools which have national or international standard. One of factors is teachers' education background (who are not English teachers), and teachers' ability to become leaders for their students in using English in every teaching-learning activity at school.

Izzah (2019) found out there are still many teachers in this era do not use English as instruction language in class or for school activities. The most important arrangement as EMI policy consequent is teachers’ readiness in applying and mastering English in learning activities and also transfer English to their students.

In a conclusion, it is needed to make an activity to increase teachers' skill in teaching English and learning method for students. This study is purpose to give the description of the English importance and English learning method which are known by teachers to increase their professionalism.

Methods

This research was descriptive-qualitative research and the method was case study. Sukmadinata (2003) stated that descriptive qualitative research was showed to describe and draw the exist phenomenon, whether it is natural or human, more attention is about characteristic, quality, and correlation between activity.

Research Design

This research gave the description about the importance of English, and the effort to increase teachers' professionalism by learning English.

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Objects of Study

The objects for this research were the information or the things how the importance of English, English mastering to increase teachers' competency and professionalism, also English learning method that teachers can apply in English learning activity for elementary school level.

Data Collection

Data collected were did science document observation, such as journal, paper, and newspaper.

Discussion

**English Urgency as International Language**

English is used as the first language for about 375 million people in some countries, as the second language and also as the foreign language for about 750 million people. This language is used in a little number for 70 countries, and is learned for about one billion people continually (Nursalam, 2019). According to Pangabean (2019), English is not only as the first language for some countries (English as First Language) such as in USA, UK, Australia, and a few countries in Canada, but also language for whole countries in the world (lingua franca global).

In India, almost all of the subjects are taught in English from elementary schools until university. This policy is applied because English is seen as an excellent thing and opened the to get the chance for better job. In Malaysia, English is considered as the important language although the national language of that country is Malay language. English is considered as the language which has the function to get the international competitive excellent. The important of English position in Malaysia can be seen as the function of English as the business language, for jobs, education, politic, tourism, law and media. In Malaysia Vision 2020, Malaysia is projected as developed country which is signed by their people' in English mastering.

In Singapore, English is the first language which becomes Singapore is one of the leaders of world cosmopolitan business (world business cosmopolitan leader). Because the importance of English since in elementary school, Singapore government applies the bilingual education system by determining English as the first language is adjacent with other national languages such as Chinese, Tamil and Malay.

In Turkey, English is considered very important language in work field, thus English is taught from elementary school until university. By mastering English, Turkey's laborers are hoped will be able to enter Europe Union Market. In Iran, English is as technology and industry innovation for Iran's effort to finish economic reliance in oil production.

In Thailand, the government realizes that by increasing English skill of Thailand citizens, competition power and international role that country will be getting and getting increase. To increase Thailand citizens' skill in speaking English, it is taught from elementary school added by English stabilization strategic program.

While in China, the importance of English is signed by English teaching obligation from elementary school until university. In other side, in South Korea, English is considered as the most important subject. Korea thinks the country needs more people who have English mastering to stay as a part of global community. English is admitted as a tool to know more about foreign culture in international perspective.

In a conclusion, it is concluded that English is really important to be learned and mastered. Indonesia must place English as the same position in order it can get bigger role in international level in knowledge, economy, politic, technology, and culture aspects.

**English Mastering as an Effort to Increase Teachers’ Professionalism**

Although English has been getting intensive to be learned in Indonesia and English proficiency is become one of acceptance and graduation requirement for graduated and postgraduate students program in some universities, English also as a requirement to apply for a job in some companies, but English is not used extensively.
Pangabean (2019) explained based on the research result is conducted by EF, it shows that the total Indonesians citizens who can speak English are still low. It means that English using in Indonesia is still limited in event and only for certain people. It is because education needs taking the role to help overcoming English mastering in Indonesia.

Barghave & Phatty (2011) stated that teacher as the important figure in skill and knowledge transferring process, in fact, it must increase their ability to master English in order to realize Indonesia government dream to create nation young generations who have international quality. Teachers’ professionalism is the most important thing in education.

Teacher is a profession or job which need special skill or called teachers professionalism. Usman (2012) explained that professionalism is job or an activity which cannot be done by random people. While Kunandar (2007) said that professional is job or an activity which is done by someone and become the live yield source which is needed skill and ability to fill certain norm and quality and also need education profession.

Manggioli (2004) stated that professional development can be defined as long career process where educators make perfect in their teaching activity to fill students’ need. Teacher has the important role in supporting and motivating students, especially in English. Because, the main purpose from learning is to prepare students become success worker in work field. The professional teacher will make the effort of quality and do update to their competency (Kristiawan & Rahmat, 2018).

In this study, teacher’s competency and quality must be updated is their mastering English learning. Also, they must know which is the appropriate method used and prepared to deliver English learning or use English in learning activity in the classroom.

Widiyanto (2012) mentions there are some supporting and obstacle factors in increasing teachers’ skill in speaking English. The obstacles factors are: (1) strong and unclear commitment from institution in supporting teachers’ professionalism to increase their English mastering, or use English in every learning. This thing correlates with costs and time; (2) demand and burden of working at school have really depleted teachers’ time and energy, so if they must join the additional course outside their work time, it must be tired; (3) a little motivation (internal-external factors) of teachers, it is usually cause of the age factor or a little work period; (4) self confidence.

In other sides, the supporting factors are: (1) there are some departments who care, so the teachers often join the training, seminar, or workshop to increase their ability; (2) there are motivation and support from the institutions such as permission, free time and also financial; (3) there are stimulus and motivation for the teachers such as comparative study or work program to go to abroad; and (4) doing many trainings which are cheaper in house training.

**English Learning Method which Must be Known by Teachers in Elementary School**

Depdiknas (2002) defined a method as a systematic investigating and the formula of methods which will be used in a research, or an activity to achieve the purpose. Indonesia Dictionary explained that methodology is the knowledge of method or the description about method. While Purwadinata in Yamin (2017), learning has same meaning with instruction or teaching. Teaching is how to teach something. Thus, teaching means as a learning activity (students activity), and teaching (teachers activity).

According to some interpretations above, the researcher can be concluded that learning is a realize effort from teacher for the students (join the activity), which is signed by the changing of attitude or increasing students’ ability, the cause of that activity. In a conclusion, teaching is not only delivered the subject material to the students, but teaching is also a process to change the students’ attitude based on the purpose expected. Because, in teaching and learning process there is an activity to lead the students. By this purpose, the students can develop based on their skill, train their skill (intellectual or motoric), until the students can live in their environment that many competitions, the students are trained to solve their life problems and built them to become innovative and creative human too.

If correlated with English, the teachers will teach English in their class, for the first time it needs to know which the correct method will apply based on the condition and the basic
knowledge of students. According to researcher opinion, this thing is important because the appropriate learning application method will help teacher in teaching and achieving learning's purpose hoped.

Cooper in Yamin (2017) explained that as a consequence from the result of teaching and learning demand, thus a teacher needs to have an ability in implementing and planning which can help talent and interest development, and the age level of students too. These are some appropriate English learning methods for elementary school:

a. Total Physical Response (TPR)

TPR is deviation method from The Natural Approach which created by Stephen Krashen and Nancy Terrell in 1977. In TPR, students give response for command sentences which is said by the teachers. Students do not need say the words, but only give the physic response as verbally. For next step, students start to give simple response, such as answer the questions by saying one word. Teacher gives the question and the answer must be short. For example: —What is the color of tree?, students answer, —Brownl or —Greenl. In next step, the student gives longer sentence. For example: teacher said: —The sky is beautifull. Students answer: —Yes, I like it.

b. The Reading Method The Natural Approach

ALM emphases on speaking skill, while for reading and writing skill are neglected. In this method reading is the main English learning activity. Students are asked to read aloud with the purposes to train their pronunciation, accustom their mouth and adapt their English vocal. This thing is advantage to develop students' vocabulary.

c. Songs and Games

Many songs and games can be used to teach English vocabulary, pronunciation and fluency. Teacher needs to bring students in studying English from things around them. The advantages using games in learning are: (1) learning English is more fun; (2) arouse students’ curiosity, tickle the reaction, and help to concrete abstract things; (3) students learning process is more interactive; (4) decrease learning time, (5) learning quality can be more increase and efficiently. Besides that, to help the students in mastering the material deeper and complete; (6) flexible, learning activity can be done anytime and anywhere; (7) students’ positive attitude with material and learning process can be increased; (8) teachers’ role can be more productive and positive.

Conclusions

Global condition such as there is an industry revolution 4.0, appear many change challenge. Nowadays, the information is getting broad, the communication is not blocked time and place, work chance globalization, and liberalization in international level. Thus, English is agreed as the international language which can made easy communication, and contact with other countries in the world, it needs to increase language skill for Indonesian, especially English. English mastering, it might we do the contact, work, compete, and also join international activity, so we do not left behind in development era. There is still low English skill for Indonesia human resources., included teachers, is also a challenge for government, education institution, and the teacher itself to do the effort in creasing English skill. That effort can be done by giving the training, seminar, workshop, or exchanging study for teachers who are not able in mastering English. The teacher's obstacle in mastering English can be from internal factor and also from external. Some factors which can be pursued such as a little motivation and support for teachers, age factor and time. For elementary school students, English learning emphasis on basic language elements, it is really needed such as learning about vocabulary, pronunciation, simple grammar and simple conversation. Besides those language elements, create comfortable situation, build English learning motivation and interest. Those things are important to be known by teachers and are needed for students. Because of that, if students study English from beginning, it is better they learn in pleasant situation and accept the subject from competent teacher, thus, it become their skill fund to study English in the next level (Senior high school or university). Finally, a professional teacher needs to know a method which they will apply for English
learning. The thing which is not hoped is students avoid English learning since elementary school. The researchers hope teacher and students can have a realization and effort to increase the quality of English.

Researcher’s suggestions are the government and education institution ought to support teachers in increasing their professionalism in presenting the subjects continually, especially for English subject. For teachers ought to keep spirit in learning and have an effort to increase their skill as an educator and can determine the appropriate English learning method suitable with their students’ development. So, make learning activity is fun.

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PERCEPTIONS ON THE EFFECT OF PROBLEM-BASED LEARNING ON CRITICAL THINKING SKILL IN ACADEMIC WRITING

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Abstract

Using problem as the starting point of the learning process has been the key in the problem-based learning model. Problem-based learning model is claimed to support the increase of students' critical thinking skills. The primary assumption of problem-based learning in which learning occurs when problems are solved, would be teachers main concern in facilitating students' efforts to solve the problem. In problem-based learning model, enhancing learning by requiring learners to solve problems is the attainment goal of its learning model, and therefore, becoming a problem solver. Students' critical thinking skills is trained and guided in this model. The process of problem solving has triggered and supported students to think to find the truth and meaning of the problem context they are dealing with. Thus, this process supports to increase students' critical thinking skills. A survey has been done to find out and describe students' perceptions on the effect of problem-based learning model and critical thinking skills in academic writing. The study employed descriptive survey research design in which questionnaires, interviews, and document analysis were used as instrument for data collection. The samples were 60 semester three students of Accounting Department, State Polytechnic of Sriwijaya in the academic year of 2018-2019. Data collected were analyzed quantitative and qualitatively. The research findings indicate that the students' perceptions on problem-based learning model and critical thinking skills on academic writing subject at the third semester of Accounting Department State Polytechnic Sriwijaya is very good.

Keywords: problem-based learning, problem-solving, critical thinking skill, academic writing

Introduction

Problem-based learning (PBL) can be considered as both an idea as well as a model for approaching learning. Problem-based learning (PBL) has been widely touted to be an effective instructional method for the present climate of change and innovation. It also promotes a better understanding of course concepts and improves the problem solving skills of the students as well as their communication, presentation and teamwork skills. Research has shown that students find Problem-based learning to be a very—motivating and effective means for learningl (McLoone, Lawlor&Meehan, 2016; Forcael et al., 2015).

Problem-based learning provides an opportunity for teachers to become partners with students in a unique learning environment. Problem Based Learning is a motivating, challenging, and enjoyable learning approach (Norman and Schmidt, 2000). Recent research has highlighted Problem-based learning effectiveness on targeted learning domains, such critical thinking ability (Sendaq and Odabas 2009; Iwaoka et al., 2010).

Teaching higher order cognitive abilities such as critical thinking has always been the ultimate goal of education (Spendlove, 2008). Critical thinking is in the family of higher order thinking skills, along with creative thinking, problem solving, and decision making (Facione, 1990). Problem-based learning is often theorized to promote students' higher order thinking skills, especially reasoning skills (Savery, 2006). Moreover, it can promote the development of critical thinking skills, problem-solving
abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001).

Problem-based learning is a learning model that involves students and begins with the real problems (Torp and Sage, 2002; Arends, 2012; Levin, 2001; Tan, 2009; Badar al-Tabany, 2013. Furthermore, students do the problem-solving process, either independently, as well as in groups (Hung, Jonassen, and Liu, 2014; Baden, 2003; Tan, 2009; Rideout and Carpio, 2008) who are guided by a lecturer as facilitator to solve problems (Huang and Wang, 2012 ; Aydinli , 2007; Arends, 2012). In addition, problem-based learning encourages students to apply critical thinking skills through simulated problems to learn complex and practical problems and help increase intrinsic motivation, build thinking skills, and develop higher-order thinking (Delisle 1997, Huang and Wang, 2012, Torp and Sage, 2002).

Based on the interview with some lecturers, the researchers found out that some of the lecturers that teach at Accounting Department of State Polytechnic of Sriwijaya have applied Problem-Based Learning, especially for teaching academic writing. Writing is claimed to be the most difficult language skill among the four language skills, because writing requires the work of both hemispheres of brain in expressing ideas and organizing symbols of language or letters into a regular sentence to be understood by others (Byrne, 1997; Lado, 1979; Bell and Burnaby, 1989; De Porter and Hernacki, 2000; Khunaify, 2014). Therefore, a good writing not only requires practice (Langan, 2008) but also a systematic learning (Ur, 2012; Kane, 2000).

Academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting (Irvin, 2010). Academic writing is based on a critical judgment of complex ideas and information, rather than an appeal to emotions. Thus, academic writing is difficult to learn by the students. The problem-based learning model is applied to this subject in order to help students to explore their critical thinking skills when they study academic writing. This study is conducted to find out and describe students' perceptions on the effect of problem-based learning model and critical thinking skills in academic writing.

Research Methodology

The study employed descriptive survey research design in which questionnaires, interviews, and document analysis were used as instrument for data collection. The purpose of this study is to find out and describe students' perceptions on the effect of problem-based learning model and critical thinking skills in academic writing. The research respondents were 60 semester three students of Accounting Department, State Polytechnic of Sriwijaya in the academic year of 2018-2019. The data were obtained from the results of questionnaires, interview and document analysis about perceptions on the effects of the problem based learning model and critical thinking skills on academic writing. The data are analyzed qualitatively and quantitatively. Qualitatively by describing students' responses while quantitatively using a formula to determine the percentage level of learner answer (Saefudin Anwar, 2001). The validity used in this study is conceptual validity, by conducting an expert judgment test on the questionnaire that will be used as a research instrument.

Research Findings and Discussions

The researchers gave a questionnaire with 3 main questions which consist of 15 statements in order to find out students' perceptions on the effects of the problem-based learning model and critical thinking skills on academic writing, and 7 statements for lecturers to know their perceptions. They were asked to give a response by giving a check mark to the answer column option provided. The questions given relate to students' and lecturers response to the effects of problem-based learning model and critical thinking skills on academic writing. The following are the results of the students' and lecturers questionnaire presented in table form for each question. There are five statements that students must respond regarding to the first question. Their responses are summarized in Table 1.
**Question 1:** Is problem-based learning appropriate for academic writing?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree (%)</th>
<th>Agree (%)</th>
<th>Neutral (%)</th>
<th>Disagree (%)</th>
<th>Strongly disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-based learning model make the learning process more meaningful</td>
<td>55 (91.7%)</td>
<td>5 (8.3%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-based learning is an interesting learning model</td>
<td>49 (81.7%)</td>
<td>8 (13.3%)</td>
<td>3 (5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning steps of problem-based learning model is not difficult to understand</td>
<td>42 (70%)</td>
<td>12 (20%)</td>
<td>2 (3.3%)</td>
<td>4 (6.7%)</td>
<td></td>
</tr>
<tr>
<td>Problem-based learning is very suitable for academic-writing subject</td>
<td>47 (78.3%)</td>
<td>8 (13.3%)</td>
<td>5 (8.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic writing subject is fun with the problem-based learning model</td>
<td>45 (75%)</td>
<td>9 (15%)</td>
<td>4 (6.7%)</td>
<td>2 (3.3%)</td>
<td></td>
</tr>
</tbody>
</table>

From table 1, it is clear that most students gave a very good response to the implementation of problem-based learning model in academic writing subject, this is evident from the number of students who said that this learning model made the learning process more meaningful. There were more than 70% of them also stated that this learning model was fun when it is applied to academic writing subject. The learning steps are quite easy to follow, this makes this learning model is very suitable to be applied to academic writing subject. This responses mean that students really like problem-based learning to be implemented on academic writing subject.

Lecturers were also asked about their responses to the first question, whether or not they like problem-based learning model applied for teaching academic writing.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree (%)</th>
<th>Agree (%)</th>
<th>Neutral (%)</th>
<th>Disagree (%)</th>
<th>Strongly disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-based learning model make the learning process more meaningful</td>
<td>3 (100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning steps of problem-based learning model is</td>
<td>2 (66.7%)</td>
<td>1 (33.3%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
not difficult to understand

Problem-based learning helps me in teaching academic writing

Problem-based learning is very suitable for academic-writing subject

I like to use problem-based learning model

Table.2 indicates that 100% of lecturers stated strongly agree that the problem-based learning model is very suitable to be applied in academic writing subject. This learning model made the process of learning is very meaningful by applying learning steps that are easily to understand by students. This learning model is very helpful for them during the teaching process, where their role is not as the main actor in the learning process, but the role of students is more dominant in the learning process.

**Question 2:** Does the problem-based learning model improve students' critical thinking skills?

Students were asked to respond four statements about the second question. The statements and responses are summarized in Table.3.

### Table.3

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree (%)</th>
<th>Agree (%)</th>
<th>Neutral (%)</th>
<th>Disagree (%)</th>
<th>Strongly disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-based learning model requires me to think critically in solving a problem</td>
<td>24 (40%)</td>
<td>28 (46.7%)</td>
<td>6 (10%)</td>
<td>2 (3.3%)</td>
<td></td>
</tr>
<tr>
<td>I feel brave when expressing my opinion in the learning process</td>
<td>33 (55%)</td>
<td>18 (30%)</td>
<td>4 (6.7%)</td>
<td>5 (8.3%)</td>
<td></td>
</tr>
<tr>
<td>Problem-based learning model makes me as a problem solver.</td>
<td>22 (36.7%)</td>
<td>31 (61.7%)</td>
<td>6 (10%)</td>
<td>1 (1.7%)</td>
<td></td>
</tr>
<tr>
<td>I can ask and answer the questions critically.</td>
<td>18 (30%)</td>
<td>40 (66.7%)</td>
<td>2 (3.3%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in table.3 stated that most of the students feel that their ability to think critically increases when they learned academic writing through problem-based learning model. It can be seen from the result of the answers, more than half of them or 50% said that they had the courage to ask and answer the questions that were given critically. Some of them also stated that
this learning model made them as a problem solver. Thus, it can be said that problem-based learning model is in line with the way students think to solve a real problem critically.

Lecturers were also requested to provide their responses with regard the second question.

Table 4 shows a summary of their responses.

Table 4

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree (%)</th>
<th>Agree (%)</th>
<th>Neutral (%)</th>
<th>Disagree (%)</th>
<th>Strongly disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-based learning model requires me to think critically in preparing the process of learning and providing the learning materials.</td>
<td>2 (66.7%)</td>
<td>1 (33.3%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The lecturers said that they agreed if the problem-based learning model requires them to think more critically in preparing the learning process, such as when implementing the learning steps in this model, as well as being more creative in preparing learning materials that can encourage students to think more critically in following the learning activities.

Question 3: Does the problem-based learning model create other positive attitudes during the learning process?

Students were also asked about the other effects of the problem-based learning model on their positive attitudes towards the learning process. Their responses were as reported in Table 5.

Table 5

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree (%)</th>
<th>Agree (%)</th>
<th>Neutral (%)</th>
<th>Disagree (%)</th>
<th>Strongly disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-based learning model increases my learning motivation</td>
<td>46 (76.6%)</td>
<td>12 (20%)</td>
<td>2 (3.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-based learning model helps me to explore my abilities</td>
<td>33 (55%)</td>
<td>18 (30%)</td>
<td>5 (8.3%)</td>
<td>4 (6.7%)</td>
<td></td>
</tr>
<tr>
<td>Problem-based learning model improves my interaction skills in the classroom.</td>
<td>49 (81.7%)</td>
<td>11 (18.3%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-based learning model</td>
<td>26 (43.3%)</td>
<td>32 (53.3%)</td>
<td>2 (3.3%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
increases my confidence in solving problems.

| I feel more active in the learning process with the problem-based learning model. | 45 (75%) | 12 (20%) | 3 (5%) |

| I can do the assignments given by the lecturer easily. | 26 (43.3%) | 30 (50%) | 1 (1.6%) | 3 (5%) |

The data speaks for itself. It appears that a majority of the students are well behaved while in class. They have positive attitudes during the learning activities through problem-based learning model. Besides improving students' critical thinking skills, problem-based learning model also enhance students' motivation in learning, it can be seen from the results of questionnaires in the table. Furthermore, this model also increases the ability of students to explore their abilities. On the other hand, this model also makes students more courageous to interact during the learning process as it can be seen in the results of the questionnaire. Then it also increases their confidence when they are faced with a problem, and they also feel more active in participating in learning activities and of course in doing the assignments given by the lecturer.

Lecturers were also asked to give their responses toward the third questions. Table 6 shows a summary of their responses.

**Table. 6**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree (%)</th>
<th>Agree (%)</th>
<th>Neutral (%)</th>
<th>Disagree (%)</th>
<th>Strongly disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching academic writing through problem-based learning model increases my motivation.</td>
<td>2 (66.7%)</td>
<td>1 (33.3%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It emerges from Table. 6 that a majority of the lecturers did say that they have a good motivation to teach academic writing through problem-based learning model. The five stages in this learning model can increase the motivation of lecturers to be better to design learning activities that will be applied to the learning process. The role of lecturers who are not dominant in the learning process makes lecturers have more opportunities to monitor and observe the learning activities. Besides that the lecturer also acts as a partner in giving assessment to students. This makes this model very suitable for applying to academic writing.

The results of the students' and lecturers' questionnaires about the perception on problem-based learning on critical thinking skills in academic writing subject can be used as a reference for lecturers especially academic writing lecturers and English lecturers in general to implement a problem-based learning model to their learning.
Conclusion

From the research findings, it can be concluded that the students’ perceptions on problem-based learning model on critical thinking skills in academic writing subject at the third semester of Accounting Department, State Polytechnic Sriwijaya is very good. This is evident from the results obtained through questionnaires and interview given, and also from the results of the document analysis. Problem-based learning model can improve students' critical thinking skills in the academic writing process. It also increases motivation, self-confidence, students' interaction, and makes students become problem-solvers. The research findings can be used as a reference for lecturers especially academic writing lecturers and English lecturers in general to implement a problem-based learning model to their learning. Hopefully problem-based learning can be applied to other subjects so that the results of the learning process can be improved.

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COMPREHENSION READING USING THE RERA METHOD (READ, REMEMBER, ACTUALIZATION BY WRITING) FOR LANGUAGE DEPARTMENT STUDENTS

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Abstract

This study aims to develop a method that is RERA (Read, Remember, Actualization by writing) in understanding reading lessons for students of Indonesia Language Department. The RERA method in reading comprehension has several steps, namely: 1) Read: read the text in one sub-topic of discussion, 2) Remember: close the text and recall what has been read, 3) Actualization by writing: write that have been remembered in their own language without out of the original writing. This study used an experimental study, consist of a control class and an experimental class. The sample consisted of 10 students at IV semester as a control class and 10 students at second semester as an experimental class, and using pretest and posttest analysis with T test obtained \( t_{hit} (4.97) > t_{hit} (2.22) \). The results of the study showed that Comprehension Reading with the RERA Method can better improve students' understanding widely, especially students of Language Department.

Keywords: Comprehension Reading, The RERA Method

Introduction

University is one of the best of reliable produsen, every graduate is expected to be able to apply the knowledge obtained in the community or workplace. All courses have individual achievement indicators, as well as language learning. Especially for language learning, there are several methods that can be applied in learning, for language learning in reading there are 15 methods that can be applied (Iskandarwasid & Dadang, 2011: 57-66). This method can be used in learning certainly to provide the right understanding and meaning for a topic or reading that students are learning.

Reading as an activity to process or digest words or a series of information expressed by someone, so that it can be understood comprehensively. Reading comprehension is reading cognition (reading and understanding (Dalman, 2013: 87). The ability in reading comprehension on a broad scale can be seen as very complex related to scripts or letters, reading models or concepts, and also language styles. It is not easy for students in learning to understand what the contents of the reading or the author's intentions in the expressions in writing.

In the Indonesian Language Education Study Program at the Muhammadiyah University of Lampung, for students, it is not easy to be able to achieve maximum scores according to the criteria given by Indonesian language lecturers. The value obtained by students is still in the B value range, based on this background problem, researchers provided better solutions for language learning. Elements that must be present in learning activities are goals, material, methods, and assessment. The method as one element of learning, also determines the results to be achieved. Therefore researchers develop a method that can be applied in language learning, namely the RERA method (Read, Remember, Actualization by writing).
Literature Review

The Achievement of 21st Century learning requires balance related to learning, both the material to be given, the position of teacher/lecturer and students/students to life skills, this is revealed by Trilling & Fadel, 2009: 38 as follows:

<table>
<thead>
<tr>
<th>Teacher-directed</th>
<th>Learner-centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct instruction</td>
<td>Interactive exchange</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Skills</td>
</tr>
<tr>
<td>Content</td>
<td>Process</td>
</tr>
<tr>
<td>Basic skills</td>
<td>Applied skills</td>
</tr>
<tr>
<td>Facts and principles</td>
<td>Questions and problems</td>
</tr>
<tr>
<td>Theory</td>
<td>Practice</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Projects</td>
</tr>
<tr>
<td>Time-slotted</td>
<td>On-demand</td>
</tr>
<tr>
<td>One-size-fits-all</td>
<td>Personalized</td>
</tr>
<tr>
<td>Competitive</td>
<td>Collaborative</td>
</tr>
<tr>
<td>Classroom</td>
<td>Global community</td>
</tr>
<tr>
<td>Text-based</td>
<td>Web-based</td>
</tr>
<tr>
<td>Summative tests</td>
<td>Formative evaluations</td>
</tr>
<tr>
<td>Learning for school</td>
<td>Learning for life</td>
</tr>
</tbody>
</table>

Figure 01. 21st Century Learning Balance.

Changes in learning patterns as illustrated above provide an overview of real achievements in learning desired in this century. Regarding language learning, of course, the understanding of this learning reaches psycholinguistics in the study of language. The four main topics that need to be learned in language are comprehension (the mental processes that people go through to capture what others say), production (mental processes can be said), biological and neurological grounds, and language acquisition (how to get language), 2010: 7). The basics of learning language in science are very broad, so you need a technique or method in learning it.

Language learning also includes understanding in memorizing or using memorization (Joyce, Weil & Calhoun, 2009: 217) in understanding each word. Techniques or methods in language learning especially reading comprehension require several skills including being able to interpret comprehension on a broad scale without losing the meaning conveyed by the author. The meaning of being able to interpret can be drawn on the explanation or on the reader's next writing.

Revealing the contents of the reading besides being illustrated on the reader's exposure, can also be reflected in the tulsan which is an application of the results of the reading. Writing skills have to do with reading, this was revealed by Dalman (2012: 9). The picture of reading someone can be contained in the writing produced, the more reading material the better the writing produced, of course with the things or substance intended.

Methods

This research is development research using the development of Borg & Gall (1983: 775) until step three of ten steps and used experiments in testing the RERA model.

Research design

The development of research design can be described as follows:
The use of the three steps Borg & Gall above was added to the experimental method by using 2 classes, namely the control class (class A regular students of Indonesian Language Education as many as 10 students as samples) and experimental class (class B Indonesian Language Education working class as many as 10 students).

A. Pre-Development Phase

1. Research and Information Collecting. Conduct initial research and information gathering. This initial research aims to get accurate information about how language learning methods, especially Language Learning in Indonesian Language Study Programs. Furthermore, a literature review and relevant research studies are carried out, which are related to language learning and the methods used. Based on these initial findings, of course, it can be used as a reference, for the development of learning methods.

2. Planning. Formulate all findings obtained, both from literature and preliminary research. And make a plan about what you want to see from the existing method, the need for new learning.

B. Development Phase

Develop a preliminary form of the product. This stage analyzes existing reading learning methods and combines them into new methods.

Research Site and Participants

This research was conducted at the Muhammadiyah University of Lampung, specifically the Indonesian Language Study Program. The sample used in the study was the Regular class (A) of 10 students and Working-class (B) of 10 students.

Research and Analysis Results

Data Analysis Test Results: Data Normality Test Results
The pretest and posttest values of the student learning outcomes data are both the control class and the experimental class, with distribution data as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Shapiro-Wilk^a</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes.</td>
<td>Pre-test Control</td>
<td>.131</td>
</tr>
<tr>
<td></td>
<td>Control Post-test</td>
<td>.341</td>
</tr>
<tr>
<td></td>
<td>Pre-Test Experiment</td>
<td>.370</td>
</tr>
<tr>
<td></td>
<td>Experiment Post-Test</td>
<td>.392</td>
</tr>
</tbody>
</table>

Data Analysis Test Results: Homogeneity Test Results
The results of the calculation of homogeneity tests on the pretest and posttest group data are as follows:

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.137</td>
<td>1</td>
<td>18</td>
<td>.716</td>
</tr>
</tbody>
</table>

Figure 02. Three Steps to the Development of Borg & Gall.

Figure 03. Stages of Borg & Gall (1983: 775)
From the table above both pretest data and posttest data of the control group and experimental group were declared homogeneous.

T-Test Test Results
The t test for the control group and the experimental group can be seen in the table below:

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learning outcomes</td>
<td>Control Class</td>
<td>10</td>
<td>60.0000</td>
<td>7.45356</td>
</tr>
<tr>
<td></td>
<td>Experiment</td>
<td>10</td>
<td>75.5000</td>
<td>6.43342</td>
</tr>
</tbody>
</table>

Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Student learning outcomes</td>
<td>Equal variances assumed</td>
<td>.522</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
</tr>
</tbody>
</table>

Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Df</td>
</tr>
<tr>
<td>Student learning outcomes</td>
<td>Equal variances assumed</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Std. Error Difference</td>
</tr>
<tr>
<td>Student learning outcomes</td>
<td>Equal variances assumed</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

The data above showed that the value of t count is -4.978 and the p value is 0.00, the p value is smaller than 0.05 (p <0.05), it can be concluded that there is a significant difference between reading comprehension skills and those using the RERA method, and those not in the control class and experimental class.

Invention
The test was conducted on 10 fourth semester students and 10 second semester students in the Indonesian Language Education Study Program at Muhammadiyah University of Lampung, for the control class and experimental class using the RERA method. From the test, the results of the t test are as follows: thit (4.97) > ttab (2.22), this indicates that using the RERA method of reading comprehension will be better.

Discussion
The RERA method is very effective for learning reading comprehension in Indonesian study programs based on the results of the above data analysis, while the steps of the RERA method are as follows:

1. Read.
2. Remember.
3. Actulization by writing

<table>
<thead>
<tr>
<th>No</th>
<th>Step-Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read</td>
<td>reads the text in a discussion sub topic studied by students.</td>
</tr>
<tr>
<td>2</td>
<td>Remember</td>
<td>close the reading and remembers what has been read</td>
</tr>
<tr>
<td>3</td>
<td>Actulization by writing</td>
<td>writes readings that have been remembered in the student’s own writing style without coming out of the meaning of the original writing</td>
</tr>
</tbody>
</table>

**Conclusion**

Based on the results and discussion above the three-step RERA method (Read, Remember, Atualization) is very relevant to 21st Century learning according to the above theories.

**Daftar Pustaka**

STUDENT MATHEMATICS LEARNING OUTCOMES USING GENERATIVE LEARNING MODEL (MPG) IN CLASS VIII SMP NEGERI 1 INDRALAYA UTARA

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Abstract
This study aims to describe the learning process and mathematics learning outcomes of students using the generative learning model (MPG) in class VIII SMP Negeri 1 Indralaya Utara using descriptive research methods. The research subjects were 28 students at SMP Negeri 1 Indralaya Utara. Data collection on learning processes and student mathematics learning outcomes in the form of field notes, tests and documentation results. Learning process data obtained from student activities as a whole each meeting and student mathematics learning outcomes data obtained from a combination of the average test value of each meeting and the final test value converted to 0-100 values. Furthermore, these data are converted into qualitative data. Based on the results of the study, it can be concluded that the learning process using MPG is categorized as active with an average of 67.86 and the mathematics learning outcomes of students using MPG are categorized sufficiently with an average of 62.81.

Keywords: Generative Learning Model (MPG), Learning Process, Learning Outcomes

Introduction
At present the development of science and technology plays a very important role in life. The development of science and technology is inseparable from the contribution of mathematics because mathematics is a universal science that underlies modern technological developments. Based on the description above, learning mathematics at every school level is an important part. The importance of mathematics in schools is seen in the teaching of mathematics at every level of education from elementary school to college. This is based on Permen No. 22 of 2006 which states "mathematics subjects need to be given to all students starting from elementary school to equip students with the ability to think logically, analytically, systematically, critically, and creatively, and the ability to cooperate". The general purpose of learning mathematics is said to be achieved optimally, if the results of mathematics learning students show good results.

Based on this, it can be concluded that in achieving good mathematics learning outcomes, learning is needed that is appropriate and in line with the curriculum so that it can achieve the general goals of mathematics learning optimally. However, in reality there are still many schools that use conventional learning, namely teacher-centered learning and still dominated by teachers and providing information about mathematical knowledge is still done by teachers, so that teachers are more active in these learning or called teacher centered. This resulted in students becoming passive and only accepting what was said by the teacher.

Then based on the experience of researchers during the PPL, in the form of observations of researchers on learning activities that take place in schools, shows that learning activities that occur are still teacher-centered. This is marked by the way the teacher teaches that is only conveying what is in the textbook and not accommodating the students' abilities, thus making it difficult for students to construct their knowledge. With such conditions will cause, students'
Thinking skills are less developed, so that ultimately affect student learning outcomes, especially in mathematics. The situation is also, researchers found in SMP Negeri 1 Indralaya Utara that students' mathematics learning outcomes were still low. This is indicated by teacher documents in the form of the average student mathematics learning outcomes at the end of the semester 2011/2012 academic year exam in one class VIII, which is 42.5.

To anticipate the above, an appropriate learning model is needed so that it can influence students’ mathematics learning outcomes by providing a creative learning model in accordance with the objectives of mathematics learning, one of which is a generative learning model. Generative Learning Model (MPG) is a translation of Generative Learning (GL) which is a learning model that emphasizes the active integration of new knowledge using the knowledge that students already have.

**Literature Review**

**Generative Learning Model**

According to William (2007) suggests an understanding of generative learning models, namely

*Generative learning is the process of actively integrating your existing knowledge about a subject with new information about it. The result is an improved personal understanding of that topic and as significance to your situation.*

That generative learning is an active process in linking and generating new knowledge based on prior knowledge that results in an understanding of an individual with a particular topic in accordance with the situation at hand. In addition, according to Osborne and Wittrock (in Hulukati, 2005: 52), generative learning is the mind or human brain is not the recipient of information passively but is active in constructing and interpreting information obtained then draw conclusions based on that information.

From the description above, it can be concluded that generative learning is learning that involves mental thinking activities. Mentally think someone who has done learning will develop in line with the learning process. In learning activities there is a process of thinking someone towards learning. This is based on Piaget's view (in Dalyono, 2010: 37) which uses the term "scheme" with the term structure. "Scheme" is a pattern of behavior that can be repeated that is related to innate and mental reflexes. This is an individual cognitive structure that is adapted to the environment and organizes it in the form of a series of interconnected concepts that are in the mind of the individual

From the learning theories that have been stated above, it is clear that generative learning models involve mental activities of students thinking in compiling, connecting and using old information with new information so that new knowledge is formed. This shows that in learning mathematics learning in particular it is necessary to have students active in constructing their own mathematical knowledge in their minds so that their schemes become developed from the previous scheme.

**Application Of Generative Learning Models in Mathematics Learning**

According to Tytler (in Hulukati, 2005: 62), the generative learning model is one model that can be applied in mathematics learning and consists of four learning phases, namely, 1) the preliminary exploration phase, 2) the focus phase, 3) challenge phase and 4) application phase

**Research Methodology**

**Research Methods**

The method used in this study is descriptive which has a purpose, namely:

1. know the description of the learning process by using the Generative Learning Model in Class VIII SMP Negeri 1 Indralaya Utara
2. find out the description of students’ mathematics learning outcomes by using the Generative Learning Model in Class VIII SMP Negeri 1 Indralaya Utara
Research Variable

The variables in this study are the learning process and the mathematics learning outcomes of students using generative learning models.

Operational Definition of Variable

The learning process is a learning activity using generative learning models that are seen from student activities, namely in the preparation stage, focusing phase, stage of challenge and application stage. This learning process is seen from the visible descriptors achieved by the students as a whole at each meeting which is adjusted to the MPG indicators through field notes per meeting and is supported by the results of documentation through the camera in the form of photographs during the learning process. Whereas, students' mathematics learning outcomes are mathematical abilities possessed by students after students receive learning experiences using generative learning models. These learning outcomes are seen from the values obtained by students after being given a test.

Research Subjects

The subjects of this study were students of class VIII B of SMP Negeri 1 Indralaya Utara, whose acquisition was carried out by purposive sampling, namely samples based on consideration from the researchers or from the teachers at the school. These considerations are based on the condition of the class, namely with the criteria of the class whose average learning outcomes are low or have not reached KKM.

Data Collection Technique

Data collection techniques used in this study were tests, field notes and documentation. The test technique aims to describe students' mathematics learning outcomes using the generative learning model in class VIII Indralaya 1 State Middle School. Test techniques are a series of questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups (Arikunto, 2006: 150). The test used in this study is a test at each meeting and final test. In this test, the questions given are the description questions and the test results are the values on the student answer sheet in the form of the sum of the scores obtained by students from each item which is then converted into 0-100 values.

Then the field notes technique aims to describe the learning process seen from the activities of students using MPG which consists of the preparation stage, focusing phase, the stage of challenge and the application stage. Field notes are written records of what is heard, seen, experienced and thought in the context of data collection and reflection on data (Bogdan and Bielen), while documentation is supporting data in the verification process based on any type of source whether written, oral, photography or archeology (Gottschalk, 1986: 38).

Data Analysis Techniques

Analysis of Field Record Data

Data obtained through field notes are in the form of overall student activity at each meeting which aims to describe the learning process using MPG. Then, the data is analyzed first to determine the visible descriptor, which has been adjusted to the MPG indicator and then given a value on each visible descriptor. The indicators and descriptors using MPG are as follows:

Table 3.1 Indicators and MPG Descriptors

<table>
<thead>
<tr>
<th>MPG Stage</th>
<th>Indicators</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation Stage</td>
<td>Students explore the knowledge they have had before</td>
<td>a. Students pay attention to the teacher's explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Students submit or answer teacher questions</td>
</tr>
<tr>
<td>2. Focusing Stage</td>
<td>Students discuss groups</td>
<td>a. Students express opinions or listen to the opinions</td>
</tr>
</tbody>
</table>
3. Challenge Stage

Students present the results of their group work

- a. Students convey the results of their group work both orally and in writing
- b. Students express their opinions or give objections to the opinions of others

4. Application Stage

Students apply the concept to the test questions given

- a. Students solve the problem according to the instructions in the question

### Table 3.2 Description of the Assessment System

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Student Activity Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no visible descriptors</td>
<td>0</td>
</tr>
<tr>
<td>1 visible descriptors</td>
<td>14,29</td>
</tr>
<tr>
<td>2 visible descriptors</td>
<td>28,57</td>
</tr>
<tr>
<td>3 visible descriptors</td>
<td>42,86</td>
</tr>
<tr>
<td>4 visible descriptors</td>
<td>57,14</td>
</tr>
<tr>
<td>5 visible descriptors</td>
<td>71,43</td>
</tr>
<tr>
<td>6 visible descriptors</td>
<td>85,72</td>
</tr>
<tr>
<td>7 visible descriptors</td>
<td>100</td>
</tr>
</tbody>
</table>

The value of student activity in the table above is obtained using the formula

\[ N = \frac{\text{visible descriptors}}{\text{maximum descriptors}} \times 100 \]

(Djaali, 2004:123)

Furthermore, it is converted into qualitative data to determine student activity categories based on the following table.

### Table 3.3 Student Activity Category

<table>
<thead>
<tr>
<th>Final Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>80,0 – 100,0</td>
<td>Sangat aktif</td>
</tr>
<tr>
<td>66,0 – 79,9</td>
<td>Aktif</td>
</tr>
<tr>
<td>56,0 – 65,9</td>
<td>Cukup aktif</td>
</tr>
<tr>
<td>40,0 – 55,9</td>
<td>Kurang aktif</td>
</tr>
<tr>
<td>0 – 39,9</td>
<td>Tidak aktif</td>
</tr>
</tbody>
</table>

(Modifikasi Arikunto, 2009:245)

**Documentation Analysis Data**

Data analysis carried out in the documentation is supporting data which aims to see the learning process using MPG, which is known based on the results of documentation, namely photographs.
Analysis of Test Data

Student test results data are obtained by examining the student’s answer sheet which consists of the test results at each meeting and final test. The steps in analyzing the data are:
1. To obtain data on student learning outcomes, namely the test results of each meeting and final test, scoring of student answer sheets for each item is carried out.
2. Check the student's answer sheet that is adjusted to the answer key that was made before.
3. The test scores for each meeting and final test to be analyzed are adding up the scores obtained by students for each item and converted into 0-100 values. This value will be calculated using the formula.

\[ \frac{TA}{T_{1,2,3,4}} = \frac{\text{jumlah skor yang diperoleh siswa}}{\text{skor maksimum}} \times 100 \]  

(Djaali, 2004:123)

Keterangan:
TA : Tes Akhir 
\( T_{1,2,3,4} \) : Tes setiap pertemuan

4. After all data is obtained in the form of values, then determine the final value of students which can be done by the following steps:
   ✓ Calculate the value of each student on each test. Weighting the final value is a combination of several components, namely:
     • Nilai tes pada pertemuan 1 (\( T_1 \)) dengan bobot 15%
     • Nilai tes pada pertemuan 2 (\( T_2 \)) dengan bobot 15%
     • Nilai tes pada pertemuan 3 (\( T_3 \)) dengan bobot 15%
     • Nilai tes pada pertemuan 4 (\( T_4 \)) dengan bobot 15%
     • Nilai tes pada pertemuan 5 yang mencakup keseluruhan (TA) dengan bobot 40%
   
   Atau dapat dituliskan seperti di bawah ini:

\[ NA = \frac{15\% \times T_1 + 15\% \times T_2 + 15\% \times T_3 + 15\% \times T_4 + (40\% \times TA)}{100\%} \]  

(Modifikasi dari FKIP Unsri, 2008: 23)

✓ Then the value is converted into qualitative data to determine the level of student learning outcomes in the mathematics category.

<table>
<thead>
<tr>
<th>Score Final</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>80,0 – 100,0</td>
<td>Sangat baik</td>
</tr>
<tr>
<td>66,0 – 79,9</td>
<td>Baik</td>
</tr>
<tr>
<td>56,0 – 65,9</td>
<td>Cukup</td>
</tr>
<tr>
<td>40,0 – 55,9</td>
<td>Kurang</td>
</tr>
<tr>
<td>0 – 39,9</td>
<td>Sangat kurang</td>
</tr>
</tbody>
</table>

(Modifikasi Arikunto, 2009:245)

Result and Discussion

Pada tahap pengolahan data, kegiatan yang dilakukan peneliti adalah memeriksa lembar jawaban siswa dan menganalisis hasil catatan lapangan. Memeriksa lembar jawaban siswa terdiri dari tes setiap pertemuan dan tes akhir berdasarkan rubrik penskoran yang telah dibuat oleh peneliti yang kemudian dialisis untuk menentukan tingkat hasil belajar matematika siswa berupa nilai yang telah dikonversikan ke dalam 0 – 100 dan dikategorikan dalam bentuk kualitatif. Selanjutnya, peneliti menganalisis hasil catatan lapangan yang didukung dengan data dokumentasi untuk menggambarkan proses pembelajaran dengan menggunakan MPG. Pada tahap ini, ada beberapa hal yang dilakukan peneliti dalam mengolah data yaitu deskripsi dan analisis data.
Analysis of Field Record Data

Data obtained in field notes is data about the learning process using MPG which is seen from the activities of the students as a whole at each meeting. Assessment is carried out in general, viewed from each meeting. Field notes consist of 4 indicators that correspond to the MPG stages, while each indicator consists of 2 descriptors, but for the fourth indicator there is only 1 descriptor, so that the maximum descriptor in each meeting is 7. While the total descriptor of all meetings is 28. Next this is a table of frequency of student activity.

<table>
<thead>
<tr>
<th>Pertemuan Ke-</th>
<th>Students Activities</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68,37</td>
<td>Aktif</td>
</tr>
<tr>
<td>2</td>
<td>84,19</td>
<td>Sangat aktif</td>
</tr>
<tr>
<td>3</td>
<td>58,67</td>
<td>Cukup aktif</td>
</tr>
<tr>
<td>4</td>
<td>60,20</td>
<td>Cukup aktif</td>
</tr>
</tbody>
</table>

Rata-rata 67,86 Aktif

Based on table 4.1, it can be seen that the average activity of students using MPG carried out by students of class VIII.B of SMP Negeri 1 Indralaya Utara is categorized as Active. This can be seen from the final average obtained which is 67.86. But at the 3rd and 4th meetings, student activities are categorized as quite active. This is because, in the learning process using MPG, students lack constructive prior knowledge and also express their opinions. Students tend to just stay quiet and accept what the teacher says. This is indicated because students lack knowledge, causing students to be afraid to ask questions or express their opinions. The percentage of occurrence on each indicator in the process of learning mathematics using MPG, as follows.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Descriptors</th>
<th>% Kemunculan</th>
<th>Avarage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the knowledge they have had before.</td>
<td>a</td>
<td>75</td>
<td>100</td>
<td>64,29</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
<td>10,72</td>
</tr>
<tr>
<td>Students discuss groups</td>
<td>a</td>
<td>67,86</td>
<td>100</td>
<td>35,72</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Students present the results of their group work</td>
<td>a</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on table 4.2, it can be seen that the average activity of students with the highest occurrence seen from descriptors 2b and 3a is that students complete the LKS and students convey the results of their group work in front of the class in writing or verbally with a percentage of 100%. While descriptors with the lowest average activity occurrence are students submitting or answering teacher questions with a percentage of 10.72%. If each indicator above averages the percentage of occurrence, then the indicator of the student explores previously owned knowledge has an average of 40.19% with the category of less active, students discussing groups have an average of 80.36% with a very active category, students presenting their group work have an average of 64.3% with a fairly active category and students applying the concept to the test questions given have an average of 49.11% with the less active category. Thus the overall average of the occurrence of the indicators of the learning process using MPG is 58.49 with a fairly active category.

**Analysis of Test Data**

In this study, student mathematics learning outcomes can be seen from the results of test 1, test 2, test 3, test 4 and the final test. Assessment of student test results is done by assessing each item in accordance with the predetermined scoring rubric. The test questions in each meeting are in the form of a description problem with the material being tested, the material at each meeting and the final test question is also in the form of a description question consisting of 8 questions about cube material and beams taken from 5.1 Identifying the properties of cubes, beams, prisms and limas and its parts as many as 3 questions, 5.2 Making nets of cubes, beams, prisms and pyramid as much as 1 question, 5.3 Calculating the surface area and volume of cubes, beams, prisms and pyramid in 4 questions. The following is a table of average mathematics learning outcomes of students in each meeting with a category of very good, good, sufficient, lacking and very lacking

<table>
<thead>
<tr>
<th>Pertemuan Ke-</th>
<th>Average Learning Outcomes</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65,11</td>
<td>Cukup</td>
</tr>
<tr>
<td>2</td>
<td>80,71</td>
<td>Sangat Baik</td>
</tr>
<tr>
<td>3</td>
<td>57,50</td>
<td>Cukup</td>
</tr>
<tr>
<td>4</td>
<td>70,14</td>
<td>Baik</td>
</tr>
<tr>
<td>5</td>
<td>54,48</td>
<td>Kurang</td>
</tr>
</tbody>
</table>

Table 4.2, can provide an overview of the average mathematics learning outcomes of students at each meeting. At the first meeting, students’ mathematics learning outcomes were sufficient. This is because in the first meeting test questions, students are able to solve the
problem, namely students capable of knowledge or memory is to describe cubes and beams and mention the elements of cubes and beams. The second meeting, students' mathematics learning outcomes improved with a very good category. This is due, students are able to mention the nets of cubes and beams and be able to determine the lid of the cube if given the nets. This means that a good process occurs during learning.

The third meeting, student mathematics learning outcomes decreased to an adequate category. This is because the material studied is increasingly difficult, namely the surface area of the cube and the beam, so students experience difficulties when completing the given test questions. This can be seen when students answer the test questions No. 2. Most students are not right in answering these questions, especially in choosing the procedure used, which results in the student's final answer. Even though it was seen from the worksheets carried out with the group, most groups were able to complete the worksheets given in finding the broad formula of cubes and beams. At the fourth meeting the mathematics learning outcomes of students experienced an increase from the previous meeting in a good category. This is due, students have been able to use the right formula and choose the correct procedure, so that the final results are obtained correctly.

Then, at the fifth meeting or final test meeting, students' mathematics learning outcomes decline with less categories. This happens, most students are not right in operating calculations, thus affecting the end result. In addition, most students do not solve the questions correctly. In fact, the test questions were given, the problem was not much different from the questions given at each meeting.

Furthermore, to find out the results of student mathematics learning in general, the following is presented a table of frequency distribution of students' overall mathematics learning outcomes.

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>80,0 – 100,0</td>
<td>3</td>
<td>10,71</td>
<td>Sangat baik</td>
</tr>
<tr>
<td>66,0 – 79,9</td>
<td>6</td>
<td>21,43</td>
<td>Baik</td>
</tr>
<tr>
<td>56,0 – 65,9</td>
<td>12</td>
<td>42,86</td>
<td>Cukup</td>
</tr>
<tr>
<td>40,0 – 55,9</td>
<td>7</td>
<td>25</td>
<td>Kurang</td>
</tr>
<tr>
<td>0 – 39,9</td>
<td>0</td>
<td>0</td>
<td>Sangat kurang</td>
</tr>
<tr>
<td>Jumlah</td>
<td>28</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Average Learning Outcomes: 62.81 Cukup

Conclusion
From the results of the research in class VIII.B of North Indralaya 1 Public Middle School, it can be concluded that:

1. The learning process by using the Generative Learning Model (MPG) in class VIII of SMP Negeri 1 Indralaya Utara which was seen from the activities of students was categorized as active with an average of 67.86. The four MPG stages, namely the preparation stage, the focusing phase, the challenge stage and the application stage, each stage consists of 2 descriptors, except the application stage consists of 1 descriptor showing that it has been carried out even though there are some descriptors categorized as inactive, students submit or answer teacher questions with percentage of 10.72% and students express their opinions or refute the opinions of others with a percentage of 28.57%.

2. The mathematics learning outcomes of students using the generative learning model in class VIII of SMP Negeri 1 Indralaya Utara are categorized sufficiently with an average of 62.81. The percentage of students who have excellent math learning outcomes is 10.71% as many as
3 students, good categories 21.43% as many as 6 students, enough categories 42.86% as many as 12 students and less categories 25% as many as 7 students.

Reference


BSNP. 2006. Standar Kompetensi Kelulusan Matematika SMP/MTS. Jakarta: Depdiknas


ENGLISH LOANWORDS IN THE TRANSLATION BOOK OF JUZ AMMA BEBASO PALEMBANG

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Abstract

This study raises the issue of English loanwords in the Translation Book of juz Amma Bebaso Palembang. The purposes of this study are to describe: (1) the large number of English language vocabularies in the Translation Book of juz Amma Bebaso Palembang, (2) the form of the use of English language words in the Translation Book of juz Amma Bebaso Palembang, (3) similarities and differences in the absorption of English words with what is in the Translation Book of juz Amma Bebaso Palembang. The form of research is qualitative descriptive. The data analysis technique uses the intralingual equivalent method. The results of this study concluded: (1) English language absorption words found in the Grammar Book and Dictionary of Baso Pelembang, (2) the analysis was carried out in the form of the use of English language absorption in the Translation Book of juz Amma Bebaso Palembang, (3) there are similarities and differences in the use of English loanwords in the Translation Book of juz Amma Bebaso Palembang.

Keywords: absorption words; Baso Pelembang; English; Al-Qur'an; translation.

Introduction

Humans cannot be separated from language, because language is a communication tool between members of the community. Language can also be interpreted as a tool to convey something that comes to mind. Even language is a tool for conveying thoughts, ideas, concepts or feelings. In sociolinguistic studies, language is defined as a system of symbols, in the form of sound, arbitrary, productive, dynamic, diverse and humane (Chaer and Agustina, 2010). That is, as a component of language culture can describe the general character of the community owner.

One of the languages in Indonesia is Palembangnese. Palembangnese language is a language that is used as a communication tool among the people of Palembang. The Palembang people refer to their language as Bebaso Palembang. According to Bebaso Dictionary, the word baso comes from the word 'language' which means the sound symbol system used by a community for interaction. Palembang language consists of two levels, the first Palembang Jegho language or subtle Palembang language (Bebaso) and Palembang Malay language.

First, Palembangnese language Jegho. Before the Sultanate of Palembang was led by Sultan Abdurrahman or Cinde Walang, the Palembang jegho language was used in the Keraton neighborhood and the environment close to the royal family.

Second, Palembang Malay Language is an informal language that is used by almost every person in this city or also called the colloquial language. The language is still maintained until now. However, during intellectual activities, such as writing, the language used is the Palembang Malay language (Hanafiah, 1989).

Language is certainly very dynamic and produces new vocabulary from the creation of regional languages or foreign languages, even with the Palembang Jegho language which receives input or absorption from other languages, as a result of the intensive process of acculturation.
and enculturation with various nations such as China, Arabic, India / Tamil, Persian, Portuguese, Dutch and English (Munir et al, 2010).

The absorption element in a language is influenced by the civilization of the language-speaking people who make contact. Thomason (2001) defines language contact as the event of using more than one language in the same time and time. In practice, the use of this language does not require speakers to speak fluently as bilingual or multilingual. Speakers may only include a number of vocabulary or phrases from other languages in their speech when communicating. That is, in the use of absorption words, it is very influenced by the speech or dialect of the local community.

In Zuhdiyah’s study it was mentioned, the use of the Gherot language (subtle Palembang) was rarely used. Local people only use colloquial language, because it is easier to use than the subtle language (Bebaso). However, Bebaso is still used by certain communities in traditional areas in the city of Palembang which include the village of Seberang Ulu I, Seberang Ulu II to villages in the 16 Ilir Barat II, and Ilir Timur II areas. This means Bebaso is still used even though the users are only a few.(2000)

To preserve the Pelembang Gherot language, Zuhdiyah has conducted research on Juz Amma Bebaso Pelembang in 2015. The focus of the research is the use of the delicate Palembang language (Gberot) in juz amma. In the translation, of course some words or terms are derived from foreign absorption, especially English. Thus, it is important to examine the form of use of the English absorption word and provide an understanding of the differences between the Pelembang language and the use of the English absorption words in the book of Terjemah Al-Qur’an dalam Bahasa Palembang

In this study there are three problems that need to be answered.
1. How many English absorption words are found in the Bebaso Pelembang Grammar Book and Dictionary?
2. What are the forms of using English absorption words in the Baso Pelembang Grammar Book and Dictionary?
3. What are the similarities and differences in the use of English absorption words Baso Pelembang Grammar Books and Dictionaries?

While the objectives to be achieved in this study are:
1. Describing how many English absorption words found in the Grammar Book and Baso Pelembang Dictionary.
2. Describing the use of English absorption words in the Grammar Book and Baso Pelembang Dictionary

Literature Review

Definitions of Absorption

If viewed from the way or process of integration of foreign languages or regions into Indonesian language absorption, then this can be classified into several types including:

1. Adoption, which is the integration of foreign languages or regional languages taken as absorption languages by taking them intact without changing their pronunciation and spelling. Examples: Reshuffle, plaza, supermarket, hotdog, etc.
2. Adaptation, namely taking elements of foreign words or regions by adjusting with the rules of absorbing language. Example: ops from the word option, fluktuasi in the word fluctuate, organisasi of the word organization, and so on.
3. Borrowing, which are taking words from foreign languages that are matched with their words with new language elements. Example: suku cadang of the word spare parts, uji
Palembangnese Language

Palembangnese language is a language that is used as a communication tool among the people of Palembang. The Palembang people refer to their language as Baso Plembang. The word baso comes from the word 'language' which means the sound system is used by a community to interact (Kamus). Palembang is the term for Palembang City as the capital of South Sumatra Province which has an area of 358.55 km inhabited by 1.7 million people with a population density of 4,800, consisting of 16 sub-districts, 107 villages / villages, and divided by the Musi River into two parts, Seberang Ulu and Seberang Ilir parts.

As one of the Malay dialect forms, the Palembang language shows some peculiarities that distinguish it from other Malay dialects. Amalia (2002) mentions some of these peculiarities, namely in terms of phonology. The Palembang language shows the peculiarity of a round intermediate vocal sound / o / in almost all the final syllables open. Whereas in Minangkabau Malay language which has a back vocal characteristic that is not round / o / . Thus the word 'tiga' 'puluh' will be pronounced to be / tig / o / pul / in Palembang dialog and / tigo / o / pulo / in the Minangkabau dialect.

In addition to the specificity of the back vocal sound, the Palembang Malay dialect also has another specificity, namely the vibrating sound / R / which is pronounced in all positions, both at the back vocal, or at the beginning. The Palembang people call the sound / R / with the Palembang dialect with the term egh bedeghot because it is pronounced almost resembling the sound of the letter hijaiyah, namely the letter ghain. In their daily lives, Palembang people, especially those native to Palembang will pronounce the letter / R / by vibrating the bedhot, this is not because they are not able to pronounce the sound of the letter R as in Indonesian but only to clarify the dialect. speakers with the R bedeghot dialect have been heard less frequently, especially by the younger generation of Wong Palembang, Only the speakers of the older generation still say it in the Bedeghot dialect.

Translation of Juz Amma

Al-Qur’an was revealed to the Prophet Muhammad in Arabic. Theologically, the Al-Qur’an version in Arabic is considered to be the original Al-Qur’an, the word that comes directly from Allah, and is read in the practice of worship. Juz’Amma is the last juz of thirty juz Al-Qur’an. The main characteristic of the suras is short, with beautiful language, mesmerizing and touching the heart, accompanied by rational arguments that can convince reason that has not been touched by the ambiguity of thinking or subjectivity of view.

Translation is a human activity in transferring meaning or message, both verbal and non verbal, from one form to another. According to Yamin (2004), what is meant by the translation here is the translation of the Qur’an from the original language, namely Arabic into the language of the translator, for example in English or Indonesian.

Translation of the Qur’an into other languages with the aim of introducing Arabic and the fact of the Quranic knowledge to foreign nations, should be one of many reasons for the necessity of preaching. Islamic missionaries always guide humans to a straight path with translations and interpretations of the verses and surahs of the Qur’an. Until now, none of the scholars and fakhs have banned the translation of the Qur’an into other languages. The aim is to preach Islam and to introduce the Shari’a and the essence of the Qur’an to everyone. That is, none of the translations can be aligned with the Qur’an, or as the word of God, and none of the translations have the same status as the Arabic version.

Translation is only viewed by Muslims as a means of understanding the meanings of the Qur’an. All Arabs and non-Arab Muslims with the intention of getting satisfaction and blessing the Word of God. This is the word that comes out of the mouth of the Prophet and is read by
his friends of his friends, as well as by the next generation of Muslims, in different countries and throughout the Islamic era (Alfarmawi, 2002).

The conclusion is that the Qur’an is very necessary to be translated into all the world languages in order to be able to benefit from the Qur’an directly. Of course you have to get guidance from experts and pious people.

Methods

This research is a study that analyzes data in the form of documents, namely the Palembang Translation Book Juz Amma Bebaso document, so in its implementation, this study is not bound by place because the object of this research is in the form of English absorption words contained in the 2015 Juz Amma Bebaso Translation Book.

The object of this research is the English language absorption contained in the book of Terjemah Al-Qur’an dalam Bahasa Palembang. The primary data in the form of English absorption words in the Translation Book of Juz Amma Bebaso Palembang, Zuhdiyah’s work was published in 2015, while secondary data in this study came from Grammar and Dictionary Baso Palembang by Baderel Munir, et al., Published in 2010. There are also sources of results previous research and references that support this research.

Data collection techniques are carried out by using documentation techniques to retrieve data from the Palembang Juz Amma Bebaso Translation Book which contains absorption words from English. The instruments for collecting data for this research are the researchers themselves. The researcher is a planner, data collector, analysis, data interpreter, and ultimately becomes the pioneer of his research results.

The validity of the study uses theoretical triangulation, which is done as a check or comparison of the data analyzed. Thus the method of data analysis in this study is intralingual equivalent. This intralingual equivalent method is used to analyze intralingual elements, which are in the language being analyzed (Mahsun, 2011). This method is used to describe the English absorption words contained in the book of Terjemah Al-Qur’an dalam Bahasa Palembang.

Research Designs

This type of research is qualitative descriptive. This research is descriptive because the purpose of this study is to describe the data by analyzing data in the form of English absorption words in the Translation Book of Juz Amma Bebaso Palembang. The strategy in this study is content analysis, namely by utilizing procedures to provide valid conclusions from a book or document through three sequential stages, namely the provision of data, analyzing data, and presenting the results of data analysis (Sudaryanto, 1993).

Data Collections and Analysis

Data collection methods can be defined as the process and the way of conducting research. In this study, the researcher took the data from the book —Terjemah Al-Qur’an dalam Bahasa Palembang. The data here are in the form of words. In collecting the data, the writer used the documentation method and taking notes techniques. Luke (2002) states —Documentation is the act of looking for data which concern with matters such as note, book, newspaper, magazine, transcript, and agendal. Then, the second technique is taking note. Hornby (2010: 1004) defines that it is the action of pay attention to something and be sure to remember it.

In collecting data, the writers used following steps:
2. Understanding the content of the book.
3. Finding out the data related to research problems.
5. Organizing data into several parts based on their classifications.
Findings
The results of absorption words research consist of a form of intact absorption, absorption, translation, absorption and translation; while the foreign term consists of more suitable because of its connotation, shorter than its translation, and more international than its equivalent.

In the Grammar Book and Dictionary of Baso Pelemadang, it is found with the overall three words absorption of adaptation, more details can be noted in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Loanwords</th>
<th>Words in English</th>
<th>Meaning in Bebaso Dictionary</th>
<th>Form of Absorption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nami</td>
<td>Name</td>
<td>Nama</td>
<td>Adaptation</td>
</tr>
<tr>
<td>2</td>
<td>Sami</td>
<td>Same</td>
<td>Sama</td>
<td>Adaptation</td>
</tr>
<tr>
<td>3</td>
<td>Alep</td>
<td>Aloof</td>
<td>Pendiam</td>
<td>Adaptation</td>
</tr>
</tbody>
</table>

From the table above it can be seen that there are three words absorbed from English into the Palembang language in the book of Terjemah Al-Qur'an dalam Bahasa Palembang.

The first absorption is nami (subtle language). Nami is absorbed in as adaptation of the vocabulary of the name. Vocabulary name is not read nem as the original reading, but it is read nami. There is a change in the final letter from e to i. Nami has the exact same name. In English nami means name.

The second absorption is sami (subtle language). Sami was absorbed as an adaptation of the same vocabulary. The same vocabulary is not read sem as the original reading, but is read sami. There is a change in the final letter from e to i. Sami has the exact same meaning in English which means the same.

The third uptake is alep (subtle language). Alep was absorbed in an adaptation of aloof's vocabulary. The original aloof vocabulary was read aloud, the way of reading was adapted to alep as well as the way it was written. There are changes to the letters oo and f to be e and p. But the meaning is the same as the meaning of aloof.

Based on the results of the research the researchers did, the following data is a discussion of several examples of analysis of research data in the form of the use of the English language absorption word in the book of Terjemah Al-Qur'an dalam Bahasa Palembang.

The use of English absorption words with nami vocabulary is found in 15 places in the translation book juz amma in Palembang, which are found in::

1. Page 57 (Nami = Name)
2. Page 63 (Degen nyebût nami Allah yang Maha Pemura jugo Maha Penyayang)
3. Page 63 (kulo mula'i maco al-Fatihah niki dengen nyebût nami Allah)
5. Page 63 (Ar Rahmaan (Maha Pemurah): sala sios nami Allah yang ngesung wikan bahwo Allah sampun sungke karunio-Nyo peranti makhluk-Nyo).
6. Page 88 (Bacola dengan (nyebût) nami Tuhan niko yang nyiptoke)
7. Page 92 (Serto Kame' munggake bagê niko aranan (nami) niko),
8. Page 92 (ninggike nami Nabi Muhammad s.a.w di ngeriki Maksûdnyo)
9. Page 92 (numutke naminyo dengen nami Allah)
10. Page 92 (nami Allah)
11. Page 112 (Sucikela nami Tuhan niko yang Maha Tinggi)
12. Page 113 (Serto Dio imut nami Tuhannyao)
13. Page 115 (hujan dinamike Raj'i jero ayat niki)
14. Page 128 (Sijjin: nami kitab yang nyatet sedanten damelan wong-wong yang durhako)
15. Page 140 (wong buto niku benami Abdullah bin Ummi Maktum) Page

There is also the use of sami vocabulary found in 17 places in the translation book juz amma in palembang, which is found in:

1. Page 47 (Kulo niki nedo tolong sami Wak Leo niku),
2. Page 47-48 (sami Wak Leo, mak pundi ceriosnyo niku),
3. Page 50 (kito berembûg sami sami),
4. Page 51 (Kulo sami sedanten keluarga bakal penganten betino ngelapke katal terimo kase),
5. Page 53 (kami todo sami-sami dengan keluargo dan jugo sanak beryot),
6. Page 59 (sami-sama),
7. Page 64 (Yang dimaksûd dengan mereka yang dimurkoi sami wong-wong niku yang seset),
8. Page 66 (Serto nano wenten sios jugo yang sami dengan Dio).
9. Page 70 (Sesûnggûnyo wong-wong yang nano demen sami niko diola yang tepûtûs),
10. Page 88 (Makpundi pendapet niko sami wong yang ngelarang),
11. Page 107 (Maksûdnyo: kekerasan azab Allah sami dengan keadilan-Nyo),
12. Page 122 (yang sami-sami beriman),
13. Page 140 (Serto buah-buhan sami rûmpût-rûmpûtan)
14. Page 152 (Supayo Kame' tûmbûke dengan banyu niki biji-bijian sami tumbû-tumbûan)
15. Page 152 (Selian banyu yang anget nian sami nana),
16. Page 153 (Tuhan yang meliharo langit sami bumi jugo napi yang wenten di antaro keduonyo)
17. Page 153 (wong-wong kafir Mekah yeng ngingkari dinten bebangkit sami dinten kiamat),

There is also the use of alep vocabulary found in 1 place in the book of Terjemah Al-Qur'an dalam Bahasa Palembang, which is found in Page 56 (Alep = quiet)

Conclusion and Recommendations

There are many English loanwords used in Bebaso (subtle) Language in Palembang. Indeed, Bebaso cannot be irrespective from English as it has a strong connection in the past and then. Moreover, there are thirty chapters in the holy Qur'an and those three words are represented in just a chapter of the Qur'an.

References


THE EFFECT OF VOCABULARY ABILITY TO THE SECOND GRADE STUDENTS OF MTSN 1 BENGKULU THROUGH MOVIES SYNOPSIS

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Abstract
This is an experimental study, the study aimed to know the effect of using movies synopsis toward students' vocabulary ability. The problem of this research is how is the effect of using movie synopsis toward students' vocabulary ability to the Second grade Students of MTsN 1 Bengkulu. The populations are the second grade students of MTsN 1 Kota Bengkulu. The total number of population is 215 students, the sample were taken by two classes. Class VIIIB as experimental class with consist 25 students and class VIIIA as control class with consist 25 students. Instrument of the research used vocabulary test. The data evaluated and analyzed to find out the effect by using T-test Formula. The result means that different between both classes in the effect of movies synopsis toward students' vocabulary mastery. In other word, experimental class vocabulary increased than the control class. The mean score of pre-test result of experimental class was 58,56 and the mean score of control class was 59,86 and the mean score of post-test result of experimental class was 76,63 and control class was 61,90. The gain of pre-test and post-test of experimental class was 18.07 and the gain of pre-test and post-test of control class was 2.04. Its means movies synopsis as education media was effective in developing students' vocabulary ability. The researcher suggest for teacher use the movies synopsis as one of the techniques in teaching vocabulary, so the teacher be able motivate the students' in developing their vocabulary ability, and give contribution to develop the learning English process.

Key Words: Vocabulary Ability, Movies Synopsis

Introduction
In recent year, the most important things in communication over the world is language, it used by all of the nation in the world. English as a foreign language has been learned by Indonesian learners since they were in Elementary School. At the elementary school, English is taught as local content subject. The importance of English as the key to the international communication and commerce makes it compulsory subject for students from the Junior High School up to the Senior High School. Students have to master four basic language skills. They are listening, speaking, reading, and writing. Beside such basic skills, students have to master some vocabularies as well. No one can be able to communicate internationally without using English since almost of scientific books are written in English. For the reason, English is the foreign language taught at the formal schools in Indonesia.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. It is supported by Alqahtani (2015) stated that the development of student vocabulary is the most important part for expansion language. Teaching and learning vocabulary will be more successfully for the student if they has a confidently to spelt the word. Several elements that support student to learning vocabulary affective of the student, there are motivation, esteem, confidence, sympathy.
All of the components take a part in contributing to the activity. It means, the components are stages used in teaching vocabulary. Those components also importance for the learners to teaching English, but it is not guarantee to the learners will use English perfectly if they just the basic foundation in English. Therefore, in the journal of Zhu & Zhou (2012) stated that the impact of student's study will depend on the affect in student's learning activities.

Based on the research in MTSN 1 Kota Bengkulu, from the teacher Liolita, S. Pd, as an English teacher she said that the student's difficulty to remember the words that have been talked and the students did not focus when they learn English. The problem was cause of many factors. One of the factors was there is no variation of media in teaching vocabulary mastery, the teacher didn’t use variation of media to teach the student, because the teacher only wrote the vocabulary on the whiteboard, and order the student to spelling together the words.

So, the students did not make a long memory to remember the word, and the motivation in learning vocabulary still low. Addition, media has relationship between learning and the students then influenced for many factor that makes the interactive in learning process (Naz & Ali Akbar, 2008). Following by the statement, media can influenced of students' acquisition in learning process, it will make the students can be more actively and increasing their motivation to learning English. One of media that used in teaching learning process is Audiovisual.

Audiovisual with many content can be the best instrument in every process of teaching learning, it can be great to increasing students' emotional and students' attention in learning process. The statement following by the journal of Teaching English with Technology, one of media that can make students' focus in learning English is caption or subtitled (Karacas & Saricoban, 2012). It means that subtitled with can improve the students ability especially in vocabulary acquisition of the student.

Learning with audiovisual media will make the student have two focuses in one way, audio and visual. One of audiovisual media is Animated Cartoon, for student in Junior High School, they will be glad full to study and learning whiles their watching a video.

In conclusion, audiovisual media can be the best alternative and the best way in teaching learning process while their watching the video or animated cartoon, the concept of study with audiovisual media will be more accessible, students also realize that they getting respond at the subtitled to guessing the meaning and translate it in their mind with their understanding. In this research, the researcher was determine jigsaw method of cooperative learning in learning vocabulary mastery using subtitled animated cartoon of the student. In jigsaw method, learning vocabulary will be more fun and focus because jigsaw method is cooperative learning by the student. Cooperative learning teaching is a system with model that help students to learning in group by each other in terms of various variables (Karakop, 2017). Karakop (2017) stated one of the techniques that implemented in cooperative learning is jigsaw method, with jigsaw method the competition in a class will removing and will make the students working together with each other.

The student will be more active each other and there will be more focus in learning vocabulary, because among the student will helping each other to mastery the word and it will make a long time for the student to remember the word in learning vocabulary.

Therefore, the researcher was find out the data effect about —The effectiveness of using subtitled animated cartoon on students vocabulary mastery (Quasy Experimental research at second grade students of MTSN 1 Kota Bengkulu in academic year of 2018/2019).

Retention of vocabulary is depending on the process of learning language, even for the advanced students, they are always know about the limitation of vocabulary knowledge (Read, 2000). So, acquisition of vocabulary is the most important in the process of
learning vocabulary mastery. Timothy Rasinski and friends said that vocabulary is the meaning of knowledge (Rasinski, Padak, M. Newton & Newton, 2008). It means that vocabulary as the basic to comprehending in language comprehension. Indeed, vocabulary helped the learners to comprehending in language comprehension. It also means that development of comprehension language depends on vocabulary.

Based on the statements above it can be concluded that vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well and a student needs to improve their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

Finally, the writer take a research about the effectiveness of using subtitled animated cartoon with jigsaw method on student’s vocabulary mastery at second grade students of MTSN 1 Kota Bengkulu.

**Literature Review**

**Subtitled Animated Cartoon**

Many researchers have presented strong evidence that multimedia have useful effects on language learning because of rich and authentic comprehensible input. Subtitled animation cartoon is one of the best examples. Gorjian (2014) mile stated that Subtitling is an audiovisial of a branch translation that the viewer can see the statements in dialogues on the screen at the same time watch the images and listening the dialogues.

Gorjian (2014) mile maintained that subtitles synchronously of movie dialogues that appeared as a written translation on the screen with corresponding dialogues. Aloqaili (2015) stated in his dissertation that subtitled can access the learners to know the authentic text of native speaker, expose, and use the target language in daily activities, while their didn't contact with the native speaker because of limited access.

Following by the statements above, subtitled as verbal information that written in the screen with pictures and videos are sorted separately in the receiver brain, but are linked by referential connection, which connects the two systems in a complex associative network. It means that learning vocabulary will be effectively by applying a media that has two mode, it will be more successfully in retention of word.

The statement above also supported by Sabouri and Zohrabi (2015) stated in their journal that there were so much successful study into the many benefits and uses from subtitles and captioning, and important laws have been passed which mandate its availability. It means that Subtitled Animated Cartoon is suitable for students who want to learning vocabulary.

Based on the statement above, it can be concluded that Subtitled Animated Cartoon is a perfect media for teaching vocabulary. That is why the writer wants to do a research about the effectiveness of using subtitled animated cartoon on student's vocabulary mastery at second grade student of MTSN 1 Kota Bengkulu.

**Teaching Procedure with Jigsaw and Subtitled Animated Cartoon**

In this technique, the students get the information or vocabulary relates to the topic of the lesson, find out the meaning and use the vocabulary in context or sentences in a group. The class will opens with a pre-viewing activity describing the student's houses in pairs or in groups or proposing housing ads for the school newspaper. With such an activity, students can remember all the related vocabulary they already know and the teacher can help them in this process. Then, announce the viewing of a clip related to the topic that has been discussed, and the clip will be show with the subtitled.

After the clip is viewed for the first time, the class discusses its content and students try to remember all the words or expressions related to clip they have heard.
Next, the students discuss with their group and pay close attention to the second viewing of the clip, to write down in their notebooks all words related to the housing field they can hear. After the second viewing, teacher will give vocabulary test to the students to complete the blank word (Talavan, 2007).

Following by the statement above, it can be concluded that using subtitled animated cartoon for all of the students are expected in two mode of retention vocabulary and performing directly the word, and learning vocabulary with subtitled will be successfully following by jigsaw method, students will be separate in many groups and there will be more focus and concentrate in learning vocabulary.

**Subtitled Animated Cartoon as A Media**

Several previous studies stated that subtitles in audiovisuals can facilitate other aspects of second language learning such as vocabulary acquisition, or overall plot comprehension. Also The learners paid some attention when subtitles are presented (Long, 2010).

According to the statements above, it is clearly can concluded that subtitle is a perfect media for learning vocabulary of the student, in addition following by the animated cartoon will be more successfully in process of acquisition word.

Based on the stated above subtitled animated cartoon can be apply with the student, especially for the acquisition of word in learning vocabulary.

**The Advantages of Subtitled Animated Cartoon**

There are a lot of media in teaching vocabulary and subtitled animated cartoon can be one of them. Some experts said that subtitled useful for teaching and learning vocabulary.

The Advantages of subtitled animated cartoon are:

1. (Caimi, 2006) while the activities carried out, students have been shown their contextual information to remember linguistic through their individual ability from the subtitled audiovisual programmed.
2. (Beauprez, 2014) stated that, seeing or reading the subtitled could be consider as an automatically and reduce effort activities.
3. (Gorjian, 2014), subtitled has many advantages that motivated learners to make them secure and feel confident, it also can monitor their speech and finding their new vocabulary.

Subtitle as a media, student can show their ability in acquisition of word in learning process, and also it can be automatically receive the knowledge without high energy, because with subtitle media will support by an audiovisual of animated cartoon. It also will increase their confident level as learners. By the advantages of subtitled animated cartoon, it concluded that it will be more effectively and interesting in learning English vocabulary acquisition. Especially, in teaching learning process.

**Disadvantages of Subtitled Animated Cartoon**

Except the all of advantages, the deficiency of subtitled should not be overlooked (Gorjian, 2014). It means that the participants or the student must be having great eyesight to see the word in learning process.

**Previous Study**
The studies that have relevant with this study are:

The first study which has relevance with this research was conducted by Bahman Gorjian (2014) in his International journal of Asian Social Science about the effect of
movie subtitling on incidental learning among EFL Learner at the Islamic Azad University in Abadan, Iran. The participants of his study were 90 freshmen BA level students studying English translation. The result of his research showed that subtitled media can help language learner to develop their vocabulary.

The second study which has relevance with this research was conducted by Ingrid Elisabeth Nufsfjord Kvitnes (2013) in her thesis about subtitles in second language classroom, an experimental study with Norwegian learners of English. In the last of her research, she stated that learners which learned by subtitled video could influence with their retention of word more affiance than learners which no subtitle.

The third study which has relevance with this research was conducted by Ghadah Saleh Aloqaili (2013) in his dissertation about learning vocabulary from subtitled videos: an investigation into the effectiveness of using subtitled videos for intentional vocabulary learning in Saudi Arabia with an exploration of learners' perspective. He got conclude that learners or participant which implemented by subtitled which allowed them to be more focus on the target of word and acquired the vocabulary more complete.

The fourth study which has relevance with this research was conducted by Dr. Hossein Sabouri and Dr. Mohammad Zohrabi (2015) in their International journal on studies in English language and Literature about the impact of watching English subtitled movies in vocabulary learning in different genders of Iranian EFL learners.

Based on their research, their concluded that learners got better performance in vocabulary acquisition in achievement tests and had significantly highest score. In addition, this research wants to know more and analyze about the effect of subtitled animated cartoon in learning vocabulary of the students. The researcher is expecting this research can occur much effect that can be benefit for the students and the teacher.

**Conceptual Framework**

Vocabulary is one of the language components that are function to express feeling, opinion, ideas, and emotion. Learning vocabulary will be more successfully with following a media. One of media to in learning vocabulary is subtitled animated cartoon. Subtitled animated cartoon can be defined as a media in learning English that can make the process of teaching learning could be more fun and interesting. In the process of teaching learning, the learners can be more focus in the vocabulary acquisition. Subtitled animated cartoon is a great media that can help students in learning vocabulary more effective and quickly.

Based on the statement above, subtitled animated cartoon is a media of learning vocabulary to make the student better in students' motivation.

**Research Design**

This research is a quasy experimental research. According to the book of Experimental and Quasy Experimental Design for Generalized Causal Inference stated that quasy experimental relieve assignments in random, a condition is by means of self-selection, by which unit decide treatment for their own self, or by means selection by administrator, by the teacher, bureaucrats, legislator, therapists, physicians, or others decide which one should get the treatment (R. Shadis, D. Cook, T. Campbell, 2002).

The researcher used two classes: they are experimental class and control class. Experimental class is a class that used Subtitled Animated Cartoon media in teaching and learning process that supported by jigsaw method, while control class was not use Subtitled Animated Cartoon media. In this research we saw that the first variables is vocabulary which taken by interviewing and questionnaire as variable (X). The second variable is subtitled animated cartoon which taken by observation in learning process by jigsaw method as variable (Y).
Before using the media, the researcher gave a pre-test for each class in order to saw the level of the students' qualification. After the treatment, the researcher gave a post test to both classes in order to know the students vocabulary mastery.

**Population and Sample**

1. Population

This research will be conducted at MTSN 1 Kota Bengkulu. The researcher takes population in the second grade students in the academic year of 2018/2019. The populations are 50 students.

2. Sample

The Sample of this research are class VIIIA and class VIIIB of MTSN 1 Kota Bengkulu 2018/2019. The total numbers of the students in both classes are 50 students. The researcher takes the sample based on some factors: (1) the same competence and (2) taught by the same teacher. The researcher takes the data from their English teacher. After getting the sample, the researcher determined the group randomly by using coin.

**The Data Collecting Technique**

Data collection is done by observing a situation, setting or interaction using the constructed instrument. In this research, the data was taken from:

1. Pre-Test

   This test can be called as the pre-test before the treatment of this research. The pre-test is aimed is to know the students mastery in vocabulary before the treatments carry out. In the testing process, the students have to remember vocabulary by themselves. This result of the test becomes the evaluation before the implementing of subtitled animated cartoon on learning vocabulary of the students' applies in the class.

2. Treatment

   After giving the pre-test to the both class, the treatment conducted for six meeting. For experimental class, the researcher applied Subtitled Animated Cartoon media. Meanwhile for control class, only used conventional media like usual. After applying pre-test in experimental class, the researcher will giving treatment based on lesson plan by using subtitled animated cartoon media.

3. Post-Test

   Post-test is conducted after the students get different treatments. VIIIA will be teaching by subtitled animated cartoon media, and VIIIB will be teaching without subtitled animated cartoon media. From the score of this test, the researcher is intend to find out the effectiveness of subtitled animated cartoon media on students' learning vocabulary. The result of the scoring then is comparison with pre-test. In this case, the researcher knows how far is the effectiveness of subtitled animated cartoon assist role in the students' vocabulary mastery.

**Research Instrument**

In this research, the researcher used vocabulary test as the instruments of the research. Vocabulary test is used to find out the data about students vocabulary mastery. This test will apply in the experimental and control class also to find out the score of the students’ achievement in vocabulary mastery. It will be conduct or no in the end of the meeting, and it will be comparative between experimental and control class.

The researcher ensure that the pre-test provided instructions which differ in form of wording form the post-test, through the two test, the same content. The form of the test problem is —multiple choices. To assess the students, the researcher will set up the subtitled of animated cartoon, the subtitled will given by the researcher with a video clip including subtitled.
The pre-test and post-test will be in —multiple choice— with 20 questions. They did pre-test and post-test in 2x40 minutes. The amounts of the question are appropriate with the types of vocabulary in junior high school.

**Requirement Test of the Data Analysis:**

1. Test of Normality
   Normality test will be used to know the normality of the data that will be analyze whether both classes had normal data distribution or not. The normality of the data will be test first using statistical Kolmogorov-Smirnov Test in SPSS 16.

2. Test of Homogeneity
   Homogeneity test used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. It was meant to get the assumption that sample of research came from a same condition or homogenous. In other word, Homogeneity test is used to compare variance in a group of the categories data or more and its categories can be compared fairly if the categories are homogeneity. The homogeneity test was analyzed by using One Way Anova Test in SPSS 16.

**Result and Discussion**
In this part, the result of the research was presented. The researcher began this research from July 17 until 28 August 2019. The schedule of both experiment class and control class was on Sunday and Thursday. The researcher conducted one meeting for pre-test, six meetings for treatment, and one meeting for post test. The result was obtained based on students' achievement in English vocabulary mastery at the second grade students of MTSN 1 Kota Bengkulu.

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experiment class and control class. The pre-test was given to the students before the treatment was conducted, and the post test was given at the end of the treatment.

**The Analysis of Pre-Test and Post-Test**
This section was aimed at analyzing the pre-test and post-test result, the score of both of class was compared to know whether any significant difference or not. It can be seen on the table below.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Score</th>
<th>Improving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
<tr>
<td>Experiment</td>
<td>43,96</td>
<td>70,64</td>
</tr>
<tr>
<td>Control</td>
<td>48,48</td>
<td>61,2</td>
</tr>
</tbody>
</table>

**The Analysis of Pre-Test and Post-Test**
In pre-test, the average scores between the experiment class and control class were compared. The result showed that in experiment class which was taught by using subtitled animated cartoon increasing was higher than control class which was taught without subtitled animated cartoon. It can be seen from the mean score of post-test in experiment class which was 70,64 while in the control class which only 61,2. The improving of mean score in experiment class was 26,68 points and in control class was only 12,72 points.
**The Statistical Analysis Result**

a. Paired Sample t-test Analysis of Post-Test Result

This part described and analyzed the test after the treatment. The post-test were given to the students of experiment class and control class. The post-test was given after the treatment to know the differences of students' achievement after the treatment in English vocabulary. In post-test, there were 30 numbers of multiple choice questions. Both of groups were given the same questions and they had to do the post-test individually in 80 minutes. The post-test score was analyzed through statistical computation SPSS 16 for windows by using Paired Sample t test. The result of post-test was described as follow:

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Pair 1 Experiment – Control</td>
<td>9.4400</td>
<td>0</td>
<td>11.41300</td>
<td>2.28260</td>
</tr>
</tbody>
</table>

Based on the table above, the t score is 4.136 with sig 0.000. Because the sig > 0.05 then it can be concluded that there is a significant difference after the treatment in experiment class.

**Treatment**

After giving pre-test for experiment class and control class, the researcher gave treatment both of groups. In teaching and learning process, the researcher used subtitled animated cartoon as treatment in experimental group while in the control group without used subtitled animated cartoon.

The researcher did the treatment for six meetings in VIIIA as experimental group. The treatment in the experiment class used Subtitled Animated Cartoon, it using by cooperative learning by jigsaw method. First, the researcher ordered the students to make group, at least 5 group with a leader, then the researcher will be explain about the topic related with the animated cartoon, and play the animated cartoon video while the students watched and saw the subtitled, and order the students to make note of vocabulary in a sheet.

After that, the researcher explained about the topic in the animated cartoon with each leader of group, while their saw the vocabulary list of the students' sheet. Then, each leader of group continued the explanation with their friend's group. The last, the researcher asked the each group to repeat the explanation in front of the class.

**Regression Test**

Before analyzed data both of experiment and control group, the researcher did Normality test of post-test in experiment and control group.
Table 3

The Effect of Subtitled Animated Cartoon on Students' Vocabulary Mastery

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.882</td>
<td>.632</td>
<td>.621</td>
<td>3.36273</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Subtitled

b. Dependent Variable: Vocabulary

Based on the table above, Coefficient correlation (R) between Subtitled Animated Cartoon Media and students' vocabulary mastery was 0.882. While, Coefficient determination (R Square) showed how far the effect of Subtitled Animated Cartoon on Students' Vocabulary Mastery. It showed R Square was 0.632. It means that the effect of Subtitled Animated Cartoon Media on Students’ Vocabulary Mastery was 63.2% (0.632) and 36.8% (0.368) was influence by other variable.

Table 4

Significance of Subtitled Animated Cartoon on Students' Vocabulary Mastery

<table>
<thead>
<tr>
<th>Model</th>
<th>F-TEST&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td></td>
<td>2327.553</td>
<td>1</td>
<td>2327.553</td>
<td>62.417</td>
<td>.000&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Residual</td>
<td></td>
<td>342.207</td>
<td>23</td>
<td>12.207</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2369.760</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Subtitled

b. Dependent Variable: Vocabulary

Table 4 was showed that there was any significant effect of Subtitled Animated Cartoon on Students’ Vocabulary Mastery. The output above shown that F score was 62.417 and significant level was 0.000. When F score was > than F table (62.417 >4.28) and significant level was < than 0.05 (0.000 < 0.05) it means that there was a significant effect Subtitled Animated Cartoon Media on Students’ Vocabulary Mastery. By some explanation above, the conclusion that alternative hypothesis was accepted and null hypothesis was rejected. There is a significant effect of students’ vocabulary mastery who was taught by using Subtitled Animated Cartoon and who were not.

Discussion

From the description of the research result above, there were some discussions that the researcher gave in this research. Some of them was about how the Subtitled Animated Cartoon technique affect the students' Vocabulary mastery, what the reasons why Subtitled Animated Cartoon Technique affect the students' Vocabulary mastery are, and what things that would lead the researcher to the final conclusion of this research.

Experimental and control class were the same in their initial level of vocabulary mastery. And it was also proved by the researcher indicating the initial level of vocabulary mastery of conducted the pretest that was given before the treatment. The mean score of pretest in experimental class was 43.96 and the mean score of pretest in control group was...
48,48. Statistical analysis has revealed that there was no significant effect in their pretest scores of writing ability mastery.

Based on the result of study, the following interpretations are presented to strengthen the value of the study. After doing the post-test, the result showed a statistically significant effect of Subtitled Animated Cartoon Technique on students' vocabulary mastery. The mean score of posttest in experimental class was 70.64 which was higher than the mean score of posttest in control class which was 61.20. It showed that Subtitled Animated Cartoon Technique gave significant effect on students' vocabulary mastery.

The mean score of posttest in experimental class compared to the mean score of posttest in control class. The output (table 15) shown that F score was 62.417 and significant level was 0.000. When F score was > than F table (62.147 > 4.28 ) and significant level was < than 0.05 (0.000 < 0.05), it means that there was a significant effects of Subtitled Animated Cartoon on students' vocabulary mastery.

Coefficient correlation (R) between Subtitled Animated Cartoon Technique (in experimental class) and students' vocabulary (in control class) was 0.882. While Coefficient Determination (R Square) showed how far the effect of Subtitled Animated Cartoon Technique on Students' vocabulary Mastery. It showed that R Square was 0.632. It means that the effect of Subtitled Animated Cartoon Technique on Students' Vocabulary Mastery was 63.2% (0.632) and 36.8% (0.368) was influence by other variables.

There were some reasons why Subtitled Animated Cartoon Technique gave significant effect on students' vocabulary mastery in experimental class. First, the students in experimental class were provided the situation where they did so discovery activities which actively involved them in analysis and application. The students were not only the receiver, but also the actors of their own experiences in learning the material, specifically vocabulary mastery.

It proved by the result of post test in the experiment class. Before the treatment, the score of students is low, most of the students got point under the KKM (70). But, students got higher score after the treatment of Subtitled Animated Cartoon, there are two students got score 90 point and half of the students got point more than 70 point, it was two students got score 50 points.

Second, the students in the experimental class were not taught through only receiving information passively from a textbook or teacher. So they also experienced the material without too much passive information that was given by the teacher. By using Subtitled Animated Cartoon technique, the students found the general structure of vocabulary thought analysis.

While the students in control class were not taught by using Subtitled Animated Cartoon technique, but only got Conventional strategy which is usually used by the teacher. The result of the students' posttest scores was not significantly improvement. The students in control class got lower posttest scores than posttest score of experiment class.

Finally, Subtitled Animated Cartoon Technique could be one of the ways in teaching English to develop vocabulary achievement. The students enjoyed using Subtitled Animated Cartoon as they could learn vocabulary enjoyably. However, it took time to make them get used to this strategy because this strategy was new for them. Based on the study, the difficulties in vocabulary were students used to they were difficult to classify the part of speech. As a result they just write the vocabulary in a sheet. When they used Subtitled Animated Cartoon Technique, they could reduce their difficulties. The researcher taught the students by given interesting that make them more active in the class and shared their idea with their friends in a group.

Therefore, they need to be more exposure to develop vocabulary achievement in further. Vocabulary is a basic skill that must be mastered by every student in order to develop their speaking, and also their reading, so they will able to communicate each other in their school in their activities. Vocabulary is the basic tool for learning a language.
Unless vocabulary is an activity to express an ideas, thoughts, experience, through word in a piece of paper. For some people, vocabulary might be difficult even in the first language. It could be more difficult if in the foreign language. In fact, when student difficult to remember the word in the beginning activities, they feel fear that it could be wrong or not appropriate. That is why Subtitled Animated Cartoon Technique is one of choice in teaching vocabulary for students in MTSN 1 Kota Bengkulu especially in the second grade students.

Second, the researcher found that the students who taught by used Subtitled Animated Cartoon more effective in teaching learning process because this technique could encourage the students to be active, where in this technique the student shared information and ideas each other, moreover, this technique also could help the student to be easier to remind the material that they learn.

Third, the researcher counted the score distribution in pre-test and post-test between the experimental group and control group, there were differences between them. It could be seen from pre-test and post-test of the experimental group and control group in the following tables.

From the data above, the researcher concluded that the group was taught by using Subtitled Animated Cartoon got a better achievement than the group which was taught through conventional method. Subtitled Animated Cartoon Technique was more effective to investigate the students’ achievement on vocabulary mastery. It could make students to be more active and interest in teaching learning process.

Conclusion and Suggestion

Conclusion

After the research, the researcher found that the result of this study showed statistically significant effect of Subtitled Animated Cartoon Technique on students’ vocabulary mastery. It can be seen based on the scores of the posttest which were higher than the scores of the pretest. The mean score of the posttest in experimental class was 70,64 which was higher than the mean score of the posttest in control class which was 61,20.

The first reason why this technique can affect the vocabulary of the students because in experimental class were provided situation with aloud activities which actively involved in learning process. As the comparison of experimental class, the control class did not show the significant effect of using conventional method which is usually used by the teacher in teaching writing ability. Thus, alternative hypothesis (Ha) was accepted, and Null Hypothesis (Ho) was rejected.

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THE ABILITY OF STUDENTS IN USING PERSONAL PRONOUNS IN DESCRIPTIVE TEXT

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Abstract
The objective of this study is to find out the students’ ability in using personal pronouns in descriptive text of the students of English Study Program at Baturaja University. In this study the population was the second semester students English Study Program At Baturaja University in academic year 2018/2019 that consists 30 students. The writer took all students as the sample and used total sampling technique. Essay test was used as the techniques for collecting the data. To become a good test, the writer checked the validity and reliability of the test before it was given to the students. In analyzing the data, percentage analysis and conversion of percentage analysis ranges were used in analyzing the data. Based on the finding, that meant of most of the students got score upper the standard of students’ ability in using personal pronouns. Then, the average score of the second semester students of English Study Program at Baturaja University in academic year 2018/2019 was 63.22, it means that the second semester students English Study Program At Baturaja University in academic year 2018/2019 ability in using personal pronouns was enough.

Keywords: Ability, personal pronoun, descriptive text

Introduction
There are three components and four skills of language. The components of language are phonology, vocabulary and grammar. The skills of language are listening, speaking, reading and writing. Both components and skills have close relationship to each other.

Grammar can help students look at how the language work and engaging them in activities that enhance language acquisition in all skill areas. In mastering English grammar many students still have problems with the four language skills since language operates within its own system. Consequently, it might be difficult for the students to master English grammar. Grammar is an important rule in language skills, because without having adequate grammar, the students will not be able to do communicate well. When someone studies a language grammar automatically, he or she also must learn about structure of language, because the English structure is part of the language grammatical. It can help the understanding of sentence form because it influences the student to know words arrangement in a sentence. Pronoun is one of part of speech that a word that takes the place of a common noun or a proper noun. Sometimes in a sentence we find a pronoun or personal pronoun.

Personal pronouns are pronouns that are associated primarily with a particular grammatical person – first person (as I), second person (as you), or third person (as he, she, it). Personal pronouns is very important to be studied because it often uses when we study English and make a sentence or conversation and it is also uses in English subject especially four language skills. According to Carter & McCarthy (2006:203) a pronoun is a word used in place of a noun. The noun the pronoun refers to is called the antecedent. Pronouns used in place of people’s names are called personal pronouns. Personal pronouns are also used to refer to things.
In this case, based on the syllabus and writer’s experience, observation from asking to some students and the teacher English, the writer took a research problem in Baturaja university students, especially the second semester. However, after learning in the first semester, they still there are students have very little knowledge and skill about English grammar. Thus, in the process of learning the students still make errors. The teacher should pay attention and find the cause of errors. As a teacher, we will also need to think about our approach to correcting errors in written work (Pollard, 2008: 63). After knowing the problem that the students face, teacher can anticipate them by making teaching planning better.

Literature Review

Theoretical Framework

1. Concept of Ability

According to Raynal (2010) stated that Ability is competence based on natural skill, training, or other qualification. Ability is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something and ability is a natural or acquired skill or talent.

According to Brown (1994:12) ability is defined as the capacity of the individuals to perform various task in a specific learning. Ability means the competency which can be done by the students covering, cognition, psychomotor, and affection. Based explanation, ability is as the capacity or power to do something that performs to reach the best quality, such as skill or competence, intellectual, and talent, mental, financial, or legal power.

2. Concept of Grammar

Grammar is simply a reflection of a language at a particular time, because grammar is the system of a language. According to Swan (1995:23) grammar is the rules that say how words are combined, arranged and changed to show different meaning. According to Junaida (2008: 1), grammar is sciences that learn about way of arrange words become good sentences. The study of how many words and their component parts combine to form sentences. Grammar is a field of linguistics that involves all the various things that make up the rules of language. In English subject many kinds of grammar such as present tense, past tense, sentence, conjunction, and others. In this case the writer chooses personal pronouns. According to Carter & McCharty (2006), grammar is concerned with how sentences and utterances are formed.

Based on statements above so that grammar is the study and practice of the rule in a language for changing the form of words and is joining them into good sentence, that used to help the students look at how the language work and engaging them in activities. They should know how to use personal pronouns in descriptive text.

3. Concept of Personal Pronouns

a. Meaning of Personal Pronoun

According to Carter & McCarthy (2006:203) a pronoun is a word used in place of a noun. The noun the pronoun refers to is called the antecedent. Pronouns used in place of people’s names are called personal pronouns. Personal pronouns are also used to refer to things.

1) First Person (the person speaking): I, me, mine, we, us, our, ours
2) Second Person (the person spoken to): you, your, yours
3) Third Person (the person or thing spoken about): he, she, it, they, his, hers, its, their, theirs, him, her, them
A compound personal pronoun is formed by adding -self or -selves to certain personal pronouns, as follows:
1) First Person: myself, ourselves
2) Second Person: yourself, yourselves
3) Third Person: himself, herself, itself, oneself, themselves

According to Bramley (2011:13) a pronoun is a word that takes the place of a common noun or a proper noun. The words I, you, he, she, it, we and they are called personal pronouns. They take the place of words for people, animals, places or things. For examples:
1) Mona is five years old.
   She is five years old. (She replaces Mona)
2) James and Tom are going home.
   They are going home. (They replace James and Tom)

b. Types of Personal Pronouns
1) Subject Personal Pronouns
   According to Bramley (2011:15), in the following examples, the personal pronoun is uses as the subject of the sentences. The subject is the person, animal or thing that does the action shown by the verb. The words I, you, he, she, it, we and they are called subject pronouns. According to Azar (2008) subject pronouns can be uses to substitute a noun in the subject position in a sentence.
   **Singular**: I, You, He, She, It
   **Plural**: We, You, They

   **Examples:**
   (a) He has bought an ice cream. (He is the subject pronoun)
   (b) She works in the bank. (She is the subject pronoun and works is the verb)
   (c) Martha works for a cellular company. She has to travel to Orlando every week.
      (She is the subject pronoun and travel is the verb)

2) Object Personal Pronouns
   The words me, you, him, her, it, us and them are also personal pronouns for people, animals, places or things. They are called object pronouns. The object pronoun is used as the object of the verb. It is the person, animal or thing that receives the action shown by the verb. According to Azar (2008) object pronouns substitute nouns in the direct and indirect object positions or may replace nouns after a preposition in a sentence.
   **Singular**: Me, You, Him, Her, It
   **Plural**: Us, You, Them

   **Examples:**
   (a) Can you please give the things to me? (The object pronoun is me and give is the verb)
   (b) Everyone is looking for her. (The object pronoun is her and looking is the verb)
   (c) Tell them to be careful. (The object pronoun is them and tell is the verb)

3) Possessive Personal Pronouns
   According to Azar (2008) possessive pronouns are used to show possession. They are not used with an apostrophe or to modify a noun. They serve their purpose on their own.

   **Singular**: Mine, Yours, His, Hers, Its
   **Plural**: Ours, Yours, Theirs
4. Concept of Descriptive Text

According to Ma'ruf (2006: 3) descriptive text is a text which lists the characteristics of something. According to Douglas (2010) descriptive text is the text that is always in around us when we want to describe something or someone. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The Generic Structure of Descriptive Text
a. Identification to identifying the phenomenon to be described.
b. Description to describing the phenomenon in parts, qualities, or/and characteristics.

The Language Features of Descriptive Text
a) The use of adjectives and compound adjectives.
b) The use of Linking Verbs/ relating verbs
c) The use of Simple Present Tense
d) The use of degree of comparison

Based on explanation above, the writer can conclude descriptive text is one of kind of texts. Usually describe about something or someone based on characteristics.

Method and Research Design

According to Sudjana & Ibrahim (2009:16), methodology has wider sense include procedure and way to verify the data that is needed to break down or answer the research problem, as well as testing hypothesis.

This research conducted by using the descriptive method. This method is chosen by the researcher because it is appropriate to describe the facts and the data obtained from the research as what Arikunto (2010: 239) states a descriptive method is method that says about possibility to solve the problem actually and describe systematically the facts and characteristics of a given population or area of interest, factually, and accurately.

The purpose of this method; the writer presented the data systematically the fact or interprets and then analyzes the data on the students' ability in using personal pronouns in the second semester students at English Study Program at Baturaja University.

Research sites and participants

The population of the study was all the second semester students at English Study Program at Baturaja University with the total number of the population were 30 students. According to Gay (1992:123) sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. In this study, the writer used total sampling technique in assigning the sample.

Data collection and analysis

Form of test in this study is objective test. According to Nurgiyantoro (2010: 122) objective test is a test that asks for a short answer and it is dichotomist. It meant that the students is only requested to give short answer of the test and if the students did not answer based on key answer so that the answer was false.

In this study, the writer gave a test to the students and they are asks for identifying personal pronouns. The time for doing the test taken 80 minutes for one meeting.

In this research the writer used one technique to analyze data; it was the descriptive analysis technique. The writer analyzed the data by counting the percentage of the students’ ability in using personal pronouns in the second semester students at English
Study Program at Baturaja University The data obtained from the test used percentage analysis the formula according Sudijono (2009: 35) they are:

a. To get students' score of the test, the writer used the following formula:

\[ Is = \frac{R}{T} \times 100 \]

Where:
- \( Is \) = the Individual score
- \( R \) = Total number of correct answer
- \( T \) = the number of items

The writer classifies the students' ability in using personal pronouns in descriptive text of the second semester students at English Study Program at Baturaja University by using the score range and the criteria according (Sudijono, 2009:35)

80-100: A → Very Good
66-79: B → Good
56-65: C → Enough
46-55: D → Low
00-45: E → Fail

b. To get percentage the students' score distribution, the writer used formula:

\[ P = \frac{F}{N} \times 100\% \]

Where:
- \( P \) : Percentage
- \( F \) : Frequency
- \( N \) : Total number of students (Sudijono, 2008:43)

c. To get the students' average score in personal pronoun in descriptive text, the writer used the following formula (Depdiknas, 2006:49)

\[ X = \frac{B}{t \times N} \times 100\% \]

\( X \) : The average percentage of students' correct answer
- \( B \) : Total number of students' correct answer
- \( t \) : Total number of test items
- \( N \) : Total of samples

Findings

Based on the result of the test, the researcher described the frequency of students' score criteria were at the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Score Range</th>
<th>Score criteria</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-100</td>
<td>Very Good</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>2</td>
<td>66-79</td>
<td>Good</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>55-65</td>
<td>Enough</td>
<td>11</td>
<td>36.67</td>
</tr>
<tr>
<td>4</td>
<td>46-54</td>
<td>Low</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>5</td>
<td>&lt; 45</td>
<td>Fail</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

(Sudijono, 2009:35)
The table above showed that there were 4 students (13.33%) who gained score 80-100 in level very good, 9 students (30%) who gained score 66-79 in level good, 11 students (36.67%) who gained score 56-65 in level enough, 4 students (13.3%) who gained score 46-55 in level low and 2 students (6.67%) got score ≤ 45 in level fail, it meant that most of the students got score upper the standard of students’ ability in using personal pronouns.

Based on the calculation of the statistic analysis for percentage of students’ ability, the result was 63.22%. It showed that the students’ ability in understanding pronouns at English Study Program at Baturaja University was enough.

To make clear from the result of students’ ability percentage, the writer describe into graph 1 in the following:

**Graph 1.**
The Percentage of Student’s Ability in Using Personal Pronouns

![Graph showing the percentage of students' ability in using personal pronouns.]  
- Subjective Personal Pronoun
- Objective Personal Pronoun
- Possessive Personal Pronoun

**Discussion**
Based on finding above, the frequency of students’ score criteria, there were some students got the very good level, some students got good level, some students got the score enough level, low level and some students got the fail level. The result of the personal pronoun test, most of students could answer the test of personal pronoun well. The writer could interpret that English second semester students ability in using personal pronoun at English Study Program at Baturaja University was good. It could be interpreted the second semester students at English Study Program at Baturaja University was able in using personal pronoun. The test created the motivation for the learners in English learning activities.

**Conclusions**
Based on the finding, it could be concluded as follow; the frequency students’ score criteria described: there were were 4 students (13.33%) who gained score 80-100 in level very good, 9 students (30%) who gained score 66-79 in level good, 11 students (36.67%) who gained score 56-65 in level enough, 4 students (13.3%) who gained score 46-55 in level low and 2 students (6.67%) got score ≤ 45 in level fail, it meant that most of the students got score upper the standard of students’ ability in using personal pronouns.
In the total percentage of the second semester students ability in using personal pronoun at English Study Program at Baturaja University that have 63.22%. It means that the second semester students ability in using personal pronouns at English Study Program at Baturaja University was enough.

References
THE EFFECTIVENESS OF USING PHONETIC LEARNING METHOD TO IMPROVE STUDENTS' READING ABILITY AT SMP LPP UMI MAKASSAR

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Abstract
The objectives of the research are: 1) to know the students' reading knowledge of SMP LPP UMI Makassar before using phonetic learning method, 2) to know the students' reading knowledge of SMP LPP UMI Makassar after using phonetic learning method, 3) to find out whether phonetic learning method is effective in improving the students' reading knowledge of SMP LPP UMI Makassar. The population in this research was the students of class VIIIB of SMP LPP UMI Makassar. The sample was consisted of 30 students. Data collection techniques that used to obtain the necessary data were pre test and post test. The result of the paired sample t-test was 0.000 <0.05. It was concluded there was a significant difference between knowledge before using phonetics learning method and after using phonetic learning method by the students of SMP LPP UMI Makassar.

Key words: Effectiveness, phonetic learning method, reading ability

Introduction
Knowledge is a basic essence that must be possessed by learners and educated people. In improving their basic essence, learners need appropriate methods in learning teaching, particularly to improve the ability of learners in foreign languages. In this case, the appropriate learning methods using in the classroom, are needed to be improved. The use of application of pursuit methods plays a very important role in learning activities. There are many learners who are able to achieve good performance because of the use of appropriate teaching methods conducted by a teacher in the classroom, but otherwise if a teacher is unable to use appropriate learning methods in the classroom, the existing learners feel bored and not spirited to learn, this result in the ability and knowledge of learners not experience improvement and development.

SMP LPP UMI Makassar sites in Makassar, South of Sulawesi where students learn and develop, to improve the knowledge and skills of learners both in the field of science, and in the arts and sports, to improve the knowledge of students, especially in the subjects of English, educators should have more knowledge and knowledge about the use of various learning methods to be used at the time of learning, so that students are more motivated to learn and more quickly to understand the learning materials.

English subjects are subjects that must be studied by learners in SMP LPP UMI Makassar. This course is taught 2 times a week by educator in class VIII B Junior High School (SMP) UMI Makassar, so far students have learned many things on the subjects of English taught by educators at SMP LPP UMI Makassar, started from learning to listening, reciting, reading and writing, but the knowledge of students in English is still far from the desired expectations, this caused by the method of learning is not appropriate for use when teaching in the classroom, it also causes students to understand less and not eager to learn. Lack of application of effective learning methods in teaching, is a very serious problem to the learning achievement of learners, learners motivation learn, this also result in lack of ability of learners in English in accordance with the rules. It is expected that the use and application of phonetic learning methods can improve the students' reading ability on the subjects of English language students SMP LPP UMI Makassar.
Literature Review

Understanding Phonetic Learning Methods

The use of methods is a very important thing in the achievement of the subject matter because by using the method can increase student interest in learning. Method is a way or a path that must be passed to achieve a goal. This means the formulation of the objectives of the lesson is an absolute requirement before one determines and chooses the right method. According to Subana and Sunarti (2011), the method is a plan of presentation of a comprehensive material in a systematic order based on a particular approach. Syaiful (2010) explained that teaching method is a teaching strategy as a tool to achieve the expected goal. Yusuf and Anwar (1997) explain this Phonetic learning method is a way of presenting foreign language lessons through listening exercises followed by reading sentences in foreign language exercises being studied. Therefore the role of learning methods as a tool to create teaching and learning process, with the use of methods is expected to grow a variety of student learning activities in connection with teacher teaching activities. From the description can be drawn a conclusion that the method of teaching is an effort or a way done by teachers or educators in delivering learning materials to students who aim so that students can receive and respond as well as digesting lessons effectively and efficiently, so what becomes the purpose of the learning can be achieved.

Phonetic method as a theory certainly has advantages and disadvantages, so this theory can be useful for teachers and students in an effort to improve student learning outcomes.

The advantages of phonetic learning methods are: (a) This method teaches students the ability to read fluently and fluently as well as conversational skills, many dialogue and writing exercises (dictation). (2) Students listen to reading and conversation errors from teachers or classmates, to then be changed and corrected the location of the mistake.

While the disadvantages of phonetic learning method are: (1) This method requires seriousness and expertise (professional) from the teacher in addition to planning and time should mature. (2) At the beginner level (first) method is still difficult to apply, especially for children who do not have adequate basic (basic) foreign language, because it needs to motivate students and communicative teaching.

Understanding Reading

There are various definitions of reading as it is proposed by Burns et al (1984: 11) that reading is a complex act that must be learned. It is also a means by which further learning takes place in other words, a person learns to read and reads to learn. The same idea is also expressed by Farida (2008: 2) that reading is essentially a complicated thing that involves many things, not just pronunciation, but also involving visual, thinking, psycholinguistic, and metacognitive activity. In this case reading needs to play an active role in responding to the source. In addition, according to Tarigan (1990: 7) reading is one of the processes undertaken and used by readers to obtain messages to be conveyed by the author through the media words or spoken language. In terms of linguistic reading is a process of encoding and recording and recording (a recording and decoding process).

Reading should have a purpose, because someone who reads with a goal, tends to be more understanding than the one who does not have aims. Since reading is an active activity, responding to what it means to read, the main purpose of reading is to seek and obtain information, including content, to understand the meaning of reading.

The purpose of reading according to Paul S. Anderson in Tarigan (1990: 9-10) that (1) Reading to discover or find out the findings which the character has done, (2) Reading to find out why it is a good and interesting topic, (3) Reading to discover, knowing what
happened to each part of the story, (4) Reading to discover and know why the characters feel like them, what the author would show to the readers, (5) Reading to discover and find out anything unusual, unnatural about a character, and (6) Reading to discover how the character changes how his life is different from the life we know how two stories have in common, how the character resembles the reader.

There are several types of reading as classified by Tarigan (1986: 12-13). as follows: (1) Reading aloud, (2) Reading in the heart (silent reading); extensive and intensive reading, (3) Reading the content study.

Research Method

Design of the Research

This type of research was pre-experimental method in which this research involves teachers as educators who use phonetic methods as a reference to improve students’ reading ability of SMP LPP UMI Makassar.

Variables of the Research

The variables in this research were: (X) reading ability and (Y) the effectiveness of the use of phonetic methods

Population and Sample

Population in this research was the students of class VIII B SMP LPP UMI Makassar, and the sample was consisted to 30 students

Technique of Data Collection

The data was Pre test and Post test which conducted to collected data how much knowledge of students' of SMP LPP UMI Makassar in reading ability before and after the application of phonetic method.

Technique of Data Analysis

Data obtained from the results of the research and then analyzed using descriptive statistical analysis techniques and inferential statistical analysis. The data analysis techniques can be described as (1) Descriptive Statistics Analysis was used to analyze data by way of describing or giving an overview of the data that has been collected without making a conclusion that applies to the public. The depiction of respondent value in each group consists of mean (mean), standard deviation, highest (maximum), and lowest (minimum). The calculation of respondent value can be calculated using Statistical Package for Social Science (SPSS) version 2 and can also be calculated by using Microsoft Excel. (2) Inferential statistical analysis used to analyze the sample data and the results can be applied to the population. The analysis can be used to test the research hypothesis. The test can use the t-test. The formula used in testing the data manually as follows.

$$K_{2}X^{2} = \frac{\sum (fo - fb)^{2}}{fb}$$

Where:
- $X^{2}$ = Kai squares (Chisquare)
- $fo$ = Frequency of observation result
- $fb$ = Expected frequency
- $K$ = Number categories
Test Criteria: If $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ on the real level $\alpha = 0.05$ and degrees of freedom (df) $= K-1$, then the data distribution was declared normal (Sugiyono, 2007).

**Finding and Discussion**

A. A description of the knowledge of students of SMP LPP UMI Makassar before using phonetic learning methods.

Table: 4.1 knowledge before using phonetic learning methods.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>The distance frequent intervals</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very High</td>
<td>$80 – 100$</td>
<td>26</td>
<td>86.7%</td>
</tr>
<tr>
<td>2</td>
<td>High</td>
<td>$60 – 79$</td>
<td>4</td>
<td>13.3%</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>$40 – 59$</td>
<td>7</td>
<td>23.4%</td>
</tr>
<tr>
<td>4</td>
<td>Low</td>
<td>$20 – 39$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Very Low</td>
<td>$1 – 19$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on table 4.1 above knowledge before using phonetic learning methods students of SMP LPP UMI Makassar. The category is quite high as many as 7 students with a percentage of (23.4%), a high category of 23 students with a percentage of (76.6%).

B. A description of the knowledge of students of SMP LPP UMI Makassar after using phonetic learning methods.

Table: 4.2 knowledge after using phonetic learning methods.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>The distance frequent intervals</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very High</td>
<td>$80 – 100$</td>
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<tr>
<td>4</td>
<td>Low</td>
<td>$20 – 39$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Very Low</td>
<td>$1 – 29$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 30 100%
Based on table 4.2 above knowledge after using phonetic learning methods students of SMP LPP UMI Makassar, a high category of 4 students with a percentage of (13.3%), a very high category of 26 students with a percentage of (86.7%).

<table>
<thead>
<tr>
<th></th>
<th>Sebelum Menggunakan Metode Phonetic</th>
<th>Setelah Menggunakan Metode Phonetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Tinggi</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Tinggi</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Cukup Tinggi</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Kurang Tinggi</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.3 increases the average score of students before using phonetic learning methods and after using phonetic learning methods.

<table>
<thead>
<tr>
<th>No</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>66</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>73</td>
<td>75</td>
</tr>
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<td>5</td>
<td>72</td>
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<td>6</td>
<td>64</td>
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<td>7</td>
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<td>80</td>
</tr>
<tr>
<td>11</td>
<td>73</td>
<td>96</td>
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<tr>
<td>12</td>
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<td>16</td>
<td>70</td>
<td>84</td>
</tr>
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<td>17</td>
<td>60</td>
<td>91</td>
</tr>
<tr>
<td>18</td>
<td>55</td>
<td>83</td>
</tr>
<tr>
<td>19</td>
<td>50</td>
<td>92</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>78</td>
</tr>
<tr>
<td>21</td>
<td>71</td>
<td>87</td>
</tr>
<tr>
<td>22</td>
<td>70</td>
<td>93</td>
</tr>
<tr>
<td>23</td>
<td>63</td>
<td>91</td>
</tr>
<tr>
<td>24</td>
<td>55</td>
<td>82</td>
</tr>
<tr>
<td>25</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>57</td>
<td>76</td>
</tr>
<tr>
<td>27</td>
<td>64</td>
<td>88</td>
</tr>
<tr>
<td>28</td>
<td>63</td>
<td>83</td>
</tr>
<tr>
<td>29</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>30</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>Average</td>
<td>64,30</td>
<td>84,83</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Highest</td>
<td>78</td>
<td>96</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest score</td>
<td>50</td>
<td>70</td>
</tr>
</tbody>
</table>

From table 4.3 above, it can be seen that the average score (score) of SMP LPP UMI Makassar students has increased from 64.30 reading knowledge before using the phonetic learning method to be 84.83 after using phonetic learning methods.

From the table above it can also be seen that there is an increase in the lowest value and the highest value of students of SMP LPP UMI Makassar, the lowest value before using phonetic learning method is 50. It increases to 70 after using phonetic learning methods. The highest score before using the phonetic learning method of students of SMP LPP UMI Makassar is 78 and the highest value after using phonetic learning method is 96.

Table: 4.4 Test results for normality of knowledge data before and after using phonetic learning methods

<table>
<thead>
<tr>
<th>Variable</th>
<th>Asym. Sig (P-Value)</th>
<th>Condition</th>
<th>Information distribution of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge before using phonetic methods</td>
<td>0,060</td>
<td>P &gt; 0,05</td>
<td>normal</td>
</tr>
<tr>
<td>knowledge after using phonetic methods</td>
<td>0,099</td>
<td>P &gt; 0,05</td>
<td>normal</td>
</tr>
</tbody>
</table>

Based on the table above, it was obtained significant variable values before using the phonetic method of students of SMP LPP UMI Makassar at (0.060) > 0.05. knowledge variable after using phonetic method students of SMP LPP UMI Makassar obtained significant value (0.099) > 0.05. with significant values obtained from the two variables above, it can be concluded that each variable is normally distributed.

Table: 4.5 test homogeneity of knowledge data before and after using phonetic learning methods

<table>
<thead>
<tr>
<th>Variable</th>
<th>Asym. Sig (P-Value)</th>
<th>Condition</th>
<th>Information distribution of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge before and after using phonetic learning methods</td>
<td>0,550</td>
<td>P &gt; 0,05</td>
<td>Same</td>
</tr>
</tbody>
</table>
Table: 4.5 test homogeneity of knowledge data before and after using phonetic learning methods.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Asym. Sig (P-Value)</th>
<th>Condition</th>
<th>Information of distribution of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge before and after using phonetic learning methods</td>
<td>0.550</td>
<td>P &gt; 0.05</td>
<td>Same</td>
</tr>
</tbody>
</table>

Based on the table above the results of testing the significance of variables before using phonetic methods with variables after using the phonetic method students of SMP LPP UMI Makassar obtained significant values (0.550) > 0.05, then it can be concluded that the variable data before using phonetic methods with variables after using the phonetic method has the same variant.

Table: 4.6 Paired sample statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Before</td>
<td>64.30</td>
<td>30</td>
<td>7.382</td>
<td>1.348</td>
</tr>
<tr>
<td>After</td>
<td>84.83</td>
<td>30</td>
<td>6.385</td>
<td>1.166</td>
</tr>
</tbody>
</table>

Based on table 4.6 above the test results show that the average value before using the phonetic learning method is 63.30 with the standard deviation 7.382, the average value after using the phonetic learning method is 84.83 with a standard deviation of 6.385.

Table: 4.7 Paired sample test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Pair 1 Before - After</td>
<td>-20.533</td>
<td>8,258</td>
<td>1,508</td>
<td>-23,617</td>
</tr>
</tbody>
</table>

From table 4.7 above, shows the average value before using phonetic learning methods and after using the phonetic learning method is -20.533 with a standard deviation 8,258. To see the difference in the first measurement results with the second measurement can be seen in the results of Sig. (2-tailed). The results of the paired sample t-test were 0.000 < 0.05. So it can be concluded that there is a significant difference between knowledge before and after using phonetic learning method.
Conclusions

Based on the results of the discussion that was stated in the previous chapter, it can be concluded as follows: (1) Knowledge before using phonetic learning methods for students of SMP LPP UMI Makassar. The high category is 23 students with the percentage (76.6%), the category is quite high as many as 7 students with the percentage (23.4%). The average value of knowledge before using phonetic learning method is 63.30. (2) Knowledge after using phonetic learning methods students of SMP LPP UMI Makassar, very high category as many as 26 students with a total percentage of (86.7%), a high category of 4 students with a percentage (13.3%). The average value of knowledge after using phonetic learning method is 84.83.

Recommendation

From the results of knowledge improvement research using phonetic learning methods of students of SMP LPP UMI Makassar, the researchers gave suggestions as follows: (1) For teachers it is recommended to apply learning by using a variety of learning methods in an effort to improve student learning motivation especially by using phonetic learning methods. (2) For students are advised to be able to listen and pay close attention to the explanations given by educators in order to maximize the increase in reading ability. (3) For school, support is needed to meet the needs of teachers and students in supporting learning, especially the facilities and infrastructure used in the teaching and learning process.

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Djamrah Bahri, Syaiful. 2010. Strategi belajar mengajar. Penerbit Rineka Cipta
THE IMPACT ON-LINE LEARNING ON STUDENT LEARNING ACHIEVEMENT

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Abstract
It is not uncommon for non-teaching administrators to view online, distance learning-based courses as the —mother lode for sizeable tuition revenue increases. Why shouldn't an online instructor be capable of handling a hundred students? After all, there are no office hours, no classroom presentations, and no pencil-paper assessment. Online classes don't offer the same immediate and regular access to instructors and classmates as traditional face-to-face classes. The communication typically takes place through e-mail and in virtual discussion forums. While this can aid in learning technology, it negatively impacts a student's ability to interact with professors, ask questions and get immediate help. It also takes away from some of the social and team-building that occurs informally in college classrooms. This study examined the impact of substituting didactic instruction, face-to-face advisement, and pen and paper evaluations with web-based content, electronic information and inquiry, and online assessment and achievement of student by study without interaction as in class of school. It analyzed the impact of distance learning demands on faculty teaching loads and computed the ideal class size for an online course. To lessen the impact, many online schools have begun offering a wide range of services that connect students with their peers and instructors. Commonly, those features include online message boards and chat rooms, video conferences, and web-based forums.

Keyword: Achievement of Student, Impact On-Line, On-Line Learning

Introduction:
Mathematics is a branch of science that encompasses numbers, quantity, and space. Mathematics is divided into two categories: pure and applied mathematics. Pure mathematics, or theoretical mathematics, looks at numbers abstractly through the use of theorems and proofs that may not have any applications in the real world, but are carried out for the sake of knowledge itself. Applied mathematics, on the other hand, comprises calculations and equations done for other branches of science such as physics and engineering in order to solve specific problems. Mathematics is used throughout most courses in the sciences, computer sciences, and engineering, and online mathematics courses can help you better understand branches of mathematics you will encounter such as geometry or calculus or teach you specific topics such as differential equations, algorithms, or non-linear geometry. Online mathematics courses are very beneficial for students of engineering, physics, chemistry, or other scientific or technical subjects that will require the extensive use of applied mathematics. However, you can also take an online mathematics class just to improve your logical and mathematical thinking, or to supplement college mathematics programs. Many online courses are taught by professional mathematicians working in academia, and can give you an idea of what a career in mathematics requires.
Literature Review

In the 21st century education, technology-based learning either synchronous or asynchronous allows teachers to have a variety of innovative ways to deliver content and learning activities to students (Tseng and Walsh, 2016). Face to face learning environment provides more opportunities for social interaction that students need to guide them through learning. On the contrary, web-based learning environment provides the flexibility of time and place which is not possible in face-to-face learning. Face-to-face/classroom learning is the sixth aspect which provides real and meaningful interactions, which does not exist in online learning. Students who have great desire for face-to-face learning has a greater possibility to withdraw from online learning.

Methods, Research Design and Participant

The research design for this study of survey. According to Kerlinger (1986), constructing the research design is a very important process in order for the researcher to be able to answer the research question posed and the objectives outlined. As stated previously, one of the main objectives of this research was to investigate the impact on-line learning on student learning achievement for math subject. This research used qualitative approach used primary data source from internet. So, this study took quote from another study who did it about online learning of math subject. The research Participant for this study not people but only research result or survey result from people. Data from internet research was analyzed descriptively by qualitative.

Findings

<table>
<thead>
<tr>
<th>Online Activities</th>
<th>Online Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send email</td>
<td>94%</td>
</tr>
<tr>
<td>Download mobile application from App Store</td>
<td>92%</td>
</tr>
<tr>
<td>(ex: Android Market, Apple App Store)</td>
<td></td>
</tr>
<tr>
<td>Browse social/network media (such as Facebook)</td>
<td>94%</td>
</tr>
<tr>
<td>Watch video streaming (mis. You Tube)</td>
<td>95%</td>
</tr>
<tr>
<td>Read online news (detik.com)</td>
<td>74%</td>
</tr>
<tr>
<td>Listen to audio streaming (ex: radio program)</td>
<td>61%</td>
</tr>
<tr>
<td>Access e-database (Emerald, Proquest, Ebsco)</td>
<td>16%</td>
</tr>
<tr>
<td>Search information (ex: Google)</td>
<td>100%</td>
</tr>
<tr>
<td>Download/exchange file from/with P2P</td>
<td>67%</td>
</tr>
<tr>
<td>Access Learning Management System (iLearning)</td>
<td>89%</td>
</tr>
<tr>
<td>Shop online</td>
<td>60%</td>
</tr>
<tr>
<td>Send messages</td>
<td>94%</td>
</tr>
<tr>
<td>Browse websites</td>
<td>95%</td>
</tr>
<tr>
<td>Play online game</td>
<td>81%</td>
</tr>
<tr>
<td>Do online banking (ex: checking account)</td>
<td>32%</td>
</tr>
<tr>
<td>Others</td>
<td>66%</td>
</tr>
</tbody>
</table>

From the data, it can be seen that almost all the students, which is 94% send email. However, based on observations, it was found that all students (100%) have ever sent email. This is because they are required by lecturers of almost all subjects in FTI (the Faculty of Information and Technology) to submit the given tasks via email. Based on the interview to the students, it was found that indeed there are students who do not have a Facebook account and if they have it, they tend to be inactive or rarely open that account. It was also found that 74% of students read online news. Some online news sites they usually read is such as detik.com and okezone.com. It was also found that only 16% of students have access to an e-database. This is due to lack of knowledge and references to e-database by most of the students. In addition, teachers are also less to socialize it. Downloading and exchanging files from and with P2P are performed by 67% of 108 students. There are 60% of students who also shop online. There are almost all students, as many as 95% of the students, browse websites. They visit various websites both educational and non-educational sites.

In connection with smartphone ownership by 97% of the students or nearly all of the students, it was also found that there are 92% of those who have downloaded mobile application from the Appstore. Furthermore, it was found that 95% of the students watch video streaming and 61% listen to audio streaming. The website they regularly visit to watch video streaming is youtube.com. From the questionnaires, it was found that 100% or all of the students stated they had ever searched or often search for online information. The information they search is mostly related to their course assignments. Google is the search engine that the students often use to search for online information.

The study by Jo Boaler with his group reports on the impact student minds and achievement in math of a MOOC (massive, open, online course) designed to change students' ideas about mathematics and their own potential and improve their mathematics achievement. Many students hold damaging fixed mindsets, believing that their intelligence is unchangeable. There are a number of damaging and pervasive myths about mathematics learning in the US that are believed by millions of school children, their parents and their teachers. This study examines the impact of a —massive open online course (MOOC) for students centered on changing these ideas and teaching students how to learn mathematics well. The MOOC includes six modules, each of which takes 15–20 min to complete. The teacher of the course is the lead author, Jo Boaler, professor of mathematics education at Stanford, accompanied by some of her undergraduate students. Some of the key ideas in the course are:

- Everyone can learn mathematics to high levels
- Mistakes, challenge and struggle are the best times for brain growth
- Depth of thinking is more important than speed
- Mathematics is a creative and beautiful subject
- Good strategies for learning mathematics including talking and drawing
- Mathematics is all around us in life and is important—this was shown by different undergraduates showing mathematics in soccer, nature, juggling, and dance.

What is distinctive about this study is the impact of an online class in changing students' mindsets toward mathematics, with subsequent changes in student achievement. This study shows that an intervention addressing the intersection of mindset and mathematics can improve students' academic achievement, as well as students' behavior and beliefs about mathematics. The online class that was the subject of this study had a different outcome of students continuing the course and significantly improving their beliefs and achievement, regardless of students' gender, ethnicity, language learning level, or wealth. In the —How to Learn Math course students were invited to engage every few minutes, through answering questions, commenting on videos, and interacting with others. Online courses for teachers that also focus
on mindset messages, and ideas for teaching mathematics actively, have also been shown to change students’ achievement and beliefs (Anderson et al., under review).

The center for educational partnerships at Old Dominion University published a third-party efficacy study on the effects of FEV’s online, synchronous Math tutoring on struggling student's math achievement. Researchers examined the impact of tutoring for 120 students in two schools to measure the supplemental program’s impact on math assessment scores, the findings suggest that FEV’s tutoring contributed to statistically significant gains in student achievement.

At one pilot site, all students participating in FEV’s online tutoring program had not achieved proficiency on the math state assessment prior to the tutoring intervention. After participating in the online math tutoring program, 61.2% of students went on to pass their math assessment.

In Indonesia have Ruangguru launched in April 2014 as an online platform connecting tutors to students. Lessons offered include school subjects, music, sports, foreign languages, and more. Ruangguru boasts high-quality tutors, picking them among top university students and experienced teachers. It currently has over 23,000 registered tutors. Ruangguru would not comment on number of customers, however.

Ruangguru also just launched a tutor development program called Guru Hebat, which it's currently rolling out in the Greater Jakarta area. The idea is for the startup to maintain high standards among its tutors and support them through in-person and online training and study materials. At the moment, Guru Hebat covers the subjects of English and math, Iman explains.

—Working with ambitious regional governments has been a continual source of inspiration for us to continually think about what impact we can have on academic success of students when all
stakeholders cooperate. Strengthening our partnerships with governments is also key for us to scale our operations nationwide, I said Iman Usman, Co-founder and Chief Product Officer of Ruangguru.

Interesting to highlight among the strategic partnerships forged during the last year is its partnership with LINE, where Ruangguru and LINE co-launched LINE Academy, now boasting close to 3.2 million members within 6 months of launch. Within the last three months, over 1.5 million students benefited through taking simulated online national examinations (Ujian Nasional) on Ruangguru through LINE Academy. Ruangguru and LINE are committed to widen its services to reach more audience in the coming year.

Chan Min Kim (Educational Psychology and Instructional Technology, The University of Georgia) investigated what factors would be related to students’ achievement in mathematics courses offered at a virtual high school. Seventy-two students responded to a self-report survey on motivation (ie, self-efficacy, intrinsic value), mathematics achievement emotions (ie, anxiety, anger, shame, hopelessness, boredom, enjoyment, pride), and cognitive processes (ie, cognitive strategy use, self-regulation). A three-step hierarchical multivariate regression was employed to examine which of the factors predict student achievement. Results showed that motivation accounted for approximately 13% of the variance in student achievement and self-efficacy was the significant individual predictor of student achievement. However, when achievement emotions were added to the analysis, self-efficacy failed to predict student achievement and emotions accounted for 37% of the variance in student achievement.

There are many benefits for students taking mathematics courses online. Mathematics pedagogy for online courses is still in a developmental stage (Engelbrecht & Harding, 2005b), and there are a number of potential problems associated with mathematics online instruction. The learning outcomes regarding learning style in online and face-to-face classroom environments have been both positive and negative. Many studies have been conducted to investigate the relationship between learning styles and academic achievement. Following is a discussion of the results of a few of the studies which have been conducted to investigate and compare student achievement in face-to-face and online classrooms. Grasha and Yangarber-Hicks (2000) studied student achievement and learning styles of students in both traditional face-to-face classrooms and technology-enhanced classrooms. In the study, the Grasha-Riechmann Student Learning Scale was used to measure learning style, and the final grade was used as a measurement for student achievement. Students who received the better grades in both settings had high collaborative, independent, and participant styles. The online independent students, those who preferred self-paced instruction and independent study, scored higher than did dependent students. Though successful online and face-to-face students both possessed a conceptual learning style, the differentiating factor was that students with higher scores had an independent learning style and the students with lower scores had a social and dependent learning style. It was also shown that online students were more intrinsically driven than were students experiencing the reward structure of the face-to-face class. In the comparison of student achievement in online versus face-to-face mathematics courses, varying results were found. In the comparison of student achievement in online courses vs. face-to-face mathematics courses the results of research studies have been mixed. Some researchers have found learning style to be a significant variable in the study of online vs. face-to-face courses. In others, however, no significant difference in mathematics achievement of students was identified.

In Clariana’s (1997) research, addressing the relationship between learning style and achievement in online mathematics class, no significance was found. When comparing achievement in online versus face-to-face mathematics courses, some researchers found significance (Esmaeili, 2001; Manochehri & Young, 2006), but others did not (Ryan, 2001; Smith, 1996; Weems, 2002). However, when identifying the relationship between learning style and online mathematics student achievement, a foundation was able to be established for future large scale research and underlying significant characteristics for future online mathematics students.
The authors explored the impact of an online tutoring program, Math Whizz (Whizz Education, 2014), on student mathematics achievement at 15 elementary schools. Students participated in the use of the Math Whizz program for the duration of the school year as a supplement to mathematics instruction. The Math Whizz program recorded such information as initial mathematics age, growth in mathematics age, amount of usage, average quiz score, and average test score. Teachers were also surveyed regarding the implementation of the online tutoring platform. In addition, 1 school provided assessment scores from the summative statewide mathematics assessment, which was used as the outcome variable of a multiple regression with variables from the online tutoring program as independent variables. Findings indicated that Math Whizz usage was related to improvement in mathematics achievement as measured by the online tutoring program, teacher survey responses, and the state assessment data.

Discussion
Mathematics is a branch of science that encompasses numbers, quantity, and space. Mathematics is divided into two categories: pure and applied mathematics. Pure mathematics, or theoretical mathematics, looks at numbers abstractly through the use of theorems and proofs that may not have any applications in the real world, but are carried out for the sake of knowledge itself. Applied mathematics, on the other hand, comprises calculations and equations done for other branches of science such as physics and engineering in order to solve specific problems. Teaching mathematics online is a fairly new pedagogy and courses offered in this modality continue to increase in numbers. Therefore, most research regarding best practices with teaching mathematics online will be helpful. When comparing achievement in online versus face-to-face mathematics courses, some researchers found significance but others did not.

Conclusion and Recommendations
From the data almost all of the students (94%) visit social networking sites such as Facebook, which can be used as a means of online communication. This is due to lack of knowledge and references to e-database by most of the students. In addition, teachers are also less to socialize it. Downloading and exchanging files from and with P2P are performed by 67% of 108 students. There are 60% of students who also shop online. There are almost all students, as many as 95% of the students, browse websites. They visit various websites both educational and non-educational sites.

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approximately 13% of the variance in student achievement and self-efficacy was the significant individual predictor of student achievement. However, when achievement emotions were added to the analysis, self-efficacy failed to predict student achievement and emotions accounted for 37% of the variance in student achievement.

In the study, the Grasha-Riechmann Student Learning Scale was used to measure learning style, and the final grade was used as a measurement for student achievement. It was also shown that online students were more intrinsically driven than were students experiencing the reward structure of the face-to-face class. Some researchers have found learning style to be a significant variable in the study of online vs. face-to-face courses. In others, however, no significant difference in mathematics achievement of students was identified.

In Clariana’s (1997) research, addressing the relationship between learning style and achievement in online mathematics class, no significance was found. However, when identifying the relationship between learning style and online mathematics student achievement, a foundation was able to be established for future large scale research and underlying significant characteristics for future online mathematics students.

The authors explored the impact of an online tutoring program, Math Whizz (Whizz Education, 2014), on student mathematics achievement at 15 elementary schools. Findings indicated that Math Whizz usage was related to improvement in mathematics achievement as measured by the online tutoring program, teacher survey responses, and the state assessment data.

From all result the research study, authors got conclusion that of online learning on math subject wasn’t related to improvement in math achievement for regulary, because improvement math achievement only get if we always do practice.
Integrating Technology in 21st Century ELT: Digital Local Culture-Based Story for Literacy Development in TEYL

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Abstract
Technology has been extensively integrated into education with the main purposes of innovation and making learning more up-to-date and creative as to enhance the learners' motivation to study and have a better competence. In English Language Teaching (ELT) particularly, the integration of technology has also been flourishingly used. This paper is aimed to discuss the result of research and development on the integration of technology and local culture to develop digital story for primary school students' literacy especially in reading competence. It employed the model of Borg and Gall (1983) and Hyland (2003). The development of the digital local culture-based story followed 10 criteria of good digital story by Lambert (2006), Smeets and Bus (2013), and Seker (2016). The instruments for assessing the quality of the product was judged of having very high content validity (CV= 1.0) by 2 experts in ELT, while the quality of the product of four digital stories was assessed by two other experts on ELT and education technology with the mean score of 46.5 which was categorized as very good. Similarly, the product was also assessed of having very good quality by the users (8 teachers) with the main score 4.73. Therefore, English teachers for young learners in primary schools are strongly recommended to use them to develop literacy especially in reading competence.

Keywords: digital story; literacy; local culture; reading competence; young learners

Introduction
Learning English in elementary schools in Bali is promoted to be given early, because it can increase language acquisition more quickly. This policy has been started since 1996 in which English is treated as the local content subject in the elementary school curriculum. The ability to speak English is very useful for preparing learners to become reliable workforces, who are able to compete both in seizing opportunities to work in the world of tourism or in other fields, and for the advancement of science and technology especially in the era of the Asian Economic Community (MEA). Harmer (2007) and McKay (2007) suggest the importance of introducing English from an early age, because of the faster language acquisition. Technology in this case can be utilized to present the language in order to help learners to acquire it.

However, the facts prove that students in Indonesia have a low interest in reading. UNESCO survey data (Berita Metro, 2015; Indra, 2017) showed that from 1.000 residents only 1 person reads. This signifies that teachers should handle the teaching of reading more seriously. In fact, reading stories, one of literature-based learning, can positively influence the language development of students in elementary school (Morrow in Mart, 2012). By packing story books based on local culture, learning becomes contextual and meaningful as students learn something close to their lives. Alwasilah (2006) emphasizes that topics known by learners are able to reduce cognitive burden in learning, so that they can use the language learned more communicatively. In addition to increasing understanding, they can be invited to be directly involved in interactive dialogue in the process of reading stories through dialogic reading. In this case, they learn to be brave to communicate as early as possible.

The study reported in this paper is a part of multi-year research. In the first year, there have been produced 4 prototypes of picture story books based on local culture that have been tested for the validity of
content and quality by experts and users (Ratminingsih & Budasi, 2017). These four books have become the final products in the second year of research (Ratminingsih & Budasi, 2018) and already have 4 Intellectual Property Rights. The results of the experimental research with One-Way ANOVA further prove that the four storybooks based on local culture (folktale, fable, legend, and myth) have a significant effect on students’ reading competence (Ratminingsih & Budasi, 2018). Based on these results, in the third year the study is continued with developing 4 digital versions of picture stories. The role of technology in creating these 4 digital stories is needed as to provide an up-to-date and innovative media to make learners more interested in learning a foreign language especially reading stories. More importantly, regarding that millennial learners are digital natives, teachers urge to use more relevant media, that is, by integrating technology in language learning media. Therefore, the materials presented are not only eye catching for them, but also able to carry away their thought, feeling, and emotion to get involved in the stories, which further can maximize their learning.

Technology is a tool, machine, method, process, activity or idea made to facilitate human activities or work in daily life. According to Adib (2011, p.254), prehistoric humans have discovered and used technology such as hand-held axes and flints to facilitate their work. Initially technology developed slowly. But along with the progress of the level of culture and human civilization, technological developments developed rapidly. The more advanced the culture, the more technology develops because technology is the development of a rapidly advancing culture. Literally, the term “technology” comes from “techne” or the way and “logos” or knowledge. So, technology can literally mean knowledge about ways. Technology can also be interpreted as “knowledge of how to make things (know-how of making things) or “how to do something” (know-how of doing things), in the sense of the ability to do something of high value, both the value of benefits and its selling value (Martono, 2012, p.276). In addition, technology is the result of human thought, which in the end is used by humans to realize various goals in life, technology becomes an instrument to achieve a certain goal (Ngafifi, 2014). Based on those definitions, it can be concluded that technology is a tool of human ideas with the help of reason and knowledge that is used as a way to help human work in everyday life, so that work becomes more efficient and effective by using less effort.

At this time, various implementations of technologies have begun to be developed, in education field, technology is used only as a tool, learners do not learn the technology itself, but they learn the content of the materials presented by the technology. Using technology in learning foreign languages is now a must. According to Singh (2014), children are called “digital native”, whose lives are heavily influenced by technology. Isisag (2012) suggests that technology has permeated all aspects of life, including education. Thomas and Srinivasan (2016) state that generation Z prefers to learn with pictures and videos rather than explanation of formal languages, so lecturing is not a learning trend. Cetto (2010: 121) explains that technology has expanded the spectrum of interactions while empowering student learning processes by providing better opportunities for language use in listening, speaking, reading and writing. Padurean and Margan (2009) add the advantages of ICT use in foreign language teaching: (1) the display is not monotonous by only using one type of presentation (visual on books) but combining visuals with oral
material, text with graphics and images, (2) the teacher can use different materials for each lesson, (3) ICT is able to correct errors and provide feedback on answers quickly, and (4) computer programs can be adapted to suit the needs of students at school and the level of language knowledge. According to Miagah and Nezarat (2012), the use of technology in learning, such as through mobile phones, provides opportunities for students to study inside or outside the classroom. The results of previous studies prove that the use of technology has a positive impact on students’ English achievement (Miagah & Nezarat, 2012; Ratminingsih, Mahadewi & Divayana, 2018).

Considering all the afore mentioned theories and empirical reviews, it is obvious that technology is just a tool. It can be used as a media for teachers to present materials and for students to learn the materials. It is not the technology itself they learn, but the contents. Hence, both teaching and learning can occur more efficiently and effectively by the help of technology.

However, based on the need analysis conducted in the first year of research, teachers have pinpointed that the learning media are lacking in the schools. They merely used the textbooks. Some teachers even taught using conventional media that is writing words or sentences on the boards (Ratminingsih, et al., 2017). The reality shows that most teachers have possessed laptops, even all schools have also been provided with computers, laptops, and LCD projectors sponsored by the local government. Thus, they should utilize them not only for administrative work, but also for teaching and learning purposes. Therefore, the purpose of this study is to develop local culture-based stories by integrating technology. The product is called digital stories. They are used as media for learning a foreign language, in this case, English which is aimed to develop elementary school students’ literacy, especially reading competence. Teachers are not only provided with the videos of the stories, but also with all the supplements, such as the lesson plans and also the list of questions for handling dialogic reading. By this way, they not only have the relevant media for teaching, but also are assisted with the preparation and strategies for teaching. Both media and strategy of teaching are two factors which work hand in hand to make language learning successful.

**Literature Review**

**Digital Story**

A story is a narrative of an event or something that has happened. Miller (2011) states that stories are a series of events. In addition, Scholes (1980) defines stories as a narrative that has a specific syntactic form. This means that the story consists of events, characters and places arranged in a temporal sequence that implies a cause and effect relationship (Carter, 1993). Stories can be based on fiction or non-fiction (reality) as stated by Sternberg (1995). Thus, it can be said that the story is a narrative event that is sorted and related consisting of characters and settings. Stories are not always based on reality (non-fiction), but are also based on fiction.

Stories can be displayed in the form of printed media or digital media. Many digital media replace printed media because the presentation is more flexible, is able to be used anytime and anywhere, and with a more attractive appearance. Digital is the conversion of text, numbers, sounds, photos, and videos into data
that can be processed by a computer, making it easy to store, copy and share (Oja & Parsons, 2013, p. 3). Aji (2016) explains that digital is an automatic operating system format that can be processed by computers, from manual systems to automatic and from complex to simpler. Meanwhile, Flew (2008, p. 2-3) describes that digital is a modern form of print or analog format that has been converted into a digital or electronic form so that it is easier to produce, store, manage and disseminate. Digital is a combination of data, text, sound, and various types of images stored in digital format. Conclusively, digital is a form of conversion from analog text, numbers, sounds, photos or videos to digital or electronic forms that can be read and processed by computers. Regarding that, digital story is a conversion of printed media, in this case a story presented into digital media that can be processed by a computer, making it easy to be produced, stored, copied and managed.

**Literacy**

Literacy or being literate means able to read and write, literate can also means more than just being able to read and write, but being really fluent in reading or writing. The term ‘literacy’ has no clear definition, sometimes it refers only to reading, sometimes to reading and writing and sometimes, more rarely, to reading, writing, speaking, and listening (Cambridge Assessment, 2013). Amariana (2012) defines literacy as the ability to understand and use written language that is needed by society or that is valuable to individuals. Furthermore, literacy is defined as the ability to read, write, view, and design things being accompanied by critical thinking skills that cause someone to be able to communicate effectively and efficiently so that it creates meaning for the world (Kharizmi, 2015).

Literacy is the core or heart of students’ ability to learn and succeed in school and afterwards, that is why literacy is generally recognized as one of the key educational objectives of compulsory schooling. Kirsch and Jungeblut (2008) in Literacy’s book: The Profile of America’s Young Adult expose that literacy as a person’s ability to use information in order to develop knowledge so that it will be beneficial for the society. This makes someone being literate that is needed by the nation so that Indonesia can rise from adversity and even compete and live equally with other nations. Thus, literacy skills have an important influence on the success of the future of the younger generation, good literacy skills will help the younger generation to understand, use and sort information obtained both in the form of oral or written information.

It can be summarized that literacy has close relation from students’ ability to understand, use, and sort information that they got orally or through written text which involve their critical thinking, so it makes students be able to communicate effectively and efficiently.

**Local Culture**

Local culture is a culture that exists in a community in a certain place. According to Brennan et al. (2014), local culture is the most basic culture that is owned by a local community that can take the form of ideas, beliefs, rules, and material in the local community. The local culture intended in this study is the
culture of Balinese people, which by Swellegrebel (in Dharmayuda, 1995: 60-65) are classified into fourteen elements that have influences from Hindu or Javanese Hindu beliefs. Some of them related to this research are the habits of using palm leaves in writing stories, fairy tales, dramas, and others.

In connection with the intention and effort to insert local culture into learning English, Barfield and Uzarski (2009) emphasize that integrating local culture into learning English not only provides education to students about the indigenous culture of the community in their own country and in the world, but also can make language learning English which is more relevant for students. Ignas (2004) states that science is not only found in textbooks, but also in a world where students live. It can be concluded that the insertion of local culture in learning English is crucial for educators to provide cultural education and realize learning that is more relevant to the world where students live and are raised, that can make learning more contextual and meaningful for their lives.

**Reading Competence**

In schools, reading is one of four basic skills which should be mastered by the students. It is a complex skill where students are not only to read. More than that, it requires the students to be able to arrange letters into words, words into sentences, and from those sentences they use to gain certain information. Abbas (2017) explains that reading is the process to establish the information and connect to their prior knowledge in the real readers’ daily life. It is a cognitive activity where the reader takes part in the conversation with the writers by reading the text itself (Zare and Othman, 2013). Rahmawati (2010) defines reading is not only to recognize words within a sentence, it also involves whole activity of thinking process to evaluate the information.

Meanwhile, the concept of competence centers on ability or capability, which focuses on the attributes that comprise this ability or capability, in this case is reading (Hager & Gonczi, 2009). Jones and Voorhees (2002) convey the definition of competence is a combination of skill, abilities, and knowledge required to achieve a specific task. It is a dynamic combination of cognitive and metacognitive skills, demonstration both knowledge and understanding, intellectual and practical skills, interpersonal and ethical values (Seskauskienė, Cibulskienė, Kaledaite, & Roikienė, 2012).

Thus, reading competence is the ability to read and to understand what currently has been read. Readers should comprehend the meaning of the information of the text and are capable of identifying key points in the text (Pfost, Dörfler, and Artelt, 2011). Reading competence is the ability of students in reading and interpreting a textbook (Ntereke and Ramoroka, 2017). Regarding that, reading competence refers to the ability of someone to read in order to gain the information, and also are able to understand and use it.

**Young Learners**

In the early stages of learning, young learners are regarded as beginners in the foreign language learning. Young learners are students who are at pre-primary and primary level, from the age of 3 up to 11 or 12 years old (Copland & Garton, 2014). Some of the fundamental characteristics of children are that they enjoy playing and have a short concentration of no more than 10 minutes (Ratminingsih, 2014; Harmer, 2007, p.38). It is also explained that the length of time the children concentrate on the lesson is also
influenced by the way the teacher wraps up the materials and presents them. As stated by Ratminingsih (2012) that young learners are characterized by his fondness to play, so a good lesson for young learners is a lesson that makes them learn while playing with pleasant conditions. So, if the teacher is able to wrap and present the lesson well, that is able to make children to learn while playing, then their level of concentration will automatically last longer. Furthermore, young learners are also characterized by ways of learning, they like to use imagination and their understanding of learning does not only come from the teacher's explanation, but also comes from what they see and what they hear, and most importantly, have the opportunity to touch and interact (Harmer, 2007, p.38; Li and Seedhouse, 2010). Harmer (2007) adds that children have a high sense of curiosity about their environment, they sometimes learn directly and indirectly, and really like to be directly involved in the lesson rather than just sitting and listening to the teacher's explanation.

It can be summed up that young learners are those students who are categorized as beginners, aged between 3 to 12 years old who have special characteristics which are different from adult learners. Thus, teachers should consider those characteristics and be able to use relevant media and strategies to teach them.

Methods

Research design

This study is a research and development (R & D), which develops 4 local culture picture stories in digital version. The design was adapted from the models of Borg and Gall (1983) and Hyland (2003). In the third year, the research steps: (1) Developing digitalized products, (2) Quality assessment by experts and users, (3) Operational field testing, and (4) Dissemination and Implementation. This report focuses to cover two steps among the four.

Research site and participants

This study was conducted in elementary schools in Buleleng Regency. It involved both 8 teachers of English from 4 different regions, namely (1) The Western region was represented by Banjar District; 2) The Eastern Region was represented by Sawan District, 3) Southern Region was represented by Sukasada District, and 4) Northern Territory was represented by Buleleng District. From the 4 districts, there were 8 elementary schools throughout Buleleng Regency as the research samples.

Data collection and analysis

Since this research is a part of a bigger research, the procedure of data collection is started with a needs analysis of the current situation of the English teaching which has been conducted in the first year. Based on the needs analysis, the researchers created printed stories which in the third year is continued with creating the digital ones. The development of these media has just been completed and further was evaluated by two expert judges and the users (teachers).

Before being judged, the instrument of quality assessment was under evaluation by two other experts in English Education to measure the content validity. After being evaluated of having content validity, it was used to judge digital stories by the experts in English Education and Technology Education
and also to the users to find out the quality of the products developed.

The result of the judgement by two experts on the instruments was analyzed using Gregory formula, while the result of the quality of developed products by 2 other experts and users which used Likert Scale was analyzed descriptively by calculating the mean scores.

**Findings**

**Content Validity Test’s Results by Experts on Digital Story Quality Assessment Instruments**

Based on the result of content validity that has been done by two experts using Gregory formula, the following is a tabulation of the results of the content validity.

**a. Cross Tabulation Table**

<table>
<thead>
<tr>
<th>Second Judges</th>
<th>First Judges</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Relevance</td>
<td>High Relevance</td>
</tr>
<tr>
<td>Low Relevance</td>
<td>(A) 0</td>
<td>(B) 0</td>
</tr>
<tr>
<td>High Relevance</td>
<td>(C) 0</td>
<td>(D) 10</td>
</tr>
</tbody>
</table>

**b. Calculation**

\[
CV = \frac{D}{A + B + C + D} = \frac{10}{0 + 0 + 0 + 10} = 1
\]

Notes:
CV : Content Validity
A : The two expert judges did not agree
B & C : Disagreement between the two expert judges
D : The two expert judges agree

Based on the results above, it can be concluded that the instruments for the assessment used to assess the quality of digital story get a score 1.0. In conclusion, the instruments have very high content validity, since the two experts gave approval on 10 items which became a benchmark for assessing developed digital stories.

**Product Quality Test’s Results for Digital Stories by Experts**

Product quality test of the digital stories were carried out by two experts, one from Information Technology Education Study Program and one from English Language Education Program with special expertise in the use of technology in teaching and learning English. The following is the result of the quality test.

**Table 4.3 Scale of formula values in evaluating the quality of digital stories**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(X \geq \bar{M_i} + 1.5\sigma_{di})</td>
<td>Very good</td>
</tr>
<tr>
<td>$M_i + 0.5S_{di} \leq X &lt; M_i + 1.5S_{di}$</td>
<td>Good</td>
</tr>
<tr>
<td>$M_i - 0.5S_{di} \leq X &lt; M_i + 0.5S_{di}$</td>
<td>Moderate</td>
</tr>
<tr>
<td>$M_i - 0.5S_{di} \leq X &lt; M_i - 0.5S_{di}$</td>
<td>Fair</td>
</tr>
<tr>
<td>$X &lt; M_i - 1.5S_{di}$</td>
<td>Not good</td>
</tr>
</tbody>
</table>

Notes:
- $M_i = \frac{1}{2} (\text{maximum score} + \text{minimum score})$
- $S_{di} = \frac{1}{3} (M_i)$
- $M_i = \text{ideal average}$
- $S_{di} = \text{standard deviation}$
- $X = \text{assessment score}$

There are three components mentioned which refer to evaluations from expert judges. The scores applied Likert scale with the minimum score of 1.0 and the maximum score of 5. There are 10 items in the assessment rubric provided by the researchers. Thus, the maximum score is 50 and the minimum total score is 10. Based on the obtained score, the assessment analysis of the media is described as follows.

Based on the maximum and minimum score, the results from $M_i$ is:
- $M_i = \frac{1}{2} (\text{maximum score} + \text{minimum score})$
- $M_i = \frac{1}{2} (50+10)$
- $M_i = \frac{1}{2} (60)$
- $M_i = 30$

Because the result of the $M_i$ is $X$, the result of $S_{di}$ is:
- $S_{di} = \frac{1}{3} (M_i)$
- $S_{di} = \frac{1}{3} (30)$
- $S_{di} = 10$

The next step after finding $S_{di}$ is to put the results of $M_i$ and $S_{di}$ into the formula to find out the criteria of the media quality itself. The criteria of media quality are divided into five criteria, those are very good, good, moderate, fair, not good. The formula for finding these criteria are:

**Very good**
- $X \geq M_i + 1.5S_{di}$
- $X \geq 30 + 1.5(10)$
- $X \geq 30 + 15$
- $X \geq 45$

Based on result of the formula above, the quality of the media can be categorized as very good if the score from the judges is or equal 45.

**Good**
- $M_i + 0.5S_{di} \leq X < M_i + 1.5S_{di}$

(Candiasa, 2010)
30 + 0.5(10) \leq X < 30 + 1.5(10)
30 + 5 \leq X < 30 + 15
35 \leq X < 45

Based on the result of the formula above, the quality of the media can be categorized as good if the score from the judges is or equal 45, or more than and equal 35.

**Moderate**

\[
M_i - 0.5S_{di} \leq X < M_i + 0.5S_{di}
\]
\[
30 - 0.5(10) \leq X < 30 + 0.5(10)
\]
\[
30 - 5 \leq X < 30 + 5
\]
\[
25 \leq X < 35
\]

Based on the result of the formula above, the quality of the media can be categorized as moderate if the score from the judges is no less than 35 and more than or equal 25.

**Fair**

\[
M_i - 0.5S_{di} \leq X < M_i - 0.5S_{di}
\]
\[
30 - 0.5(10) \leq X < 30 - 0.5(10)
\]
\[
30 - 5 \leq X < 30 - 5
\]
\[
25 \leq X < 25
\]

Based on the result of the formula above, the quality of the media can be categorized as fair if the score from the judges is no less than 25 and more than or equal 15.

**Not good**

\[
X < M_i - 1.5S_{di}
\]
\[
X < 30 - 1.5(10)
\]
\[
X < 30 - 15
\]
\[
X < 15
\]

Based on the result of the formula above, the quality of the media can be categorized as not good if the score from the judges is no less than 15.

After the score is calculated, the score is classified into very good, good, moderate, fair, and not good.

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(X \geq 45)</td>
<td>Very good</td>
</tr>
<tr>
<td>(35 \leq X &lt; 45)</td>
<td>Good</td>
</tr>
<tr>
<td>(25 \leq X &lt; 35)</td>
<td>Moderate</td>
</tr>
<tr>
<td>(25 \leq X &lt; 25)</td>
<td>Fair</td>
</tr>
</tbody>
</table>

Table 4.4 The final analysis results from the quality of digital story development
The result of the product quality test assessment from the first expert reached an average score of 49.0, while from the second expert obtained 44.0. From the results of combining the two experts’ scores, the average score was 46.5. Referring to table 4.4 above, it can be concluded that the two experts had evaluated the product developed as very good.

Furthermore, from the users (8 teachers) who evaluated the products of digital stories, the results show that the mean score was 4.73 which means that the products were valued very good. Therefore, it can be concluded that the digital stories which became the products of this last year research and development were judged very good both by experts and users.

**Discussion**

This paper is aimed to discuss the result of research and development on the integration of technology and local culture to develop digital story for primary school students’ literacy especially in reading competence.

First, content validity test’s results by expert judges on digital story quality assessment instruments revealed that the instruments used have very high content validity. Based on the cross-tabulation table, both first and second judges agreed that the instruments have very high relevance in terms of concepts used to measure content validity. This result of high relevance of content validity assessment is due to strong support of theories underlying the criteria applied for assessing the instrument formulated by Smeets and Bus (2013), Lambert (2006) and Innecelli (in Seker, 2016). Therefore, based on the result of this content validity, the instrument of quality assessment is ready to be used to judge the products in this case 4 digital stories.

Second, the quality test of the products by two expert judges exposed that the product developed was categorized as very good. This is based on the result of judgement given by both experts of the digital stories with the mean score 46.5. Additionally, the users represented by 8 teachers from 8 sample schools evaluated the products of having very good quality with the main score obtained 4.73. The categorization of the judgement employed the concept formulated by Candiasa, (2010). There are 5 main dimensions to evaluate the quality of the digital stories on the basis of the criteria given by Selme and Bus (2013), Lambert (2006) and Innecelli (in Seker, 2016). Those are visual and audio effect, media, symbol, economy, and mobility, which are adapted and developed into ten items. Based on the comments given by two experts, there are some parts of the products to be revised, such as the misspelling of some words by the script writers, the mispronunciation of some words by the dubbers, the audio which is still not clearly heard, pictures which do not yet support the delivery of the story, and scripts which are moved fast which influence the readers unable to read the sentences completely from a distance. Considering those comments given, the digital stories are revised again. Thus, they become ready to be used by teachers to teach reading competence.
Conclusion and Recommendations/Implications

From the findings above, it can be concluded that the digital stories developed has very high content validity by two experts in English Language Education. Moreover, the quality of the products is also judged very good by two other experts in technology education and in English Education who also has expertise in the use of technology in English Education. In addition, the users also have the same views with the experts about the products, that they are classified as very good media to facilitate teachers to teach English.

Thus, it is theoretically implied that teaching English for young learners (TEYL) could be improved in EFL context as far as the teachers be provided with various media to assist them in teaching. Variation of media which are compatible with the characteristics of young learners and close with their life involving the use of local culture-based materials will stimulate and motivate them to maximize their learning. Innovative and up to date media which are relevant with the development of knowledge and technology are one of fundamental aspects of successful language teaching.

Since the results of research proves that both experts and users found the products have very good quality, then the study has practical significances to both teachers to facilitate them to teach better and students to encourage them to study in a more fun way which is contextualized to their own culture. In that way, they do not only improve their reading competence, but also to maintain and preserve the local cultures which surround them in their environment and daily lives.

Therefore, it is recommended to teachers to use either printed products which have been developed previously and combined them with the digital ones developed later to improve their teaching as to help students also improve their language competence especially reading competence.

The limitation of this small portion of research is that it only focuses on the assessment of the content validity and quality of the products. The products need further to be implemented, which actually become the concern of the next process of the research.

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