

Vol. 6 No. 1, January 2022

e-ISSN 2548-8430
p-ISSN 2548-8422



IJIET

International Journal of Indonesian Education and Teaching

Published by
Institute for Research and Community Services
Sanata Dharma University

IJIET (International Journal
of Indonesian Education and Teaching)

Vol. 6

No. 1

Pages 1-192

e-ISSN 2548-8430
p-ISSN 2548-8422



IJIET (International Journal of Indonesian Education and Teaching) is published by the Institute for Research and Community Services of Sanata Dharma University twice a year: in January and July. This journal publishes research and conceptual articles on education and teaching.

Editor-in-Chief

Barli Bram

Sanata Dharma University, Yogyakarta, Indonesia

Managing Editor

Hongki Julie

Sanata Dharma University, Indonesia

Editors

Yosep Dwi Kristanto
Musrifatun Nangimah
Davut Nhem

Sanata Dharma University, Indonesia
Malmo University, Sweden
Norton University, Phnom Penh, Cambodia
Ohio State University, United States
Al Aqsa University, Palestinian Territory, Occupied

Henny Herawati
Jorge V. M. Sales
Priyatno Ardi
Luisa Diana Handoyo
Made Frida Yulia
Patricia Angelina
Musa Saleh

Monash University, Australia
De La Salle University, Philippines
Sanata Dharma University, Indonesia
Sanata Dharma University, Indonesia
Universitas Negeri Malang, Indonesia
Sanata Dharma University, Indonesia
Yobe State University, Nigeria

Teresia Dian Triutami
Kaushik Das
Hardi Prasetyo
Antonius Sudiarja
Mega Wulandari

Sanata Dharma University, Indonesia
Gobardanga Hindu College, India
Iowa State University, United States
Sekolah Tinggi Filsafat Driyarkarta, Indonesia
Sanata Dharma University, Indonesia

Secretariat Staff

Octana Ayu Prasetyawati
Agnes Lusia Budi Asri
Robertus Marsidiq

Editorial Address

Faculty of Teacher Training and Education (FKIP)
Universitas Sanata Dharma
Jl. Affandi, Tromol Pos 29, Mrican, Yogyakarta 55002, Indonesia
Telephone (0274) 513301, 515352, Fax (0274) 562383
Email: ijiet@usd.ac.id
Website: <http://e-journal.usd.ac.id/index.php/IJIET>



Table of Contents

PROFILING BACHELOR OF SCIENCE IN STATISTICS (BSS) STUDENTS UNDER THE OPEN ENROLMENT POLICY	1
Susana B Miñoza, Leomarich F Casinillo	
DEVELOPMENT OF THEMATIC CHILDREN'S SONG AS A FUN LEARNING MEDIA FOR 2nd GRADE ELEMENTARY SCHOOL STUDENTS	25
Irine Kurniastuti, Vinsencius Bayu Prayogo	
REQUEST STRATEGIES USED BY INTERNATIONAL STUDENTS IN ENGLISH AS A LINGUA FRANCA CONTEXT	39
Komilie Situmorang	
NEEDS ANALYSIS OF ENGLISH FOR MIDWIFERY PURPOSES AT MIDWIFERY ACADEMY OF HARAPAN MULYA PONOROGO ..	49
Hariyanto, Soetarno Joyoatmojo, Joko Nurkamto, Gunarhadi	
EXPLORING NATIONALISTIC INSIGHT VALUE IN ADMINISTRATOR LEADERSHIP TRAINING USING UPIN-IPIN MOVIE IN INDONESIA	61
Agus Suharsono	
USING ONLINE PEER REVIEW AS A STRATEGY TO IMPROVE WRITING SKILLS	74
Erfa Navadiatul Ula, Atik Umamah	
YO SI PUEDO: A CUBAN LITERACY PROGRAM TO STRENGTHEN LITERACY LEVEL IN WEST PAPUA, INDONESIA	82
Hendri Yawan	
EXPLORING INDONESIAN EFL TEACHERS' PERSPECTIVES ON THEIR SELF-REGULATION	93
Kristian Florensio Wijaya	
CLASSICAL GUIDANCE SERVICES USING WINDOW SHOPPING METHOD TO IMPROVE READING COMPREHENSION OF VOCATIONAL SCHOOL COUNSELORS	108
Ibnu Athiyah	

INDONESIAN SENIOR HIGH SCHOOL ENGLISH TEACHERS' VIEWS ON WORLD ENGLISHES IN L2 INSTRUCTION	121
Ruth Eliana Franssisca, Adaninggar Septi Subekti	
COACHING MODULE DEVELOPMENT TO BECOME TOUGH PERSONS FOR SIXTH-GRADE ELEMENTARY STUDENTS (BASED ON IGNASIAN SPIRITUALITY)	133
Ignatia Esti Sumarah, Ignatius Loyola Madya Utama, Yustinus Budi Setyawan	
MODEL OF SOAP BUBBLES FOR SCIENCE TEACHING.....	146
Yahya Mohmmad Abu Jahjough	
THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD TO BETTER SPEAKING COMPETENCE SUPPORTED BY DEVELOPING READING AND LISTENING SKILLS	161
Edy Suseno, Heru Purnomo, Amiatun Nuryana	
COGNITIVE COMPETENCIES OF SECONDARY SCHOOL TEACHERS IN JORDAN FROM THEIR POINT OF VIEW	180
Mohammad Omar AL-Momani	



PROFILING BACHELOR OF SCIENCE IN STATISTICS (BSS) STUDENTS UNDER THE OPEN ENROLMENT POLICY

Susana B. Miñoza¹ and Leomarich F. Casinillo²

^{1,2}Visayas State University, Visca, Baybay City, Leyte, Philippines

correspondence: leomarich_casinillo@yahoo.com

<https://doi.org/10.24071/ijiet.v6i2.3723>

received 28 September 2021; accepted 9 January 2022

Abstract

This study established a profile of Bachelor of Science in Statistics (BSS) students under the open enrolment policy of Visayas State University (VSU). The study also determined the graduation rate of the BSS students. Data on the present BSS students were collected from a survey of currently enrolled students while data on the past BSS students were taken from the previous study. Data used to track down the BSS students since their first year to determine the graduation rate of each batch covered and were taken from the Office of the University Registrar. Results showed that majority of the present BSS students are female. All BSS students surveyed come from the Visayas area with most of them come from Region VIII, Philippines. While most of the BSS students have annual family incomes below the poverty line in Region VIII, still most of them get their financial support from their parents only. Majority are regular students and want to work as statisticians in the future. The relative importance of factors influencing the choice of degree program are very similar between the past and the present BSS students. The graduation rate of BSS students is variable (coefficient of variation of 42.5%) with a median of 26.1% and a mean of 25.3%. Hence, an extensive recruitment and orientation about the program must be done to increase the enrollees and develop their interest towards the program, respectively.

Keywords: BSS students, graduation rate, open enrolment policy, profiling, Visayas State University

Introduction

Profiling students in a university is crucial for curriculum proposal and assessment as well as for recruitment criteria and suitability of students. Perhaps, data from graduate students can be a great help to determine the quality and defect of the curriculum (Pongsena, 2014; Scott & Wilson, 2002; Cuadra et al., 2019). Seemingly, data gathered from profiling may evaluate how fit the curriculum program meets the student needs, suitability of students, and monitor the quality of teachers in the program (Bernal et al., 2019; Guilloux et al., 2019; Marfori, 2002; Casinillo & Miñoza, 2020). Additionally, information from profiling may also assess the career obtained by the graduates of the degree program which is the main

purpose of having an education. Hence, profiling is an evaluation of a progressive achievement especially in public, professional, or business aspect (David et al., 2020; Nor et al., 2020; Owoseni et al., 2020). One of the in demand careers in our society today is the statistician. Zou (2017) pointed out that statistics is seen as a dreary and drab occupation involved with data tabulation. Its role in research in science and social policy is not recognized. Additionally, statistics is newsworthy when it is in trouble - poor election prediction or a perceived undercount of minorities in the census (Fienberg, 2007).

A bachelor's degree in statistics is sufficient for many entry-level jobs (Lovaglio et al., 2018; Meng, 2018). Job opportunities include a teaching job in statistics and related fields, being a researcher, a statistician or data analyst and computer programmer. However, most statisticians pursue further education and earn a master's degree in statistics, mathematics, or survey methodology (Zou, 2017). Apparently, research and academic jobs generally require a Ph.D. Many statisticians would do well to have additional training in related fields such as business, finance, computer science, or biology. Biology is especially helpful for those who wish to work in the pharmaceutical industry. Because statisticians can work in a variety of industries, job prospects are good in the coming years. With computers able to crunch ever increasing amounts of data, employers will want statisticians to run the numbers to determine product reliability, popularity, and/or effectiveness (Reid, 2018; Shi, 2018). Many positions may not have the title statistician but will require such knowledge nonetheless.

Different types of schools have different admission policies. In the Philippines, there are different kinds of admission policy. The Visayas State University (VSU) for example, has an open enrolment policy. That is, there is no strict policy in student admission to the university as long as a student applicant meets the minimum requirements of the university (ViSCA Code, 1974). It is clearly stated in Section 283 of the ViSCA code that every applicant for admission to the degree programs must meet the minimum requirements: (1) pass the National College Entrance Examination (NCEE); (2) present form 138-A or its equivalent; (3) Be physically fit as certified by the college physician; and (4) possess good moral character as certified to by the principal or head of the school he last attended. In section 282 of the ViSCA Code (1974), it is stated that no student shall be denied admission to the college by reason of age, sex, ethnic considerations, or religious beliefs or affiliations. It should be noted, however, that the NCEE was last conducted in the 1980s. No replacement for this test was made by VSU for the BSS program, among many others.

A profile of the BSS students in Leyte State University (LSU) was made by Marfori (2002). The profile showed that most of the BSS students are female and come from the Visayas, particularly Region VIII. Majority of the BSS students' annual family incomes are below the average annual family income for Region VIII and most of them get financial support from their parents alone. Most are regular students but only a few are scholars. Moreover, most BSS students want to work as statisticians in the future. Only a few BSS students have high levels of intelligence, numerical aptitude, and interest in statistics. Though a large portion of the BSS students have average levels of intelligence and numerical aptitude and high level of interest in statistics, a few have low level of intelligence. Hence, it is of interest to know whether the type of BSS students now at the Visayas State University (VSU),

is significantly different from the type of BSS students then under the same enrolment policy. Although the BSS program of the University has long introduced to prospective students as part of the recruitment program, it cannot be ignored that there are now many degree programs offered by VSU compared to the past. Hence, even students suited to the BSS degree program may choose not to enroll in the program. Another issue is whether the BSS program has the “right” students at present considering the increased public awareness about the field of statistics through the years. Aside from diligence and good study habits, the ideal students for the program are those who have the following qualities: analytical mind, excellent mathematical and problem-solving skills, logical reasoning ability, and proficient in both oral and written English. On the other hand, there is also a need to track down the BSS students and determine the percentage of graduates relative to the number who started as BSS since their first year.

This study basically aims to update the profile of BSS students at VSU under the open enrolment policy of the BSS program. Specifically, this aims to: (1) establish the latest profile of BSS students with respect to selected characteristics; (2) determine the factors influencing the present BSS students’ choice of degree program and their relative importance; (3) know when their decision to pursue the BSS program was made; (4) compare the profile and related characteristics of the present BSS students (VSU) to those of the past (LSU); and (5) determine the percentage of students who enrolled in the BSS program since their first year and finished the program in four (4) years. The results of this study will not only update the BSS students’ profile but also may provide valuable inputs to further improve the recruitment and career guidance programs of the University, in general and of the department, in particular.

Method

In this study, a quantitative methods were used. The first population of interest in this study is all BSS students of VSU since its change of name from LSU to VSU in 2007. All the BSS students officially enrolled in the second semester of SY 2012–2013 at VSU were taken as the sample. This included not only those who have taken the BSS program since the first semester of their first year and are still in the program up to the time of the study but also the transferees and shifters to the program. The complete list of BSS students officially enrolled in the second semester of SY 2012-2013 was secured from the Office of the University Registrar. The second population of interest is the past BSS students way back when it was still LSU. The present 52 BSS students of VSU were surveyed using a developed questionnaire parallel to the study by Marfori (2002). The questionnaire has three parts: personal information, factors affecting choice of degree program, and the when the decision to pursue the BSS program was made. The survey was conducted on the first week of November 2012. Based on the official list of enrollees for the second semester of SY 2012-2013 provided by the University Registrar, 54 were listed as BSS students. Two (2) however, were excluded in this study since they were no longer taking BSS courses and are in the process of shifting to another degree program. The same questionnaire was used to identify the factors influencing the choice of BSS as the degree program to pursue in college along with the time that decision was made. The second part of the questionnaire presented 12 factors that may have influenced a student’s decision in choosing the BSS program. The

respondents were asked to rate the factors using a 5-point rating scale with the following codes and meanings: 1 – no influence; 2 – little influence; 3 – moderate influence; 4 – considerable influence; and 5 – great influence. The data collected using the questionnaire were arranged in a data matrix with 52 rows and k columns. The rows were the students and the k columns were the variables measured using the questionnaire. Descriptive statistics were generated using SPSS while statistical charts came from MS Excel. Furthermore, some statistical methods was employed to draw inferences in the data.

Finding and Discussion

Profile of the Present BSS Students

The present BSS students were characterized using the results of the survey among those enrolled this second semester of SY 2012-2013. The variables considered were: year level, sex, island group and region of origin, source of financial support, father's occupation, mother's occupation, scholarship status, semestral load, reasons for being an irregular student, and desired work in the future.

Year Level. The distribution of the BSS students by year level is shown in Figure 1. Among the 52 BSS students surveyed, one-third (33%) are juniors, followed by the seniors (29%). The smallest group is that of the freshmen which is about half the size of the juniors. A little over one-fifth are sophomores. This reflects the decline in enrolment in the BSS program in recent years. In the past, the largest group used to be the freshmen, decreasing in size as the year level rises.

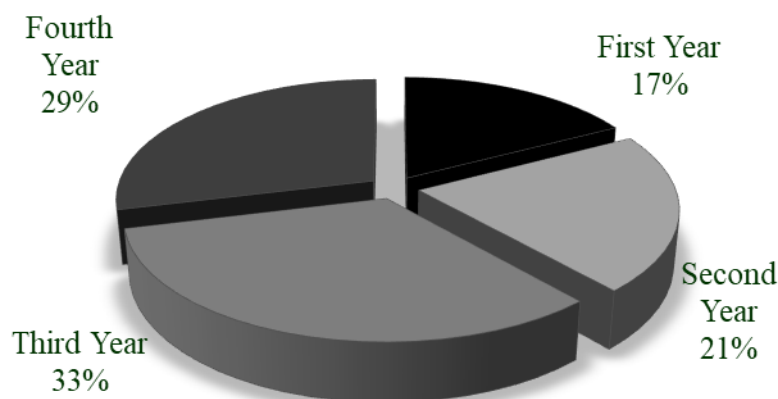


Figure 1. Distribution of BSS students by year level (n=52).

Sex. Most (77%) of the students taking the BSS program are females (Figure 2). A ratio of 3 females to 1 male prevails with the females more dominant than before.

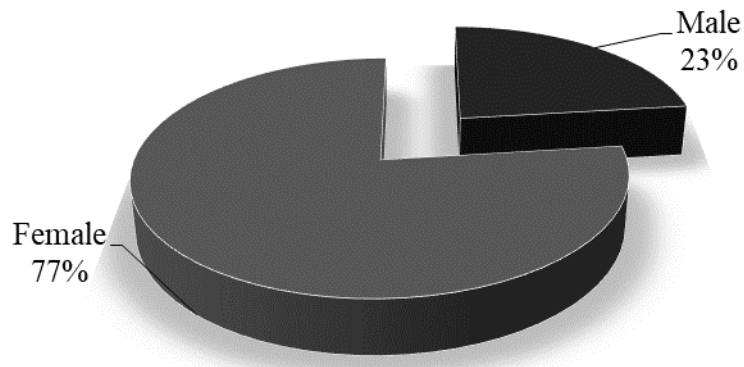


Figure 2. Distribution of BSS students by sex (n=52).

Island Group and Region of Origin. All BSS students surveyed come from the Visayas (Figure 3). Almost all (96%) are from Region VIII where VSU is located while the remaining few (4%) are from Region VII, a nearby region. In the past, there were a few from Luzon and Mindanao.

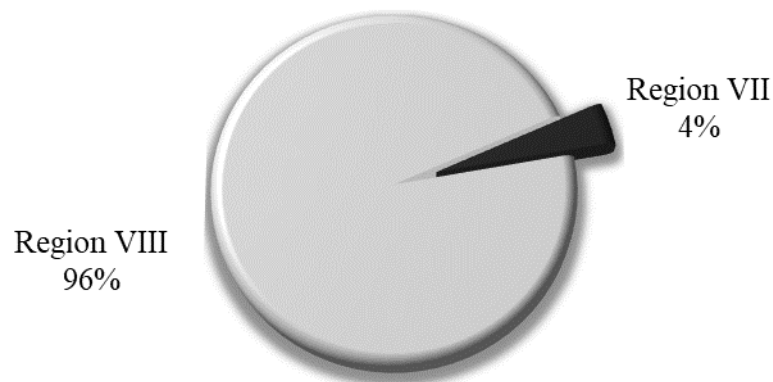


Figure 3. Distribution of BSS students by region of origin (n=52).

Source of Financial Support. Most (59.6%) of the BSS students get financial support from their parents only (Figure 4). Both from parents and scholarship (17.3%) is a weak second followed by both parents and relatives (11.5%), and relatives only (9.6%). Almost 2% depend on parents, relatives, and scholarship as sources of financial support while none solely depend on grant-in-aid and scholarship, respectively.

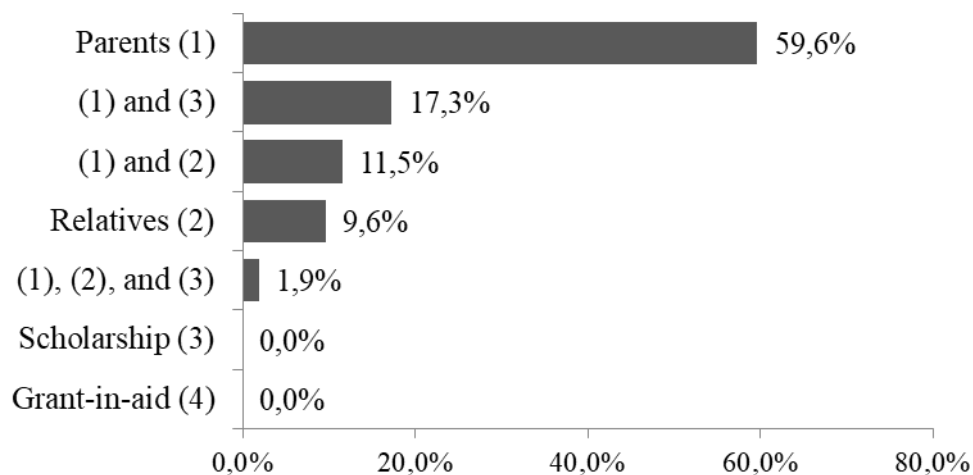


Figure 4. Distribution of BSS students by source of financial support (n=52).

Father's Occupation. Almost 60% of the fathers of the BSS students work in the agriculture and service sectors with the former being the largest group (Figure 5). Close to 20% are in production and related occupations including laborers. In the past, the professional, technical, and related workers group was four times as large in percentage. On the other hand, the present agricultural and related workers group is higher by 9%.

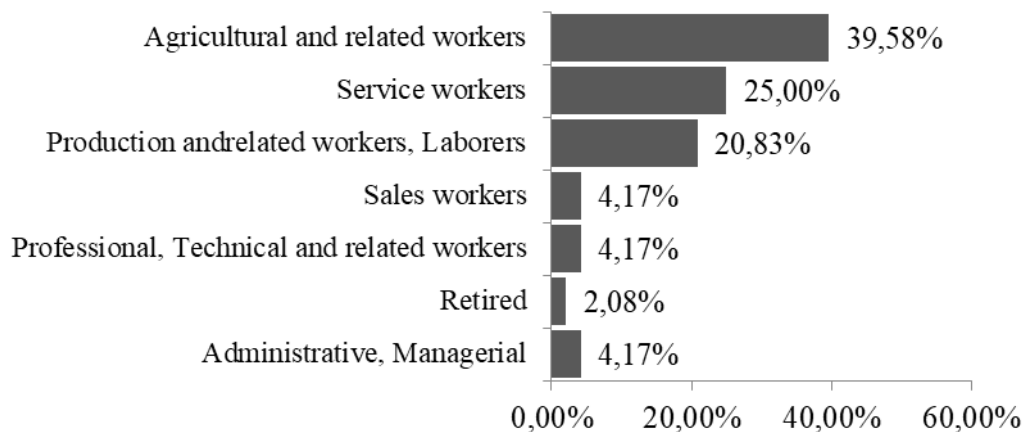


Figure 5. Distribution of BSS students by father's occupation (n=48).

Mother's Occupation. Majority (63.46%) of the mothers are plain housewives (Figure 6). A little over 17% are production and related workers, and laborers. Only about 6% are professional, technical, and related workers which is half of that in the past. On the other hand, the present percentage of production and related workers and laborers is five times the past.

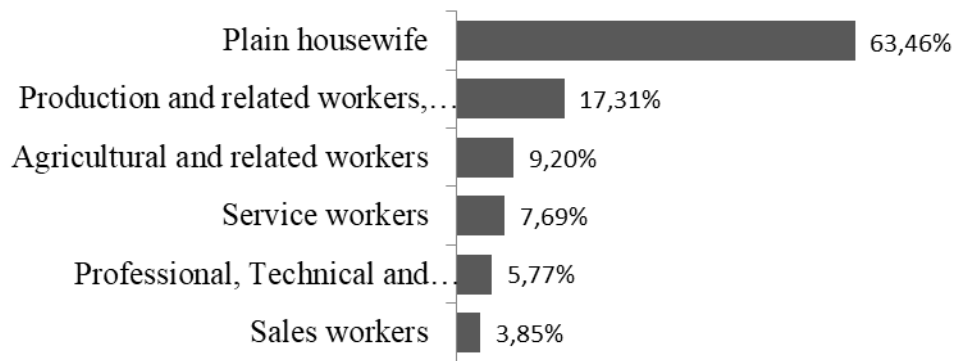


Figure 6. Distribution of BSS students by mother's occupation (n=52).

Annual Family Income. Annual family income and occupation of parents are associated. About 56% of the BSS students' annual family incomes are less than or equal to P60,000 (Figure 7). The parents with these incomes work in either the agriculture or service sector. BSS students whose annual family incomes range from P60,001 to P84,000 (13.46%) have parents who are production and related workers or sales workers. Close to one-third (30.77%) of the BSS students have annual family incomes of at least P84,001. These are the BSS students whose parents are professionals, or have administrative or managerial jobs, or enjoying sizeable retirement benefits.

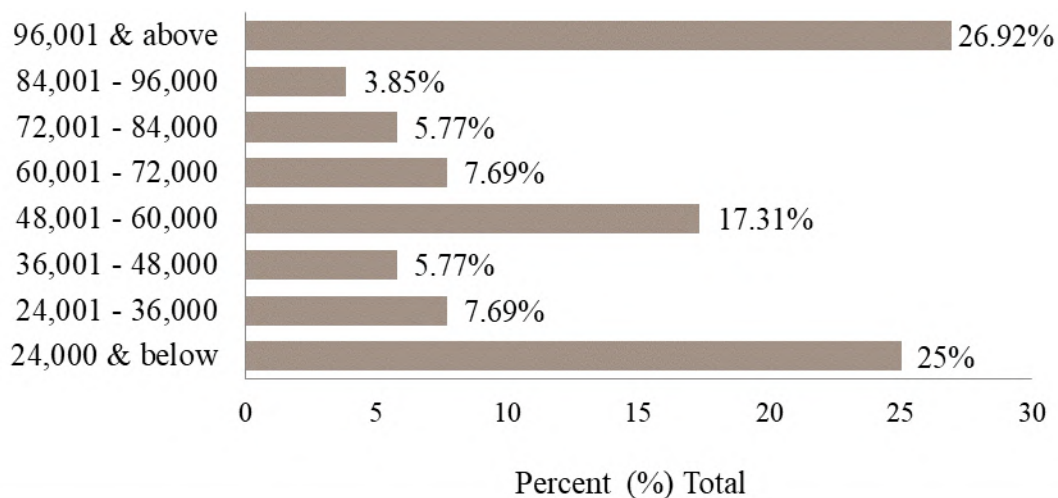


Figure 7. Distribution of BSS students by annual family income (n=52).

The average number of family members of the BSS students surveyed is six. Based on the 2009 poverty threshold, a family of six (6) in Region VIII should have at least P101,046.00 to stay above the poverty line for at least one whole year. In relation to this, close to 80% of the BSS students have annual family incomes below the poverty threshold indicating that the present BSS students belong to poor families, in general.

Scholarship. VSU has many scholarship grants available but only close to one-fifth of the BSS students are enjoying a scholarship grant (Figure 8). This may be

explained by the fact that BSS students continue to find it difficult to maintain their scholarships as they move up the curriculum since they start to obtain either low, incomplete, or failing grades in the fundamental mathematics and major statistics courses.

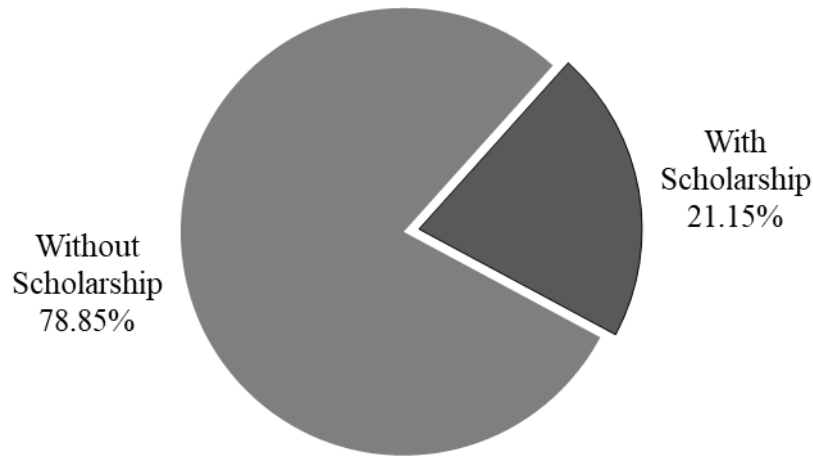


Figure 8. Distribution of BSS students by scholarship status (n=52).

Four (4) types of scholarship grants are enjoyed by the BSS students (Figure 9). The biggest group (5 out of 11) are VSU scholars while close to 30% (3 out of 11) are DOST-SEI scholars. Close to 20% (2 out of 11) are CARI scholars while close to 10% (1 out of 11) is an LGU-ORMOC scholars.

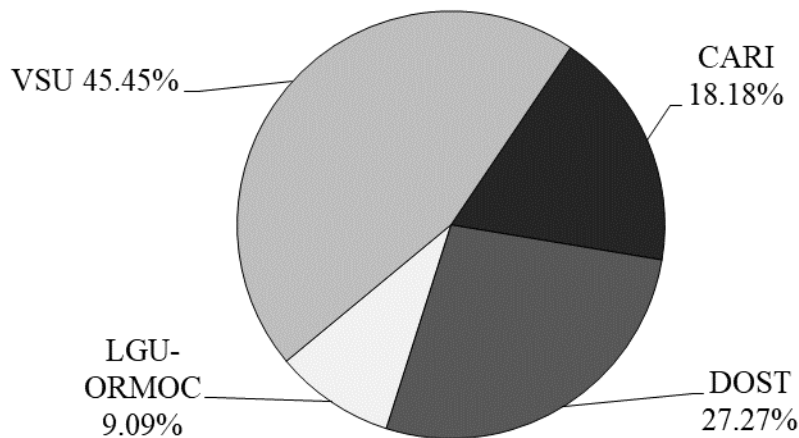


Figure 9. Distribution of BSS students by type of scholarship (n=11).

Semestral Load. Two-thirds of the BSS students officially enrolled in the second semester of SY 2012 – 2013 are regular students (Figure 10). Among the irregular students, close to 90% (30% of the total respondents) have deficiencies or with back subjects while the remaining 10% are either octoberian (started the program in the second semester not the first) or shifter to the program (Figure 11). According to Bryce et al. (2001), statistics degree is a tough program that requires a good

mathematical background. Hence, some students are having difficulty surviving some courses in the program.

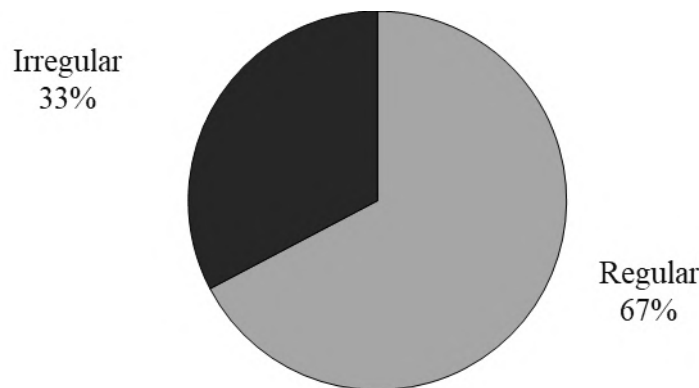


Figure 10. Distribution of BSS students by semestral load (n=52).

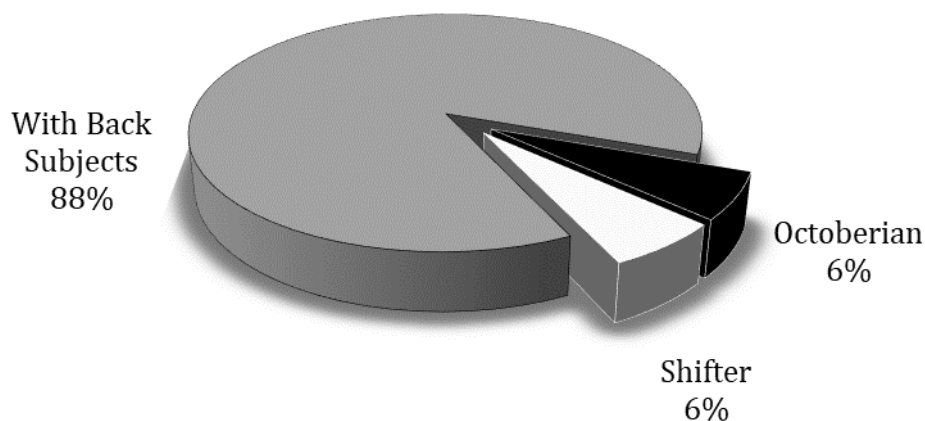


Figure 11. Distribution of irregular BSS students by reason (n=17).

Desired Work in the Future. Majority (63.5%) of the BSS students surveyed want to be employed as a statistician or data analyst in the future (Figure 12). A little over 10% want to teach statistics and related courses and want to work as a computer programmer or data encoder, respectively. Close to 8% want to be a researcher while close to 6% want to work in other fields, like banking. It is worth noting that there are several factors affecting students' career preferences according to the study of Pascual (2014). Hence, one can expect that there are diverse preferences for the desired work in the future.

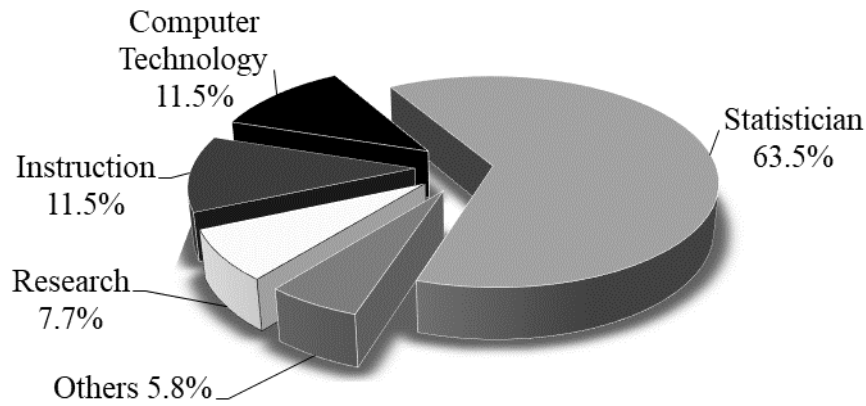


Figure 12. Distribution of BSS students by desired work in the future (n=52).

Factors Influencing Choice of Degree Program and Their Relative Importance

The ranks given by the group of BSS students who started the program since first semester of their first year to the twelve factors perceived to influence their choice of career are presented in Table 1. The ranks given by the group of transferees and shifters to the program are presented in Table 2. Based on the results, at least two factors differ significantly in relative importance for both groups of BSS students at the 1% level using the Friedman two-way analysis of variance by ranks.

Table 1. Mean and median ranks of the twelve factors for BSS students who started in the program since first semester of first year (n=43)

Factor	Relative Importance R_j	Mean Rank	Median Rank
Many job opportunities	R_1	9.91	10.5
Ease in finding a well-paying job	R_2	9.28	9.5
Personal interest	R_3	8.87	9.0
Good name, honor, and prestige associated with career	R_4	8.57	8.5
Chance for overseas employment	R_5	6.86	6.5
Chance for self-employment	R_6	6.66	7.0
Money	R_7	6.51	6.5
Someone admired	R_8	5.57	4.5
Parents	R_9	4.76	3.5
Relatives	R_{10}	4.14	3.0
Close friends	R_{11}	3.44	2.5
High school teacher	R_{12}	3.43	3.0

Table 2. Mean and median ranks of the twelve factors for the group of transferees and shifters to the program (n=9)

Factor	Relative Importance S_j	Mean Rank	Median Rank
Many job opportunities	S_1	9.67	10.00
Personal interest	S_2	9.50	9.00
Ease in finding a well-paying job	S_3	8.50	8.50
Good name, honor, and prestige associated with career	S_4	8.17	9.00
Chance for overseas employment	S_5	7.67	8.50
Someone admired	S_6	7.39	9.00
Chance for self-employment	S_7	6.72	7.00
Money	S_8	5.56	5.00
Parents	S_9	4.44	3.00
Close friends	S_{10}	4.39	3.50
Relatives	S_{11}	3.22	3.00
High school teacher	S_{12}	2.78	2.50

The ranking of the factors influencing the choice of degree program of the present BSS students who started in the program since first semester of their first year is more or less the same as that of the past BSS students. Exceptions are “chance for self-employment” which now ranks fifth from being sixth in the past; “chance for overseas employment” which now ranks sixth from being the fifth in the past; “money” which now ranks seventh from being eighth in the past; and “someone admired” which now ranks eighth from being the seventh in the past. The ranking of the factors influencing the choice of degree program of the present BSS students who are transferees and shifters to the program is the same as that of the past BSS students. Exceptions are “someone admired” which now ranks fourth from being seventh in the past; “good name, honor, and prestige” which now ranks fifth from being fourth in the past; “chance for self-employment” which now ranks seventh from being fifth in the past; “close friend” which now ranks ninth from being tenth in the past; “parents” which now ranks tenth from being ninth before; “relatives” which now ranks eleventh from twelfth; and “high school teacher” which now ranks twelfth from being eleventh in the past. Pairwise comparison of the mean ranks given by the group of BSS students who started in the program since first semester of their first year using the Friedman multiple comparison procedure resulted to three groupings of the twelve factors (Table 3) while the same pairwise comparison procedure applied on the mean ranks given by the group of transferees and shifters to the program also resulted to three distinct groupings of the factors (Table 4). For the group of BSS students who started in the program since first semester of their first year, items R_1 (many job opportunities), R_2 (ease in finding a well-paying job), R_3 (personal interest), and R_4 (good name, honor, and prestige associated with career) are equally ranked first. These were followed by R_5 (chance for overseas employment), R_6 (chance for self employment), R_7 (money), and R_8 (someone admired) which are equally ranked second. The least important factors were R_9 (parents), R_{10} (relatives), R_{11} (close friends), and R_{12} (high school teacher) which are

equally ranked third and last. This results are in line to the findings of Pascual (2014) that students' preferences are governed with different factors depending on the students' perspectives. Likewise, Zou (2017) stated that being a student in statistics has a diverse view in the era of big data which influences job preference and interest.

Table 3. Relative importance of the twelve factors for those who started in the program since first semester of their first year based on the Friedman multiple comparison procedure (n=43)

Relative Importance	Ordered Factor, R_j
First	R_1, R_2, R_3, R_4
Second	R_5, R_6, R_7, R_8
Third	$R_9, R_{10}, R_{11}, R_{12}$

For the group of transferees and shifters to the program, items S_1 (many job opportunities), S_2 (personal interest), S_3 (ease in finding a well-paying job), S_4 (good name, honor, and prestige), and S_5 (chance for overseas employment) were equally ranked first. These were followed by S_6 (someone admired), S_7 (chance for self employment), and S_8 (money) equally ranked second. The last group consisting of S_9 (parents), S_{10} (close friends), S_{11} (relatives), and S_{12} (high school teacher) were equally ranked third.

Table 4. Relative importance of the twelve factors for transferees and shifters to the program based on the Friedman multiple comparison procedure (n=9)

Relative Importance	Ordered Factor, S_j
First	S_1, S_2, S_3, S_4, S_5
Second	S_6, S_7, S_8
Third	$S_9, S_{10}, S_{11}, S_{12}$

Comparison of the Influential Factors on Choice of Degree Program Between Two Groups of BSS Students

The median ranks of the factors perceived to influence the choice of degree program of the two groups of BSS students in the present time are shown in Table 5. The two groups of BSS students gave the same median rank on the first (personal interest), the third (relatives), and the eleventh (chance for self-employment) factors. Other factors in the list received more or less the same median ranks. The Kendall's rank-order correlation coefficient was computed to be 0.624 and was found to be highly significant ($\alpha = 0.01$). That is, there is a relatively moderate agreement between the ranks of the factors as rated by the two groups of BSS students.

Table 5. Median ranks of factors influencing choice of degree program as rated by two groups of BSS students

Factor	Median Rank	
	X	Y
1. Personal interest	9.0	9.0
2. Parents	3.5	3.0
3. Relatives	3.0	3.0
4. High school teacher	3.0	2.5
5. Close friends	2.5	3.5
6. Money	6.5	5.0
7. Someone admired	4.5	9.0
8. Many job opportunities	10.5	10.0
9. Ease in finding a well-paying job	9.5	8.5
10. Chance for overseas employment	6.5	8.5
11. Chance for self-employment	7.0	7.0
12. Good name, honor, and prestige associated with career	8.5	9.0

Note: X – BSS students who started in the program since first semester of first year (n=43)

Y – Transferees and shifters to the BSS program (n=9)

When the Decision to Pursue the BSS Program Was Made

Majority (67.3%) of the present BSS students decided to pursue their degree program before entering college (Fig. 13). Close to one-fifth decided on their first semester, first year college while close to 8% decided on their second semester in second year college. The remaining 6% decided on their second year in college.

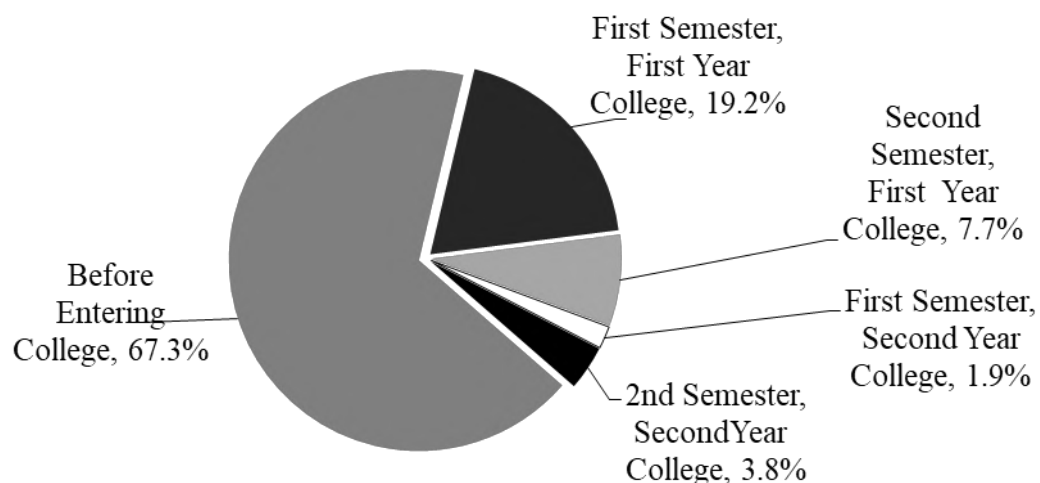


Figure 13. Distribution of BSS Students by time of decision to pursue the BSS program (n=52).

Majority of the past BSS students also decided to pursue the BSS program before entering college but the percentage is 8% lower than that of the present BSS students. The percentage of the present BSS students who decided to pursue the program in the first semester of their first year is 2.7% higher than that of the past

while the percentage of those who decided in the second semester of their first year, first semester of their second year, and second semester of their second year are lower than those of the past. Also, some of the past BSS students decided to pursue the BSS degree program beyond second year college.

Comparison of Year Level Distribution of the Present BSS Students to the past

There was a highly significant decrease in the proportion of first year BSS students, from 0.418 (past) down to 0.17 (present) based on the Z test, indicating lower enrolment in the program at present compared to the past (Table 6). However, there was a significant increase in the proportion of fourth year BSS students, from 0.132 (past) to 0.29 (present). Although there is always the decline in proportion from third year to fourth year, this observed increase between the two periods is due to the presence of more irregular students from third year to fourth year in the present period.

Table 6. Relative frequency distribution of past and present BSS students by year level

Year Level	Past (2002)	Present (2013)	Z_c	p-value
First Year	0.418	0.17	3.0391**	0.0024
Second Year	0.176	0.21	-0.5002 ^{ns}	0.6169
Third Year	0.275	0.33	-0.6938 ^{ns}	0.4878
Fourth Year	0.132	0.29	-2.3194*	0.0204

Note: * – Significant at the 5% level (2-tailed)

** – Significant at the 1% level (2-tailed)

ns – not significant

Comparison of Sex Distribution of the Present BSS Students to the past

The proportions of female and male BSS students at the present and the proportions of female and male BSS students in the past are not significantly different based on the Z test (Table 7). This further shows that the BSS program remains a female territory up to the present.

Table 7. Relative frequency distribution of past and present BSS students by sex

Sex	Past (2002)	Present (2013)	Z_c	p – value
Male	0.34	0.23	1.392532 ^{ns}	0.1638
Female	0.66	0.77	-0.75132 ^{ns}	0.1540

Note: ns – not significant

Comparison of Region of Origin of the Present BSS Students to the past

There is a significant difference between the proportion of BSS students at present who are from Region VIII and the proportion of BSS students in the past who are from Region VIII based on the Z test (Table 8). The proportion of BSS students at present who are not from Region VIII and the proportion of BSS students on the past who are not from Region VIII are not significantly different.

Table 8. Relative frequency distribution of past and present BSS students by region of origin

Region Of Origin	Past (2002)	Present (2013)	Z_c	p –value
Region VIII	0.813	0.96	-2.4859*	0.0129
Outside Region VIII	0.187	0.04 _(a)	0.3976 ^{ns}	0.6909

Note: * – Significant at the 5% level (2-tailed)

ns – not significant

a – Region VII only

The significant increase in the proportion of BSS students from Region VIII may be explained by the increased favorable public image of VSU in the region as a premier university and yet inexpensive. Also, the present BSS students all come from the Visayas while in the past, there were a sizeable number of BSS students from Luzon and Mindanao.

Comparison of Source of Financial Support of Present BSS Students to the Past

There is no significant difference between the past and present BSS students with respect to proportion who get financial support from their parents alone (Table 9). Likewise, the proportions of BSS students at present with two or more sources of financial support are not significantly different from the proportions of BSS students in the past with two or more sources of financial support. There is also no significant difference between the proportions of present and past BSS students who depend solely on their relatives to go to college.

Table 9. Relative frequency distribution of past and present BSS students by source of financial support

Source Of Financial Support	Past (2002)	Present (2013)	Z_c	p – value
Parents	0.670	0.596	0.88853 ^{ns}	0.3743
Parents and Scholarship Grant	0.110	0.173	-1.06754 ^{ns}	0.2857
Parents and Relatives	0.044	0.115	-1.60267 ^{ns}	0.1090
Parents, Relatives, and Scholarship Grant	0.033	0.019	0.48894 ^{ns}	0.6249
Relatives	0.077	0.096	-0.39422 ^{ns}	0.6934

Note: ns – not significant

Comparison of Scholarship Status of the Present BSS Students to the Past

The proportions of the present BSS students with and without scholarship are not significantly different from those in the past based on the Z test (Table 10). This may be because the BSS students continue to find it hard to maintain high grades, after the freshman year, due to the increasing level of difficulty of the courses in the BSS curriculum.

Table 10. Relative frequency distribution of past and present BSS students by scholarship status

Scholarship	Past (2002)	Present (2013)	Z_c	p - value
With	0.198	0.1923	0.08261 ^{ns}	0.9342
Without	0.802	0.8077	-0.08261 ^{ns}	0.9342

Note: ns – not significant

Comparison of Semestral Load of the Present BSS Students to the Past

The proportions of BSS students with regular and irregular loads at present are not significantly different from those in the past (Table 11). This may be explained by still having same kind of students from the past due to the same enrolment policy practiced.

Table 11. Relative frequency distribution of past and present BSS students by semestral load

Semestral Load	Past (2002)	Present (2013)	Z_c	p – value
Regular	0.604	0.67	-0.78550 ^{ns}	0.4322
Irregular	0.396	0.33	0.78550 ^{ns}	0.4322

Note: ns – not significant

Comparison of Reasons for Irregular Status of the Present BSS Students to the Past

The difference between the present proportion of BSS students with deficiencies or back subjects and the proportion of past BSS students with deficiencies or back subjects is highly significant whereas the proportions of shifters are not significantly different (Table 12).

Table 12. Relative frequency distribution of past and present BSS students by reason for irregular status

Reason	P ₁ (Past)	P ₂ (Present)	Z_c	p - value
With back subjects	0.50	0.88	-4.54905**	0.0000
Shifter	0.06	0.06	-1.45084 ^{ns}	0.1468

Note: ** – Significant at the 1% level (2-tailed)

ns – not significant

The past proportion is significantly less than the present proportion since there are more reasons for irregularity in the present than in the past. These reasons include being a shifter, failing in certain courses, having taken courses in advance, and being a returnee.

Comparison of the Father and Mother's Occupations of the Present BSS Students to the Past

The proportion of the present BSS students whose father is a professional, technical, or related worker and that of the past differ significantly based on the Z test (Table 13). Proportions in the other occupations for the past and present BSS students are not significantly different. For the various occupations of a mother of a BSS student, there is no proportion that significantly differs from another (Table 14).

This implies that the BSS students' family financial status then is not significantly different from the BSS students' family financial status now.

Table 13. Relative frequency distribution of past and present BSS students by father's occupation

Father's Occupation	Past (2002)	Present (2013)	Z_c	p – value
Agriculture	0.275	0.3654	-1.12653 ^{ns}	0.2599
Service Sector	0.220	0.2308	-0.14902 ^{ns}	0.8815
Production and Related Workers, Laborer	0.176	0.1923	-0.24305 ^{ns}	0.8080
Professional, Technical and Related Worker	0.154	0.0385	2.10679 ^{ns}	0.0351
Administrative, Managerial	0.022	0.0192	0.11238 ^{ns}	0.9105
Sales	0.011	0.0385	-1.10328 ^{ns}	0.2699

Note: ns – not significant

Table 14. Relative frequency distribution of past and present BSS students by mother's occupation

Mother's Occupation	Past (2002)	Present (2013)	Z_c	p – value
Agriculture	0.033	0.0920	-1.49571 ^{ns}	0.1347
Service Sector	0.099	0.0769	0.44210 ^{ns}	0.6584
Production and Related Workers, Laborer	0.121	0.1731	-0.86387 ^{ns}	0.3877
Professional, Technical and Related Worker	0.121	0.0577	1.22484 ^{ns}	0.2206
Plain Housewife	0.505	0.6346	-1.49921 ^{ns}	0.1338
Sales	0.044	0.0385	0.15773 ^{ns}	0.8747

Note: ns – not significant

Comparison of the Desired Work in the Future of the Present BSS Students to the Past

The difference between the proportions of BSS students who want to work as a statistician or data analyst in the past and in the present is highly significant based on the Z test (Table 15). This may be due to the increased student awareness about the field of statistics in recent years from educational field trips to statistical agencies and motivation from the faculty who finished advanced degrees in statistics recently.

Table 15. Relative frequency distribution of past and present BSS students by desired work in the future

Work	P ₁ (Past)	P ₂ (Present)	Z_c	p – value
Statistician	0.33	0.635	-3.53377**	0.0004
Computer Programmer	0.253	0.115	1.93133 ^{ns}	0.3517
Instructor	0.132	0.115	0.29487 ^{ns}	0.7681
Researcher	0.110	0.077	0.63849 ^{ns}	0.5232

Note: ** – Significant at the 0.01 level (2-tailed)

ns – Not significant

Agreement between the Past and Present BSS Students' Ranking of Factors Influencing Choice of Degree Program

The median ranks of the twelve (12) factors perceived to influence choice of degree program given by the past and present BSS students who started the program since first semester of first year and by the past and present BSS students who are transferees and shifters to the program are presented in Table 16 and Table 17, respectively.

Table 16. Median ranks of twelve influential factors on choice of degree program given by the past and present BSS students who started in the program since first semester of first year

FACTOR	MEDIAN RANKS	
	Past (n=79)	Present (n=43)
Personal interest	4.50	9.00
Parents	8.50	3.50
Relatives	9.50	3.00
High school teacher	9.50	3.00
Close friends	10.00	2.50
Money	7.50	6.60
Someone admired	8.00	4.50
Many job opportunities	3.00	10.50
Ease in finding a well-paying job	4.00	9.50
Chance for overseas employment	5.50	6.50
Chance for self-employment	5.50	7.00
Good name, honor, and prestige associated with career	5.00	8.50

Table 17. Median ranks of twelve influential factors on the choice of degree program given by past and present transferees and shifters to the BSS program

FACTOR	MEDIAN RANK	
	Past (n=11)	Present (n=9)
Personal interest	3.00	9.00
Parents	9.50	3.00
Relatives	9.75	3.00
High school teacher	9.75	2.50
Close friends	9.25	3.50
Money	9.00	5.00
Someone admired	6.25	9.00
Many job opportunities	3.00	10.00
Ease in finding a well-paying job	3.00	8.50
Chance for overseas employment	6.00	8.50
Chance for self-employment	5.25	7.00
Good name, honor, and prestige associated with career	3.75	9.00

The degree of association between the median ranks of the 12 factors influencing the choice of degree program given by the past and present BSS students who started in the program since first semester of first year is presented in Table 18. A Kendall rank-order correlation coefficient T of 0.899 suggests a relatively strong agreement between the median ranks on the factors as rated by the past and present BSS students who started the in program since first semester of first year. Furthermore, this correlation coefficient is significant at the 1% level. The coefficient of determination suggests that approximately 81% of the variation in the median ranks can be attributed to this grouping. A similar degree of association is observed between the median ranks of the 12 factors influencing the choice of degree program of the BSS students as rated by the past and present transferees and shifters to the program (Table 18). The Kendall rank-order correlation coefficient of 0.882 implies that there is a relatively strong agreement between the median ranks of the factors given by the past and present transferees and shifters to the program. Moreover, this correlation coefficient is significant at the 1% level and indicates that about 78% of the variation in the median ranks can be attributed to the composition of the two groups.

Table 18. Association between the median ranks of twelve factors as rated by the past and present BSS students by type of student

Type of Student	Kendall's T	p-value	Coefficient Of Determination
Started since first semester of first year	0.899**	<0.001	0.808
Transferee or shifter	0.882**	0.001	0.778

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

Past and Present Correlation Coefficients on the Ranks of Factors Influencing Choice of Degree Program

In the past study of BSS students (Marfori, 2002), a Kendall rank-order correlation coefficient T of 0.841 (n=91) was computed measuring the degree of agreement between the median ranks of the 12 factors influencing choice of degree program given by the two groups of BSS students: (1) those who started the program since first semester of first year and (2) those who are transferees and shifters to the program. In this study, the same was done and Kendall's T turned out to be 0.624 (n=52). The Z test on the difference of the two correlation coefficients yielded an observed value of -2.766. The null hypothesis of no difference between the two correlation coefficients in the population can be rejected with confidence since the test is non-directional and the critical Z value for $\alpha/2=0.025$ is 1.96. Hence, the two groups of BSS students in the past agree more on the relative importance of the 12 factors said to influence their decision to take up BSS compared to the present BSS students.

Graduation Rate of BSS Students at VSU for Freshman Batches, SY 1998-1999 to SY 2009-2010

The number of BSS students enrolled as first year in the first semester of a school year was the basis for determining the graduation rate of each batch (Table 19). Those who completed the program either finished in exactly four years or longer (at most six years) for as long as they did not stop schooling. On the other hand, those who did not complete the program either shifted to another degree program at VSU or stopped schooling or transferred to another school. However, it cannot be determined whether they transferred to another school or stopped schooling. This findings shows that a BSS student must have a right attitude and literacy towards statistics to survive the degree program (Legaki et al., 2020; Repedro & Diego, 2021)

Table 19. Summary table on the number of students who enrolled on their first semester as BSS and finished the program in four years and beyond, SY 1998-1999 to SY 2009-2010

School Year	Number of First Year Students (a)	Number who Shift	Number who Transferred / Stopped Schooling	Number who Graduate In Four Years (b)	Number who Graduate in more than Four Years	Graduation Rate (b / a, %)
ViSCA						
1998-1999	41	10	18	5	8	12.2
Male	12			2		16.7
Female	29			3		10.3
1999-2000	40	7	18	12	3	30.0
Male	13			3		23.1
Female	27			9		33.3
2000-2001	44	10	22	10	2	22.7
Male	16			4		25
Female	28			6		21.4
LSU						
2001-2002	44	6	22	13	3	29.5
Male	13			4		30.8
Female	31			9		29.0
2002-2003	22	2	14	4	2	17.4
Male	9			0		00.0
Female	13			4		30.8
2003-2004	31	2	22	2	5	6.3
Male	14			2		14.3
Female	17			0		00.0
2004-2005	22	3	12	5	2	22.7
Male	10			2		20.0
Female	12			3		25.0
2005-2006	16	0	9	5	2	29.5
Male	6			1		16.7
Female	10			4		40.0
2006-2007	9	1	5	3	0	33.3
Male	5			1		20.0
Female	4			2		50.0
VSU						
2007-2008	14	2	4	7	1	50.0
Male	7			3		42.9
Female	7			4		57.1
2008-2009^c	10	1	4	3	1	30.0
Male	5			1		20.0
Female	5			2		40.0

School Year	Number of First Year Students (a)	Number who Shift	Number who Transferred / Stopped Schooling	Number who Graduate In Four Years (b)	Number who Graduate in more than Four Years	Graduation Rate (b / a, %)
2009-2010^c	10	0	5	2	0	20.0
Male	3			1		33.3
Female	7			1		14.3

Note: c – Some students are still in the program at the time of the study.

The number of first year BSS students declined over the years. The number of first year BSS students started to level off when ViSCA became LSU in SY 2001-2002 and started to decline starting SY 2002-2003 when B. S. in Computer Science was first offered at VSU. Enrolment in the BSS program further declined in SY 2005-2006 when B. S. in Geodetic and Geomatic Engineering was first offered at VSU. However, there appears to be no correlation between enrolment in the program and graduation rate. The number of BSS students who shifted to another degree program relative to the number of first year BSS students was greater when it was still ViSCA compared to the years that followed. This may be due to the larger fraction of undecided freshmen during this time compared to the following years. Of the three school years when 22 BSS students stopped schooling or transferred to another school, SY 2003-2004 has the highest percentage of students who transferred or stopped schooling which in turn made the said school year the lowest in terms of graduation rate. SY 2007-2008 (now VSU) may have the highest graduation rate of 50% but it also belongs to the bottom four in terms of enrolment in the BSS program. Every year, female students dominate the BSS population from first year (except SY 2006 – 2007) until graduation (except SY 2003 – 2004). Though there are shifters almost every year, in SY 2005-2006 not one BSS student shifted but more than half stopped schooling or transferred to another school. In the period covered, half of the graduation rate of the BSS students are below 26.1% with a mean of 25.3%. Graduation rate is indeed variable with a coefficient of variation of 42.5% during this period. Figure 14 shows fluctuations in the graduation rate of BSS students covering freshman batches from SY 1998-1999 to SY 2009-2010. Clearly, the range of the graduation rate, from 6.3% to 50.0%, is relatively low for a degree program. The movement of the graduation rate into the future is not promising. It is expected, however, that for a smaller group of freshmen, the graduation rate will tend to be higher. In the findings of Casinillo and Miñoza (2020), it is stated that there are only few BSS students in VSU has high level of intelligence and numerical aptitude. Thus, this also explains the low graduation rate in the BSS program at VSU aside from low number of students enrolling the program. This finding is in consonant to the study of Kang and García Torres (2021) that deals with low graduation rate of minority students. Additionally, in the study of Casinillo (2019) and Casinillo et al. (2020) there are different factors affecting the failure in mathematics in the university. Hence, students must have diligence, good study habits, interest, analytical mind, logical reasoning ability, and mathematical and problem-solving skills (Mutambayi et al., 2016; Casinillo & Aure, 2018; Casinillo & Miñoza, 2020).

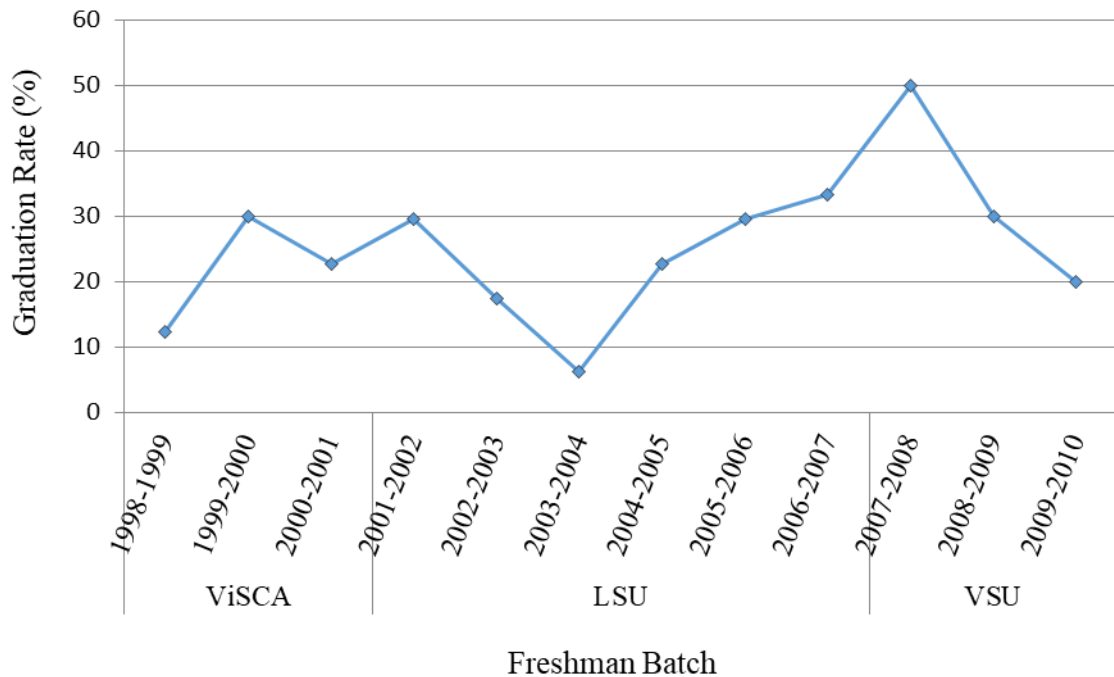


Figure 14. Graduation Rate of BSS students at VSU for freshman batches from SY 1998-1999 to SY 2009-2010.

Conclusion

Based on the current profile of the BSS students, a heterogeneous group of students are admitted to the program under the open enrolment policy of VSU. Such mixture is expected under an open enrolment policy where there is no control on the quality of students getting in the program. On the selected characteristics studied, the present BSS students are not significantly different from the past BSS students, in general. This can be explained by the same enrolment followed in admitting the past and present students to the BSS program. The graduation rate of BSS students under the open enrolment policy of VSU is very much dependent on the quality of the freshmen batch. The smaller is this group, the higher will be the graduation rate, in general. Concrete actions on the recruitment of students to the BSS program must be made considering the most influential factors on choice of degree program given by the BSS students.

References

- Bernal, V. T., Camara, J., Buted, D. R., & Mejia, R. A. (2019). Comparative employment applicability and reflectivity of profiled culinary booklets of hospitality management students: An input for work eFolio. *Asian Journal of Multidisciplinary Studies*, 2(2), 140-144.
- Bryce, G. R., Gould, R., Notz, W. I., & Peck, R. L. (2001). Curriculum guidelines for Bachelor of Science degrees in statistical science. *The American Statistician*, 55(1), 7-13. <https://doi.org/10.1198/000313001300339879>
- Casinillo, L., & Aure, M. R. K. (2018). Econometric evidence on academic performance in basic calculus of science, technology, engineering and

- mathematics (STEM) senior high students. *Journal of Educational and Human Resource Development*, 6, 238-249.
- Casinillo, L. (2019). Factors affecting the failure rate in mathematics: the case of Visayas State University (VSU). *Review of Socio-Economic Research and Development Studies*, 3(1), 1-18.
- Casinillo, L., Camulte, M. C., Raagas, D., & Riña, T. S. (2020). Cultural factors in learning mathematics: the case on achievement level among Badjao students. *International Journal of Indonesian Education and Teaching (IJIET)*, 4(1), 71-81.
- Casinillo, L. F., & Miñoza, S. B. (2020). The suitability of students in Bachelor of Science in Statistics (BSS) program. *Journal of Education Research and Evaluation*, 4(4), 343-351.
- Cuadra, L. J., Aure, M. R. K. L., & Gonzaga, G. L. (2019). The use of tracer study in improving undergraduate programs in the university. *Asia Pacific Higher Education Research Journal (APHERJ)*, 6(1), 13-25.
- David, A. P., Reyes, Z. Q., Miranda, P. A., Nalipay, M. J. N., Ancho, I. V., & Roxas, M. M. (2020). Graduate teacher education in the Philippines: Observations and prospects. *The Normal Lights*, 14(2), 248-271.
- Fienberg, S. E. (2007). Memories of election night predictions past: Psephologists and statisticians at work. *Chance*, 20(4), 8-17.
- Guilloux, A. G. A., Ramos, J. A., Citron, I., Roa, L., Amundson, J., Massenburg, B. B., ... & Scheffer, M. C. (2019). Profiling recent medical graduates planning to pursue surgery, anesthesia and obstetrics in Brazil. *BMC medical education*, 19(1), 1-8.
- Kang, C., & García Torres, D. (2021). College undermatching, bachelor's degree attainment, and minority students. *Journal of Diversity in Higher Education*, 14(2), 264.
- Legaki, N. Z., Xi, N., Hamari, J., Karpouzis, K., & Assimakopoulos, V. (2020). The effect of challenge-based gamification on learning: An experiment in the context of statistics education. *International journal of human-computer studies*, 144, 102496. doi:10.1016/j.ijhcs.2020.102496
- Lovaglio, P. G., Cesarini, M., Mercorio, F., & Mezzanzanica, M. (2018). Skills in demand for ICT and statistical occupations: Evidence from web-based job vacancies. *Statistical Analysis and Data Mining: The ASA Data Science Journal*, 11(2), 78-91.
- Marfori, F. O. (2002). *Characteristics of BSS students under the open enrolment policy of LSU*. Undergraduate Special Problem, Leyte State University, Visca Baybay Leyte, Philippines.
- Meng, X. L. (2018). Conducting highly principled data science: A statistician's job and joy. *Statistics & Probability Letters*, 136, 51-57.
- Mutambayi, R. M., Odeyemi, A. S., Ndege, J. O., Mjoli, Q. T., & Qin, Y. (2016). A statistical analysis of students' attitudes towards statistics: A case study of undergraduate bachelor of science students at the University of Fort Hare. *International Journal of Educational Sciences*, 14(3), 294– 303. <https://doi.org/10.1080/09751122.2016.11890504>
- Nor, M. Z. M., Rahim, A. F. A., Pa, M. N. M., & Baharuddin, K. A. (2020). Profiling of medical graduates of Universiti Sains Malaysia: What the Data Said. *Education in Medicine Journal*, 12(1), 53-63.

- Owoseni, A., Ibem, E., & Opoko, A. (2020). Socio-economic profiling of students and its impact on learning outcomes. *International Journal of Emerging Technologies in Learning (iJET)*, 15(19), 213-222.
- Pascual, N. T. (2014). Factors affecting high school students' career preference: A basis for career planning program. *International Journal of Sciences: Basic and Applied Research*, 16(1), 1-14.
http://www.academia.edu/download/55816217/2261-4881-1-PB_1.pdf
- Pongsena, S. (2014). A follow-up study of bachelor of science graduates in applied statistics from Suan Sunandha Rajabhat University during the 1999-2012 Academic Years. *International Journal of Information and Communication Engineering*, 8(7), 2241-2243.
- Reid, N. (2018). Statistical science in the world of big data. *Statistics & Probability Letters*, 136, 42-45.
- Repedro Jr, R. E., & Diego, C. V. (2021). Attitudes toward statistics and statistical literacy of public senior high school students. *Philippine Social Science Journal*, 4(3), 48-56.
- Shi, J. Q. (2018). How do statisticians analyse big data—Our story. *Statistics & Probability Letters*, 136, 130-133.
- Scott, G., & Wilson, D. (2002). Tracking and profiling successful IT graduates: An exploratory study. ACIS 2002 Proceedings. Retrieved from <https://aisel.aisnet.org/acis2002/92/>
- ViSCA Code. (1974). *Visayas state college of agriculture*. Baybay, Leyte Philippines.
- Zou, K. H. (2017). View from a woman statistician and data scientist in the era of big data. *AMSTAT news: the membership magazine of the American Statistical Association*, (477), 28-30.



DEVELOPMENT OF THEMATIC CHILDREN'S SONG AS A FUN LEARNING MEDIA FOR SECOND-GRADE ELEMENTARY SCHOOL STUDENTS

Irine Kurniastuti¹ and Vinsencius Bayu Prayogo²

Sanata Dharma University, Indonesia

irine.kurniastuti@gmail.com and vinsenciusbayuprayoga1998@gmail.com

correspondence: irine.kurniastuti@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.4132>

received 7 January 2022; accepted 20 January 2022

Abstract

Creating a pleasant classroom atmosphere is an important element in starting the learning process. In various studies, listening to songs or singing them shown to have a positive effect on a student's mood for participating in the learning process. However, children's songs that are relevant to be used as teaching media are very limited. This study aims to develop new songs that are suitable for thematic learning of the second-grade elementary school (SD) students which also can be used as an online learning media. The songs developed include 6 themes in the second-grade curriculum. Songs were developed using the ADDIE method. The result of this study is an album containing 6 children's songs according to the 2013 Curriculum theme. The results of expert validation show that the songs have good quality in terms of song titles, song atmosphere, language style, song content, and song characteristics. Based on the test result with students, these songs can be sung easily and give a positive feeling effect.

Keywords: children's songs, learning media, thematic

Introduction

During the COVID-19 pandemic, schools are facing extraordinary challenges in the learning process. Usually, the learning process is carried out directly face to face, but at this time, it was forced to be carried out indirectly. This has had a huge impact on the way the teachers teach, so teachers also need to find the right strategy to stay close to students although the learning is carried out at a distance and keep learning activities fun.

Students having fun in the classroom environment reflects positively on their learning (Demirci & Yavaslar, 2018). One of the ways that teachers do to lighten the atmosphere and make apperceptions in learning is to invite students to sing children's songs. Singing is believed to have a positive effect on students. Children like and want a fun atmosphere in learning. A fun atmosphere can be obtained by listening to music or fun songs given by the teacher. This is because fun category music produces an increase in a positive mood (Djohan, 2009).

Furthermore, music can influence the brain because it is processed within the limbic system, the center of the emotion of every mammal, that allows humans to perceive a matter not only by rationality but also emotion and intuition, including the sense of art (Supradewi, 2010).

An article written by Welch (2012) stated that there are various benefits that arise from singing activities. This applies to all ages, from childhood to adolescence, to retirement age and beyond. The benefits reach many aspects, namely physical, psychological, social, musical, and educational.

Songs play an important role in education, especially elementary-age children. There are many research supporting the important role of songs in education. Good learning for children is a learning that includes songs during the process (Fitrianti & Reza, 2013). The results of Dzanic and Pejic's (2016) research on 28 students aged 7–8-year-old in Tuzla, Bosnia and Herzegovina who have just started learning English, showed that the use of songs to learn English was proven to help children with different learning styles understand the material better besides providing a positive learning experience. Songs helped these children increasing their motivation to learn languages and developed a sense of fun in learning languages. In addition, songs also make children more imaginative and creative as found in research (Arief & Isnain, 2020) which stated that songs can be used to increase the motivation of elementary school students.

The above research was also found in Intani's research (2012) where songs can help children learn foreign languages better. Songs can also increase enthusiasm in learning because it is fun (Wijayanti, 2016). Listening to English songs not only makes them relax and enjoy but can also enrich their vocabulary and tell them how to pronounce a word in English (Suciati & Zarkasih, 2021). Furthermore, in Nuswantari & Astuti's research (2015), listening to songs can increase the tendency of prosocial behaviour in kindergarten children. This may be because music affects a person's emotions, as supported by a study from Cook & Welker (2019) which found that listening to music affects a person's emotions and certain types of music can help a person regulate his emotions.

Not only in learning language, songs can also be used to help students learn science, as researched by Governor (2011). This research showed that science-themed songs can help students' conceptual understanding and also provide situations that generate interest in learning and become a mnemonic tool for remembering key concepts in science.

The results of the needs analysis the researchers conducted by interviewing the elementary school teachers showed that teachers needed songs to be used as a fun learning medium at school on the sidelines of learning. Children love songs that are upbeat and have very easy-to-remember lyrics. However, so far it is rare to find new songs specifically created for learning purposes. As an alternative, teachers usually change the lyrics of the existing songs with the aim of including learning elements.

The use of music in the elementary school learning process does need adjustment. Not all types of characters of music and songs have a good influence on children. Music and songs that are simple and cheerful will bring them to a good state. A music expert named Henver, conducted a series of studies and experiments. From the research, he found a fact that poor and complex

harmonization can suppress and make someone sad, while simple harmony will bring a person to be happy, conformable, bright, and harmonious (Kesumah, D., Purna, IM, & Sukiyah, 1995). That is why special criteria are needed in the preparation of children's songs for learning purposes.

The use of songs as an educational method to complement other methods that have been used so far needs adjustments, for example with stories or storytelling. The role of the teachers in teaching singing is also very important because the teacher will be the model when singing and convey the meaning in singing to make it right on target (Lestari, 2012).

From the statements above, it is clear that songs have a very important role in learning. Teachers in schools, especially elementary schools, should be able to teach songs or music. Since humans were born, songs have influenced every individual who listens and enjoys them. With regard to thematic learning given to children in accordance with 2013 Curriculum, teachers are encouraged to compose or provide songs according to the theme. Therefore, the purpose of this development research is also to compose songs according to the themes in the curriculum and themes that are suitable for children. In addition, it also accommodates song lyrics that give a message to maintain health during COVID-19 pandemic.

The themes taken in this study are the themes of the second-grade elementary school curriculum for even and odd semesters, namely *Hidup Bersih dan Sehat di Tempat Bermain* (Clean and Healthy Living in the Playground), *Hidup Bersih dan Sehat di Sekolah* (Clean and Healthy Living at School), *Hidup Bersih dan Sehat di Tempat Umum* (Clean and Healthy Living in Public Places), *Aturan Keselamatan di Rumah* (Safety Rules at Home), *Hidup Bersih dan Sehat di Rumah* (Clean and Healthy Living at Home), and *Hidup Rukun di Sekolah* (Living in Harmony at School).

Further discussion of this article aims to describe how the process of developing children's songs was carried out and the quality of the products resulting from the development according to experts and the results of the limited trials.

Method

The research was conducted by adopting ADDIE model. The steps of ADDIE are Analysis, Design, Development, Implementation, and Evaluation (Tung, 2017). By adopting the ADDIE model, the research was carried out in the following steps:

Analysis

In this stage, initial problems were identified and clarified by conducting a needs analysis for teachers in schools. Analysis was also carried out on students as the goals and the objectives. In addition, it also identified the methods that have been used in learning, including the media that have been used by teachers and students. First, the researchers conducted an analysis about the use of songs in learning to elementary school teachers and elementary school students through interviews and questionnaires. Next, the researchers analysed the characteristics of songs that were suitable for second-grade elementary school students through

theoretical studies, children's song products, and also the practice of the use of songs in school.

Design

The design stage is related to the learning objectives, learning materials, planning, and media selection. At this stage, the researchers systematically made song designs in accordance with the learning materials in 2013 Curriculum. Researchers studied each theme and learning material and then extracted the poems in the song according to the learning material.

The developed children's song was designed according to the child's character, which is cheerful, easy, and memorable lyrics, presented in song text with numerical notation, rich in tone repetition, and containing learning according to the theme of Clean and Healthy Living in the playground, Clean and Healthy Living at School, Clean and Healthy Living in Public Places, Safety Rules at Home, Clean and Healthy Living at Home, and Living in Harmony at School.

Development

The development stage is the stage where the researchers created something based on the content that has been prepared in the design stage. The researchers made a record of the song in an MP3 version (the recording was done simply and the vocalist was the developer). Afterwards, the researchers asked the expert validators to provide input on the prototype. Once the design improved, the next step was to record the song by asking one of the second-grade elementary school students as the vocalist. It was intended so that during the implementation, students who listen to the song are more enthusiastic because the singer is also a child according to their age and it gives the feeling that they too can sing the song well.

Implementation

At this stage, the developers trained the teachers and students to learn the songs as learning media. During the process of practicing the song, the developers were assisted by a record in the form of MP3 so that teachers and students can listen to it at home through electronic media. Next, sing the song according to the learning theme.

There are two stages in the implementation process. The first one was the preparation of the first two songs as the initial part of making the rest of the songs. The two composed songs were validated by music experts and education experts. After the songs were corrected according to their advice, the two songs were tested out at a school with the teacher and 12 elementary school students. This first stage was carried out before the pandemic took place. The second stage was the composition of the other 6 songs, where the composition of the 6 songs was during COVID-19 pandemic. Therefore, the other 6 songs were arranged with similar characteristics to the first two songs that have been tested with elementary students, validated by music and education experts, and limitedly tested on one elementary school student who was also the singer of the song.

Evaluation

The evaluation phase consists of two parts: formative and summative. A formative evaluation was done throughout the stage of the ADDIE process. The summative evaluation was carried out to get feedback from the users after implementation.

Findings and Discussion

The children's song products, entitled "*Aku Taat Aku Selamat*" and "*Aku Siap Menjaga Diriku*" were validated by three experts before being implemented to 12 second-grade elementary school students. The validation results of the two children's songs by the first expert, namely the music expert, got a maximum average score of (4) on the song "*Aku Taat Aku Selamat*" and the average score (3.88) on the song "*Aku Siap Menjaga Diriku*" both of which fall into the very good criteria. On the second validator, namely the second-grade elementary school teacher, the validation of the children's song entitled "*Aku Taat Aku Selamat*" obtained an average score of (3.88) while the song entitled "*Aku Siap Menjaga Diriku*" also obtained the same average, namely (3.88), both of which fit into the very good criteria and were ready to be implemented.

Validation from media expert lecturers obtained an average score of (3.52) on the song "*Aku Taat Aku Selamat*" and an average score of (3.47) on the song "*Aku Siap Menjaga Diriku*."

After being implemented to 12 second-grade elementary school students, all subjects said that the two children's songs above were easy to memorize, made them more enthusiastic about learning, and made it easier for them to understand the material being taught (previous research reports in Prayogo, 2020). The next step was to design 6 children's songs according to the product specifications of the first two model songs.

Summary of the music and education experts' notes for 6 songs:

Table 1. Notes from the expert validator about the developed songs

Song Theme and Title	Validator 1	Validator 2	Validator 3
1. Clean and Healthy Living in the Playground " <i>Tempat Bermainku Bersih</i> "	<ul style="list-style-type: none"> • Complicated melody • Somewhat difficult for children to sing 	<ul style="list-style-type: none"> • The title is too rigid • The tone is a bit difficult when entering the chorus 	The lyric was written " <i>Ikutlah aku</i> " while the song in the MP3 is " <i>Contohnya aku</i> "
2. Clean and Healthy Living at School " <i>Sekolahku Sehat</i> "	<ul style="list-style-type: none"> • The vocal sound is unclear/too soft 	<ul style="list-style-type: none"> • The cooperation aspect has not been included in the title • Lacklustre tone • The tempo should be a bit faster 	
3. Clean and Healthy Living in Public Places " <i>Jabupang eh Madutan</i> "	<ul style="list-style-type: none"> • Since the title is an acronym, it is better to describe the meaning in a bracket 		
4. Safety Rules at Home	<ul style="list-style-type: none"> • Vocal articulation 	<ul style="list-style-type: none"> • The title has not 	

“Nyam Nyam”		is unclear, vocal should be louder	specifically described the point of the song
5.	Clean and Healthy Living at Home “Rumahku Indah”	• Vocal sound is unclear	
6.	Living in Harmony at School “Damai Sekolahku”	<ul style="list-style-type: none"> • The title has not represented the content • The vocal sound is unclear 	Add song bars to the song text
Additional comments from the validators		General impression: the arrangement sounds the same hence the songs sound the same. Suggestion: differentiate the song arrangements	Correction in the use of the crescendo or decrescendo symbol. Consider adding a dummy (a tutorial of a slower song for teachers or children with lower musical ability)

The average results per criteria from 3 experts

Table 2. Average scoring from 3 expert validators

Song Scoring Criteria		Song 1	Song 2	Song 3	Song 4	Song 5	Song 6
Song Title							
1	The title describes the content	4.00	3.67	3.67	3.67	4.00	3.67
2	The title is unique and attractive	3.67	3.67	3.67	3.67	4.00	4.00
3	Including the songwriter's name	4.00	4.00	4.00	4.00	4.00	4.00
Song Atmosphere							
4	Motivating children to learn to live clean and healthy at school *)	3.67	3.00	4.00	4.00	4.00	4.00
Language Style							
5	Using simple language	3.67	4.00	4.00	4.00	3.67	4.00
6	Lyrics are easy for children to understand	3.67	4.00	4.00	3.67	3.67	3.67
7	Lyrics are easy for children to memorize	3.33	4.00	3.67	3.67	4.00	3.67
Song Content							
8	Containing the theme of clean and healthy living at school *)	4.00	4.00	4.00	4.00	3.67	4.00
9	Inviting to live clean and healthy at school *)	4.00	4.00	4.00	4.00	4.00	4.00
10	Containing the message that a clean and healthy life at school is important. *)	4.00	3.67	3.67	4.00	4.00	3.67
Children Song							

Characteristics							
11	Using a fast tempo (allegro), namely (M.M 125)	3.67	3.33	3.67	4.00	3.33	3.67
12	Using a 4/4. measure	4.00	3.67	3.67	3.67	4.00	3.67
13	Accompanied by melodic and rhythmic musical instruments	4.00	3.67	3.67	4.00	3.67	3.67
14	Ambitus levels on the song	3.33	4.00	3.67	4.00	4.00	3.67
15	Levels of attractiveness of the melody	3.67	3.67	3.67	4.00	4.00	3.67
16	Levels of ease of singing songs	3.33	3.33	4.00	3.67	3.33	3.67
17	Level of diction selection	3.67	3.67	4.00	3.67	3.33	3.67
Total Score Average		3.75	3.73	3.82	3.86	3.80	3.78

*) adjusted to the theme based on the curriculum

Overall, the songs have very good criteria with an average rating above 3.7 (a scale of 1-4). The input and notes from the validators were used as the basis for improving the song before the song was tested by one subject, a second-grade elementary school student who was then asked to sing the song and go through the song recording process.

The results of interviews with subjects who sang the song said that the song could be sung easily. However, the results of interviews with elementary school teachers who supervise students in schools, showed that students with low musical abilities would have difficulty following the song and so do the teachers who taught them, therefore it is necessary to make a demo song that is slower and easy to follow in MP3 form.

Regarding the characteristics of children's songs, the 6 songs developed have met the criteria for children's songs judging from the following criteria:

1. Children's songs were developed according to 2013 Curriculum theme for second-grade elementary school students.
2. The melodies of the children's song developed in this study have a fast tempo (allegro) of M.M 120.
3. The bars used in the six children's songs developed in this study were 2/4 and 4/4.
4. The children's songs developed in this study have a cheerful colour and stimulate students' interest in learning.
5. The way to sing children's songs developed in this study is rich in the repetition of tones.
6. The writing of the children's songs developed in this study uses numeric notation to make it easier for teachers to teach each song developed to second-grade elementary school students.
7. The musical instruments used in this developed children's song are rhythmic and melodic musical instruments such as drums, tambourines, guitars, and pianos which went through an editing process in a recording studio.
8. Audio vocal (MP3) performers in the songs developed in this study are children.
9. Each children's song developed in this study uses the basic tone of D Major.

The following are the examples of the final song developed:

Rumahku Indah

$\text{DO} = \text{D}$, 4/4

Cipt: Vinsencius Bayu Prayogo

Tempo : 120 / *Allegro*

Lirik : Vinsencius Bayu Prayogo & Irine Kurniastuti

	3	3	3	3	3	2	1	2		0	0	0
I.	Ja	- ngan	ka	- lah	de	- ngan	se	- mut.				
II.	Tak	lu - pa	ku	- ras	bak	man - di,						
	2	3		4	4	4	4	6	5	4	3	.000
I.	Se	- mut -	pun	mem - ber -	sih	- kan	ru	- mah - nya.				
II.	a	- gar	ter - hin -	dar	da - ri	bak - te -	ri.					
	5	.	6	5	.	3		4	4	5	4	.
I.	Ki	- ta -	pun	ha	- rus	be	- gi - tu,					
II.	Ber	- je -	mur	di	- pa -	gi	ha - ri,					
	.	1		2	2	3	4	7	2	1	.000	
I.	a	- yo	ber -	sih -	kan	ru - mah - mu.						
II.	Li	- hat	se -	nyum	ma - ta -	ha - ri.						

Reff

	5	0	5	.	0	3		4	4	5	4	..
	Hey		hey			ru	-	mah - ku		in - dah		
	2	0	2	1	2	.	3		.	.	0	0
	Dan		be - bas	sam -	pah.							
	6	0	6	.	.	7		1	5	6	5	..
	Hey		hey			ru	-	mah - ku		as - ri,		
	2	0	3	4	7	2	1		.	.	0	0
	Oh		nya - man	se - ka -	li.							

Makanku Lezat “Nyam Nyam Nyam”

Do = D, 4/4

Cipt: Vinsencius Bayu Prayogo

Tempo : 120 / *Allegro*

Lirik : Vinsencius Bayu Prayogo & Irine Kurniastuti

<p>I. 5 5 5 6 5 3 . 5 . . </p> <p>II. Tang ting tung di'a ber - bu - nyi,</p>	<p>I. 1 1 2 3 2 1 . 3 . . </p> <p>II. Sa - at pi - ring ku - cu - ci.</p>
<p>I. 5 5 5 6 5 3 . 5 . . </p> <p>II. Cu - ci ber - sih ta - ngan - ku,</p>	<p>I. 2 1 0 1 . . 2 3 2</p> <p>II. Ber - do - a u - cap syu -</p>
<p>I. 7 1 . . </p> <p>II. ha - ti. → Reff</p>	<p>I. 7 1 . . </p> <p>II. ha - ti. → Reff</p>

Reff

<p>5 5 5 3 5 2 3 0 2 0 1 .</p> <p>Nyam Nyam Nyam Nyam Nyam Nya m Nyam Nyam.</p>	<p>. 1 1 1 2 2 2 1 2 3 0 3</p> <p>Ma - kan de - ngan pe - lan pe - lan sa - ja</p>
<p>5 5 5 3 5 2 3 0 2 0 1 .</p> <p>Nyam Nyam Nyam Nyam Nyam Nya m Nyam Nyam.</p>	<p>. 1 1 1 2 0 2 . 1 2 5</p> <p>Ma - kan de - ngan te - nang ju - ga</p>
<p>. . 0 2 3 2 1 1 2 </p> <p>Tan - pa su - a -</p>	<p>1 . . . </p> <p>Ra.</p>

Indahnya Tempat Bermainku

Do = D, 4/4

Cipt: Vinsencius Bayu Prayogo

Tempo : 120 / Allegro

Lirik : Vinsencius Bayu Prayogo & Irine Kurniastuti

	3	5	6	5		3	2	1	2	3	1							
I.	Li	-	hat	ka	-	wan	tem	-	pat	ber	-	ma	-	in	-	ku,		
II.	Cu	-	ci	ta	-	ngan	se	-	te	-	lah	ber	-	ma	-	in,		
	3	5	6	5		3	2	1	2	3	2							
I.	sung	-	guh	ber	-	sih	dan	in	-	dah	se	-	la	-	lu.			
II.	de	-	ngan	sa	-	bun	dan	a	-	ir	me	-	nga	-	lir.			
	3	2	1	3	5	.		3	2	1	2	2						
I.	A	-	yo	-	lah	ka	-	wan,	con	-	toh	-	lah	a	-	ku		
II.	Dan	ju	-	ga	ka	-	wan,	cin	-	ta	-	i	bu	-	mi.			
	3	2	1	3	5	.	3		2	2	1	2	1					
I.	A	-	yo	ber	-	sih	-	kan	tem	-	pat	ber	-	ma	-	in	-	mu.
II.	S'la	-	lu	sa	-	ya	-	ngi,	ja	-	ngan	kau	ce	-	ma	-	ri.	

*1, 2, 3, 4 (Tu - wa - ga - pat)

Reff

	1	.	1	.	1	1	5		6	.	5	4	.
	A	-	yo		ka	-	wan		la	-	ku	-	kan,
	5	.	4	3	.	3		2	.	1	2	.	
	dan		sa	-	ling	me	-	ngi	-	ngat	-	kan.	
	1	.	2	3	5		6	.	5	4			
	Di		ha	-	ti	-	mu		ta	-	nam	-	kan,
.	4		5	.	4	3	.	3					
	Ke	-	ber	-	sih	-	an	se	-				
	2	2	2	3	4	3	2		1	.	.	0	
	ba	-	gi	-	an	da	-	ri	i	-	man.		

This research has followed the steps of development research with the ADDIE model (Branch, 2009) which has been adapted to the needs of researchers in developing children's songs. In the analysis stage, researchers have conducted an analysis to identify problems in the field, identify the characteristics of children, and songs that match the characteristics of children. In addition, it also identified the theme of the song that will be developed to suit the needs of teachers in the field. Analysis was also carried out by listening to various appropriate music to accompany children's songs. At the design stage, the researcher as a developer developed various strategies technically needed in trials composes song designs (lyrics, notations, and music) in accordance with 2013 Curriculum and children's characteristics. At the development stage, the researcher developed the text of the song, developed the accompanying music, conducted a trial, asked for an expert

assessment, made formative revisions, guided second-grade students to sing the developed song and record the song, then made the song in digital form. At the implementation stage, researchers prepared both teachers and students as targets who will use this song media product. Subjects were introduced to the song recordings and also song texts that are already equipped with numeric notations. At the evaluation stage, both teachers and students gave an assessment of the product being developed.

In the process of developing song lyrics, in addition to reading and understanding the material in the teacher's book and 2013 Curriculum student's book, the researcher also tried to make simple lyrics that have the same rhyme or sound and there are also repetitions of lyrics. This is done based on Ara's research (2009) where students or children naturally like the repetition of sounds and also simple words/lyrics that are repeated because it makes it easier for them to learn new song lyrics. Thus, if students find it easier to memorize the lyrics, it will not take away the fun or increase frustration because the irritated child has difficulty memorizing songs.

To make it easier to learn, the songs developed in this research have been made on a digital platform. It was also done by Desyandri, Yeni, Mansurdin, & Dilfa (2021) who developed a digital songbook as a support for integrated thematic teaching materials for elementary school students. The songs can be downloaded easily by teachers and parents to accompany students studying from home while the learning process has not been carried out face-to-face. Students and teachers only have to play them and learn by listening to the song. This method is very possible considering the results of many studies discussing the effectiveness of listening to songs and musical instruments while learning from home.

The results of research by Dzanic and Pejic (2016) stated that songs have a positive effect on motivating students to learn. Songs can help teachers create a positive atmosphere that makes students learn better and more fun. The encouraging thing is that this study suggests that songs can have a positive effect on children with various learning styles. So, there is great hope that the children's songs developed by this researcher can be accepted by all children even though their learning styles are different.

Research results from Governor (2011) confirmed that the use of songs in learning has a positive influence on learning both emotionally and cognitively. In practice, teachers can create lyrics that are adapted for learning purposes. Students not only become enthusiastic in learning but are also helped to remember various things related to learning because the songs are sung contain lyrics that are in accordance with the subject matter.

Many benefits obtained from the development of this song. Desyandri, Yeni, Mansurdin, & Dilfa (2021) who developed a digital songbook as a support for integrated thematic teaching materials for elementary school students mentioned that thematic learning topics can be stated in the lyrics of the songs being taught. The lyrics in songs can help students learning the topics (Sinaga, Maestro, Winangsit, & Yensharti, 2018). This gives a distinct advantage for teachers and is very prospective to teach character as well because character education is included in thematic learning (Sofasyari, Atmaja, & Suhandini, 2020).

One thing to be highlighted in the development of songs for learning purposes is designing the song that match the expectations, which will make it easier for students to learn with fun. The use of the ADDIE model in the development of children's songs is relevant because it provides very helpful input to make the resulting media better and in accordance with user needs during the process. Song selection is an important matter in teaching goals. Instead of being an entertainment, a song should also be educative to create a quality generation (Ifadah & Aimah, 2012). When developing new songs aimed at children, the melodies used have to be adapted to students' abilities (Julia, Iswara, Gunara, & Supriyadi, 2019).

Wibawa, Harimurti, Anistiyasari, and Sumbawati (2017) found the use of the ADDIE model was useful in developing interactive media designs for learning purposes. The ADDIE model is effective for developing media that is intended for learning purposes because the steps are clear and easy to get feedback from users.

The limitation of this research is that it has not yet reached the stage of further evaluation involving teachers and students from various schools. Hopefully, it can be tested more widely in the future.

Conclusion

Based on the design that have been carried out, this research has produced 6 children's songs with very good quality. The songs are in accordance with the design intended to answer the needs of the teachers in providing quality and thematic songs in accordance with the applicable national curriculum. In addition, the songs also meet the criteria in developing children's songs. The resulting songs have also been made in a recorded version that is easy for second-grade elementary school students to follow. However, considering that the products of this research have not been tested extensively, further research is needed to determine students' responses and also the effect of song lyrics that have been compiled based on the themes and daily activities of students.

References

- Ara, S. (2009). Use of songs, rhymes and games in teaching English to young learners in Bangladesh. *The Dhaka University Journal of Linguistics*, 2(3), 161-172. Retrieved from: <https://www.banglajol.info/index.php/DUJL/article/viewFile/4150/3439>
- Arief, A., & Isnain, F. (2020). Children songs as a learning media used in increasing motivation and learning student in elementary school. *International Journal of Visual and Performing Arts*, 2(1), 1-7.
- Branch, R. M. (2009). *Instructional design: the ADDIE approach*. London: Springer.
- Cook, T., Roy, A.R.K., & Welker, K.M. (2019). Music as an emotion regulation strategy: an examination of gneres of music and their roles in emotion regulation. *Psychology of Music*, 47(1), 144-154. DOI: 10.1177/0305735617734627. Retrieved from: <https://journals.sagepub.com/doi/full/10.1177/0305735617734627>
- Demirci, C., & Yavaslar, E. (2018). Active learning: Let's make them a song. *Cypriot Journal of Educational Science*, 13(3), 288-298.

- Desyandri, Yeni, I., Mansurdin, & Dilfa, A.H. (2021). Digital student songbook as supporting thematic teaching material in elementary school. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 342-350. Retrieved from: <https://ejournal.undiksha.ac.id/index.php/JISD/article/view/36952/pdf>
- Djohan. (2009). *Psikologi musik*. Yogyakarta: Penerbit Best Publisher.
- Dzanic, N.D., & Pejic A. (2016). The effect of using songs on young learners and their motivation for learning English. *NETSOL New Trends in Social and Liberal Sciences*, 1(2), 40-54. DOI: 10.24819/netsol2016.8.
- Fitrianti, D., & Reza, M. (2013). Mengembangkan kegiatan gerak dan lagu untuk meningkatkan kemampuan motorik kasar pada anak usia 5-6 tahun. *Jurnal Mahasiswa*, 02 (03). Retrieved from: <https://jurnalmahasiswa.unesa.ac.id/index.php/paud-teratai/article/view/3957/2007>
- Governor, D. (2013). Teaching and learning science through song: exploring the experiences of students and teachers. *International Journal of Science Education*, 35 (18). Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/09500693.2012.690542>
- Ifadah, M. & Aimah, S. (2012). Keefektifan lagu sebagai media belajar dalam pengajaran pronunciation/pengucapan. *LPPM UNIMUS*, 6(11), 363-370.
- Intani, E.N. (2012). Developing modified Indonesian children song lyrics to Teach vocabulary to elementary school third graders. *English Education Journal*, 2(2), 183-188. Retrieved from: <https://journal.unnes.ac.id/sju/index.php/eej/article/view/680/663>
- Julia, J., Iswara, P.D., Gunara, S., & Supriyadi, T. (2019). Developing songs for elementary school students with the support of music notation software. *Universal Journal of Educational Research*, 7(8), 1726-1733. DOI: 10.13189/ujer.2019.070811.
- Kesumah, D., Purna, I.M., & Sukiyah. (1995). *Pesan-pesan budaya lagu-lagu pop dangdut dan pengaruhnya terhadap perilaku sosial remaja kota*. Jakarta: Proyek Pengkajian dan Pembinaan Nilai-Nilai Budaya Pusat Direktorat Sejarah dan Nilai-Nilai Tradisional Direktorat Jendral Kebudayaan.
- Lestari, R. (2012). Nyanyian sebagai metode pendidikan karakter pada anak. *Prosiding Seminar Nasional Psikologi Islami*. Retrieved from: [https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/1760/B6.%20Rini-UMS%20\(fixed\).pdf?sequence=1&isAllowed=y](https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/1760/B6.%20Rini-UMS%20(fixed).pdf?sequence=1&isAllowed=y)
- Nuswantari, W., & Astuti, T. P. (2015). Pengaruh pemberian lagu anak-anak terhadap perilaku prososial siswa taman kanak-kanak. *Jurnal EMPATI*, 4(4), 101-106. Retrieved from: <https://ejournal3.undip.ac.id/index.php/empati/article/view/13667>
- Prayogo, V.B. (2020). Pengembangan lagu anak dengan topik aturan keselamatan dan menjaga keselamatan di perjalanan untuk siswa kelas II SD. *Skripsi*. Yogyakarta: Universitas Sanata Dharma.
- Sinaga, F.S.S., Maestro, E., Winangsit, E., & Yensharti. (2018). Learning and singing: thematic children songs in kindergarten. Proceedings of the Seventh International Conference on Languages and Arts. <https://doi.org/10.2991/icla-18.2019.23> Retrieved from: <https://www.atlantis-press.com/proceedings/icla-18/55914484>

- Sofiasyari, I., Atmaja, H.T., & Suhandini, P. (2020). The implementation of character education on the thematics learning for the fourth graders of primary schools. *Journal of Educational Social Studies*, 9 (1), 16-23. Retrieved from: <http://journal.unnes.ac.id/sju/index.php/jess>
- Suciati, K., & Zarkasih, E. (2021). Analysis of listening English songs on student's vocabulary learning. *Lingua: Jurnal Pendidikan Bahasa*, 17(1), 100-114. DOI: <https://doi.org/10.34005/lingua.v17i1.1370>
- Supradewi. (2010). Otak, musik, dan proses belajar. *Buletin Psikologi*, 18 (2), 58-68.
- Tung, K.Y. (2017). *Desain instruksional*. Yogyakarta: Penerbit Andi Offset.
- Welch, G.F. (2012). The benefits of singing for children. Retrieved from: https://www.researchgate.net/publication/273428150_The_Benefits_of_Singing_for_Children
- Wibawa, S.C., Harimurti, R., Anistyasari, Y., & Sumbawati, M.S. (2017). The design and implementation of an educational multimedia interactive operation system using lectora inspire. *Electronics, Informatics, and Vocational Education*, 2(1) 74-79.
- Wijayanti, D.N. (2016). Pembelajaran efektif bahasa Inggris melalui lagu anak-anak untuk siswa madrasah ibtidaiyah (MI). *Elementary*, 4(1), 124-148. Retrieved from: <https://journal.iainkudus.ac.id/index.php/elementary/article/view/1931>



REQUEST STRATEGIES USED BY INTERNATIONAL STUDENTS IN ENGLISH AS A LINGUA FRANCA CONTEXT

Komilie Situmorang

Universitas Pelita Harapan, Indonesia

correspondence: komilie.situmorang@uph.edu

<https://doi.org/10.24071/ijiet.v6i1.3698>

received 21 September 2021; accepted 23 January 2022

Abstract

This study explored the permeating strategies used by the international student in request acts and the common features appearing during the language use as international students in Indonesia, where English is used as a Lingua Franca. The study employed a set of Oral Discourse Completion Test (ODCT) to collect the data from eight international students. Ten ODCTs were composed based on the relative power, social distance, and imposition and were analysed based on the Cross-Cultural Study of Speech Act Realization Patterns (CCSARP). The result was presented in descriptive qualitative where the most frequently used strategies were conventionally indirect – suggestory formulae. Meanwhile, the content analysis indicated that address terms and lengthy reasonings were the most common features appearing in the request acts made. The results offer that interlanguage pragmatic in lingua franca context occurs smoothly as the international students can combine the local culture in their language use.

Keywords: acts of requesting, interlanguage pragmatic, lingua franca context

Introduction

The English as a Lingua Franca (ELF) Context is marked by the use of English between the users whose first language is not English. There are more and more usages of English in countries where international programs like education exchange take place. As no native speakers are included, the main aim of ELF is to promote the understanding by utilising the communicative competence instead of a native's rigid structure (Cohen, 2010). In an international context, knowing structures and large vocabularies might not guarantee fluent communication but a need for competence. A student must be able to grasp the context in the cross-cultural situation, articulate the rules and vocabularies when communicating to the other person. This ability is called pragmatic competence.

If the learners solely use the native's speakers' rules when communicating with different people, they will fail the conversation. The real conversation in different cultures must pay attention to at least three main things, including the relative status, the level of the acquaintance, and the imposition's degree (Scollon

et al., 1996). Therefore, the learners need to be able to use appropriate speech acts and appropriate levels of politeness. With this said, in ELF, pragmatic competence is constructed by competent speakers of the language and not by native speakers (Ishihara & Cohen, 2014).

Cultural context is a vital component in communication with other people. In relation to context, pragmatic knowledge during a conversation in ELF intends to communicate meanings and maintain the conversations going. Learners at ELF need to have heightened awareness in pragmatic awareness and equipped strategies to support them in sustaining successful communication (Ayşegül, 2016). This fact calls for teaching communication strategies in ELF informed pedagogy (Sato et al., 2019). Previous research in communicative strategies from the ELF's perspectives indicates that non-native speakers achieve successful communication by constructing meaningful interaction rather than focusing on rigid norms (Cogo & Dewey, 2012; Kaur, 2019; Sato et al., 2019). Other findings indicate that speakers of ELF emphasise the collaborative and supportive nature as they use various strategies to accommodate their speech and avoid misunderstanding resulting in meaningful and smooth conversation (Björkman, 2014; Cogo & House, 2018).

Interlanguage pragmatics is a growing body of research that focuses on examining the extent of second language use that may contain first language pragmatic features or the failure to comprehend the second language's pragmatic features. These research areas are growing rapidly as it looks into how speakers from different cultures use English which is not their first language, to engage in a natural conversation (Trosborg, 1994). When students in the ELF context communicate, they create interlanguage pragmatics through the productions of speech acts. Therefore, investigating the speech acts have long been the centre of any pragmatics research. The act of request is considered the most challenging part of the interlanguage pragmatics as requesting involves a face-threatening act because requests involve imposing the hearer for the speaker's benefit (Pinto, D., & Raschio, 2007). With that said, a successful request will need some tact of linguistic degree that varies across language. As politeness and linguistics components are varied, the use of strategies may result in inappropriate speech.

Request strategies have been classified by Blum-kulka & Olshtain (1984) to make easier the understanding of the request strategies.

Table 1.1. CCSARP Request Strategies Adapted from Blum-Kulka and Olshtain (1989)

Request Strategies	Types	Examples
Direct	1. <i>Mood derivable</i> (The grammatical mood of the verb in the utterance marks as its illocutionary force as a request)	<i>Leave me alone.</i>
	2. <i>Explicit performatives</i> (The illocutionary force of the utterance is explicitly named by the speakers)	<i>I'm asking you to clean up the kitchen.</i>

Request Strategies	Types	Examples
Conventionally indirect strategies	3. <i>Hedged performatives</i> (Utterances embedding the naming of the illocutionary force.)	<i>I'd like to ask you to clean the kitchen.</i>
	4. <i>Obligation statements</i> (The illocutionary point is directly derivable from the semantic meaning of the locution.)	<i>You'll have to clean up the kitchen</i>
	5. <i>Want statements</i> (The utterance expresses the speaker's intentions, desire or feeling vis á vis the fact that the hearer does X.)	<i>I really wish you'd clean up the kitchen</i>
	6. <i>Suggestory formulae</i> (The sentence contains a suggestion to X.)	<i>How about cleaning up?</i>
Non-conventionally indirect strategies (hints)	7. <i>Query preparatory</i> (The utterance contains reference to preparatory conditions, such as ability or willingness, the possibility of the act being performed, as conventionalised in any specific language.)	<i>Could you clean up the kitchen, please?</i>
	8. <i>Strong hints</i> (The utterances contain partial reference to object or to elements needed for the implementation of the act, directly pragmatically implying the act)	<i>You have left the kitchen in a right mess.</i>
	9. <i>Mild hints</i> (Utterances that make no reference to the request proper or any of its elements but are interpretable through the context as requests, indirectly pragmatically implying the act)	<i>I'm a nun (in response to a persistent hassler).</i>

A number of studies have been done in the area of acts of request. Interestingly most of the findings done in the areas of interlanguage pragmatics, whether involving the native speakers or done among the non-native speakers, result always indicate the use of non-conventionally indirect strategies outnumbering other request strategies (Khalib & Tayeh, 2014; Lenchuk & Ahmed, 2019; Megaiab et al., 2019; Nugroho et al., 2021). The explanation for this finding has been the intention of the speakers to save the face of the hearer as the request is for the speaker's benefit. However, other results which are done in the context of ELF suggest that it is the students that now have the extended

awareness of the local cultures where they study, thus flexing their language use to promote collaboration and enhance mutual understanding (Taguchi & Ishihara, 2018; Yates, 2018). The very recent finding also indicates instead of focusing on native speakers' rule, the ELF speakers focus on the meaning transfers (Situmorang et al., 2021)

This study aimed to look at the most used request strategies used by international students in a private university in Indonesia. As Indonesia is neither the native nor the second language user of English, it is apparent that any use of English between Indonesia and other non-native speakers utilises ELF. Therefore, it is safe to say that the cross-cultural context richly influences communication. Besides, this study also focused on the most common features used when producing the acts of request. Previous studies have underlined the use of address terms (Lenchuk & Ahmed, 2019; Sztencel, 2020) and lengthened requests (Brubæk, 2012; Krulatz, 2016; Rose, 2000) in the production of the act of requests. Therefore, it was crucial to see whether the students in the ELF context encountered a similar situation. This study contributed a novelty to pragmatics in the ELF context as it promoted the nuances of different cultures from different countries in Asia speaking English as a communication tool.

Method

The participants of the study were eight international students who came from different countries in Asia whose first language was not English. Henceforth, their languages were not governed by the native's forms but were dynamically changing according to the circumstances (Beltrán, 2013; Chacón-Beltrán, 2021). Ten ODCTs were employed as a means of data collection. ODCTs provided the natural data because it informed the situation to reflect on, the communicative strategies used, the real expression used in the daily communication, and the intercultural situations (Scollon and Scollon, 1995). ODCt elicited the utterances interpreted and created by the students when a situation happened. It was the result of their judgement of the appropriate response to the situation. The ODCt situations were designed based on the politeness distance and degree of imposition as listed below:

Table: 2.1. ODCt situations and aspects included within the scenarios

Table 2.1: ODCT situations and aspects included within the scenarios				
ODCT		Relative Power	Aspects	
			Social Distance	Imposition
Scenarios				
Scenario 1	Asking for price when buying bread to baker man	+√	+√	+√
Scenario 2	Asking for help in organising party to a co-worker	-√	-√	-√
Scenario 3	Asking for a remedial exam from the professor	-√	-√	-√
Scenario 4	Asking to lower down the temperature to friend	√	√	√

Scenario 5	Asking for money to boss	-√	-√	-√
Scenario 6	Asking for help from a classmate	√	√	√
Scenario 7	Asking for shoes to sibling	-√	√	-√
Scenario 8	Asking for an apartment to uncle	-√	√	-√
Scenario 9	Asking for keeping the dog away to a neighbour	+√	+√	+√
Scenario 10	Asking for a phone call to a stranger	-√	-√	-√

The data was analysed using Blum-Kulka and Olhstain's Cross-Cultural Study of Speech Act Realization Patterns (CCSARP). The result then was presented in percentage in forms tabulated categories of which strategies mainly were used. Secondly, the data was then content analysed to determine the most features appearing in the acts of request made. The result was presented in themes and supported by interpretation.

Findings and Discussion

The acts of request strategies by the international students

The data elicited from eight international students ranged from direct strategies (17.5%), conventionally indirect strategies (67.5%), and non-conventionally indirect strategies (15%). However, the findings showed that a significant difference in the distribution of the request made was apparent among the three request strategies. While some request strategies were not used in the acts of request strategies produced by the students, one strategy exceeded 50% of the total strategies made. Strategies use such as hedge performatives, obligation statements, and suggestory formulae were not found through the data elicitation. The most frequently used strategy was query preparatory alone (67.5), which covered almost $\frac{3}{4}$ of the strategy used. The distribution was demonstrated as follow:

Table 4.1. Request Strategies distribution made by students in the ODCT

Request strategies	N=80	Percentage %
Direct	14	17.5
Mood derivable	5	6.25
Explicit performatives	3	3.75
Hedged performatives	0	0
Obligation Statements	0	0
Want statements	6	7.5
Conventionally indirect	54	67.5
Suggestory formulae	0	0
Query preparatory	54	67.5
Non-conventionally indirect	12	15
Strong hint	7	8.75
Mild hint	5	6.25
Total	80	100

This study intended to vary the ODC containing the sociopragmatic aspects of relative power, social distance, and imposition in formal and informal situations. As a result, the ODC varied from lecturers, strangers, friends, neighbours and close relatives. However, the findings suggested that the sociopragmatic aspects did not strongly correlate with the level of directness. Although they were expected to use more variations when producing the acts of request, the students maintained distance and politeness by consistently using the conventionally indirect request-query preparatory. They produced acts of request that sought their interlocutors' willingness and ability to do what they inquire.

The findings are not uncommon to the research of act of requests in the interlanguage pragmatic. A previous study by (Nugroho et al., 2021) revealed that conventionally indirect requests are the most commonly used strategies by students of the English for Specific Purposes class. The reasons were explored and depicted that culture, degree of politeness and the social distance factors influence the choice of the strategy used. The study of Malay university students indicated that students also preferred to use conventionally indirect strategies to their lecture and friends because they wanted to keep the positive and negative face-threatening acts during the conversation (Khalib & Tayeh, 2014). Lenchuk & Ahmed (2019) also found students using conventionally indirect strategies to promote tolerance and heightened awareness towards different communication styles. The most striking finding that emphasised this study's result was a study of Libyan students (Megaib et al., 2019), which revealed that query preparatory was the most used strategy as they wanted to promote politeness and avoid imposition when making a request.

A possible reason for using the conventionally indirect request-query preparatory is the heightened awareness of the local cultures' politeness. As the international students mostly are from Asian countries, the cultures are yet similar to some point. Therefore, the level of politeness is no different. Using query-preparatory, the students maintain politeness as the level of imposition is less threatening. As a result, the number of expressions used are limited and show no differences between formal and informal contexts. Aware that Indonesians uphold politeness and the social hierarchy explain why the conventionally indirect are primarily used although they are studying as international students. Besides, other reason points to the use of English in a lingua context. Students studying in a lingua franca context are found to flex their language use to promote collaboration and enhance communication and mutual understanding (Taguchi & Ishihara, 2018; Yates, 2018). The students aim to avoid conflict in the conversation but arrive at mutual understanding and solve task goals smoothly. Therefore, the native speaker's pragmatics no longer suit the interlanguage pragmatics in the lingua franca context.

Common features found in the acts of request

Using address terms

The uses of address terms are found among scenario 1 (uncle, sir/madam, Pak), scenario 3 (professors, teacher, doctor, Dr Spinegel, Ibu/Pak, Sir), scenario 8, (uncle), and scenario 9 (brother, man, neighbour). Scenario 1 was an act of

request of buying bread to the baker man, which in this aspect is a stranger. Scenario 3 was asking for rescheduling the exam to the professor who was to a superior person. While Scenario 8 was between uncle and cousin with kinship, scenario 10 was an act of request to a neighbour in an unpleasant situation where the speakers had relative power, social distance, and imposition.

Combining the query preparatory, the participants of this study added the address terms to their requests. The use of address terms; uncle, sir/madam, professor, and brother were defined as the impact of the politeness strategy in global communication. The appearance of the address terms is shaped by the mindset of promoting the politeness value and sense of family in the Asian countries (Lenchuk & Ahmed, 2019). The most striking finding is that these international students start to use the local address terms like "Pak" and "Ibu", indicating that they have personalised the lingua-cultural similarities across the English (Sztencel, 2020).

Would you mind, could you, can you, please!

The use of the query preparatory spread all over the act of request regardless of the socio-pragmatic aspects embedded in the scenario. In general, the scenarios were designed to request a person of superior status, a stranger, a friend with equal status, and a sister/brother with the speaker as superior. However, as the statistic revealed throughout these scenarios, the acts of request made followed the five most frequently used structured including, "would you mind....", "could you please....", "can you....", "Can I....", "May I...." rings the same finding with the request made by EFL learners in the Republic of Macedonia (Daskalovska et al., 2016).

The expression used is listed in the Common European Reference for Languages (CEFR) as B2 level, indicating that the students are confident speakers of English. Their language level is just enough for them to study abroad. In addition, as discussed earlier, the students have heightened awareness of the local cultures' politeness, thus complying with it as a way of blending into the community.

Lengthened reasons

The data showed that almost 98% of the requests made were accompanied by lengthened reasons that provided information on why they produced the request and how the interlocutor may help them. The participants provided reasons for why they needed help and were unable to do them. Across the social aspects and regardless of who the hearer status was, the participants formulated their sentences which consisted of 2 familiar patterns—first, the reasons and requests, and second, the request and the reasons. The following excerpts were taken from situation 8, where the participants had a kinship relationship with the hearer.

Pattern 1: *Uncle, respectfully uncle, I'm in a little trouble because one of my friends coming to the dorm but I don't have and got any place for him to stay, so could you please give him your room for one day for him just to stay?*

Pattern 2: *Uhm... uncle, can I borrow your apartment? Cause my friend is going to stay, and I don't have a place for her to stay. But I promise that I will clean up and keep everything fine in your apartment.*

These patterns permeate through the whole act of requests produced by the participants of the study. The participants explained the reasons to make the requests more understandable, which helped them navigate their social landscape when requesting assistance from others.

Similar results have also been shown in the study of requests by the non-native speakers where students utilised more pre-requests or reasons for requesting, making their utterances lengthened (Blum-kulka & Olshtain, 1984; Hassal, 2001). However, other studies' findings contrasted this to the inability to differentiate the suitable strategies according to the power relation, imposition, and social distance (Brubæk, 2012; Rose, 2000; Tanaka, 1988). Their inability to generate the different strategies result in rigid politeness and limited variations.

This study, however, argues that the production of the lengthened reasons is more of a sign of the heightened awareness of the local cultures and their understanding of meaningful communication is better than a rigid rule. With that said, to achieve the goal of the request and avoid the imposition, the participants use more modifications and thus produce longer requestive utterances and show less variation in their strategies choice (Krulatz, 2016). The reasons may indicate tolerance and sensitivity toward others' communication styles (Lenchuk & Ahmed, 2019). Besides, the students provide lengthened reasons because they want to provide more information about the request made, manage the relationship with the interlocutor, and analyse the actions that may be needed (Baranova & Dingemanse, 2016).

Conclusion

The findings indicate suggestory formulae as the most used strategies among the production of the act of requests. Meanwhile, the most common features that appear in the request production are the use of address terms, the use of CEFR B2 language expressions, and the lengthened reasons. This study argues that the underlying causes for these results are their heightened awareness of the lingua franca politeness and lingua-culture. However, these findings are debatable whether the students cannot use different variations of strategies to produce acts of request across the aspects of social distance, relative power, and imposition. Therefore, future research should investigate the underlying reasons behind the production of suggestory formulae and the features used in their request patterns

References

- Ayşegül, T. T. (2016). The role of pragmatic competence in foreign language education. *Turkish Online Journal of English Language Teaching*, 1(1), 10–19. <https://doi.org/10.32959/tojelt.229304>
- Baranova, J., & Dingemanse, M. (2016). Reasons for requests. *Discourse Studies*, 18(6), 641–675. <https://www.jstor.org/stable/26377696>
- Beltrán, E. V. (2013). Requesting in English as a lingua franca: Proficiency effects in stay abroad. *Elia*, 13(1), 113–147.

- Björkman, B. (2014). An analysis of polyadic English as a lingua franca (ELF) speech: A communicative strategies framework. *Journal of Pragmatics*, 66, 122–138. <https://doi.org/10.1016/j.pragma.2014.03.001>
- Blum-kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realisation patterns (CCSARP). *Applied Linguistics*, 5(3), 196–213. <https://doi.org/10.1093/applin/5.3.196>
- Brubæk, S. (2012). Pragmatic competence in English at the VG1 level: To what extent are Norwegian EFL students able to adapt to contextual demands when making requests in English? *Acta Didactica Norge*, 6(21).
- Chacón-Beltrán, R. (2021). Attitudes toward English as a lingua franca among prospective EFL teachers in Spain. In *Intercultural Competence Past, Present and Future* (pp. 165–183). Springer. https://doi.org/10.1007/978-981-15-8245-5_8
- Cogo, A., & Dewey, M. (2012). *Analysing English as a lingua franca: A corpus-driven investigation*. Continuum.
- Cogo, A., & House, J. (2018). The pragmatics of ELF. In J. Jenkins, W. Baker, & M. Dewey (Eds.), *The Routledge handbook of English as a lingua franca* (pp. 210–223). Routledge.
- Cohen, A. D. (2010). Approaches to assessing pragmatic ability. In I. Noriko & A. D. Cohen (Eds.), *Teaching and Learning Pragmatics: Where Language and Culture Meet* (1st Ed, pp. 264–285). Pearson Ed. Ltd.
- Daskalovska, N., Ivanovska, B., Kusevska, M., & Ulanska, T. (2016). The use of request strategies by EFL learners. *Procedia - Social and Behavioral Sciences*, 232, 55–61. <https://doi.org/10.1016/j.sbspro.2016.10.015>
- Hassal, T. (2001). Modifying requests in a second language. *International Review of Applied Linguistics in Language Teaching*, 39, 259–283.
- Ishihara, N., & Cohen, A. D. (2014). Teaching and learning pragmatics. In *Teaching and Learning Pragmatics*. <https://doi.org/10.4324/9781315833842>
- Kaur, J. (2019). Communication strategies in English as a lingua franca interaction. In *Encyclopedia of Educational Innovation* (pp. 1–5). Springer Singapore. https://doi.org/10.1007/978-981-13-2262-4_86-1
- Khalib, F. M., & Tayeh, A. (2014). Indirectness in English requests among Malay University Students. *Procedia - Social and Behavioral Sciences*, 134, 44–52. <https://doi.org/10.1016/j.sbspro.2014.04.223>
- Krulatz, A. (2016). Competent non-native users of English? Requestive behavior of Norwegian EFL teachers. *NJES Nordic Journal of English Studies*, 15(4), 24–44. <https://doi.org/10.35360/njes.383>
- Lenchuk, I., & Ahmed, A. (2019). Are the speech acts of EFL learners really direct? The case of requests in the omani EFL context. *SAGE Open*, 9(1), 1–13. <https://doi.org/10.1177/2158244018825018>
- Megaib, M., Wijana, I. D. P., & Munandar, A. (2019). Politeness strategies of request used between Libyan students and their lecturers using English as a foreign language. *International Journal of Linguistics , Literature and Translation (IJLLT)*, 1962. <https://doi.org/10.32996/ijllt.2019.2.4.20>
- Nugroho, A., Astuti, N. W., & Atmojo, A. E. P. (2021). Acts of requesting as realised by English for specific purposes students. *Journal of Pragmatics Research*, 3(1), 46–58. <https://doi.org/10.18326/jopr.v3i1.46-58>

- Pinto, D., & Raschio, R. (2007). A comparative study of requests in Heritage Speaker Spanish, L1 Spanish, and L1 English. *International Journal of Bilingualism*, 11, 135–155.
- Rose, K. R. (2000). Interlanguage pragmatic development in Hong Kong, phase 2. *Journal of Pragmatics*, 41, 2345–2364.
- Sato, T., Yujobo, Y. J., Okada, T., & Ogane, E. (2019). Communication strategies employed by low-proficiency users: Possibilities for ELF-informed pedagogy. *Journal of English as a Lingua Franca*, 8(1), 9–35. <https://doi.org/10.1515/jelf-2019-2003>
- Scollon, R., Scollon, S. W., & Lewis, T. (1996). Intercultural communication: A discourse approach. *TESOL Quarterly*, 30(2), 366. <https://doi.org/10.2307/3588155>
- Situmorang, K., Nugroho, D. Y., & Sihombing, M. R. (2021). International student's language learning identities in English as a lingua franca context in Indonesia. *JELTL (Journal of English Language Teaching and Linguistics)*, 6(2).
- Sztencel, M. (2020). Intercultural pragmatics in the Global Englishes context: Some implications for developing intercultural communicative competence. *BEYOND PHILOLOGY*, 17(3), 7–32.
- Taguchi, N., & Ishihara, N. (2018). Annual review of applied linguistics , 37. *Annual Review of Applied Linguistics*, 37(2000), 99–115.
- Tanaka, N. (1988). Politeness: Some problems for Japanese speakers of English. *JALT Journal*, 4, 81–102.
- Trosborg, A. (1994). Interlanguage pragmatics: Requests, complaints and apologies. In *Studies in Anthropological Linguistics* 7. Mouton de Gruyter.
- Yates, L. (2018). *Strategies for promoting collaboration and mutual support in academic English as a Lingua Franca*.

NEEDS ANALYSIS OF ENGLISH FOR MIDWIFERY PURPOSES AT MIDWIFERY ACADEMY OF HARAPAN MULYA PONOROGO

**Hariyanto^{1*}, Soetarno Joyoatmojo², Joko Nurkamto³
and Gunarhadi⁴**

^{1,2,3,4}Universitas Sebelas Maret Surakarta, Indonesia

mashary09@gmail.com; strn_jo@yahoo.co.id; jokonurkamto@gmail.com;
gunarhadi@fkip.uns.ac.id

*correspondence: mashary09@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.1841>

received 19 October 2021; accepted 23 January 2022

Abstract

This study aimed at describing the need analysis of English for Midwifery Purposes. The study was conducted at Midwifery Academy of Harapan Mulya Ponorogo in February 2018. The respondents were 34 students and 7 lecturers. Data collected through a questionnaire that was given to the students. The interview was conducted with 7 midwife lecturers. Data analyzed descriptively. The results of the study revealed that most students (61.8% believe that English was very useful. Almost half of the respondents (38,2%) said that English was useful to communicate with foreigner patients. 41.2 % of respondents wanted to study English in order to succeed in getting a job in the future. 23% of the respondents suggested that English teaching should be emphasized on speaking skill. 18.8% of respondents wanted the English instructional materials consisted of Antenatal care, 15.3 % about therapeutic communication. Meanwhile, Need analysis based on teachers' perception in many things have similarity with students' perception. They were the usefulness of English, Emphasizing English materials and teaching process. Researchers suggested to the lecturer to design English teaching material that suits the needs of midwifery students.

Keywords: needs analysis, midwifery, esp, english for specific purposes

Introduction

Learning English has become a strategic tool to improve human resources in the history of the education of various nations in the world. Intensity changes and the demands of professionalism have led to a very dynamic change in the learning orientation of this field (Suherdi, 2009). The function of teaching English in Indonesia, according to Saukah (2003) is a useful means for the absorption of science and technology, and for communicating with other nations in the framework of international relations in various aspects of human life.

English becomes one of the courses that have a big role a university. By mastering this international language, it will be easier to communicate with people around the world. The higher education must be able to equip their graduates to

meet the demands of qualification in entering competitive and globalized employment. Midwifery academy as higher education in Indonesia should prepare the students to face the global era. One of the efforts is by developing curriculum. Now English is becoming a subject matter that is taught in all midwifery higher education in Indonesia.

The vision of the Indonesian Midwives Association is becoming a professional midwife with a global standard (IBI, 2013). Professional midwives with the global standard will not be realized if they do not have competency in English. Therefore, in the learning process, it is required instructional materials that are needed by students. in this case, English for midwifery purposes. English for midwifery purposes can be categorized into English for Specific Purposes.

English for Specific Purposes (ESP) according to Kusumaningputri (2010) has multiple benefits. First, because the English language course for this specific purpose is taught when they are taking an academic program in accordance with their field of interest, students learn to use English directly in the context of their disciplines both for academic and non-academic purposes. The Academic purposes consist of reading, listening, writing, speaking about matters relating to their disciplines. Non-academic purposes are interests outside of their disciplines such as speaking, reading, listening, writing things that are used in daily life (daily needs). Second, English for specific purposes has the benefit to get the job. Both of these benefits will be maximized if the challenges of ESP implementation can be overcome or minimized, such as teachers' competency, materials, facilities, university's policies, and students.

Basturkmen (2006) Stated that ESP was understood to prepare students to use English in an academic, professional, or work environment context, and the main key to ESP course design was a syllabus based on an analysis of student needs, it will motivate students to learn. Hutchinson and Waters (1987) said, "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. If the learners, sponsors, and teachers know why the learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course, and on the positive side, what potential can be exploited."

It can be concluded that the focus of ESP teaching must refer to the purpose of the desired language teaching and really needed by students. The teacher must be able to determine precisely and accurately the needs and students competency, then formulate the language skills, functions, and forms of language that are needed by students in order to communicate in various situations, so that the benefits of ESP learning both academically and non-academically can be obtained maximally by students. According to Gestanti, Nimasari, and Mufanti (2019) ESP is designed to facilitate students' English need based on their objective in learning English itself.

Based on a preliminary study conducted at Midwifery Academy of Harapan Mulya Ponorogo through the interview to some students. It was known that both the academy and also lecturer has not conducted a survey about English teaching and learning materials. It was also known that the learning process was held by using General English materials that were taught traditionally or teacher-centered learning. The condition must be overcome soon. The Academy should aware to

increase midwifery students' competency in English, by giving instructional materials that are needed by students. A need analysis must be done to find appropriate learning materials. Development of the curriculum should be done to meet students' needs and work field needs. Canniveng and Martinez (2014) said that the materials are a central feature for the achievement of successful language learning, and they offer structure and consistency in the foreign language classroom.

Need analysis can be a tool to solve the problems. Any language course should be based on need analysis (Hutchinson & Waters, 1987). Yundayani, Emzir, and Rafli (2017) argued that need analysis is the foundation of instructional materials development. It can be developed in order to lead students' motivation and proficiency in language skills. The Need analysis is the sums of processes in collecting information about the learners' current and future language needs in order to give priority to the ones, which are thought to be more responsive to the immediate needs of learners in the curriculum development process. Dudley-Evans and John (1998) Said that needs analysis is the process of establishing what and how of a course. They also emphasize three main aspects of need analysis. First, need analysis aims to know learners as people, as language users and language learners. Second, need analysis study also aims to know how language learning can be maximized for a given learner group. Third, Need analysis study aims to know how the target situation and learning environment so that the data can appropriately be interpreted.

Some need analysis study conducted in a different field, such as medical, nursing, business, etc. Alinezhad and Gholami (2012) conducted a need analysis of nursing students and nursing practitioners in Urmia. The result of the study revealed that most nurses agree on the importance of English in the workplace, but it is slightly in their career. The finding also indicated that reading and writing skills were perceived as more important than speaking and listening. The study clearly showed that nursing students need English more than nursing practitioners. Another study conducted by Dafa-Allah (2012) at some Sudanese Universities. The result of the study stated that the students need the English language to listen to the radio, understanding TV programs, and films. In the academic field, the need for the English language to understand lectures were highly rated. In their future jobs, the study revealed that students need the English language to read written or printed materials connected with jobs.

Based on the background of the study and some related research above, this research wants to explore: 1) Target need analysis based on students' perceptions and teachers' perceptions., 2) Learning need analysis based on students' perceptions and teachers' perceptions.

Method

This research design was descriptive research. The descriptive research according to Gall, Gall & Borg (2007) is a type of quantitative research that involves making the careful description of educational phenomena. The research wants to describe need analysis of English for Midwifery Purposes based on students' and teachers' perception.

The study conducted in Midwifery Academy of Harapan Mulya Ponorogo. The respondents selected should be as representative of the total population as possible in order to produce a miniature cross-section. The selected respondents constitute what is technically called a 'sample' and the selection process is called 'sampling technique (Kothari, 2004). In this research, the respondents were 34 students taken purposively from the third year students, and 7 midwife teachers of Midwifery Academy of Harapan Mulya Ponorogo.

The Instruments of this research were questionnaires and interview. The questionnaire is the favored tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and manageable form (Wilkinson & Birmingham, 2003). An interview is a form of self-report that is a relatively simple approach to data collection. Although simple, it can produce a wealth of information. An interview can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data that does not require formal testing (Marczyk, DeMatteo, & Festinger, 2005).

The need analysis of English for midwifery purposes based on students' perception was measured by a questionnaire that consisted of two analyses. The first one was Target needs analysis which was divided into three sub-indicators. They are Necessities, Lacks and Wants. All the questionnaires have 23 items. The Second was Learning Needs Analysis. The Interview to the teachers was also emphasized on target need analysis and learning need analysis.

The respondents were given a questionnaire. After giving the response to the questionnaires, the researchers collected the questionnaires, coded, tabulated and scoring the data. Data of each variable were analyzed and presented descriptively.

Findings and Discussion

Findings

Target Needs Analysis Based on Students' Perception

Necessities

Table 1. Students' needs analysis about the necessity of English

No	Questionnaire Items	Most Choices	N	F	%
1	The advantages of English for students	Very useful	34	21	61,8
2	Students' reason for learning English	In order to able to communicate with a foreign patient.	34	13	38,2

Based on table 1, most respondents (61,8%) have an opinion that English is very useful for their life. They want to master English to communicate with foreign patient (38,2%).

Lacks

Table 2. The weakness of Students in English

No	Questionnaire Items	Most Choices	N	F	%
1	Degree of difficulty of English learning materials during English class	Sufficient	34	21	61,8
2	Students' English proficiency	Intermediate: can understand the content or purpose of complicated texts and give a comment or idea about that.	34	20	58.82
3	Students' view on the difficulty level of English for Midwifery Purposes than General English.	Difficult	34	14	41.2

Table 2 indicates the lacks of students in English. 61,8 % of respondents assess English learning materials are difficult enough. 58,82 of respondents realized that their competency in English was sufficient category. 41,2 % of respondents view that English for Midwifery Purposes is more difficult than General English.

Wants

Table 3. Students' wants and reason for learning English

No	Questionnaire Items	Most Choices	N	F	%
1	Why do you study English?	To get success in the future	34	14	41.2
2	At the future, I am going to use English for ...	To communicate with a patient who uses the English language	34	11	32.4

Table 3 indicates the students' wants in learning English. According to the above data. 41,2 % of respondents want English to get success in the future. 32,4 % of respondents going to use English to communicate with a patient who use the English language.

Table 4. English skills and components that should be emphasized in English learning materials.

Questionnaire item	Choices	%
Emphasizing on English Skills and English Components	Speaking	21
	Listening	15
	Reading	23
	Writing	14
	Vocabulary	15
	Grammar	12
		100

Based on table 4, there are English skills and English components that students' needs. 21 % of respondents need speaking materials should be emphasized on ESP learning materials. 15 % of respondents need listening materials and vocabulary should be emphasized on ESP learning materials. 23 % of respondents need reading materials were emphasized in the learning materials. 14 % of respondents need writing materials, and 25 % of respondents need grammar materials.

Table 5. Topics that were proposed by students on English learning materials

NO	Topics	Number of topics	%
1	Ante Natal Care (ANC)	16	18.8
2	therapeutic communication	13	15.3
3	The daily activity of midwife	7	8.24
4	Contraception	6	7.06
5	Post Natal Care (PNC)	6	7.06
6	Intra Natal Care	6	7.06
7	The daily activity of the physician	5	5.88
8	The daily activity of nurse	4	4.71
9	Youth health reproduction	5	5.88
10	Neonatal care	4	4.71
11	Maternal-neonatal emergency care	4	4.71
12	Work activities in the hospital	3	3.53
13	Using the dictionary	3	3.53
14	Community midwifery	1	1.18
15	Medicine	1	1.18
16	Diseases	1	1.18
		85	100

Table 5 shows that there are 85 topics that students propose on English learning materials. The highest respond of students need are about Antenatal care (18,8 %). The second topic order is therapeutic communication (15,3 %). 8,24% of respondents want the topic about the daily activity of midwife.

Target Needs Analysis Based on Teachers' Perception Necessities

Table 6. The importance of English

No	Questionnaire Items	Most Choices	N	F	%
1	What do you think of the role of English today	Very important	7	6	85.71
2	How are the advantages of English for midwifery students?	Very useful	7	6	85.71

Based on table 6, 85,71 % of the teachers respond that English has a very important role in this era, and very useful for midwifery students.

Lacks

Table 7. Students' English competency based on teachers' perception

No	Questionnaire Items	Most Choices	N	F	%
1	In which level of English competency midwifery students?	The beginner can understand simple sentences and expression used in daily life.	7	4	57.14

Table 7 indicates the perception of teachers on students' competency in English. 57,14 % of respondents thought that the students' competency in English was a beginner, they can understand simple sentences and expression used in daily life.

Wants

Table 8. The objectives of English

No	Questionnaire Items	Most Choices	N	F	%
1	At the future, the students are going to use English for ...	deepen midwifery knowledge from English references.	7	4	57.14

Table 8 shows the perception of teachers about the objectives of English for their students. 57,14 % of respondents said that the students are going to use English to deepen midwifery knowledge from English references.

Learning Needs Analysis Based on Students' Perception

Table 9. Learning needs (English skills and components input)

No	Questionnaire Items	Most Choices	N	F	%
1	In the speaking activity, learning input that you want is...	Authentic materials, such as news, radio, movies, and songs.	34	12	35.3
2	Type of learning activity in listening that you want?	Identifying the detail of information	34	19	55.87
3	What kind of reading activity that you want?	Reading the text, then answer questions based on the reading text.	34	13	38.2
4	What kind of writing activity that you want?	Writing report that related to midwifery.	34	10	29.41
5	What kind of grammar or structure learning activities that you want?	Discussing some mistakes that often happen in answering grammar test	34	11	32.4
6	What kind of Vocabulary	Finding new	34	16	47.1

No	Questionnaire Items	Most Choices	N	F	%
	learning activities that you want?	vocabularies in a text and identifying the meaning based on its context.			

Based on table 9, there is some input that students' needs. The learning needs of students about the activity in class. In the speaking activity, the students need some references from authentic materials, such as news, radio, and song. Type of listening activity that students want is about identifying the detail information. The reading activity that students want is about reading the text, then answer questions based on the reading text. 29,41 % of respondents need writing report that related to midwifery context. 32,4 % of respondents need grammar teaching activity by discussing some mistakes that often happen in answering grammar test. 47,1% of respondents need vocabulary learning activity by finding new vocabularies in a text and identifying the meaning based on its context.

Learning Needs Analysis based on Teacher's Perception

Table 10. Perception toward Importance of English

No	Questionnaire Items	Most Choices	N	F	%
1	English for Midwifery Purposes is more important than General English. What do you think?	Agree	7	4	57.14
2	What do you think about the English learning facility on campus?	Good	7	4	57.14
3	Do your campus support to create joyful learning in English?	Very support	7	4	57.14

Table 10 shows the perception of midwife teachers towards English. 57,14 % of teachers responded that English for Midwifery Purposes is more important than General English. The teachers also respond that the campus has given good learning facility to learn English, the campus also very supportive to create joyful learning in English.

Table 11. English skills and English components that should be emphasized on English learning materials

Questionnaire item	Choices	%
Emphasizing on English Skills and English Components	Speaking	24.3
	Listening	17.9
	Reading	17.1
	Writing	15.7
	Vocabulary	13.6
	Grammar	10.7
	others	0.71
		100

Table 11 shows the teachers propose about English skills and English components which are emphasized in English learning materials. 24,3 % of respondents propose English learning materials should emphasize on speaking. 17,9 % of respondents need listening. 17,1 % of respondents said that English materials should be emphasized on reading. 15,7 % of respondents need writing. 13,6 % of respondents said that vocabulary should be emphasized on the English learning materials. 10,7 % of respondents need grammar, and 0,71 % of respondents said other English components.

Table 12. Topics that were proposed by midwife teachers on English learning materials

NO	Topics	Number of topics	%
1	Neonatal care	5	18
2	INC (Intra Natal Care)	5	18
3	PNC (Post Natal Care)	5	18
4	ANC (Antenatal care)	4	14
5	Contraception	2	7
6	Therapeutic Communication	2	7
7	Midwifery terms	2	7
8	Exclusive Breastfeeding	1	4
9	Basic Nursing Practice	1	4
10	Interpersonal communication)	1	4
		28	100

Table 2 indicates some topics that are proposed d by teachers. There are 28 topics. Most of the teachers (18,8%) propose the topics about Neonatal care, Intra natal care, and postnatal care. 14 % about antenatal care topics, 7 % about contraception, therapeutic communication, and midwifery terms. 4 % choose the topics about exclusive breastfeeding, basic nursing practice, and interpersonal communication.

Discussion

Target Need Analysis Based on Students' Perception

Based on the result of the study as shown in table 1 until table 3, it can be seen that the majority of students (61,8 %) agreed that English was very useful. They want to apply their English to communicate with foreign patient (38,2%). Almost half of the students (58.82%) said that English for Midwifery Purposes was difficult enough, and they confessed that their English proficiency was Intermediate level (58.82%).

The students wanted English for midwifery purposes in order to succeed in the future (41.2%), to communicate with a patient who use the English language. Hence, they asked to emphasize English reading and speaking than other language skills and language components. Meanwhile, topics that were proposed by students on English learning materials were Antenatal care (ANC) as many as 18.8 %, and 15.3 % of students needed therapeutic communication.

The result of the study above was evidence which supports the position of English as a global language and a language of wider communication. Boroujeni

and Fard (2013) Stated that it was mandatory for students in numerous fields of study to learn English. It can help them to easily communicate with other peoples around the world, having access to the new-developed scientific knowledge of other countries and, as a result, having a better practical life. In midwifery context, the students learn some topics related to their field interest.

Target Need Analysis Based on Teachers' Perception

Based on table 6, it was shown that the majority of teachers (85.71%) agreed that English has a very important role and very useful. According to teachers' perception, as shown in table 7 and table 8, the students level of English competency were a beginner and intermediate level. Majority of teachers (57.4%) use English to deepen midwifery knowledge from English references.

The result of the study above similar to students' perception that English was also important. Hence, all lecturers in Harapan Mulya Ponorogo Midwifery Academy have to support the students to improve their English. Midwife teachers should cooperate with English teachers in developing English syllabus. Then instructional English materials consisted of midwifery context. Rubby (2014) said that selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who work within it, to find the best possible fit between them.

Learning Need Analysis Based on Students' Perception

Exploring the learning need of students, it was shown in table 9. There were English skills and English Components. In learning need of speaking, 35.3 % of respondents need authentic materials, such as news, movies, and songs. Those materials can be taught to improve speaking skill specifically that related to midwifery. Listening skill, 55.87 % of the respondents need to identify the detail of information. 38.2 % of the respondents need reading activity through reading the text, then answering questions based on the reading text. Learning needs in writing, 29.41 % of the respondents need writing report that related to midwifery. in learning needs of grammar, 32.4 % of respondent happens in answering need to discuss some mistakes that often happen in answering grammar test. Meanwhile, 47.1 % of respondents need vocabulary learning activity in finding new vocabularies in a text and identifying the meaning based on its context.

The result of learning needs analysis above can be adopted in developing English learning materials. Teachers should develop their experience in teaching to create suitable instructional materials. Rasekh, Jafarzadeh, and Simin (2011) Conducted research in Iran that many ESP teachers have become slaves of published textbooks available, unable to evaluate their suitability based on personal experience, and unwilling to do the necessary analysis of difficult specialist texts to verify their content. They suggested the new EAP materials combined concept taken from scientific subject matter with knowledge of English and packed them with pedagogical skill and need to develop for teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study.

Developing English skills and English components based on students' needs will motivate students in learning. The students' competency in the midwifery field, improve their ability to acquire English.

Learning Need Analysis Based on Teachers' Perception

Table 10 showed that 57.14% of teachers thought that English for midwifery purposes is more important than General English. Based on table 11, teachers argued that English skills and components that should be more emphasized were speaking. Topics that were proposed by midwife teachers were neonatal care, Intra natal care, postnatal care, Antenatal care. All the topics related to midwifery practice. It should be part of the English learning materials.

Language is made up of four main skills which are all needed to improve each other. Rasekh et al. (2011) gave an example, for improving speaking skill one can not suffice to talk, first you need to listen carefully.

Conclusion

Based on the research findings above, the researchers concluded that both students and teachers have the same arguments, that English is very important in this era. Majority of respondents were intermediate level. Although English for midwifery purposes was difficult, the students tried to continue to learn because they want to communicate with a patient who use the English language, besides they want to continue to the next study. English for Midwifery Purposes should consist of midwifery care, such as antenatal care, Postnatal care, Intra natal care, maternal-neonatal emergency care, therapeutic communication, etc. Finally, the success of learning English for Midwifery Purposes also depends on the support of campus, learning environment, teachers and students' competency, instructional materials, campus policy, and availability of learning facility. The researchers suggested to the teachers to develop English instructional materials based on need analysis.

References

- Alinezhad, A., & Gholami, J. (2012). English language needs analysis of nursing students and nursing practitioners in Urmia. *International Journal of Physical and Social Sciences*, 2(7).
- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Boroujeni, S. A., & Fard, F. M. (2013). A need analysis of English for Specific Purposes (ESP) course for adoption of communicative language teaching (A case of Iranian First-Year Students of Educational Administration). *International Journal of Humanities and Social Science Invention*, 2(6), 35-44.
- Canniveng, C., & Martinez, M. (2014). Materials development and teacher training. In B. Tomlinson (Ed.), *Developing materials for language teaching* (Second ed., pp. 479-482). New York: Bloomsbury Academic.
- Dafa-Allah, F.-E. (2012). ESP learners' needs: A case study of medicine students at some Sudanese Universities. *English for Specific Purposes World*, 12(36), 1-16.

- Dudley-Evans, & John, S. (1998). *Developments in English for specific purposes: A multidisciplinary approach*. Cambridge: Cambridge University Press.
- Gestanti, R. A., Nimasari, E. P., & Mufanti, R. (2019). ESP issue in Indonesian tertiary context: What students need in learning English. *PUPIL: International Journal of Teaching, Education and Learning*, 3(1), 98-117.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.
- IBI. (2013). Rencana Strategis ikatan badan Indonesia 2013- 2018. Jakarta: Pengurus Pusat Ikatan Badan Indonesia.
- Kothari, C. R. (2004). *Research methodology: Methods and technique*. New Delhi: New Age International (p) Limited, Publishers.
- Kusumaningputri, R. (2010). English for specific purposes di Universitas Jember: tantangan dan solusi. *Pengembangan Pendidikan*, 7(2), 182-189.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of Research design and methodology*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Rasekh, A. E., Jafarzadeh, M., & Simin, S. (2011). Changing general to specific: on the outcome of using special English materials in university English courses. *English for Specific Purposes World*, 10(31), 1-18.
- Rubby, R. (2014). Selection of materials. In B. Tomlinson (Ed.), *Developing Materials for Language teaching* (second ed., pp. 37). New York: Bloomsbury Academic
- Saukah, A. (2003). *Pengajaran bahasa Inggris di Indonesia: Tinjauan terhadap unjuk kerja pembelajar serta upaya peningkatannya*. Universitas Negeri Malang. Malang.
- Suherdi, D. (2009). *New orientation in the teaching of English in Indonesia*. Makalah. Jurusan Pendidikan Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri Syeh Abdurrahman Siddik. Pangkal Pinang.
- Wilkinson, D., & Birmingham, P. (2003). *Using research instruments: A guide for researchers*. London: Routledge Falmer.
- Yundayani, A., Emzir, & Rafli, Z. (2017). Need analysis: The writing skill instructional material context for academic purposes. *English Review: Journal of English Education*, 6(1), 59-69.



International Journal of Indonesian Education and Teaching

<http://e-journal.usd.ac.id/index.php/IJIET>

Sanata Dharma University, Yogyakarta, Indonesia

EXPLORING NATIONALISTIC INSIGHT VALUE IN ADMINISTRATOR LEADERSHIP TRAINING USING UPIN-IPIN MOVIE IN INDONESIA

Agus Suharsono

^{1,2,3,4}Universitas Sebelas Maret Surakarta, Indonesia

Financial Education and Training Center of Yogyakarta, Financial Education and

Training Agency, Yogyakarta, Indonesia

correspondence: gusharpramudito@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.3945>

received 6 December 2021; accepted 23 January 2022

Abstract

The Indonesian government has launched National Culture and Character Education” in 2010 as a national movement to grow nationalistic insight. Nationalistic insight is one of materials in Administrator or 3rd Echelon Official Leadership Training. Widyaiswara (trainers) should develop learning method in order to be more attractive and impressive, and to achieve the objective of learning. Learning using movie (film) media can evidently affect the achievement of learning objective positively and significantly. This research will study and explore nationalistic insight values using Upin-Ipin movie. The method employed was post-test quasi-experiment one. Data was collected using questionnaire (google form), to be analyzed then using logico-inductive method, and presented descriptively. The result of research shows that the learning method, according to participants, has dominant weakness as it has Malaysian background rather than Indonesian. But it also has strength as it facilitates the participants to understand the material of nationalistic insight values. The nationalistic insight value contained in Upin-Ipin movie is social diversity supported with tolerance, mutual respect, and love for motherland. For this method to be better, the participants recommend the trainers to determine the episode of movie that will be used as learning material, to be watched and discussed jointly.

Keywords: Administrator Official Training, Nationalistic Insight, Upin-Ipin Movie

Introduction

State Administration Gazette Number 16 of 2019 about Administrator Leadership Training explains that Administrator Leadership Training is a structural training for administrator leadership to improve the leadership competency of performance management involving knowledge, skill, and behavior observable, measurable, and developable in undertaking its functional task as administrator official. Learning agenda includes: 1) Pancasila and nationalistic leadership agenda, 2) performance leadership agenda, 3) performance management agenda, and 4) leadership actualization agenda.

One of materials in Pancasila and nationalism leadership agenda is nationalistic insight that can be defined as a way of looking in and out, based on sincerity, awareness, and gratitude for our personality, identity, and existence as a part of Indonesians. Nationalistic insight contains so many things from local wisdom, story, simple idea, to complex, inspiring and proud, amusing or touching and spurring and agitating conception. Nationalistic insight will focus on nationalistic conceptions that should be recognized and understood obligatorily to escort the existence, role, and function of State Civil Apparatuses based on Basic Consensus of Nation and State, i.e. Pancasila, Republic of Indonesia's 1945 Constitution, Republic of Indonesia Unitary State, and slogan *Bhinneka Tunggal Ika* (Unity in Diversity) (LAN, 2019).

To improve managerial competency, training is absolutely needed, and so is strong motivation among participants and training institution (Idrus, 2019). Learning method and technique should be applied to Managerial Training for senior employee participants (Supinah, 2020). Learning media determines the successful learning; therefore Widyaiswaras (trainers) are recommended to use and to develop appropriate learning media in order to create joyful learning circumstance and to achieve the expected objective of learning (Gunawan, 2020a). Leadership training restructuring is conducted to produce prospect leaders who are credible and have good character, through learning program model innovation (Zahron Helmy, 2020). Administrator leadership training is essential as the leadership competency at 3rd echelon level (Utama, 2020). The strategy to improve motivation among the participants of Administrator Leadership participants can be conducted by using varying learning methods (Gunawan, 2020b).

The strategy to improve the effectiveness of leadership training can be conducted, among others, with appropriate method (Suryanto, 2018). The learning using movie can improve the participants' ability of processing information, comparing and connecting information coming from internet and drawing conclusion (Ma'mur, 2013). The use of documentary movie as learning media helps participants to absorb material more easily (Prananda dkk., 2018). Short movie is an effective learning media, as indicated with the improved learning outcome (Ihsan dkk., 2017).

To make the nationalistic insight learning in Administrator Leadership Training attractive, impressive, and achieving the learning objective of exploring nationalistic insight, the learning method used was Upin Ipin movie. This research will analyze strengths and weaknesses, nationalistic insight values, and Upin-Ipin movies and will recommend the improvement of this method in the future.

In 2010 Indonesian government launched "National Cultural and Character Education" as national movement to grow nationalistic insight. The reinforcement of nationalistic insight today is still concentrated on education and training institution through Civic Education learning. However, actually, the reinforcement of nationalistic insight to young generation can be accomplished through providing various adequate learning media (Suyitno, 2019). National cultural and character education to grow nationalistic insight gives awareness that the diversity occurring in different communities in an area, particularly Indonesia, is a gift from God for which we should be grateful, because diversity or difference makes the

community aware of bringing national integration into reality (Widodo, 2019). The finding of research shows the activity like *tadarus buku* (book recitation) can deepen nationalistic insight to young generation. It is because the books read have nationalistic theme and the resource person has a power to discuss the topic read by the participants of *tadarus buku* (Halimi, 2018).

A recent study, related to cross-cultural and mutualistic relation or communication as occurring in Padang City, West Sumatera identified that Chinese and Minangese ethnics have more harmonious inter-ethnic relation, because both cultures have eight significantly similar characteristics or elements: history in Padang, social collective organization, values based on trading ethos, situational property and flexibility to adapt to and language used commonly (Makmur dkk., 2019). It is important to build more harmonious cross-cultural or-ethnic relation. In the learning in the class, teaching staff and participants should pay attention to cultural value aspects, understand the openness to other cultures in order to reflect good national and cultural lives (Weerakkody, 2011). Lakhon Phanhang in Thailand is a reflection of the role of Educational Institution in codifying teaching-learning process through dance and theater viewed as a means of preserving cultural values today (Jirajarupat, 2017). Therefore, to support the national and cultural learning, a media is required to interpret how to provide values, meanings, or moral messages contained in order to increase the multicultural nationalistic insight. Television is an accurate media to influence the public. Television movie media not only serves as entertainment but also needs to contain values or meanings, so that it should have been able to deliver moral message to the spectators in order to be a new breakthrough in the learning. Movie media can be useful to children as it can bring them into interaction with life aspects they are not aware of. Therefore, movie media is an entertainment medium, a drama, and a learning medium all at once. These are that are inculcated by Upin & Ipin into children's life today (Haris, 2017).

As a Malaysian superior animation movie, Upin and Ipin movie contains some contents exploring multiculturalism elements, from citizenship identity, ethnicity, and material benefit to cultural infiltration into other states. Upin & Ipin movie successfully applies commodification, spatialization, and structuration concepts well based on Malaysian locality and multiculturalism. Upin & Ipin has been a real animating power, affecting not only Malaysia but neighbor states (Nuswantoro, 2012). Upin and Ipin movie is different from other animation movies. The movie brings with it civic and religious values. Religious, educational, family, and friendship messages delivered through this movie are also very beneficial to educational purpose (Oktavianti, 2012). There are educational values existing in Upin and Ipin movie. The 9th season of Upin and Ipin movie contains 4 educational values: religious, moral, social, and cultural. This movie has social characters very dominant in both dialogue and scene along the movie duration (Murdianto, 2019). The 5th season entitled "Ikhlâs dari Hati (being sincere from the heart)" proved that the movie can give good role model earlier to children and be a means of inculcating good social-care character (Septiawan, 2018). The episode of *Kenangan Mengusik Jiwa* (Memory Teases the soul) can also be a learning media from which a lesson can be taken that never forget the preexisting history and culture and remember the famous cultural figure

(Juprinedi dkk., 2020). Therefore, Upin and Ipin animation movie belongs to Malayan folklore animation series focusing on the integration of values and cultures into folklore (Abd Rahim dkk., 2018). Upin and Ipin animation movie has contained character education values for children since 2010, including tolerance in religion, honesty, discipline, hard work, curiosity, creativity, social care and care about others, friendliness and mutual respect, cooperation, mutual help, wisdom, modesty, and nationalistic patriotism (Purnomo, 2016).

Message and meaning delivered by Upin and Ipin movie can most easily explain social-ethnic difference between some multicultural states, for example: Upin and Ipin characters with typical original Malaysian style, Mei-Mei with Chinese style, and Jarjit with Sikh clan style from India. Those characters describe knowledge, morality, art, custom, law, and any abilities or habits conducted in detail by a group of people coming from different cultures and ethnics in simple daily life (Arlena, 2017). Viewed from affective development aspect, Upin and Ipin animation movie can also be a role model in attitude, value, and moral domains for the 3rd graders of Primary School (Priyanto, 2017). Viewed from language aspect, this movie uses some figure of speeches: repetition, rhetoric, and metaphor (Noermanzah, 2012). Typical Malayan figure of speech is also imitated in this movie, including word, sentence, and dialect uses, applied positively so that the children's parents find no difficulty in educating children particularly to apply various good things to the life (Mustanzier dkk., 2016). The effect of Upin and Ipin movie can be seen from the students' way of communicating in school environment. In other words, students often imitate positive words uttered by the character, it is considered as capable of affecting their language development (Aeni & Lestari, 2018). Viewed from character, characterization, and setting aspects, Upin and Ipin contain biased gender, for example: the male character should be stringent and brave, while women should be gentle and neat (Wasana, 2019).

Upin and Ipin movie is considered effective in creating religious behavior in children, as indicated with many changes in children's mindset and attitude having watched this movie because it is replete with moral, dakwah and Islam education values, aiming to enable the Muslim in general and the children in particularly to understand Islam religion tenets (Rahmad, 2015). Religion and moral education values are put into daily worship activities (Khodijah dkk., 2019). Upin and Ipin movie also presents special episode during fasting month. Worship activities during fasting month such as terawih, tadarus, and shalat malam (night prayer or Tahajud). It reminds us that we are in fasting month (Ahda, 2018). Around Eid al-Fitr day, the religious symbolization is presented, e.g. the complicated shape of ketupat (rice cake boiled in a rhombus-shaped packet of plaited young coconut leaves) representing our sins and its white content meaning being clear from sin and forgiven (Purwaningrum, 2017). In addition, the content of aqidah (creed) education value includes creed or faith taught by Upin Ipin about the belief in Allah and the Belief in Allah's Prophet. Akhlak (virtue) education value includes akhlak to Allah like khusyu (earnest), ikhlas (sincere), and grateful to Allah's grace, personal virtue including obedience and patience, and akhlak to others such as charitable, tolerant, caring, and forgiving easily (B. L. Al Ihwanah, 2019). Meanwhile, another episode is the construction of imlek

(Chinese New Year) celebration with religious spirituality philosophy such as spirit of sharing with fellows, helping fellows, avoiding dispute, and being grateful to anything given by God (R. D. lokita P. Dewi, 2019). Therefore, Upin and Ipin movie evidently becomes one of entertainment containing spiritual values in some of all episodes shown (Firmansah, 2018).

Upin and Ipin movie affects the implementation of social values in Primary School students; in other words, the more frequently the children watch Upin and Ipin movie, the more are they will be affected in implementing social values in their life (Anwar, 2016). Even, the improvement of children's writing ability is also affected by pencil media through characters in Upin and Ipin movie (Kurniawan, 2018). Racism aspect is presented in Upin and Ipin movie through the skin color of the characters as the signifier (e.g. white, non-white, and black) or more exactly, the curiosity with ethnic is represented through the characters (Arief & Sudrajat, 2016). Furthermore, the eighth season of Upin and Ipin movie released in 2014 consisted of 14 episodes, containing 42 parts, indicating that this movie can represent its diverse nationalities including Malayan, Chinese, Indian, and Indonesian. With these characters coming from diverse ethnics, Malaysia reveals its people togetherness thereby displaying its multicultural society (Syam dkk., 2019). Meanwhile, another representation, i.e. tolerance between religious communities, according to Islam perspective is represented in Upin and Ipin animation series in episode entitled "Gong Xi Fa Cai" and "Dugaan Ramadhan". Tolerance between religious communities represented includes mutual respect, appreciation, not blaming others' belief, and treating fairly the fellows with diversity (Maulizan Hidayat, 2018). Upin and Ipin movie can represent moral messages such as how to live with other different ethnics, nationalities, and religions, as indicated with ramadhan edition and other holidays in its episode. Cross-cultural communication indirectly implies mutual respect to different ethnics, nationalities, and religious (R. S. Dewi, 2012). Multicultural content of Upin and Ipin movie represents that any differences can be accepted by each other without discrimination against its characters based on ethnic, nationality, and religion. It means that the messages delivered lead us to keep maintaining tolerance in life without discrimination (A. Ihwanah, 2018).

Each of scenes contained in Upin and Ipin movie has narrative elements such as plot, theme, character, problem, and conflict. Nevertheless, its story is understandable. The presentation of story is not only like real life, but also contains the lesson about law, one of which is the spirituality law (e.g. laws of sahur [the meal eaten before daybreak during the fasting month] and berbuka puasa [fast breaking] during ramadhan month) that can be earlier learning media (Sugihartono, 2013). In the form of illocutionary speech act, Upin & Ipin movie contains assertive, directive, and expressive elements (Lestari, 2019). Upin and Ipin movie is free of violence, dispute, and abuse, so that it can be ensured that this movie is educating and enlightening, presented in simple form, vary appropriate for learning and educating purpose to both children and general public (Hakim, 2019).

Method

The research on education field using experimental method, in which the author needs to use control and participant groups, is prohibited by some parties because it will disturb the learning, the action research method appropriate in education field is quasi-experimental one. This research employed post-test experimental design (Creswell, 2012). This study was a qualitative research with words and actions being the primary data source, according to Lofland & Lofland, while other data such as document is used as secondary data (Moleong, 2015). The qualitative research findings are based on three types of data, namely interviews, observations, and written communication obtained using a questionnaire with open questions (Patton, 2015). Meanwhile, the instrument of research was the researcher (author) himself (Sugiyono, 2015). Data collection in this research was conducted through distributing online questionnaire (google form) containing four open-ended questions: what are the strengths, what are the weaknesses, what are nationalistic insight value contained, and what are recommendations given to improve the learning exploring nationalistic insight value in Administrator Leadership Training using Upin-Ipin Movie (Arikunto, 2017). The data collected was analyzed using logico-inductive method, the process of thinking using logic to understand pattern and tendency in the data with three stages: coding, describing main characteristics, and interpreting data (Mertler, 2017). The result of research was presented descriptively. This research was conducted on the First Generation of Administrator leadership Training in Leadership Education and Training Center using online learning method on Friday, May 15, 2020 and Monday, May 18, 2020 with 26 participants.

Findings and Discussion

The weaknesses of Exploring Nationalistic Insight Value in Administrator Leadership Training using Upin-Ipin Movie

The weaknesses of the learning exploring nationalistic insight value in Administrator Leadership Training using Upin-Ipin movie is shown in Table 1.

Table 1. The weaknesses of the learning exploring nationalistic insight value in Administrator Leadership Training using Upin-Ipin movie

Response	Sum	%
Other state's nationalistic insight	11	42%
None	7	27%
Non-Indonesian Product	4	15%
Not all participants are interested in Upin-Ipin movie	2	8%
Its interpretation is relatively subjective	1	4%
Certain episode should be determined	1	4%
Total	26	100%

From *Table 1*, it can be seen that 42% of respondents think that the weakness of learning exploring nationalistic insight value in Administrator Leadership Training using Upin-Ipin movie is that because the nationalistic insight explored was another state's one, Malaysia's rather than Indonesia's. This opinion is understandable. Although Malaysia and Indonesia have different state

backgrounds, actually they have similar nationalistic insights, as shown in Upin-Ipin movie including the presence of multi-ethnic native and comer, multi-religion, similar language and culture (Malayan). It means the development of learning method using comparative method can be implemented and achieve the objective. This argumentation is confirmed by 27% of participants thinking that this learning has no weakness, and 15% of participants thinking that the movie is non-Indonesian product, meaning that as the learning method to explore nationalistic insight value, the use of Upin-Ipin movie has been appropriate.

The weakness, according to some participants, lies not on method assessment but on the participants' subjectivity as it does not use Indonesian product movie. The argumentation is confirmed by the data showing that 8% participants think that not all participants are interested in Upin-Ipin movie. It is understandable because the participants are 40-50 years old and not all of them have watched Upin-Ipin movie. About 4% of participants think that the interpretation is relatively subjective. It is inevitable because the opinion expressed can be classified by broader themes. About 4% of participants think that certain episode should be determined. This opinion is very good, so that the more focused discussion can be implemented in the next training.

The strength of learning Exploring Nationalistic Insight Value in Administrator Leadership Training using Upin-Ipin Movie

The strength of the learning exploring nationalistic insight value in Administrator Leadership Training using Upin-Ipin movie is shown in Table 2.

Table 2. The strength of the learning exploring nationalistic insight value in Administrator Leadership Training using Upin-Ipin movie

Response	Sum	%
Understandable	14	54%
Increasing nationalistic insight since early age	8	31%
Interesting learning media	4	15%
Total	26	100%

From Table 2, it can be seen that 54% of participants think that the learning method of exploring nationalistic insight value in Administrator Leadership Training using Upin-Ipin movie facilitates the participants to understand material. This argumentation is also confirmed by 15% of participants thinking that the learning method is interesting. In addition, 31% of participants think that the method can increase the nationalistic insight since early age. Although Upin-Ipin has Malaysian background, it is similar to Indonesia's condition. However, not all people or children watching Upin-Ipin movie can understand the nationalistic insight lesson; therefore, this article is expected to inspire the implantation of nationalistic insight from early age.

Nationalistic Insight Values that can be learnt from Upin-Ipin Movie

Nationalistic insight values that can be learnt from Upin-Ipin movie are presented in Table 3.

Table 3. Nationalistic insight values that can be learnt from Upin-Ipin movie

Response	Sum	%
Social Diversity	9	24%
Unity in Diversity	8	21%
Love for Nation and Motherland	8	21%
Implementation of Pancasila Values	5	13%
Tolerance	3	8%
Mutual Respect	3	8%
Integrity	2	5%
Total	38	100%

From Table 3, it can be seen that from 24 participants, 38 opinions are obtained and classified into seven nationalistic insight values that can be learnt from Upin-Ipin movie: social diversity (24%) closely related to Unity in Diversity value or keep staying in one state despite difference (21%), and supported with tolerance (8%) and mutual respect (8%). “Love for nation and motherland” value (21%) relates to the implementation of Pancasila value (13%). It is interesting because although Upin-Ipin movie has Malaysian background, the participants think that it also contains the implementation of Pancasila values. Finally, there is integrity or honesty value (5%) actually also related to Pancasila values. Upin-Ipin movie delivers a message about the concord between different ethnics represented through Upin-Ipin characters coming originally from Malaysia, Mei-Mei (a Chinese descendant), Jarjit (a Sikh descendant from India), and Susanti (an Indonesian). Such similarities enable Upin-Ipin movie to be a learning media to teach nationalistic values in Indonesia.

Recommendations given to make the Nationalistic Insight Learning for Pancasila Leadership using Upin-Ipin Movie Better

The recommendations given to make the Nationalistic Insight Learning for Pancasila Leadership using Upin-Ipin Movie Better are presented in Table 4.

Table 4. Recommendations given to make the Nationalistic Insight Learning for Pancasila Leadership using Upin-Ipin Movie Better

Response	Sum	%
Determining episode	9	29%
Using our state's movie	8	26%
Increasing discussion duration	8	26%
Watching together	2	6%
Actualized	1	3%
Increasing nationalistic insight	1	3%
Increasing the variants of movie on nationalistic insight	1	3%
Presenting parents during watching Upin-Ipin Movie	1	3%
Total	31	100%

From Table 4, it can be seen that from 26 participants, 31 recommendations are obtained and classified into eight improvement recommendations: a majority

(29%) of participants recommend the discussion about the determination of movie episode, this recommendation is related to the recommendation to hold “Watching together” (6%), and to increase discussion duration (26%), this recommendation can be implemented by the instructor through choosing one or two episodes of the movie to be used as learning media. In the implementation of learning, the participants are given discretionary to watch Upin-Ipin through channel YouTube Les' Copaque Production at:

<https://www.youtube.com/c/LescopaqueProduction/featured>.

The next recommendation is to use the movie compatible to Indonesians (26%), related to the recommendation to increase movie references concerning nationalistic insight (3%). This recommendation can be considered for the learning in the training by means of finding movies corresponding to the objective of learning. The choice of Upin-Ipin movie is made because this movie is interesting, amusing, and very popular in Indonesia, but only few understand that it contains nationalistic insight values. This unique learning method is expected to give good impression the participants so that they can remember the material discussed much longer.

Another recommendation is to make it actualized (3%) and to increase nationalistic insight learning (3%); this recommendation indirectly accepts the strength of Upin-Ipin movie use as the media for learning nationalistic insight and it can be actualized to be a medium to deliver the nationalistic insight message by the participants of training in workplace or daily life following the training. This recommendation relates to the recommendation that parents should accompany their children during watching Upin-Ipin to make them understanding that the movie contains nationalistic insight values. Despite its Malaysian background, it should also be implemented to Indonesia due to its similarities.

Conclusion

Considering the result of research and discussion, it can be concluded that the learning method of exploring nationalistic insight value in Administrator Leadership Training using Upin-Ipin movies in Indonesia, according to the participants, has dominant weakness as it has Malaysian background and is non-Indonesian product. This opinion is actually more subjective, meaning that as the comparison, this learning media is acceptable because Malaysia and Indonesia have many similarities. The inevitable weakness is that this training is intended to administrator officials who are forty years old and more and some participants have never watched Upin-Ipin movie or have ever watched it but did not learn the nationalistic insight values contained. Meanwhile, its strength is that it facilitates the participants to understand the material of nationalistic insight values that even can be applied to children. The nationalistic insight values contained in Upin-Ipin movie, according to participants, are social diversity supported with tolerance, mutual respect, and “love for motherland” values. The recommendation given to make the nationalistic insight learning method using Upin-Ipin movie better is to determine the episode of movie to be discussed and to watch and to discuss it together.

References

- Abd Rahim, N., Pawi, A. A. A., & Affendi, N. R. N. M. (2018). Integration of values and culture in Malay folklore animation. *Pertanika Journal of Social Sciences and Humanities*, 26(1), 359–374.
- Aeni, E. S., & Lestari, R. D. (2018). Penerapan metode mengikat makna dalam pembelajaran menulis cerpen pada mahasiswa IKIP Siliwangi Bandung. *Sematik*, 7(1), 1–13. <https://doi.org/10.22460/semantik.vXiX.XXX>
- Ahda, N. (2018). Pesan dakwah dalam serial kartun “upin & ipin” episode azam puasa (Analisis wacana: Teun Van Dijk). Dalam *Skripsi*.
- Al Ihwanah, B. L. (2019). Nilai pendidikan islam dalam animasi upin ipin dan signifikansinya terhadap sikap toleransi beragama anak SD. *AL-MURABBI: Jurnal Studi Kependidikan dan Keislaman*, 5(2), 146–164.
- Anwar, R. (2016). Pengaruh film animasi upin dan ipin terhadap penerapan nilai sosial siswa Di SDN 006 Sekolubuk Tigo Lirik. *Jom FISIP*, 3(2), 1–15.
- Arief, S. M., & Sudrajat. (2016). Rasisme dalam film animasi upin & ipin. *Paradigma*, 04(03), 1–5.
- Arikunto, S. (2017). *Penelitian tindakan kelas (Classroom action research-CAR)* (2 edisi, hal. 43). PT Bumi Aksara.
- Arlena, B. M. W. M. (2017). Representasi etnisitas Malayu, China dan India Malay (Studi kasus: Analisa etnografis dan manga matrik pada karakter animasi upin dan ipin). *WACANA, Jurnal Ilmiah Ilmu Komunikasi*, 16(1), 15–26. <https://doi.org/10.32509/wacana.v16i1.10>
- Creswell, J. W. (2012). *Educational research, planning, conducting, and evaluating quantitative and qualitative research* (4th Ed.). Pearson.
- Dewi, R. D. Iokita P. (2019). Konstruksi perayaan imlek pada film animasi upin dan ipin dalam episode “Gong Xi Fa Cai” di MNCTV. *Jurnal Cendikia Fikom Unibrah*, 1(1), 23–36.
- Dewi, R. S. (2012). Representation of communication between cultures and moral messages in animation film (Study analysis of animation film “upin ipin” in Mnc Tv). *Jurnal Komunikasi Pembangunan*, 10(1), 9–26.
- Firmansah, M. L. H. (2018). Memahami nilai spiritual dalam film upin-ipin sebagai tayangan yang layak ditonton anak usia 2-6 tahun. *SELING: Jurnal Program Studi PGRA*, 4(1), 51–67.
- Gunawan. (2020a). Fungsi media pembelajaran menggunakan metode distance learning pelatihan kepemimpinan administrator. *Tawshiyah*, 15(2), 1–19.
- Gunawan. (2020b). Strategi widyaiswara untuk meningkatkan motivasi belajar peserta pelatihan kepemimpinan administrator. *Jurnal Kajian Gender dan Anak*, 4(1), 1–10.
- Hakim, S. H. A. (2019). The Islamic Education values in the cartoon movie of “upin & ipin.” 4, 161–180.
- Halimi, H. S. B. S. M. (2018). Penguatan wawasan kebangsaan generasi muda melalui kegiatan tadarus buku. *Jurnal Civics: Media Kajian Kewarganegaraan*, 15(2), 126–133.
- Haris, N. 'Anira. (2017). Malaysian animated tv series upin & ipin through piaget's cognitive development. *The 2nd International and Interdisciplinary Conference on Arts Creation and Studies (IICACS).rta.*, 2, 49–62.
- Ichsan, I. Z., Rusdi, R., & Sartono, N. (2017). Hasil belajar sistem saraf

- menggunakan film pendek. *Biosfer: Jurnal Pendidikan Biologi*, 10(2), 49–59.
<https://doi.org/10.21009/biosferjpb.10-2.7>
- Idrus, S. I. (2019). Pengaruh pelatihan dan motivasi terhadap kompetensi manajerial pegawai negeri sipil sekretariat jenderal dan badan keahlian dewan perwakilan rakyat republik Indonesia. *Jurnal Mirai Managemnt*, 5(1), 1–26.
- Ihwanah, A. (2018). Signifikansi nilai pendidikan multikultural dalam animasi upin dan ipin terhadap sikap toleransi beragama. *Muróbbi: Jurnal Ilmu Pendidikan*, 2(1), 01–16.
- Jirajarupat, P. (2017). Lakhon phanthang: In between traditional theatre and educational system in Thailand. *The 2nd International and Interdisciplinary Conference on Arts Creation and Studies (IICACS)*, 1–15.
- Juprinedi, J., Siahaan, A. U., & Miranto, C. (2020). Analisis makna denotatif dan konotatif dalam film upin & ipin episode kenangan mengusik jiwa. *Journal of Digital Education, Communication, and Arts (Deca)*, 3(01), 1–17.
<https://doi.org/10.30871/deca.v3i01.1986>
- Khodijah, S., Kamal, M., & Sahal, Y. F. D. (2019). Analisis nilai-nilai pendidikan islam dalam film serial anak upin & ipin season ke 10. *Tarbiyah al-Aulad*, 4(1), 57–86.
- Kurniawan, R. (2018). Pengaruh media pensil karakter animasi upin dan ipin terhadap kemampuan menulis anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 12(2), 341–350.
<https://doi.org/10.21009/JPUD.122.15>
- LAN. (2019). *Modul Wawasan Kebangsaan Kepemimpinan Pancasila Pelatihan Kepemimpinan Administrator*. Lembaga Administrasi Negara.
- Ma'mur, L. S. W. W. D. T. (2013). Penerapan media film sebagai sumber belajar untuk meningkatkan kemampuan mengolah informasi siswa dalam pembelajaran sejarah. *Journal of Chemical Information and Modeling*, 53(9), 40–53.
- Makmur, R., Kuswarno, E., Novianti, E. V. I., & Sjafirah, N. A. (2019). Intercultural communication and mutualistic relationship between the chinese and the Minangnese in Padang, west Sumatra, Indonesia. *Jurnal Komunikasi: Malaysian Journal of Communication*, 35(4), 244–257.
<https://doi.org/10.17576/JKMJC-2019-3504-15>
- Maulizan Hidayat, H. M. S. (2018). Representasi toleransi beragama menurut Pandangan Islam dalam serial animasi upin dan ipin (Analisis semiotika episode berjudul “gong xi fa cai” dan “dugaan ramadhan”). *Jurnal Ilmiah Mahasiswa FISIP Unsyiah*, 3(2), 566–579.
- Mertler, C. A. (2017). *Action Research, improving schools and empowering educators* (5th Ed.). SAGE Publications.
- Moleong, L. J. (2015). *Metodologi penelitian kualitatif*. Remaja Rosdakarya.
- Murdianto, A. R. N. (2019). Nilai-nilai pendidikan karakter peduli sosial dalam film animasi upin dan ipin (musim sembilan tajuk kedai makan upin dan ipin). *Qalamuna*, 11(2), 35–43.
- Mustanzier, P. A., Tarifu, L., & Fachruddin, S. (2016). Penggunaan Gaya bahasa melayu dalam tayangan film animasi upin dan ipin pada perilaku komunikasi anak di SD Negeri 1 Poasia Kendari. *Jurnal Ilmu Komunikasi UHO: Jurnal Penelitian Kajian Ilmu Komunikasi % Informasi*, 1(2).

- Noermanzah. (2012). Figuratif language dalam wacana drama seri “upin dan ipin” karya simon monjack dengan tinjauan deskriptif. *Jurnal Perspektif Pendidikan*, 5(1), 1–13.
- Nuswantoro, A. R. (2012). Rasa lokal rejeki internasional: “Betul, Betul, betul” aspek ekonomi politik dalam kartun animasi upin & ipin. *Jurnal Komunikasi* 1(5), 419–428. <https://doi.org/10.24329/aspikom.v1i5.45>
- Oktavianti, D. (2012). Persepsi khalayak terhadap isi pesan dalam tayangan film animasi upin dan ipin di MNC TV. *Wacana*, XI(2), 100–110.
- Prananda, M. N., Sarkadi, S., & Ibrahim, N. (2018). Efektivitas sumber pembelajaran sejarah. *Jurnal Pendidikan Sejarah*, 7(2), 67–84. <https://doi.org/10.21009/jps.072.04>
- Priyanto, A. S. W. (2017). Analisis Serial animasi upin dan ipin pada perkembangan afektif siswa kelas III. *Jurnal Sekolah*, 2(1), 59–66.
- Purnomo, F. S. (2016). Analisis nilai-nilai pendidikan karakter dalam film upin dan ipin produksi les copaque tahun 2010. *Diksa : Pendidikan Bahasa dan Sastra Indonesia*, 2(2), 142–149. <https://doi.org/10.33369/diksa.v2i2.3411>
- Purwaningrum, P. W. (2017). Implikatur percakapan dan pemaknaan simbol (dalam serial anak upin ipin eps. raya yang makna). *Wanastra*, IX(1), 54–59.
- Rahmad. (2015). Nilai pendidikan islam film animasi upin dan ipin dalam membentuk perilaku islami anak di Kelurahan Tinanggea. *Shautut Tarbiyah*, 33, 91–111.
- Septyawan, D. (2018). Analisis film upin & ipin dalam penanaman karakter peduli sosial. *Jurnal Sinetik*, 1(1), 53–65.
- Sugihartono, I. A. S. R. A. (2013). Struktur naratif serial animasi upin dan ipin. *CAPTURE: Jurnal Seni Media Rekam*, 5(1), 32–48.
- Sugiyono. (2015). *Metode penelitian pendidikan*. Alfabeta.
- Supinah. (2020). Fasilitator keren dengan pilihan metode dan teknik pembelajaran pada pelatihan bagi generasi milenial. *Jurnal Kkewidyaiswaraan*, 5(2), 26–38.
- Suryanto, A. (2018). Strategi Peningkatan efektifitas pelatihan kepemimpinan: telaah teoretis dan empiris. *Jurnal Borneo Administrator*, 14(1), 69–86. <https://doi.org/10.24258/jba.v14i1.337>
- Suyitno, I. (2019). Wawasan kebangsaan: Nilai-nilai persahabatan dan hidup harmonis. *Supremasi: Jurnal Pemikiran dan Penelitian Ilmu-ilmu Sosial, Hukum, & Pengajarannya*, 16(1), 9–20.
- Syam, E., Aris, Q. I., & Amelia, V. (2019). Representasi masyarakat malaysia yang multikultural dalam kisah “upin dan ipin.” *Prosiding Seminar Nasional Cendekiawan*, 1–7. <https://doi.org/10.25105/semnas.v0i0.5870>
- Utama, A. (2020). Aplikasi zoom pada pelatihan kepemimpinan administrator. *SUSTAINABLE: Jurnal Kajian Mutu Pendidikan*, 3(2), 77–85. <https://doi.org/10.32923/kjmp.v3i2.1438>
- Wasana, H. N. H. (2019). Gender bias as reflected on upin & ipin the series. *JENTERA: Jurnal Kajian Sastra*, 8(2), 113–129. <https://doi.org/10.26499/jentera.v8i2.1642>
- Weerakkody, J. H. A. N. (2011). Intercultural communication, competence, teaching and learning: An analysis. *Jurnal Pendidikan Malaysia*, 36(1), 45–53.
- Widodo, B. (2019). Membangun wawasan kebangsaan yang religius demi

mewujudkan integrasi nasional melalui pendidikan kewarganegaraan. *JPK: Jurnal Pancasila dan Kewarganegaraan*, 4(3), 13–24. <https://doi.org/10.32478/al-mudarris.v2i1.204>

Zahron Helmy, A. S. J. (2020). Restrukturisasi sistem pelatihan kepemimpinan dalam membentuk calon pemimpin masa depan: Pendekatan studi literatur. *AgriHumanis: Journal of Agriculture and Human Resource Development Studies*, 1(1), 1–17. <https://doi.org/10.46575/agrihumanis.v1i1.49>



International Journal of Indonesian Education and Teaching
<http://e-journal.usd.ac.id/index.php/IJIET>
Sanata Dharma University, Yogyakarta, Indonesia

USING ONLINE PEER REVIEW AS A STRATEGY TO IMPROVE WRITING SKILLS

Erfa Navadiatul Ula and Atik Umamah

Universitas Islam Malang, Indonesia

ervanafa@gmail.com; atikumamah@unisma.ac.id

correspondence: ervanafa@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.3573>

received 5 August 2021; accepted 23 January 2022

Abstract

This qualitative research was conducted to investigate the use of online peer review as a strategy to improve writing skills in the revision process. Two English students of a private university in Malang were recruited based on two criteria: 1) they have passed an academic writing course with an excellent score, and 2) they use online media to conduct peer reviews. Using a semi-structured interview, the students were asked what types of online resources they use to perform online peer review, and how they do peer review online. The interview data were analyzed using content analysis. To triangulate the data, investigator triangulation was performed by involving two data analysts. The results of the study were that students mostly used WhatsApp and Zoom media to conduct online peer reviews. In addition, they used several platforms such as grammar checkers, online dictionaries to assist the revision process. The students shared their writing product in the form of a file to their peers via WhatsApp and improve the results of the feedback by utilizing online sources or obtaining reviews related to grammar, writing effectiveness, and diction errors

Keywords: Peer reviews, writing, online resources, revisions process.

Introduction

Writing has been widely thought of as the most difficult to master in English (Watcharapunyawong & Usaha, 2012). Writing proficiency necessitates several complex and diverse stages, requiring pupils to concentrate on “How to Come Up With Ideas, how to arrange them in a logical order, how to take advantage of discourse markers and rhetorical patterns to incorporate them cohesively within a written text, ways to modify text for greater clarity, how to alter text for proper grammar, and how to create a final product” (H. Douglas Brown; Heekyeong Lee, n.d.). Writing, according to Şen & Şimşek, (2020), is the most problematic use of English in higher education.

Writing requires some stages to be accomplished. You generate a concept in the first stages, You arrange ideas. In the third stage, you compose a rough draft. And the final stage, You refine your rough draft by editing and revising it. The first stage is known as prewriting. Pre-writing is a technique for generating ideas.

In this step, you select a topic and brainstorm ways for explaining the topic. The following stage in the writing process is to arrange your thoughts into basic outlines. to write a simple outline we must pay attention to the following; Give your outline a title using a related list, Make a sentence for each item on your list, and identify the individual, and Tell us about what he or she has done to make a difference, Finally, write out the primary point. The next stage is to compose a rough draft, use your outline as a guideline. Write your preliminary draft as soon as possible without pausing to reflect regarding grammar, spelling, or punctuation. The final stage is to refine your rough draft by editing and revising. Polishing is most effective when done in two phases. First, address the major concerns of content and organization (revision). Then, focus on the little details like punctuation, grammar, and mechanics (editing), (Oshima & Hogue, 1997). A piece may need to be rewritten several times before reaching the desired writing level Kellogg (2008) because they must consider various components to make the writing intelligible. Furthermore, because they are aware that their work will be seen by others, student writers may put greater attention into early versions (Cho & Schunn, 2007).

To help pupils understand the complexities of those writing processes, long writing tasks should be divided into smaller components, and students should take feedback at all stages of the process (Baker, 2016). Feedback is an essential component of this writing process. It can be offered by the teacher or a peer in its application. feedback is critical for the growth of pupils' writing, particularly while compiling and revising (Anderson et al., n.d.). It will also require assistance, to instill confidence in students and people are encouraged as they reply and as well as receiving feedback, especially if they believe they are still growing as authors (Aull, 2020).

Students need feedback to be able to understand the mistakes they make. However, providing feedback can be laborious. Peer spend time commenting on technical writing issues, such as sentence structure, word selection, and organization. Such detailed work is time-consuming (Herrington & Cadman, 1991). In addition, students do not respond consistently to feedback and often express a feeling discouraged by comments (Jönsson, 2013). But, writers will get a higher profit from writing feedback than those who don't receive it. This online peer review of students may be an attractive alternative to teacher feedback. Many kinds of the literature suggest that peer review should be part of the feedback process (Althausen & Darnall, 2001). Moreover, peer collaboration is effective in the following aspects Students who work alone are less likely to discover their misunderstandings Markman, (1979) and the contradiction between two very opposite things in the text (Otero & Kintsch, 1992). Researchers consistently state that the feedback process in writing will be able to improve the quality of students in final submissions by involving students (Jensen & Fischer, 2005). Writing researchers emphasize the use of feedback to modify and rewrite to improve writing skills (Schriver, 1989). How they should organize the text and knowledge; And what kind of plan, practice, and arrangement are crucial in the writing process. In this case, the following research questions are raised.

However, COVID-19 requires schools and teachers to adapt to online learning. The use of online peer review as a strategy is then required to assist

students in effectively completing each writing step during the online learning process. As reviewed above, most research focused on the processes of writing: generate a concept, arrange ideas, compose a rough draft, and the final stage, You refine your rough draft by editing and revising it. So far, it is still difficult to find research that specifically reports the use of online peer-review strategies to improve students' writing skills. Then it becomes a huge opportunity for researchers to respond to this challenge. This current research is trying to investigate the use of online resources to perform peer review and how online peer review is carried out.

Method

Descriptive qualitative was the design used in the current research. This research was conducted at a private university in Malang. Two students were involved as respondents based on their have passed an academic writing course with an excellent score, and they use online media to conduct peer reviews. The selection of the two qualifications is because the author wants to see the process that students do to achieve the desired writing skills, which is implemented through Interview techniques that the researchers did through file-sharing via WhatsApp and conferences at zoom meetings to ask answers that were still lacking.. these two groups are university students who have excellent scores and use online media to conduct peer reviews.

Six self-construct interview questions written in the participants' first language (Indonesian) were prepared. This instrument was translated to make sure clarity and to avoid misunderstanding. The questions explored information about the online resources used and the online peer-review process carried out by participants to improve writing skills. The interview questions were checked and validated by an expert in English language teaching.

Data collection would be asked participants to answer questions that have been made, which have been translated into Indonesian. The questions consist of three questions that would answer the research question, two questions as additional information that the researcher might need later, and one opening question to find out student responses about writing. Then give the participants some rules, indicating that they agree to participate in this research and are willing to participate in some interviews, and continue in several ways. First, the online peer-review process is carefully structured in several ways. To start, students were asked to answer six questions that have been asked. This requirement allows instructors to blind each student's question. in this case, the instructor gives 30-35 minutes to answer questions and This interview was conducted three times to obtain consistent results from the participants. Students with a full concept would comment on the question. Second, score based on students' performance in peer review. The interview session was conducted via WhatsApp, then would clarify via Zoom to validate the data.

To triangulate the data, the researcher performed triangulation by involving two data analysts of the peer-review comments and modifications made by students. The data was analyzed using content analysis by the methods suggested by (Renz et al., 2018). Conducting content analysis involves the following procedures: (a) data transcription, (b) transcript reading and examination, (c) note

taking and identification, and (d) unit building of analysis process through the use of themes that represent expressions of major concepts or an issue, (e) scheme coding creation, (f) text coding, (g) inferences from coded data, and (h) analysis and explanation of the findings.

Findings and Discussion

Findings

Problem 1: What online resources are used by university students to conduct online peer reviews?

After performing several steps in this analysis: coding the data, organizing the data and themes, and identifying the data from the interviews, the interpretation is presented in the following section. In terms of the online resources, they use WhatsApp applications and Zoom meetings to conduct an online peer review and Google, online grammar checker, online dictionary to facilitate feedback results from the peer-review process.

"...I exchange the results of my answers with my friends with each other online usually via WhatsApp, Zoom meeting to conduct online peer review, and use Google, online grammar checker, online dictionary to help me correct my writing mistakes. ..." (student 2)

"...via WhatsApp and if it is not clear, then we do it via zoom and sometimes I use an online dictionary to check the results of my writing...." (student 1)

Not without reason, they use these two applications. This is because both have been widely used by many people and they can do online peer review through this application. In addition, the use of Google, an online grammar checker, the online dictionary will be very helpful for the process of correcting their writing errors. So, they need to have a supporting tool in feedback and revision.

"...I use WhatsApp and Zoom... because they are not only simple to use, but they are also well known by many individuals, thus problems are unusual..." (student 1)

"...I use these two applications since they are basic and straightforward to use... Zoom meetings are also extensively used during a pandemic like this, and for good reason. This is because the share screen button at the bottom allows me to easily share information about various chores and display the results of my writing..." (student 2)

Problem 2: How do University students do online peer review?

In answering the second research question, interview analysis was carried out 3 times to ensure that their answers remained consistent and did not change. So that all the steps that researchers have taken have obtained fixed results. On the whole, student reviewers consistently conduct online peer reviews by sending their files to be corrected via WhatsApp. This method is considered quite effective

because it does not require energy to be able to meet directly with friends who are intended to conduct peer reviews.

"...to go online... I usually send my files directly via WhatsApp.."(student 1)

In addition, student 1 added that in the online peer review process, she used a zoom meeting if she felt that the results obtained were not clear. *"..and if it is not clear, then we do it via zoom..."*. After that, University students get feedback online related to the content written regarding grammar errors and related to the effectiveness of writing.

"Feedback from my friends after doing an online peer review they gave suggestions regarding the content I wrote by telling them about the use of grammar and also suggestions regarding the effectiveness of writing..."(student 1)

"The feedback I get is advice regarding the grammar mistakes I wrote..." (student 2)

In another feedback, it was found that student 2 got suggestions regarding diction errors that the readers did not understand.

"....they commented on the choice of words (diction) that I used to get more attention so that the writing would be effective and not cause misunderstandings to the readers...".

To minimize writing errors, they make revisions to the writings that have received feedback from online peer review activities. Revisions are carried out by improving the content related to grammar, diction, and effective use of words with the help of applications (Google, online grammar checker, online dictionary).

"...I make revisions by improving my content by paying attention to the use of correct grammar and reducing words that are not needed in writing by using the application online grammar checker, google, and online dictionary....." (student 1).

"..The revision that I did was correcting the diction and use online grammar checker, google, and online dictionary applications to correct sentence formation errors. ..." (student 2).

To deal with difficulties in the revision process, they need a long time to be able to make revisions properly and correctly. they reveal the time it takes between 20-35 minutes.

*"...It took me 30-35 minutes in this situation.." (Student 1) and
"..I need 20-30 minutes." (student 2).*

Discussion

Research has shown that peer review can help improve students' writing skills, and students can provide high-quality feedback. There is less research on the peer-review process. This research aims to contribute this knowledge gap is reflected in two aspects. First, this research examines online resources for online peer review. These two research uncovered an online peer-review process conducted by university students.

The first finding of a semi-structured interview study revealed that the online resources used by university students to conduct online peer reviews are the WhatsApp application and also the Zoom meeting to get valid results. Peers will find it simpler to perform online evaluations and learn how to offer formative comments with the help of these two tools. The majority of student reviewers can give comments that identify the problem and provide solutions. The fact that the overall quality of student comments is fairly good and concentrated on topics of significance and the point is important since studies have shown that pupils gain equally, it is just as important to give feedback as it is to receive input (Nicol & Milligan, 2006).

Second, from the results of interviews conducted by researchers, most student reviewers can provide comments, point out the problem, and suggest how to solve the problem. Students receive feedback about their participation in the creative process based on the writing content displayed on the page; feedback is given in the comments section of the student page. The students also received feedback on their written products.

The quality of student feedback is it's usually quite high, and it's important to focus on questions of meaning and argument because studies have shown that, compared with receiving feedback, students benefit from providing feedback, even more. (Baker, 2016).

Interestingly, In this feedback process, digital resources such as word processing software, Google, online dictionaries, and online grammar checkers are also used to solve language problems such as grammar and mechanics in the revision process. This is important evidence that the integration of technology in writing classes provides promising benefits for students (Hughes et al., 2019). This is following the agreement findings from (Yot-Domínguez & Marcelo, 2017) report that university students usually prefer to use social support. Throughout the writing process, technology can provide scaffolding and assistance. For example, Google, an online grammar checker, the online dictionary can greatly improve revision and even increase students' enthusiasm for writing (Morphy & Graham, 2012).

In contrast, Using online platforms to give feedback on students' writing process shows real value digital technology supports students' participation in the text writing process. The difference between this online formative assessment practice and traditional paper-based teaching lies in its rich "instant and continuous feedback opportunities"

(Gikandi et al., 2011). In addition, interview data show that using online space for evaluation can make them feel safe and at ease about the quality of writing and help them stay focused on their work. As a result, the focus of this study was on how peer review could improve students' writing processes. While

specific outcomes were not evaluated in this study, final articles as a whole were successful and indicative of a competent writing process.

Conclusion

Peer review, in essence, aids in the improvement of student performance on certain assignments. Online peer review, as an active engagement strategy, has the potential to boost students' writing skills during this COVID-19 pandemic, when face-to-face activities are extremely difficult to do. So, an online peer review can be carried out using WhatsApp as a file-sharing platform and Zoom meetings as a tool to show each other the results of assignments and confirm feedback findings that may not be easily comprehended. Furthermore, they can use various supporting technologies such as (Google, an online grammar checker, and an online dictionary) to help them modify the writing that has resulted from the feedback. Therefore, online peer review is needed to improve good writing skills. Future research should continue to assess both the procedure and the outcomes to better understand how to conduct an effective online peer-review process. It would be beneficial to learn more about if and how student writers respond to feedback from their peers. One option would be to require students to make a statement describing how they used the comments they received in rewriting their papers.

References

- Althausen, R., & Darnall, K. (2001). Enhancing critical reading and writing through peer reviews: An exploration of assisted performance. *Teaching Sociology*, 29(1), 23. <https://doi.org/10.2307/1318780>
- Anderson, P., Anson, C. M., Gonyea, R. M., & Paine, C. (n.d.). *The contributions of writing to learning and development: Results from a large-scale multi-institutional study*. 37.
- Aull, L. (2020). Student-centered assessment and online writing feedback: Technology in a time of crisis. *Assessing Writing*, 46, 100483. <https://doi.org/10.1016/j.asw.2020.100483>
- Baker, K. M. (2016). Peer review as a strategy for improving students' writing process. *Active Learning in Higher Education*, 17(3), 179–192. <https://doi.org/10.1177/1469787416654794>
- Cho, K., & Schunn, C. D. (2007). Scaffolded writing and rewriting in the discipline: A web-based reciprocal peer review system. *Computers & Education*, 48(3), 409–426. <https://doi.org/10.1016/j.compedu.2005.02.004>
- Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education: A review of the literature. *Computers & Education*, 57(4), 2333–2351. <https://doi.org/10.1016/j.compedu.2011.06.004>
- Herrington, A. J., & Cadman, D. (1991). Peer Review and Revising in an Anthropology Course: Lessons for Learning. *College Composition and Communication*, 42(2), 184. <https://doi.org/10.2307/358198>
- Hughes, M. D., Regan, K. S., & Evmenova, A. (2019). A computer-based graphic organizer with embedded self-regulated learning strategies to support student writing. *Intervention in School and Clinic*, 55(1), 13–22. <https://doi.org/10.1177/1053451219833026>

- Jensen, W., & Fischer, B. (2005). Teaching technical writing through student peer-evaluation. *Journal of Technical Writing and Communication*, 35(1), 95–100. <https://doi.org/10.2190/MBYG-AK7L-5CT7-54DU>
- Jönsson, A. (2013). Facilitating productive use of feedback in higher education. *Active Learning in Higher Education*, 14, 63–76. <https://doi.org/10.1177/1469787412467125>
- Kellogg, R. T. (2008). Training writing skills: A cognitive-developmental perspective. *Journal of Writing Research*, 1(1), 1–26. <https://doi.org/10.17239/jowr-2008.01.01.1>
- Markman, E. M. (1979). Realizing that you don't understand: Elementary school children's awareness of inconsistencies. *Child Development*, 50(3), 643. <https://doi.org/10.2307/1128929>
- Morphy, P., & Graham, S. (2012). Word processing programs and weaker writers/readers: A meta-analysis of research findings. *Reading and Writing - READ WRIT*, 25, 641–678. <https://doi.org/10.1007/s11145-010-9292-5>
- Nicol, D., & Milligan, C. (2006). *Rethinking technology-supported assessment practices about the seven principles of good feedback practice*. 14.
- Oshima, A., & Hogue, A. (1997). *Introduction to academic writing*. Longman. <https://books.google.co.id/books?id=tvHH5oEaiUsC>
- Otero, J., & Kintsch, W. (1992). Failures to detect contradictions in a text: What readers believe versus what they read. *Psychological Science*, 3(4), 229–235.
- Renz, S. M., Carrington, J. M., & Badger, T. A. (2018). Two strategies for qualitative content analysis: An intramethod approach to triangulation. *Qualitative Health Research*, 28(5), 824–831. <https://doi.org/10.1177/1049732317753586>
- Schrivver, K. A. (1989). Evaluating text quality: The continuum from text-focused to reader-focused methods. *IEEE Transactions on Professional Communication*, 32(4), 238–255. <https://doi.org/10.1109/47.44536>
- Şen, N. S., & Şimşek, A. (n.d.). An analysis of turkish students' written errors: A case of an EFL context. 4(1), 11.
- Teaching by principles: An interactive approach to language pedagogy* (4th Ed.) By H. Douglas Brown;Heekyeong Lee. (n.d.). 5.
- Watcharapunyawong, S., & Usaha, S. (2012). Thai EFL Students' writing errors in different text types: The interference of the first language. *English Language Teaching*, 6(1), p67. <https://doi.org/10.5539/elt.v6n1p67>
- Yot-Domínguez, C., & Marcelo, C. (2017). University students' self-regulated learning using digital technologies. *International Journal of Educational Technology in Higher Education*, 14(1), 38. <https://doi.org/10.1186/s41239-017-0076-8>
- Zuhairi, A., & Umamah, A. (2016). The Indonesian junior high school students' strategies in learning writing skill. *Arab World English Journal*, 7(3), 385–393. <https://doi.org/10.24093/awej/vol7no3.27>



YO SI PUEDO: A CUBAN LITERACY PROGRAM TO STRENGTHEN LITERACY LEVEL IN WEST PAPUA, INDONESIA

Hendri Yawan

Universitas Sembilanbelas November Kolaka, Indonesia

correspondence: hendriyawan@usn.ac.id

<https://doi.org/10.24071/ijiet.v6i1.4269>

received 2 January 2022; accepted 25 January 2022

Abstract

Illiteracy remains a serious problem in West Papua, Indonesia. The data from Indonesian Central Bureau of Statistics (BPS) show nearly 30 percent of Indigenous Papuans aged between 15 to 45 are illiterate (BPS, 2016). The number is far higher than the national average which is only 3.5 percent (BPS, 2016). In response to the problem, the article aims to provide a brief picture of causes and effects behind the high illiteracy rate in West Papua and to recommend a relevant solution for the problem. The methodology undertaken in this article is a literature review. Relevant literatures are obtained through peer-reviewed articles from reliable journals and any other relevant sources. The results reveal three main factors that contribute to the low literacy level in West Papua; geographical challenges, low human resources and diverse vernacular languages. Due to the high illiterate percentage, Papuan community has been experiencing serious health issue, poverty, poor educational access and low social cohesion. The article also proposes a so-called Yo Si Puedo (YSP) as an alternative non-formal literacy program to strengthen basic literacy in West Papua. It is because YSP can be highly adaptable to the Papuan context in terms of language, culture and social reality.

Keywords: Illiteracy, West Papua, Yo Si Pedro (YSP), Video-Based learning, Alphanumeric technique

Introduction

One day in 2013, in the first week of my volunteering program in the rural area of West Papua, I asked one of my students to read my name that I had written on the whiteboard. Even though I helped him to spell the words, he kept silent instead and did not say any word. I then realised he was one of the among 80 percent of early grade students having very low literacy skill (UNICEF, 2016). I did not blame him at all. I was just wondering that there should be something needs to be done immediately to help them away from the illiteracy cycle.

The story above is the writer's personal experience while being a teacher volunteer in the rural area of West Papua. Such experience had also been shared by my colleagues, who taught in other schools in West Papua, including a story of many high school students and indigenous adult Papuans who are still illiterate and have limited reading comprehension.

In this essay, I will refer to basic literacy as an individual's ability in both reading and writing in simple words for daily life. Otherwise, illiteracy is an inability to write and read even in simple sentence (UNESCO, 2005).

Three factors considerably contribute to the low literacy level in Papua and West Papua. The first is inadequate human resources including lack support from government as well as local community, teachers with low qualification and teacher absenteeism. For instance, roughly 34 percent of teachers in Papua and West Papua are absent at school when they are ought to be there (McKenzie et al., 2014). The second is diverse vernacular languages. The land of Papua has more than 260 local languages and they are commonly uttered as mother languages (Ross, 2005). The last is geographical challenges in which many isolated highlands in Papua and West Papua are difficult to reach because they are surrounded by virgin rainforest (Mollet, 2007).

This condition, therefore, has a myriad of impacts to the significant disparities in many aspects of life. For instance, Indonesia Ministry of Education and Culture (2012) reports that illiteracy and poverty are closely connected at all levels meaning that the regions with the highest illiteracy rate generally have the lowest GDP per capita, poor economy, health, and education. As a result, Papua ranked at the lowest rate of Human Development Index (HDI), compared to other provinces in Indonesia (Sofilda, Hamzah, & Sholeh, 2014).

This essay, therefore, would investigate more deeply the causes and effects of high illiteracy rate and carefully examine the possible solution to strengthen literacy level in West Papua. One solution suggested by Boughton (2014) is *Yo Sí Puedo* (YSP) strategy which was originally developed by Cuban educator Dr. [Leonela Relys Diaz](#). This method has been adopted by more than 20 developed countries and successfully helping around 8 million non-literate people to enhance their basic literacy (Boughton, 2014). Therefore, I would be enthusiastic to scrutinise whether the method can be relevantly adapted to the Papuan context. In this article, I would like to argue that YSP method can be an effective literacy teaching method to raise literacy level in West Papua. The investigation would be significant viewpoint for indigenous Papuans, central and local government, Community Learning Centre (CLC), educational practitioners or to those who are concerned about illiteracy issue in the land of Papuan.

Hence, the research questions are provided below as a guideline to meet the main goals of this article.

1. What are the primary causes of illiteracy in West Papua?
2. How does high illiteracy rate affect indigenous Papuan community?
3. How can YSP method be effective to raise literacy level in West Papua?

As stated above, the essential focus of this article is to examine whether YSP is applicable in improving literacy level in West Papua. But, in order to know the fundamental problems behind the high percentage of illiteracy in West Papua, a

brief picture of the present situation in term of high illiteracy rate in Papua would be discussed firstly at the beginning of this investigation. The second part is the discussion of casual factors of illiteracy and its implications for indigenous Papuans and their communities. Analysing possible solutions using YSP method to overcome high illiteracy rate in the land of Papuan is briefly presented in the last part of this essay.

Method

The methodology undertaken in this article is a literature review. Relevant literature was obtained through peer-reviewed articles from reliable journals and literacy data from Indonesian central bureau of statistic (BPS). However, due to the lack of literacy study in West Papua, some online newspapers, UNESCO website, and reliable blogs would be taken as secondary resources to support this investigation. Thus, synthesising those literature, which is an essential part of this article, is carried out to frame and build the important arguments.

Findings and Discussion

Current situation of Illiteracy in West Papua

The land of New Guinea is the second largest island in the world after Greenland, comprising two distinct nations. The eastern part is the country of Papua New Guinea. West Papua, which is part of Indonesia, is in the western part of island. However, this essay will discuss the latter only that is West Papua. West Papua was split into two provinces in 2003; West Irian Jaya and Irian Jaya (later renamed West Papua and Papua in 2007). Thus, there is no difference between the two regions because they share social-cultural similarities. In this essay, I am referring to the two regions using the name of West Papua as it is well-known in the world.

Illiteracy is endemic to the land of Papuan. The data from Indonesian Central Bureau of Statistics (BPS) in 2016 show that nearly 30 percent of Indigenous Papuans aged between 15 to 45 are illiterate (BPS, 2016). This number, compared to the other provinces, brings West Papua to the highest percentage of illiteracy in Indonesia. Interestingly, not only does the high rate of illiteracy come from out-of-school children and the youth but it is also from the students studying at primary and junior high school level (Yektiningtyas-Modouw & Karna, 2013). The percentage would be much higher among the population living in highlands, the most difficult places for government and non-government literacy programs to reach (Yektiningtyas & Karna, 2013). Due to geographical challenges, the discrepancy in illiteracy rate of 15 years old group and above between rural and urban areas in Papua is also higher (Jalal & Sardjunani, 2006). The condition, therefore, needs immediate differentiated attention to address illiterate adult population. Such program is not only relying on formal education but also non-formal education.

In national level, the central government has already attempted several endeavours to eradicate illiteracy in Indonesia. As a result of Government's work in increasing literacy level through two main literacy programs; Pendidikan Keaksaraan Fungsional (Functional Literacy Program) and Pendidikan Keaksaraan Usaha Mandiri (Entrepreneurship Literacy Program), Indonesia received a prestigious award from UNESCO in 2012 namely The King Sejong

Literacy Prize (UNESCO, 2013). Indonesia has succeeded to diminish the percentage of illiterate people aged 15 and above from 14,84 in 1994 to 4,62 in 2016 (BPS, 2016). During the period, nevertheless, the illiteracy rate in West Papua remains high. Some primary factors contribute to this issue, which would be discussed in the following paragraphs.

Causal Problems of high illiteracy rate

The first problem of high illiteracy rate in West Papua is geographical challenges. West Papua is categorised as a mountainous island in which many isolated lowlands and highlands are difficult to reach because they are surrounded by virgin rainforest. Some upland districts are unapproachable except using an aircraft, and it is extortionately expensive (Irawan, 2014). Additionally, many indigenous Papuans prefer to live in the rural area because of comfortable living and working preference such as hunting, fishing as well as cultivating Sago (Papuan's traditional food). Nevertheless, only well-educated Papuans and middle class of Papuan commonly live in the city like Jayapura, Sorong and Manokwari. Under this condition combined with lack infrastructures, indigenous Papuan community has had a difficulty to access better education because they are extremely isolated from outside, and some highlands are even unreachable.

Consequently, this unfortunate geographic condition leads to the low accessibility of education at all aspects such as school buildings, availability of teachers, learning resources, and teacher absenteeism. Let me take the latter as an example. Many of civil servant teachers are reluctant to teach and live in rural areas because of poor infrastructure such as road, the house of teacher as well as small salary (Ha, 2016). A study conducted by UNCEN, SMERU and UNICEF (2012) on teacher absenteeism in West Papua concludes that the more isolated school location is, the higher the percentage of teacher absenteeism would be. The rate would constitute 50 percent at the hard-to-access highland and lowland districts meaning that 1 out of 2 teachers is absent at school in long-term period. This condition contributes to the high percentage of student dropout, which is the primary cause of low literacy skill for many school-age children (UNCEN et al., 2012)

The conflict between Bahasa Indonesia as a compulsory educational language and diverse vernacular languages in West Papua also contributes to the low literacy skill. The land of Papuan has approximately 260 local languages and many of them are spoken as mother language by diverse small groups of indigenous Papua (Grimes, 2000; Wurnm, 2001 as cited in Aikhenvald & Stebbins, 2007). Many adult Papuans have no ability to speak Bahasa Indonesia. As a result, they very often use their own local language to communicate one another in everyday life. The main problem is that Bahasa Indonesia is an official language in Indonesia for formal occasions, including educational purpose (Nuryanto, 2015). In other words, Bahasa Indonesia must be used a language of instruction in formal education as well as non-formal education like literacy programs. Consequently, learning materials, books, and language used in literacy training do not reflect the indigenous language and cultural context. Learners would feel alienated from learning activity, and it can hinder them to acquire basic literacy skill (Yektingtyas & Karna, 2013).

High Illiteracy rate in West Papua can also be caused by a hereditary effect. If illiteracy is not promptly eradicated in a family, it would be descendant through generations. The children who have illiterate parents are vulnerable to be illiterate as well because they have limited opportunity to learn basic literacy at home since their family environment is unable to support their basic literacy development (Martínez, R., & Fernández, A., 2010). Additionally, Papuan parents with low literacy skill have poor attention to education and even do not allow their children going to school. I had experienced this case few times when I was teaching at one of school in West Papua, a parent coming to class and forcedly picking up his child was ubiquitous to see. Papuan parents have a tendency to believe that it is better for children not to go to school because it is just the same, in the end, knowing to read and write will help nothing to their family.

The effects of Illiteracy in West Papua

Accordingly, high Illiteracy rate has greater negative impacts in many aspects of Papuans' life such as low social cohesion, poverty, health and education. These affect not only on individuals' life but also their communities.

Firstly, UNESCO (2006) reports illiteracy has a negative effect on human health in term of hygiene, nutrition and preventive action and treatment due to the fact that illiterate people have limited ability to comprehend messages, prescription, health instructions, and self-care knowledge (UNESCO, 2006). In fact, it is unsurprising that West Papua encounters serious health problems compared to other provinces in Indonesia. For instance, it suffers HIV/AIDS fifteen times higher than the national percentage (Butt, Numbery, Sos, Morin, & Kes, 2002; Cheema, 2014), most malaria-endemic region in Indonesia, (Hanandita & Tampubolon, 2016) and highest maternal and infant mortality (Cheema, 2014; Marthias & Trisnantoro, 2012)

Secondly, Illiteracy and poverty have a reciprocal connection. A study conducted by Jalal and Sardjunani (2006) reveals that there is a positive correlation between adult low literacy level and poverty in Indonesia. They argue that the higher illiteracy rate of the region is, the poorer economically the region would be. The same goes for the opposite. This is supported by a national survey data from BPS in 2010 that announced West Papua as the highest rate of illiteracy and poverty province, nearly 37 percent and around 35 percent respectively. This poverty rate is roughly three times higher than national average which is only 11 percent (BPS, 2010). One of the factors is illiterate indigenous Papuans experience serious unemployability issue; they face many difficulties to find better jobs because they have no expertise and low level of knowledge to compete with non-indigenous workers.

Thirdly, UNESCO (2006) also argues that illiterate persons have low social integration and cohesion because they are vulnerable to endure low self-esteem, self-autonomy and critical thinking. Consequently, due to high illiteracy rate in West Papua, it is not exaggerated to say that indigenous Papuans have become a marginalised and even oppressed community in their own land (Scott & Tebay, 2005).

Yo Si Puedo (YSP) Literacy Program as an alternative way to help the illiteracy issue in West Papua

YSP was originally developed by Cuban educator Dr Leonela Relys Diaz. Even though there is a long debate among scholars about who inspired who, but YPS and Freirean literacy approach share many similarities, especially when it comes to the philosophy of pedagogy. Principally, there are two phases of YSP implementation. The first is socialisation and mobilisation. According to Boughton et al. (2013), the main purpose of this phase is to draw the public and community attention that illiteracy is not only an individual problem but more than that, it is a social problem that should be seriously put into action. This problem must get a serious attention that whole elements of the community should take part in action. The socialisation begins in local communities, in particular to the given areas that have many illiterate indigenous Papuans. Most importantly, to convince individuals who have a strong power to influence people such as tribal chiefs, religious leaders, and village chiefs. The message about the power of literacy for a better life should be convincingly transferred into the whole community so that they are willingly motivated to get involved and take responsibility in this program as a learner, teachers, supporters, or even organisers (Boughton, et al, 2013). The second phase of YSP program is the implementation of literacy class that comprises a range of basic literacy lessons delivered through recorded lessons on video monitored by local facilitators.

Furthermore, several benefits of YSP literacy program YSP will be discussed in this essay. The first is due to its flexibility, YSP can be highly adapted and contextualised to different languages, cultures and social realities. Second, video-based literacy class and alphanumeric technique also can effectively assist the learners to acquire basic literacy skill.

Contextualising

The first benefit of utilising YPS in literacy training in West Papua is that this method is contextualised to meet what the learner's needs and condition. For example, the use of local language as the language of instruction which enables learners to engage in the learning process effectively. Referring to Freire's literacy method, it is important to fully understand the cultural and language context of targeted community. Therefore, in YSP program, a brief investigation to identify local culture and language is needed by checking Papuan's perceptions and investigating the common vocabulary used by the community in their daily life. It is essential part because the words being taught in the literacy class should come from the local language that reflects current conditions and hopes (Brown, 1974). Moreover, Yektingtyas-Modouw & Karna (2013) also emphasises this part by criticising formal education and literacy program conducted by the government in West Papua. They argue that literacy learning materials that do not reflect local-context Papuan is the significant factor to demotivate learners to learn basic literacy. Hence, the recommendations of their study suggest that literacy training in West Papua should intensify using local words. It is in line with Freire's belief that literacy program is not merely about teaching an individual to read or write. Rather, it is a transformative process which should address critical awareness (Brown, 1974). Freire further insists that educators should not merely be the

source of knowledge, but it should be from the learners, and the process of learning itself, that confront social condition where the learners live, allowing learners to discuss the social problems surrounds them and understand the reality of life. Freire refers to this process as a dialogue between educator and learner (Brown, 1974). Furthermore, the dialogue can be meaningfully understood by learners if the language being spoken is understandable to them. Learners also can be easily engaged to participate in the literacy class.

However, the use of vernacular language as an instructional language in literacy training in Indonesia has received a critique from scholars. One of the purposes of national policy which regulates Bahasa Indonesia as an official educational language is to strengthen nationalism among language diversity (Paauw, 2009). It means that, as stated in Regulation No.4, 1950, Chapter IV, Bahasa Indonesia is a unity of language that should be used for educational purpose at all levels of education excluding kindergarten (Simanjuntak, 2009). Bahasa Indonesia, therefore, is hoped to unify among the 753 local languages uttered by diverse tribes in Indonesia (Paauw, 2009).

It is true that nationalism is an essential element to nourish national identity in a multicultural country like Indonesia. Nevertheless, it is important to note that helping the illiterate community is also a part of nationalism. Moreover, there is no enough evidence whether using local language can diminish nationalism (Simanjuntak, 2009). Otherwise, learning literacy would be significant if the instructional language used in the class is familiar for learners and spoken in the community for daily communication (UNESCO, 2013). Bahasa Indonesia can be further strengthened after learners can master basic literacy in their own native language.

Video-Based Literacy Learning and Alphanumeric

The second benefit of YSP method is the use of technology-based literacy learning in the literacy classroom and using an alphanumeric technique which can effectively help the learners to acquire basic literacy skill. According to Boughton (2014), the central element of YSP method is the combination of video-based learning and alphanumeric technique. A set of interconnected audio-visual lessons on DVD is provided to assist learners to follow the learning instruction. The local indigenous Papuans act as a facilitator to operate the electronic devices and guide the learners to complete the learning activity. Furthermore, the learners can watch each lesson on the videos which demonstrates a series of lessons with local words that are, as discussed previously, based on the local reality and reflecting positive messages in terms of social and economic issues. For example, the phrase of “Open the Gate” means to begin a new era of life with literacy skill. What is more, the words are broken down into syllables to lead the learners decode and associate the letters with the numbers in order to form new words. More importantly, the words displayed on the video will stimulate a discussion between the learners and facilitator. It is similar to Freirean literacy principles called “generative words” which are first codified into images and then problematised through a dialogical discussion before the written form of the word is introduced, broken into syllables and used to construct new words (Brown, 1974).

There are several ways why video-based literacy learning and alphanumeric advantage the learners to perceive the learning outcome. Firstly, literacy class lets the learners to participate actively in the learning process because the learners are simply engaged by audio-visual displayed on the videos (Fernandes, 2010). Additionally, moving images and sound on video enable the learners to acquire the positive messages of the lesson being taught easily (Fernandes, 2010). For instance, when the lesson is about the word “Health”, the video will stimulate the discussion between the local instructors and the learners how to live healthier in their daily life. In such manner, not only do the learners learn to read or write, but they also are encouraged to be active and aware of the oppressive conditions, deploying their basic literacy skill to cope with the social reality of life. This is what Freire highlights on his literacy philosophy that literacy must be linked with the social change of life by taking action against the oppression (Dyer & Choksi, 1998). Secondly, the use of alphanumeric technique is beneficial to the learners acquiring basic literacy due to the fact that the indigenous Papuans are more familiar with the numbers rather than the letters. Many indigenous Papuans are frequently involved with money and quantities in their everyday life, such as dealing with traditional market trade (Janur, 2017). According to Boughton et al (2013), the combination of the letters and the numbers is the key reason of successful YSP implementation in some countries because the illiterate learners easily decode and memorise the letters. For example, the numbers 1,2,3,4 and 5 are associated with the vowels a, e, I, o and u respectively whereas the consonants are associated with the frequent use of the numbers.

Nevertheless, a study undertaken by Fernandes (2010) on the significance of using YSP in Timor-Leste reveals several disadvantages in utilising YSP. He reports that using videos in YSP literacy class in the certain rural areas of Timor-Leste was not effective because it did rely on the availability of electricity. The equipment which need electricity such as computer, screen, and speaker, therefore, could not be turned on in some places because of no electricity supply. The alternative way to overcome this problem is to place YSP class in the schools located in every district of West Papua. Indonesian education ministry has an affirmative program to supply computers and electricity power supply like solar cell at remote-area schools of West Papua.

Conclusion

From the discussion, it can be concluded that Illiteracy remains a serious problem in West Papua. Some detrimental conditions contribute to this case. The first problem of high illiteracy rate in West Papua is geographical challenges. This unfortunate geographic condition leads to the low accessibility of education at all aspects such as school buildings, availability of teachers, learning resources, and teacher absenteeism. The conflict between Bahasa Indonesia as a compulsory educational language and diverse vernacular languages in West Papua also contributes to the low literacy skill. Additionally, the high Illiteracy rate in West Papua can also be caused by a hereditary effect because if illiteracy is not promptly eradicated, it would be descendant through generations. Consequently, high Illiteracy rate has greater negative impacts in many aspects of Papuans' lives such as low social cohesion, poverty, health and education. These affect not only

on individuals' life but also their communities. Those issues need to be solved immediately. Therefore, this essay suggests the implementation of YSP literacy program in raising literacy level in West Papua. YSP is effective in large part because of its flexibility; it was designed to be highly adaptable to different languages, cultures and social realities.

References

- Aikhenvald, A. Y., & Stebbins, T. (2007). Languages of New Guinea. *The vanishing voices of the pacific Rim*, 239-266.
- Badan Pusat Statistik [Central Bureau of Statistics], (2016). *Persentase penduduk buta huruf menurut kelompok umur*, 2011-2016. Retrieved from <https://www.bps.go.id/linkTableDinamis/view/id/1056>
- Badan Pusat Statistik [Central Bureau of Statistics], (2016). *Papua dalam angka* [Papua province in figures]. Retrieved from http://papua.bps.go.id/website/pdf_publikasi/Papua-Dalam-Angka-2016.pdf
- Badan Pusat Statistik [Central Bureau of Statistics], (2010). *Sensus penduduk tahun 2010*. Retrieved from <https://sp2010.bps.go.id/index.php/site?id=94&wilayah=Papua>
- Boughton, B., & Durnan, D. (2014). Cuba's Yo Sí Puedo. A global literacy movement. *Postcolonial Directions in Education*, 3(2), 325-359. Retrieved from <http://www.um.edu.mt/pde/index.php/pde1/article/view/57/0>
- Boughton, B., Chee, D.A., Beetson, J., Durnan, D., Leblanch, J. C. (2013). An Aboriginal adult literacy campaign pilot study in Australia using Yes I can. *Literacy and Numeracy Studies*, 21(1), 5-32. doi: <http://dx.doi.org/10.5130/lns.v21i1.3328>
- Brown, C. (1974). Literacy in thirty hours: Paulo Freire's process. *The Urban Review*, 7(3), 245-256. doi:10.1007/bf02222341
- Butt, L., Numbery, G., Sos, S., Morin, J., & Kes, M. (2002). Preventing AIDS in Papua. *Revised Research Repot. Penelitian disponsori oleh Lembaga Penelitian UNCEN, Papua dan didanai oleh USAIDFHI, Aksi Stop AIDS*. Retrieved from https://www.researchgate.net/publication/255618122_Preventing_AIDS_in_Papua
- Cheema, B. (2014). Combating HIV/AIDS in marginalized communities: Papua and West Papua Provinces, Indonesia. Retrieved from <http://repository.usfca.edu/thes/125>
- Dyer, C., & Choksi, A. (1998). The REFLECT approach to Literacy: some issues of method. *Compare*, 28(1), 75-92. doi: 10.1080/0305792980280106
- Fernandes, Z. (2010). The significance of using the Cuban method in Literacy Learning. *Hatene kona ba Compreender Understanding Mengerti*, 278. Retrieved from http://tlstudies.org/pdfs/tlsa_conf_whole.pdf#page=278
- Ha Anim. (October 2016) Rumah dinas tak da guru enggan tinggal di kampung [because of unavailability of house, teachers are reluctant to stay at village]. *Tabloid Jubi*. Retrieved from <http://tabloidjubi.com/m/artikel-1262-rumah-dinas-tak-ada-guru-enggan-tinggal-di-kampung.html>
- Hanandita, W., & Tampubolon, G. (2016). Geography and social distribution of malaria in Indonesian Papua: a cross-sectional study. *International journal of*

- health geographics*, 15(1), 13. Retrieved from <https://ij-healthgeographics-biomedcentral-com>
- Irawan Dhani. (2014, November 6) Ketika pesawat perintis jadi satu-satunya alat angkut di kabupaten puncak papua [when airplane is only one vehicle to get highland region in Papua]. *DetikNews*. Retrieved from <https://news.detik.com/berita/d-2741405/ketika-pesawat-perintis-jadi-satu-satunya-alat-angkut-di-kabupaten-puncak-papua>
- Jalal, F., & Sardjunani, N. (2006). Increasing literacy in Indonesia. *Adult Education and Development*, 67, 131.
- Janur, K. (January, 2017). Kisah uang besi di Puncak Jaya Papua. Liputan 6. Retrieved from <http://regional.liputan6.com/read/2835952/kisah-uang-besi-di-puncak-jaya-papua>
- Marthias, T., & Trisnantoro, L. (2012). *Health system for maternal health—a case study from Papua, Indonesia*. Paper presented at the BMC Public Health. Retrieved from <https://doi-org.ezproxy.lib.monash.edu.au/10.1186/1471-2458-12-S2-A24>
- Martínez, R., & Fernández, A. (2010). The social and economic impacts of illiteracy, analytical model and pilot study. United Nations Educational, Scientific, and Cultural Organisation. Retrieved from <http://unesdoc.unesco.org/images/0019/001905/190571E.pdf>
- McKenzie, P., Nugroho, D., Ozolins, C., McMillan, J., Sumarto, S., Toyamah, N., . . . Sim, A. A. (2014). Study on Teacher Absenteeism in Indonesia 2014. Retrieved from https://research-acer-edu-au.ezproxy.lib.monash.edu.au/policy_reform/4
- Ministry of Education and Culture. (2012). Literacy: empowerment, development and peace. Retrieved from <http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/pdf/Indonesia.pdf>
- Mollet, J. A. (2007). Educational Investment in Conflict Areas of Indonesia: The Case of West Papua Province. *International Education Journal*, 8(2), 155-166. Retrieved from <https://eric.ed.gov/?id=EJ834158>
- Nuryanto, T. (2015). Menurunnya penutur bahasa Indonesia sebagai lingua franca. *Indonesian Language Education and Literature*, 1(1), 29-41. Retrieved from <https://syekhnurjati.ac.id/jurnal/index.php/jeill/article/view/50>
- Paauw, S. (2009). One land, one nation, one language: An analysis of Indonesia's national language policy. *University of Rochester Working Papers in the Language Sciences*, 5(1), 2-16. Retrieved from <https://pdfs.semanticscholar.org/3c38/dfac2720502fbc7cf5e8dda4eda4aa2d751c.pdf>
- Ross, M. (2005). Pronouns as a preliminary diagnostic for grouping Papuan languages. *Papuan pasts: Cultural, linguistic and biological histories of Papuan-speaking peoples*, 15-65.
- Scott, C., & Tebay, N. (2005). The West Papua conflict and its consequences for the Island of New Guinea: Root causes and the campaign for Papua, land of peace. *The round table*, 94(382), 599-612. doi: [10.1080/00358530500331826](https://doi.org/10.1080/00358530500331826)
- Simanjuntak, R. R. (2009). Bahasa Indonesia: Policy, Implementation, and Planning. *Lingua Cultura*, 3(1), 11-19. Retrieved from <http://research->

dashboard.binus.ac.id/uploads/paper/document/publication/Journal/Lingua%20Cultura/vol_3_no_1/02_Risa_Policy_OK.pdf

- Sofilda, E., Hamzah, M. Z., & Sholeh, A. S. (2014). Human development and poverty in Papua province (An Analysis of Simultaneous Approach on Panel Data Regression). Retrieved from <https://ssrn.com/abstract=2382080>
- UNCEN, U., SMERU, B., & UNICEF. (2012). A study on teacher absenteeism in Papua and West Papua. *Jayapura: Universitas Cendrawasih, Universitas Papua, SMERU Research Institute, Statistics Indonesia, and United Nations Children Fund.*
- UNESCO (2006), Education for all. Literacy for life. Paris: UNESCO Publishing. Retrieved from <http://unesdoc.unesco.org/images/0014/001416/141639e.pdf>
- UNESCO (2013). Children need to be taught in a language they understand retrieved from. EFA Global Monitoring Program. Retrieved from http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/GMR/pdf/language_e_factsheet.pdf
- UNICEF Indonesia (January, 2016). Learning to read, write and succeed: UNICEF's work in Papua. Retrieved from <http://unicefindonesia.blogspot.com.au/2016/01/learning-to-read-write-and-succeed.html>
- Yektiningtyas-Modouw, W., & Karna, S. R. W. (2013). Using folktales to strengthen literacy in Papua. *Australian and International Journal of Rural Education*, 23, 83+.



International Journal of Indonesian Education and Teaching

<http://e-journal.usd.ac.id/index.php/IJIET>

Sanata Dharma University, Yogyakarta, Indonesia

EXPLORING INDONESIAN EFL TEACHERS' PERSPECTIVES ON THEIR SELF-REGULATION

Kristian Florensio Wijaya

Cita Hati International School, Samarinda, Indonesia

correspondence: kristianwijaya500@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.3576>

Received 6 August 2021; accepted 24 January 2022

Abstract

The quality of ELT enterprises is strongly determined by its teachers' dedication and commitment to imparting meritorious educational outcomes for diverse learners. One of the affective EFL teachers' aspects that should be paid more exhaustive attention to is self-regulation. It is theoretically grounded that highly self-regulated EFL teachers are the individuals exceptionally eager to confront various teaching-learning obstructions. This present qualitative study was conducted in the support of narrative inquiry to obtain more renewable rewarding insights from the targeted research participants based on their recited stories. To fulfill this research objectivity, 5 open-ended written narrative interview questions were addressed to 2 invited Indonesian EFL teachers experiencing quite long-range teaching experiences. The results showcased that highly self-regulated Indonesian EFL teachers had transfigured into more innovative learning facilitators and professional educators. Thus, it can be inferred that self-regulation fully allowed Indonesian EFL teachers to be more judicious decision-makers and supportive learning counselors. Some suggestions were also depicted in the closing section.

Keywords: Self-regulation; EFL teachers' perspectives; narrative inquiry

Introduction

In this industrial revolution 4.0 eras, educationalists can be deemed as one of the paramount figures influentially bringing about varied beneficial impacts for their learners' academic and social progression. This conception seems to concur with the theory of educator's roles in this global age as propounded by Griffiths (2007) articulating that rejuvenating educators' perceptions on both cognitive and pedagogical practices are of utmost importance for the betterment of educational enterprises comprehensively. For this reason, worldwide educational institutions are jointly invited to maintain the positivity of educators' mental health. Since their positive mental health will significantly influence their teaching performances, dedication, and qualities in diverse wide-ranging classroom contexts. Vesely, Saklofske, and Leschied (2013) adduce that the overarching mental health, as well as existent emotional states instilling by teachers, will navigate the effectiveness of their classroom learning venture. In EFL teaching-

learning dynamics, one of the detrimental affective factors arousing teachers' negative emotions is burnout. This hazardous emotional state will lead EFL teachers to job dissatisfaction, excessive stress levels, frustrating personal feeling, and a higher degree of attrition rate. As based on these above-mentioned assumptions, Newberry and Alsop (2017) strongly theorize that a higher level of EFL teachers' emotional burnout needs to be mitigated constantly unless the teaching-learning breakdowns will be the unintended consequences for all learning community members. It is fair to be acknowledged here that the nourishment of EFL teachers' positive emotions should be ascertained at the commencement of teaching-learning processes to maximize their teaching abilities, performances, and thinking in stipulating the precious actions to be carried out in the apparent teaching-learning situations. This suggestion is inextricably associated with the teacher empowerment theory postulated by Ercoskun and Kose (2014) believing that the continual reinforcement toward EFL educationalists' positive emotions will potentially bring about a more pleasurable classroom learning atmosphere. In a similar sense, Ahmed and Malik (2019) also argue that the corroboration of EFL teachers' positive emotions highly impacting their job satisfaction, commitment, and dedication as they experienced more sustainable support and a higher degree of reverence toward the effortful actions they have already embodied in their current vocation.

Concerning the significance of teachers' emotional sanity, it is critically pivotal for every educational institution as well as teacher training and education faculty to work hand-in-hand in establishing, nourishing, and amplifying EFL teachers' self-regulation to promote more positive impacts toward the ongoing educational enterprises they are engaging with. This conception seems to fit with the seminal theory of self-regulation proposed by Zimmerman (2008) averring that EFL educators possessing a more robust construction of self-regulation are more liable to concurrently infuse more positive emotions, feelings, and behaviors determining their specific teaching actions they are going to incorporate in their specific classroom circumstances. In the same vein, De Corte et al., (2011) avow that EFL teachers upholding a stronger establishment of self-regulation are more prone to be a more proactive agent of changes consistently desirous of enriching the conduciveness of the present teaching-learning activities for the greater advancement of their learners' learning improvement. Concerning this primacy of self-regulation construct, globalized educational stakeholders along with universities are advocated to impart more insistent mutual supports possibly elevating EFL teachers' self-regulation growth. This action needs to be internalized since there is a close linkage between existing educational vicinities and EFL teachers' self-regulation development. Postholm (2011) corresponds that the existent teaching and working surroundings will potentially determine the degree of EFL teachers' self-regulation growth. Further, it is not overstated here that the robust establishment of self-regulation can also lead EFL teachers to be more expertise in their cognitive, affective, and pedagogical competencies. This rewarding value is progressively attained since self-regulated EFL teachers are capable of maximizing the effectiveness of the existing teaching-learning dynamics endured by learners, degrading their emotional burnout gigantically, and ingraining more positive perceptions on their current vocation. All of these

advantageous educational values are immensely endorsed by the prior findings of EFL teachers' self-regulation studies unfolded by Ghonsooly and Ghanizadeh (2013) finding out that EFL educationalists erecting more robust self-regulation will be more able to conduct more meaningful teaching-learning activities compared to other colleagues possessing a lower level of self-regulation. In another identical study, Pietarinen, Pyhalto, Soini, and Aro (2013) revealed that highly self-regulated EFL teachers will have more precious chances to dramatically lessen their excessive negative emotional states to be superseded by more positive emotions since they have become more strategic decision-makers in assisting their learners to overcome various learning impediments. Pietarinen et al., (2013) also remarked that through a solid construction of self-regulation, EFL teachers will tend to address more expendable teaching efforts toward their teaching career due to the gradual positive feelings, perceptions, and emotions they continually possess.

It is also worth mentioning in these subsequent lines that self-regulation is comprised of 4 major stages as mentioned by Vohs and Baumeister (2016). The first stage refers to the cognitive aspect where EFL teachers are commissioned to collect richer information concerning the designated internal and external resources to stipulate clearer learning objectives to be achieved by their learners. The second staged can be deemed as a control assumption in which EFL teachers are required to plan, monitor, and evaluate the ongoing teaching-learning enterprises in line with the cognitive as well as motivation aspects showcased by learners. In the standard assumption, EFL teachers are advised to enact more achievable learning goals to be attained by learners and exert various supportive teaching behaviors constantly navigating their learners' learning trajectories to attain the pre-determined learning objectivities. The ultimate self-regulation aspect EFL teachers should insert in their classroom settings is self-regulatory learning activities wherein all learning community members are adept in juxtaposing their learning goals and endeavor in harmony with the prior learning achievements as well as performances obtained by them before. By iteratively repeating these above-explicated self-regulation cycles, it is well-phrased that both EFL teachers and learners can potentially transfigure into more innovative, creative, and independent problem-solvers in the presence of varied teaching-learning obstructions they are currently confronting. This perspective is mutually interlinked with another grounded self-regulation theory devised by Gol and Royaei (2013) strongly encouraging EFL educators to substantiate their self-regulation growth at the outset of teaching-learning activities to transform all learning community members into more high-quality, independent, and critical academicians. Again, highly self-regulated EFL teachers are presumably impossible to be born overnight since they should be well-trained for years or even decades to more profoundly understand their pedagogical beliefs, perspectives, and practices to walk in a similar corridor with self-regulatory concept demanding them to be more life-long educators who continually put forth the maximization of their targeted competencies for the betterment of educational practices. This idea is favorably supported by the previous self-regulation research finding unveiled by Royaei, Ghapanchi, and Ghanizadeh (2020) uncovering that when EFL educationalists have eventually reached a more holistic view toward

every pedagogical action they have taken, their self-regulation growth can also be fostered increasingly due to the higher degree of job satisfaction they fully possess in their account.

Before grounding this current study to the identifiable gap produced by previous self-regulation studies, it is of paramount importance to mention 5 relevant studies intimately correlated with the proposed theme. The first study was conducted by Mbato and Cendra (2019). They unfolded that self-regulated university EFL learners were successful in completing their final thesis since they could utilize various external and internal resources continuously supporting them to accomplish this final project. In an identical investigation, Diasti and Mbato (2020) unveiled that university EFL learners inculcating a higher degree of motivation and self-regulation tended to maintain their endeavor to finish their thesis writing since they have gradually become more autonomous problem-solvers. Siswanto and Mbato (2020) also revealed that EFL lecturers and university learners working more collaboratively in capitalizing on planning, monitoring, and evaluating strategies in the light of self-regulation will reap more fruitful target language learning outcomes. Mbato (2013) in his dissertation, also found out that highly self-regulated university EFL learners were the transformative learning figures sustainably exploring a wider range of learning resources independently and collaboratively erecting mutual networking with other learning companions to achieve the desired learning outcomes altogether. In the last study, Wijaya (2021) prompted all educational institutions in Indonesia to continually preserve and heighten university EFL learners' self-regulation to transfigure them into more resilient, highly motivated, and committed academicians strongly willing to subdue various upcoming learning obstacles. Based on those above-explained previous studies, there were still a minimum number of works of literature delving more exhaustively into the critical importance of EFL teachers to instill a higher level of self-regulation development in a vast array of second language teaching-learning dynamics. In Indonesian EFL learning contexts, the researchers had not unearthed any specific self-regulation studies exploring Indonesian EFL teachers' perspectives. Keeping all these matters into consideration, this present qualitative study was purported to exhaustively investigate Indonesian EFL teachers' perspectives on their self-regulation. By conducting this research, it is expectantly hoped that more significant self-regulation research results will shed more enlightenment toward both globalized and Indonesian EFL teachers' literature concerning the criticality of this affective state internalization for advancing our present as well as future ELT pillars. As part of achieving this main research objectivity, one research problem was formulated as follows: (1) what are the specific perspectives upholding by Indonesian EFL teachers concerning their self-regulation?

Method

This present qualitative study was conducted in the support of narrative inquiry to obtain more comprehensive obtained data from the targeted research participants. Ary et al., (2018) postulate that through the support of narrative inquiry, the researchers will have broader chances to unearth more tangible real-life stories addressed by the research participants. To fulfill this research

objectivity, 5 open-ended written narrative inquiry questions were being asked to 2 invited research participants in this study. With the existence of these 5 open-ended written narrative inquiry questions, a more profound understanding of Indonesian EFL teachers' perspectives on their self-regulation would be obtained since the tangible teaching stories disseminated by 2 invited EFL teachers can potentially inspire educational stakeholders to design more supportive teaching-learning environments as well as curriculums which can magnify their self-regulation growth. Talmy and Richards (2011) propound that the major advantage of capitalizing on open-ended written narrative inquiry questions is to enable researchers to gain some renewable insights based on the recitation told by the research participants. The participants taking part in this current small-scale qualitative study were 2 Indonesian EFL teachers graduating from Sanata Dharma University, Yogyakarta. Both participants had already experienced wider teaching-learning experiences in varied formal as well as informal educational institutions. Even they are currently working outside of Java Island, their long-term teaching experiences had increasingly assisted them to become more professional EFL educators highly dedicated to their subject-specific fields. Regarding the data analysis processes, the researcher would categorize each specific obtained data into some themes to allow readers to get clearer depictions out of these categorizations. After categorizing each data into some particular themes, the researcher expounded these findings by harnessing some prior relevant self-regulation theories as well as findings to impart more robust and trustworthy research results for worldwide readers.

Findings and Discussion

This subsection will cast a more exhaustive delineation concerning Indonesian EFL teachers' perspectives in their self-regulation based on the obtained findings shared by 2 invited EFL teachers. 2 major specific themes emerged from this study namely (1) Highly self-regulated EFL teachers successfully transformed into more innovative learning facilitators and (2) The robust construction of self-regulation enabled EFL teachers to be more professional educators.

Theme 1: Highly Self-Regulated EFL Teachers Successfully Transformed into More Innovative Learning Facilitators

It is undeniably important to be asserted here that EFL teachers inculcating a higher level of self-regulation fully transfigured into more innovative learning facilitators for multivariate learners. This is because of their insistent willingness to select the best learning methods, activities, and treatments appropriately matched with their learners' learning needs as well as proficiency. This identical positive manner is also resonated well with the first finding derived from the first participant. She forthrightly confessed that a higher degree of her self-regulation construction continuously assisting her to discern a vast range of teaching-learning activities best suited her classroom learning circumstances. By possessing this paradigm in her mind, the first participant had always been ready to become a high-quality educator predominantly prioritizing her learners' learning enthusiasm to take place first before proceeding to a more profound learning enterprise. All these contentions seem in line with the previous self-

regulation finding discovered by Toussi and Ghanizadeh (2012) prompting EFL educators to be more well-prepared in selecting the targeted subject-specific lessons they are going to deliver to their learners to considerably heighten their self-regulation growth critically influencing the existing classroom climate. In another similar investigation, Toussi, Boori, and Ghanizadeh (2011) encouraged all worldwide formal educational institutions to fully arm their prospective EFL educationalist candidates with the robust self-regulation establishment to constantly help them overcome varied teaching-learning impediments in the later teaching vocation realm. Gol and Royaei (2013) advocated for EFL teachers to corroborate their mutual collaboration with their particular school institutions to design more contextual professional development programs focusing on developing their self-regulation level to breed more professional, strategic, and innovative future language educators. Those above-mentioned perspectives seem in line with the first participant's interviewee's excerpt as can be observed in these following lines.

[Interviewee 1: *Yes, because I think preparation before learning is very important. I also prefer a simple and understandable lesson plans than a complex one. The implementation becomes easier.*]

[Interviewee 1: *It is better that before starting the learning process, the students have acknowledged the objectives and things they are supposed to achieve during the process.*]

It is also worth explicating here that the robust establishment of self-regulation within EFL teachers directly influencing their preparedness in confronting a wide variety of classroom learning obstructions alike learners' unruly behavior, demotivated learners, disruptive learners' actions, and struggling learners. This resiliency is well-instilled since highly self-regulated EFL teachers firmly deem all the arduous teaching-learning obstacles should be tackled well to conduct more meaningful learning enterprises sustainably. Other identical positive characteristics best described as highly self-regulated EFL teachers are they can remain calm and stay optimistic amid these taxing learning situations as well as expand more effortful suitable actions to handle those aforesaid classroom learning issues with great care. All of these rewarding values are tightly interwoven with the second research finding unveiled from the first research participant avowing that she continually stayed calm, positive, and patient while being crammed with a vast range of noncompliant learners' learning behaviors. Thus, the first participant consistently builds a more interactive and intimate conversation with those learners to figure out the precise strategies to sort these impediments. All these above-explained conceptions are closely interlinked with the major self-regulation finding uncovered by Partovi and Tafazoli (2016) strongly suggesting all EFL educationalists to preserving their robust self-regulation while facing a wide variety of teaching-learning obstructions to bring about a more positive learning climate in which all learners feel openly embraced to speak out their ideas to the whole learning community members. In like manner, Pazhoman and Sarkosh (2019) advised globalized EFL educators to cultivate their

self-regulation growth into the utmost level to maximize the learning outcomes along with achievements to be attained by their learners and promulgate a higher degree of convincing learning resilience for the overarching learning community members to jointly achieve similar learning objectivities. All these above-said delineations are also in agreement with the self-regulation theory postulated by Delfino, Dettori, and Persico (2010) profoundly exclaiming that when a higher level of self-regulation development is strongly entrenched within EFL teachers, they are more liable to supportively extend their in-depth caring for their learners to stipulate a wider array of possible learning outcomes, objectives, and achievements to be obtained in the light of meaning-making learning vicinities. In the last study, Heydarnejad, Fatemi, and Ghonsooly (2017) advised EFL teachers to maintain a stable equilibrium between their emotional aspects and self-regulation development to experience job satisfaction contagious for the further learning attainment to be reached by learners in various actual classroom surroundings. The following first interviewee's excerpt also evinced similar perspectives.

[Interviewee 1: *I personally believe that every single student need their own time to grow mentally and academically. Staying calm and focus can help teacher to find the best solution. The first thing I would do is doing my own reflection and evaluation: "What happened in classroom? What might cause those things?"*]

[Interviewee 1: *I will approach wisely and slowly the problematic students without causing discomfort to the other students. All students must be treated equally, but it is better for the teachers to consider the character, strengths and weaknesses of each student in the class. It will help us to communicate effectively with the students and find out the best solution for every student.*]

The ultimate and undeniable important characteristic inculcated by highly self-regulated EFL teachers is they are cogently desirous of internalizing various appropriate teaching-learning strategies for their learners to acquire the targeted language competencies for a better purpose. Anchored from this rewarding teaching behavior, the first research participants frankly repudiated that it is crucially essential for professional educators to incorporate a wide array of teaching approaches in their classroom learning vicinities since learners' learning experiences, knowledge, and skills will be more intensively enriched through enjoyable learning enterprises. She also added that personal distinctive learning treatments imparted for learners possessing multiverse learning backgrounds would potentially open a new horizon for them to be more excellent future academicians due to the progressive embodiment of holistic learning vicinities where all learners are striving as well as thriving jointly. In obedience with all those basic tenets of highly self-regulated EFL teachers, Hamidi and Ghafournia (2021) revealed that a more exuberant proliferation of self-regulation level will commensurately enact a good equilibrium between their expendable teaching efforts and learners' learning outcomes in the manifestation of more obvious teaching-learning objectives, continual volition to educate their learners, and well-

organized teaching-learning enterprises. This is also in tandem with the prior self-regulation research finding uncovered by Aldegether (2020) unfolding that the full activation of self-regulation has promoted a significant degree of benefits for the entirety of language learning venture conducted in their diverse wide-ranging classroom settings due to the continual placement of student-centered learning activities mutually elevating learners' learning interest toward the targeted subjects. In another exhaustive EFL teachers' self-regulation investigation, Royaei and Ghonsooly (2015) strongly advocated that EFL educators working in a vast array of language classroom learning environments be more tenacious, adaptable, and self-regulated decision-makers in designing more friendly learning dynamics for their learners to allow them to become more supportive learning facilitators as well as counselors amid taxing learning impediments. Concerning these above-explained findings, Ajomshoa, Sadighi, Bagheri, and Bavali (2017) also recommended all educational institutions impart more supportive working vicinities for EFL educators to enable them to showcase their best teaching performances influentially impacting the entire learners' language learning progression both socially as well as academically. In the ultimate identical study, Karamooz and Narafshan (2017) advised EFL educationalists to forge their self-regulatory skills at the onset of their teaching vocation to secure their robust teaching commitment, dedication, and professionalism governing their classroom learning navigation; whether it will be meaningful or detrimental for diversified learners. The following first participant's interviewee's excerpts also shared similar lenses like the aforesaid conceptions.

[Interviewee 1: *Yes, I will. I think internalizing and implementing something new to the learning process is not bad at all. Teachers' knowledge and understanding of various learning strategies will be increased and it surely has a good impact on the student learning experiences.*]

[Interviewee 1: *I personally will implement different treatments for different type of students. For instance: I will usually provide more explanations with specific and simpler examples to students who are still lacking in understanding the material being taught. For those who have passed the expected learning goals and criteria, I will give them a little "challenge" related to the topic so that they can still enjoy the learning and extend their level of understanding.*]

[Interviewee 1: *As I mentioned above, various teaching methods and strategies are implemented to address all the diversities in the classroom. Addressing the diversity in the lesson planning and acting and evaluating are the keys for a supportive learning process in the classroom.*]

Theme 2: The Robust Construction of Self-Regulation Enabled EFL Teachers to be More Professional Educators

It is also worth recognizing in this section that the stronger establishment of self-regulation allowed EFL teachers to be more professional educators. One of the professional aspects possessing by highly self-regulated EFL educators is to

conduct more in-depth language learning preparations influential for the overall learners' learning interest, competencies, and surroundings. Keeping this in mind, these types of EFL teachers are better at running more efficient teaching-learning dynamics for all learners due to their exhaustive desire to continuously upgrade their teaching methods, activities, and paradigms holistically impacting the whole learning voyage undergone by diverse learners. All these aforesaid conceptions are resonated well with the second participant's teaching views. Deep down in her heart, she sustainably rejuvenates her teaching approaches as well as activities to be more harmonious with her existent learners' learning situations. Further, the second participant also frankly confessed that appropriate teaching-learning circumstances addressed for her learners will potentially lead them to achieve more fruitful learning outcomes to be implemented in their daily lives. Corresponding with this above-mentioned truth, Ghonsooly and Ghanizadeh (2013) theorized that EFL teachers inculcating a more prolific self-regulation growth are more prone to restore their present teaching strategies to be accordingly matched with their learners' learning levels. In another critical investigation of EFL teachers' self-regulation, Monshi, Toussi, Boori, and Ghanizadeh (2011) revealed that highly self-regulated EFL educationalists are the figures that are not merely aware of their current teaching beliefs but also the extensive learners' learning needs. Ghanizadeh and Moafian (2011) rigorously accentuated the indispensability for EFL teachers to constantly escalate their teaching performances, renew their usable teaching strategies, and disseminate a wide array of agentic teaching efforts to significantly augment their self-regulation level. All these above-explained contentions are not happening by chance to share an identical similarity with these following second participant's interviewee excerpts.

[Interviewee 2: *I am the type of teacher who prepares clear teaching materials to teach my students. Besides that, I also pay attention to the ability of my students to catch the lessons that I teach.*]

[Interviewee 2: *Renewing my teaching methods also help me to make decisions about how I should deliver the target lessons that students can clearly understand.*]

The second intertwined professionalism aspect fully attained by highly self-regulated EFL teachers is the reinforcement of their positive emotions toward the ongoing adverse teaching-learning vicinities they are currently facing. Through the progressive formation of positive emotions in their laborious as well as energy-draining teaching venture, highly self-regulated EFL teachers can concurrently manage their upcoming negative emotions in a better direction eventually resulted in more conducive language learning enterprises entirely enjoyed by all learners possessing distinctive learning backgrounds. In similar lenses, the second research participant openly professed that before she was going to relinquish a bunch of unintended actions toward her learners based on her negative emotions, she always pondered more profoundly on those pre-determined personal decisions. Afterward, the second participant tended to be

more prudent in stipulating any kind of future classroom learning decisions for her learners by transfiguring them into more mature, astute, and critical decision-makers. All these exhaustive self-reflections do not merely lead the second participant into more competent educators but also terrifically transformed her into more compassionate learning supporters continuously cast a higher degree of affective caring to heterogeneous learners. All these above-depicted assumptions are closely interlinked with the prior EFL teachers' self-regulation finding uncovered by Taxer and Frenzel (2015) discovering that EFL educationalists infusing insistent positive emotions as well as self-regulation development are more liable to feel intimate with their learners, experience more satisfying teaching performances, and undergo less negative emotions. Similarly, Cazan (2013) in his previous investigation of worldwide EFL teachers' self-regulation impacts on their emotional labor also unfolded that the majority of EFL educators instilling a higher level of self-regulation would encounter more precious chances to steer their learners' learning processes in a better direction resulted in the full attainment of satisfying learning achievements. Concerning all these aforementioned findings, Zhang and Zheng (2020) highly supported EFL teachers to ascertain their self-regulation preservation in a long-term period to nurture their positive emotional labor significantly influencing their teaching instructions, present learning climates, and pedagogical knowledge of the subject-specific fields. Heydarnejad, Fatemi, and Ghonsooly (2021) strongly encouraged EFL educators working under diverse wide-ranging classroom contexts to amplify their self-regulatory skills to be better in translating the designated learning objectives, determining righteous classroom regulations, and adjusting the internalized teaching activities more flexibly. All these perspectives are in correlation with the following second participant's interviewee excerpts.

[Interviewee 2: *I try to deal with varied teaching obstacles wisely by controlling my thoughts and emotions. This can help me deal with these obstacles calmly and also can think more clearly to be able to make wise decisions. Of course, this is not a very easy thing, but with practice to control emotions and thoughts, I believe it can help me in facing various challenges in the future.*]

[Interviewee 2: *When a teacher can understand the abilities and conditions of students, teacher can make lessons that look boring became interesting.*]

The last paramount element enabling EFL teachers to be more professional educators in the support of self-regulation is concerning with the eternal teaching spirit to impart the best education qualities for the whole learners. This lofty endeavor cannot be belittled at all since the entire qualities of each education institution are cogently determined by the apparent life, social, and intellectual influences incorporated by their graduates to heterogeneous future working fields. This grit is mutually associated with the confession of the second participant exhaustively reflected that she was longing to dedicate all her hard-working, long-lasting efforts, and leisure time to continually deem on various educational enterprises potentially benefitting her learners' learning achievements. On top of

that, the second participant also possesses stronger underlying teaching principles due to the optimistic, positive, and enthusiastic views she consistently implanted while dealing with learners coming from divergent life backgrounds. Moreover, she also jointly convinced other EFL educationalists in this archipelago to instill identical pedagogical perspectives to allow more positive springboards for all learning community members to fully experience truly holistic educational enterprises throughout their lifetime. All these values are in concord with the previous EFL teachers' self-regulation research result unearthed by Marchand, Driel, and Verloop (2014) urging all educational institutions all around the globe to provide more intensive EFL teachers' professional training focusing on their self-regulation development to breed more highly-dedicated educators broadly casting a higher level of affective attention for all learners deriving from different social castes. In the same line, Ahmed and Malik (2019) strongly suggested globalized educational parties to forging EFL teachers' self-regulation growth to terrifically elevate their self-determination, pedagogical competencies, and performances in the current teaching vocation. Ercoskun and Kose (2014) noticeably remarked that the mutual collective teaching dedication promulgated among ELT teaching staff would considerably foster their commitment to continually impart their best pedagogical outcomes for all learners. These exhaustive portrayals are also in conjunction with the second participant's interviewee excerpts as follows.

[Interviewee 2: *I am very optimistic about handling diverse wide-ranging learners enrolling in my classrooms. It is because every day I meet various kinds of people with different abilities and characters. My experience in life can help me to understand the difference.*]

[Interviewee 2: *A belief that all students have the right to a proper education makes me try hard to think of new ideas and new learning strategies that can support me to stimulate them so it can be easier for them to understand the target lesson.*]

Conclusion

Anchored on the obtained research results, it can be presumably alleged here that a higher degree of self-regulation level will progressively transfigure Indonesian EFL teachers into more resilient, innovative, optimistic, and professional educators. All these positive influential cognitive, as well as affective benefits have been successfully grasped since highly self-regulated EFL teachers are a group of transformative individuals sustainably desirous of cultivating the optimum educational seeds to be grown more prolifically in continual teaching-learning enterprises. 2 shortcomings should be repudiated fairly by the researcher to pave a better way for future researchers to innovate their way of investigation concerning the significance of self-regulation toward the continuity of high-qualified ELT enterprises. Firstly, the future researchers are strongly suggested to dig out more profoundly regarding the other paramount EFL teachers' affective constructions closely linked with their challenging teaching vocation such as

metacognition, self-efficacy, and self-motivation to generate more robust data depictions for worldwide educational parties. Lastly, it is also well-recommended for future researchers to invite a considerable number of Indonesian EFL educationalists graduating from multivariate universities to yield richer distinctive interpretations concerning some essential strategies or programs worthwhile to be incorporated by our educational institutions in a proactive attempt to boost teachers' self-regulation development meritorious for ELT realms future navigation.

References

- Ahmed, N., & Malik, B. (2019). Impact of psychological empowerment on job performance of teachers: Mediating role of psychological well-being. *Review of Economics and Development Studies*, 5(3), 451-460. <https://doi.org/10.26710/reads.v5i3.693>
- Aldegether, R. (2020). Predicting reflective thinking among saudi elementary school teachers in Riyadh public schools. *International Journal of Education and Practice*, 8(3), 405-415. Retrieved on August, 6, 2021, from <https://eric.ed.gov/?id=EJ1268067>
- Alsop, S. (2017). Afterword: Science education and promises of aesthetics, emotion and wellbeing. In *Exploring emotions, aesthetics and wellbeing in science education research*. New York: Springer Publishing.
- Anjomshoa, L., Bagheri, M. S., & Bavali, M. (2017). External factors and Iranian EFL teachers' performance: Examining the effectiveness of self-regulation. *Iranian journal of educational sociology*, 1(2), 131-145. Retrieved on August 6, 2021, from http://iase-idje.ir/browse.php?a_code=A-10-118-10&slc_lang=en&sid=1
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Boston: Cengage Learning Publishing.
- Cazan, A. M. (2013). Teaching self-regulated learning strategies for psychology students. *Procedia-Social and Behavioral Sciences*, 78, 743-747. <https://doi.org/10.1016/j.sbspro.2013.04.387>
- De Corte, E., Mason, L., Depaepe, F., & Verschaffel, L. (2011). Self-regulation of mathematical knowledge and skills. *Handbook of self-regulation of learning and performance*, 155-172. New York: Taylor & Francis Publishing.
- Delfino, M., Dettori, G., & Persico, D. (2010). An online course fostering self-regulation of trainee teachers. *Psicothema*, 299-305. Retrieved on August 6, 2021, from <https://reunido.uniovi.es/index.php/PST/article/view/8905>
- Diasti, K. S., & Mbato, C. L. (2020). Exploring undergraduate students' motivation-regulation strategies in thesis writing. *Language Circle: Journal of Language and Literature*, 14(2), 176-183. <https://doi.org/10.15294/lc.v14i2.23450>
- Ercoskun, N. Ç., & Köse, E. (2014). Investigation of self-regulation and problem solving skills of prospective elementary teachers. *International Online Journal of Educational Sciences*, 6(2). 413-428. Retrieved on August, 6, 2021, from <https://www.researchgate.net/>
- Ghanizadeh, A., & Moafian, F. (2011). The relationship between Iranian EFL teachers' sense of self-efficacy and their pedagogical success in Language

- Institutes. *Asian EFL Journal*, 13(2), 249-272. Retrieved on August, 6, 2021, from https://70.40.196.162/PDF/June_2011.pdf#page=249
- Ghonsooly, B., & Ghanizadeh, A. (2013). Self-efficacy and self-regulation and their relationship: a study of Iranian EFL teachers. *The Language Learning Journal*, 41(1), 68-84. <https://doi.org/10.1080/09571736.2011.625096>
- Gol, A. K., & Royaei, N. (2013). EFL teachers' self-regulation and job performance. *Theory and Practice in Language Studies*, 3(10), 1855. doi:10.4304/tpls.3.10.1855-1861
- Griffiths, E. (2007). 'They're Gonna Think We're the Dumb Lot Because We Go to the Special School' A teacher research study of how mainstream and special school pupils view each other. *Research in Education*, 78(1), 78-87. <https://doi.org/10.7227/RIE.78.7>
- Hamidi, S., & Ghafournia, N. (2021). Investigating the relationship among Iranian EFL teachers' self-regulation, effective teaching, gender, and teaching experience. *International Journal of Foreign Language Teaching and Research*, 9(35), 167-186. Retrieved on August 6, 2021, from http://jfl.iaun.ac.ir/article_679453_8aee02fd70c98b0a13d9ff77238d79ed.pdf
- Heydarnejad, T., Fatemi, A. H., & Ghonsooly, B. (2021). The interplay among self-regulation, emotions and teaching styles in higher education: a path analysis approach. *Journal of Applied Research in Higher Education*. Retrieved on August, 6, 2021, from <https://www.emerald.com/insight/content/doi/10.1108/JARHE-08-2020-0260/full/html>
- Heydarnejad, T., Hosseini Fatemi, A., & Ghonsooly, B. (2017). Emotions and self-regulation: A case of Iranian EFL high school and private language institute teachers. *International Journal of Educational Investigations*, 4(4), 82-100. Retrieved on August 6, 2021, from <http://www.ijeionline.com/attachments/article/62/IJEI.Vol.4.No.4.07.pdf>
- Karamooz, M., & Narafshan, M. H. (2017). The relationship between self-regulated strategies and burnout: A teacher analysis in the EFL context of Iran, *Studies in Linguistics and Literature*, 1(2), 1-11. doi:10.22158/sll.v1n2p186
- Mbato, C. L. (2013). *Facilitating EFL learners' self-regulation in reading: Implementing a metacognitive approach in an Indonesian higher education context* (Doctoral dissertation, Southern Cross University).
- Mbato, C. L., & Cendra, A. (2019). Efl undergraduate students' self-regulation in thesis writing: help-seeking and motivation-regulation. *JELE (Journal of English Language and Education)*, 5(1), 66-82. <https://doi.org/10.26486/jele.v5i1.949>
- Oolbakkink-Marchand, H. W., Van Driel, J. H., & Verloop, N. (2014). Perspectives on teaching and regulation of learning: a comparison of secondary and university teachers. *Teaching in Higher Education*, 19(7), 799-811. <https://doi.org/10.1080/13562517.2014.934342>
- Partovi, N., & Tafazoli, D. (2016). On the relationship between Iranian EFL teachers' self-regulation, self-resiliency, gender and teaching experience. *Research in English Language Pedagogy*, 4(1), 7-25. Retrieved on August 6, 2021, from http://relp.khuisf.ac.ir/article_533634.html

- Pazhoman, H., & Sarkhosh, M. (2019). The relationship between Iranian English high school teachers' reflective practices, their self-regulation and teaching experience. *International Journal of Instruction*, 12(1), 995-1010. Retrieved on August 6, 2021, from <https://eric.ed.gov/?id=EJ1159090>
- Pietarinen, J., Pyhältö, K., Soini, T., & Salmela-Aro, K. (2013). Reducing teacher burnout: A socio-contextual approach. *Teaching and Teacher Education*, 35, 62-72. <https://doi.org/10.1016/j.tate.2013.05.003>
- Pietarinen, J., Pyhältö, K., Soini, T., & Salmela-Aro, K. (2013). Validity and reliability of the socio-contextual teacher burnout inventory (STBI). *Psychology*. doi: [10.4236/psych.2013.41010](https://doi.org/10.4236/psych.2013.41010)
- Postholm, M. B. (2011). Self-regulated learning in teaching: students' experiences. *Teachers and Teaching: theory and practice*, 17(3), 365-382. <https://doi.org/10.1080/13540602.2011.554713>
- Royaei, N., Ghapanchi, Z., & Ghanizadeh, A. (2020). Probing EFL teachers' perceptions of learners' success factors and its contribution to their goal-orientations and organizational commitment. *Interchange*, 51(4), 483-497. <https://doi.org/10.1007/s10780-020-09405-1>
- Royaei, N., Ghonsooly, B., & Ghanizadeh, A. (2015). A mixed methods analysis of EFL teachers' self-regulated strategies and burnout. *International Journal of Research Studies in Psychology*, 4. Retrieved on August 6, 2021, from <https://profdoc.um.ac.ir/paper-abstract-1047042.html>
- Siswanto, I. L., & Mbato, C. L. (2020). Investigating Indonesian senior high school students' implementation of self-regulated learning towards the English subject. *Journal of English Education and Teaching*, 4(4), 483-498. <https://doi.org/10.33369/jeet.4.4.483-498>
- Talmy, S., & Richards, K. (2011). Theorizing qualitative research interviews in applied linguistics. *Applied linguistics*, 32(1), 1-5. <https://doi.org/10.1093/applin/amq045>
- Taxer, J. L., & Frenzel, A. C. (2015). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and teacher education*, 49, 78-88. <https://doi.org/10.1016/j.tate.2015.03.003>
- Toussi, M. T. M., & Ghanizadeh, A. (2012). A study of EFL teachers' locus of control and self-regulation and the moderating role of self-efficacy. *Theory & Practice in Language Studies*, 2(11). doi:10.4304/tpls.2.11.2363-2371
- Toussi, M. T. M., Boori, A. A., & Ghanizadeh, A. (2011). The role of EFL teachers' self-regulation in effective teaching. *World Journal of Education*, 1(2), 39-48. Retrieved on August 6, 2021, from <https://eric.ed.gov/?id=EJ1159090>
- Toussi, M. T. M., Boori, A. A., & Ghanizadeh, A. (2011). The role of EFL teachers' self-regulation in effective teaching. *World Journal of Education*, 1(2), 39-48. Retrieved on August 6, 2021, from <https://eric.ed.gov/?id=EJ1159090>
- Vesely, A. K., Saklofske, D. H., & Leschied, A. D. (2013). Teachers—The vital resource: The contribution of emotional intelligence to teacher efficacy and well-being. *Canadian Journal of School Psychology*, 28(1), 71-89. <https://doi.org/10.1177/0829573512468855>

- Vohs, K. D., & Baumeister, R. F. (Eds.). (2016). *Handbook of self-regulation: Research, theory, and applications*. New York: Guilford Publishing.
- Wijaya, K. F. (2021). English Education master students' self-regulated learning strategies in academic writing. *Journal of English Teaching*, 7(1), 15-29. Retrieved on August 6, 2021, from <https://eric.ed.gov/?id=EJ1290629>
- Zhang, J., & Zheng, X. (2020). The influence of schools' organizational environment on teacher collaborative learning: A survey of shanghai teachers. *Chinese Education & Society*, 53(5-6), 300-317. <https://doi.org/10.1080/10611932.2021.1879553>
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American educational research journal*, 45(1), 166-183. <https://doi.org/10.3102/0002831207312909>



International Journal of Indonesian Education and Teaching
<http://e-journal.usd.ac.id/index.php/IJIET>
Sanata Dharma University, Yogyakarta, Indonesia

CLASSICAL GUIDANCE SERVICES USING WINDOW SHOPPING METHOD TO IMPROVE READING COMPREHENSION OF VOCATIONAL SCHOOL COUNSELORS

Ibnu Athiyah

PPPPTK Penjas and BK, Kementerian Pendidikan Kebudayaan
Riset dan Teknologi, Indonesia

correspondence: ibnup4tkbk@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.3354>

received 1 September 2021; accepted 24 January 2022

Abstract

This study aimed to test the effectiveness of classical guidance services using window shopping methods to improve reading comprehension of vocational school counselors. This research was an experimental study with one group pretest-posttest design. Research subjects were vocational school counselors in East Jakarta. The population in this study were all vocational school teachers, as training participants with a total of 30 people. The sampling technique used was 30 saturated sampling. The research instrument used was a reading comprehension scale with a validity of 0.304 (Pearson Product Moment) and reliability of 0.826 (Alpha Cronbach). Data analysis techniques using paired sample t-test were significant with a statistical test value of -65.619. The results of the study provide an understanding that classical guidance services with the window shopping method was effective in improving reading comprehension of the vocational school counselors.

Keywords: classical guidance, window shopping, reading comprehension

Introduction

One of the important skills that individuals in the 21st century must possess is reading skills. Because nowadays almost everyone needs a means of communication, for example a mobile phone that can accommodate information so that it can be read and sent to another party to be read back and understood the contents of the information, so as to provide useful meaning for him. Reading is one part of language competence, covering four important aspects of skills, namely listening (listening), speaking, reading, and writing. Therefore, guidance and counseling teachers should have all four aspects of language competence so that good language skills can be achieved. Regarding reading skills, it has an important role in obtaining information. Comprehension of reading content is the main goal of reading activities. Based on the results of observations and preliminary tests carried out on vocational counseling teachers in class during educational and training activities to increase competence in the field of counseling guidance in East Jakarta, it was obtained that the reading

comprehension ability of counseling teachers in East Jakarta was low on mastery of training materials. One of the reasons for this is because the guidance and counseling teachers have not yet mastered reading skills so that mastery of the material (training reading material) needs to be improved again.

Many advances and learning innovations appear in physical form or ways of doing or concepts, this is inseparable from the learning approach used by teachers towards students, one approach that supports this is the constructivist approach, this approach actually gives learners the freedom to explore knowledge and experimenting with the problems faced then carried out analysis and discussion to find the best form of solution to the problem, so that the human role is so dominant in using teaching aids and carrying out instructions in learning. One form of constructivism learning is the window Shopping method. According to Bonney & Stenberg, 2011; Lawson 2010 (John W. Santrock, 2017), a learner-centered approach that emphasizes the importance of individuals who actively build knowledge and understanding with guidance from teachers. Teachers do more than just pour information into children's minds. Instead children should be encouraged to explore their world, discover knowledge, reflect, and think critically along with careful monitoring and meaningful guidance from the teacher.

Then to achieve reading comprehension through classical guidance, it is necessary to use a method in order to facilitate its implementation, one of these techniques is the window shopping method. According to Rahma (2017) window shopping is a group work-based learning model by shopping around looking at the work of other groups to broaden their insights. This reveals that window shopping is just an activity of walking around and seeing other groups' products. Furthermore, according to Kholish Istianingsih (2018) window shopping is a group work-based service strategy by carrying out activities like shopping around seeing the work of other groups to gain insight. The work can be posted on the wall or on the window. This visiting activity is not only sightseeing but students are asked observe and record the work of other groups. This reveals window shopping, the activity of going around looking, observing the knowledge products of other groups.

In this window shopping practice, every school counselor is formed into several groups, where each group acts as a shopkeeper and is tasked with explaining the product and serving other group visits by explaining the product, answering questions and asking for responses or input if any of the groups visiting. This activity is carried out alternately. This is in line with the research conducted by Kholish Istianingsih and Riyya Mir'anina (2018), where window shopping activities ask students to take a walk to see the results of other groups' work posted on the wall or on the window. This visiting activity is not just looking around but students are asked to observe and record the work of other groups. This activity requires students to communicate with their friends and peer tutoring activities will occur. Hopefully this learning will be more meaningful and fun.

Classical guidance services are counseling assistance provided to a number of teachers in training classes in the form of face-to-face meetings between widyaiswara (trainers) and counseling teachers. This activity needs to be held so that all the potential of the counseling counselor as education and training participants can develop optimally in mastering the training material. This

research was important to do in order to create a good reading comprehension of the counseling teachers, individually or in groups in the learning process in the classroom. So one of the efforts that can be made to improve the reading comprehension of guidance and counseling teachers in the training class is through classical guidance services using the window shopping method.

Theory

According to Ahmadi and Pourhosein (2012), reading comprehension is a cooperative mental practice between the reader's linguistic knowledge (knowledge of the world) and knowledge of the given subject. This implies that reading comprehension is a collaboration of basic reading knowledge and paraphrasing the reading material that is read. Furthermore, according to the USAID Prioritas Team (2015) reading comprehension is a reading activity carried out by a person to understand the contents of the reading as a whole. The above contains the key word that reading comprehension activities start from understanding content, evaluating through questions, appreciating what has been done from reading. According to *William Grabe*, *Reading comprehension (2009)* is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

On the other hand, Davis (1944) thinks that fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics). According to *Maryanne Wolf (2016)* Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.

Meanwhile, according to Rubin (Samsu Somadayu, 2011) reading comprehension is a complex intellectual which includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. The above reveals that there are 2 keys to reading comprehension, namely mastery of the meaning of words and verbal thinking to the reader. According to Dalman (2014), reading comprehension is cognitive reading (reading to understand). This simply reveals that in reading comprehension it is an activity to interpret according to one's own language in the reading. It can be concluded that reading comprehension is the activity of reading the main content

of the reading, paraphrasing the content of the material, interpreting, evaluating, and appreciating.

The implementation of classical guidance services is carried out in a planned manner based on an analysis of the problems and needs of the training participants, so that it cannot be done suddenly, but there must be preparation from the teacher, such as materials, syllabus, goals, schedules. This is in line with the opinion of the Directorate General of Quality Improvement of Teachers and Education Personnel of the Ministry of National Education (2007). Classical guidance service is a basic guidance service designed, requiring counselors to make direct contact with students in class on a scheduled basis. This classical guidance activity can take the form of class discussions, questions and answers, and hands-on practice. Classical guidance can make students active and creative in following activities given by the teacher. Classical guidance services are part of a counseling guidance service which is provided in a classroom format. According to Gysbers and Hendarson in Firda and Suharso (2015), this classical guidance is a form of guidance activity organized in the guidance curriculum which is the heart of counseling guidance services. For the counseling guidance trainer, it is important to pay attention to the condition of the school counselor as a training participant being studied, such as interest, motivation and fighting power and cooperation so that the goals and objectives of the intended classical guidance service can be achieved optimally. Based on the expert opinion above can state that classical guidance services are counseling assistance provided to a number of teachers in training classes in the form of face-to-face meetings between widyaiswara (trainers) and counseling teachers.

According to Rahma (2017) window shopping is a group work-based learning model by shopping around looking at the work of other groups to broaden their insights. This reveals that window shopping is just an activity of walking around and seeing other groups' products. Furthermore, according to Kholish Istianingsih (2018) window shopping is a group work-based service strategy by carrying out activities like shopping around seeing the work of other groups to gain insight. According to Kholish Istianingsih (2018) window shopping is a group work-based service strategy by carrying out activities like shopping around seeing the work of other groups to gain insight. The work can be posted on the wall or on the window. This visiting activity is not just looking around but students are asked to observe and record the work of other groups.

This reveals that window shopping is the activity of going around seeing, observing the knowledge products of other groups. According to the researcher, the window shopping method in this study is the product of group work by doing activities like shopping around looking at and asking each other group's work, where the strategy is that these large groups are divided into small groups consisting of large group representatives, then this small group travels to each shop which consists of 1 large group owner of work products and several other people from different groups as visitors, then visitors are given the opportunity to ask questions and the owner of group work products explains and answers visitor questions, this activity is carried out alternately where the previous product owner becomes a visitor when are in the results of another group's product. Based on the above, it can be concluded that window shopping in this study is a service strategy

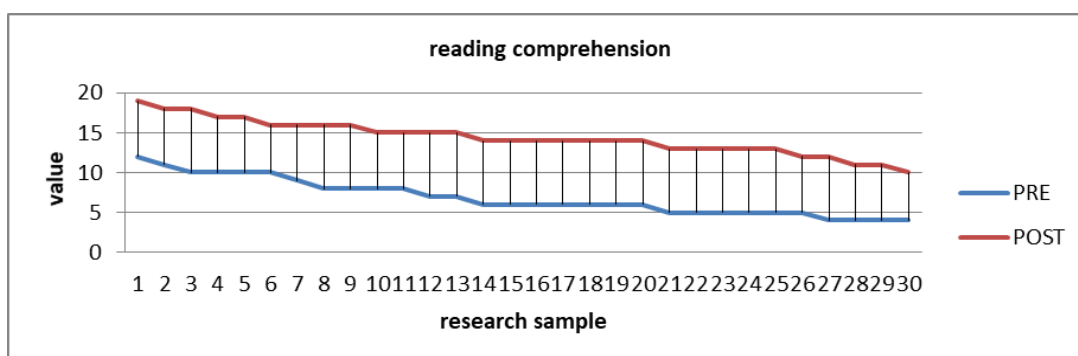
based on group work products by carrying out activities like shopping around seeing and asking each other group's work products, where each traveling group consists of 1 owner of group work products and other people from different groups as visitors, then visitors are given the opportunity to ask questions and the owner of the group work product answers the visitor's questions, this activity is carried out in shifting roles where the previous product owner becomes a visitor while in the product of another group. So that each group experiences visits to each other group and gets the same knowledge from the group of product owners.

Method

This study used an experimental method with one group pretest-posttest design. The subject of this research were the school counselors of vocational schools in East Jakarta. The study population was 30 people, then the sample technique used was saturated sampling technique of 30 people. The research instrument used was an objective test of reading comprehension compiled by the researcher himself with a validity of 0.3044 (Pearson Product Moment) and a reliability of 0.826 (Alpha Cronbach). The data analysis technique used parametric statistics with the paired sample t-test (Anggara et all, 2017).

Findings and Discussion

Based on the data obtained before and after being provided with classical guidance services using the window shopping method, it is seen that the reading comprehension of the vocational school counselors is developing. The details can be seen in the following graph



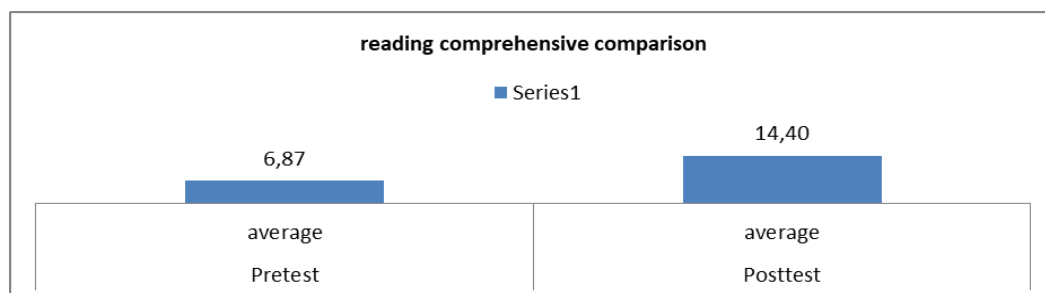
Graph 1.1 The development of reading scores for the understanding of School counselors in East Jakarta vocational

Based on graph 1.1 above, there is a difference in reading scores for the vocational school counselors at vocational before being given classical guidance services using the window shopping method. compared to after being given classical guidance service of window shopping method. In the graph, the score for reading comprehension of the vocational School counselors has changed, namely an increase.

Table 1.1 Normality test before and after reading the understanding of school counselors at vocational East Jakarta

Tests of Normality		Shapiro-Wilk		
		Statistic	df	Sig.
Before	Before	.912	3	.016
	After	.976	3	.716

Because the number of samples was below 50, the researchers used the Shapiro-Wilk normality test results. So based on a review of the results of the Shapiro-Wilk normality in reading the understanding of the guidance and counseling teachers, it shows a significance value before $0.016 > 0.05$ and a significance value after $0.716 > 0.05$, which means that the results of the analysis of the research sample before and after are normally distributed. Graph 1.2 Comparison of pretest-posttest reading comprehension of School counselors in vocational in East Jakarta.



Based on graph 1.2 above, it showed that the average achievement of reading comprehension scores, if viewed based on the difference in the average before and after being given the classical guidance service intervention using the window shopping method, using the O2-O1 formula, then the average score of School counselors in vocational has increased to 7.53. This shows that there was a difference in the average reading comprehension of vocational School counselors.

Table 1.2 hypothesis testing

Paired Samples Test									
		Paired Differences					t	f	Sig. (2-tailed)
		M	SD	SEM	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	before - after	-7.533	.629	.115	-7.768	-7.299	-65.619	9	.000

Then based on the table above, the statistical results of the t-test were significant with a statistical test value of -65.619. This can be seen from the probability <0.05 . In the statistical test above in the Sig. (2-tailed) for the two-tailed test the figure is 0.000. So it can be said that classical guidance with the window shopping method significantly improves the reading comprehension of the vocational school counselors. Graph 1.2 Comparison of pretest-posttest reading comprehension of School counselors in vocational in East Jakarta.

Discussion

An overview of the reading comprehension level of the vocational school counselors before and after receiving classical guidance services using the window shopping method. The average reading comprehension score was higher than before the treatment was given. This research proves that classical guidance services using the window shopping method were an effective strategy, which can help vocational counseling teachers improve reading comprehension of training materials. Another indication was that there was a change from an increase in the average reading comprehension before being given the classical guidance service intervention with the window shopping simulation method of 7.53 points. According to Makhfirah & Nuryono, (2014), classical guidance is a guidance and counseling service provided to students by guidance & counseling teachers (School counselors) or counselors to a number of students in class units carried out in the classroom. Classical guidance is a guidance service provided to students in the number of class units or a guidance service provided by guidance and counseling teachers to a number of students in class units carried out in the classroom (Winkel and Hastuti, 2010).

In connection with the results of this study that the effectiveness of using classical guidance services as an intervention has been widely applied, such as the results of research conducted by Rahma (2017) on the title of research on the effect of using cooperative window shopping methods on participation in classical counseling guidance. The results of the study prove the cooperative window shopping method on student participation in classical counseling guidance. Other research has also been conducted by Juster Donal Sinaga and Kristina Betty Artati (2017), a research entitled classical guidance model based on Experiential learning theory (ELT) to improve the character of student responsibility. The results showed that the results showed an increase in the character of being responsible after being given a classical guidance model based on experiential learning theory.

Also the results of research conducted by Fajar Bilqis (2019) with the title of research on the development of classical guidance service programs to increase the interpersonal attractiveness of grade V elementary school students. The results showed that a classical guidance service program was needed for guidance and counseling teachers to provide material in increasing interpersonal attractiveness. It is also supported by the results of research conducted by Monica, Mega Aria and Andriati (2015) with the title of research on the effectiveness of classical guidance with role model technique to improve confidence. The results showed that the model was classical guidance technique using role playing effective to increased the students' confidence. Reading comprehension is an important skill for teachers. Research on skills was also conducted by Gendon Barus (2017),

a study entitled the assessment of the results and effectiveness of the character education model based on classical guidance services in junior high schools. The results prove that the character education model based on classical guidance services is effective and the results show changes in student behavior in SMP. This is also reinforced by the results of research conducted by Tati Yusra, Edy Purwanto, Awalya (2020), a study entitled the effectiveness of classical guidance with problem-based learning techniques and Jigsaw to increase negative attitudes in premarital sex behavior. The results of the study prove that classical guidance with problem-based learning techniques and Jigsaw is effective for increasing negative attitudes towards premarital sex behavior in high school students.

Classical guidance services were not only applied to students in schools but can also be applied to adults in learning in training or lectures. Classical guidance is basically a counseling service that is organized by information services and content mastery in a classical format. Novi Andriati. 2015. The title of research on the development of classical guidance models with role playing techniques to increase self-confidence. The results showed that the classical guidance model with role playing techniques was effective in increasing children's self-confidence.

According to Kholish Istianingsih (2018) window shopping is a group work-based service strategy by carrying out activities like shopping around seeing the work of other groups to gain insight. The work can be posted on the wall or on the window. This visiting activity is not just looking around but students are asked to observe and record the work of other groups. This reveals that window shopping is the activity of going around seeing, observing the knowledge products of other groups. According to the researcher, the window shopping method in this study is the product of group work by doing activities like shopping around looking at and asking each other group's work, where the strategy is that these large groups are divided into small groups consisting of large group representatives, then this small group travels to each shop which consists of 1 large group owner of work products and several other people from different groups as visitors, then visitors are given the opportunity to ask questions and the owner of group work products explains and answers visitor questions, this activity is carried out alternately where the previous product owner becomes a visitor when are in the results of another group's product. So that each group experiences visits to each other group and gets the same knowledge from the group of product owners.

Research on window shopping has been conducted by Muhamad Ahyar Rasidi1, Nuruddin (2019), a study entitled the effect of the windows shopping cooperative learning model on critical thinking skills of PGMI UIN students Mataram. The results of the study prove that there is a positive effect of the application of the windows shopping cooperative learning model on the critical thinking skills of PGMI students at UIN Mataram. This is also reinforced by research conducted by Nur Zumroh Enni, Suwarsi Rahayu, Nur Kusuma Dewi (2018), a study entitled the effectiveness of the window shopping learning model and the approach of exploring the natural surroundings on ecosystem material. The results prove that the window shopping learning model and the natural exploration approach are effective in applying the ecosystem material. This is also reinforced by research conducted by Richul Qomariyah, Dedi Kuswandi, Henry Praherdhiono. (2019) title research project based learning scenario with window

shopping format on graphic design basic subjects. The result of the research proves that the project based learning scenario with window shopping format can be done in graphic design basic subjects.

William Grabe, Reading comprehension (2009) is the ability to process text, understand its meaning, and to integrate with what the reader already knows. In relation to reading comprehension, according to Ahmadi and Pourhosein (2012), reading comprehension is a cooperative mental practice between the reader's linguistic knowledge (knowledge of the world) and knowledge of the given subject. This implies that reading comprehension is a collaboration of basic reading knowledge and paraphrasing the reading material that is read. Furthermore, according to the USAID Prioritas Team (2015) reading comprehension is a reading activity carried out by a person to understand the contents of the reading as a whole. The above contains the key word that reading comprehension activities start from understanding content, evaluating through questions, appreciating what has been done from reading. Meanwhile, according to Rubin (Samsu Somadayu, 2011) reading comprehension is a complex intellectual which includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. The above reveals that there are 2 keys to reading comprehension, namely mastery of the meaning of words and verbal thinking to the reader. According to Dalman (2014), reading comprehension is cognitive reading (reading to understand). This simply reveals that in reading comprehension it is an activity to interpret according to one's own language in the reading. It can be concluded that reading comprehension is the activity of reading the main content of the reading, paraphrasing the content of the material, interpreting, evaluating, and appreciating.

According to *Maryanne Wolf* (2016) Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading. This related with research on reading comprehension has been carried out by Hamza Al-Jarrah1 & Nur Salina Binti Ismail (2018), a study entitled difficulty reading comprehension among EFL learning students in higher education institutions. The results of the study of reading comprehension difficulties among EFL learners in higher education institutions. The research was conducted by Danielle S. Mcnamara and Panayiota Kendeou (2011) entitled the research title of the benefits of translating in reading comprehension in educational practice. The results of the study prove that reading comprehension provides the benefits of translation in educational practice. Research conducted by Detty Varita (2017) research title improves reading comprehension through literary circles. The results of the study prove that reading comprehension increases through literary circles. The results of this study are also strengthened by research conducted by Abebe Lolamo Anjulo (2017), the title of the research improves reading comprehension through extensive reading of case studies in WCU level 2 English students. The

results of the study proved that students' reading comprehension could be improved through extensive reading.

On the other hand, Davis (1944) thinks that fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics). this is related to research was conducted by Muhammad Khalid Mehmood Sajid and Abdullah Al Fraidan. (2019) research title the effectiveness of reading aloud strategies for inferential comprehension reading skills and text difficulties of students at the Saudi university level. The results of the study proved that the research of aloud reading strategies was effective in improving the inferential reading comprehension skills and text difficulties of students at the Saudi university level. Another supporting research was also conducted by Mohammad Reza Ahmadi (2017) entitled the impact of motivation on reading comprehension. The results of the study prove that motivation has a positive impact on reading comprehension. Research conducted by Danielle S. McNamara and Panayiota Kendeou (2011) entitled the title of translating benefit research on reading comprehension. The results of the study prove that translating into reading comprehension provides many benefits.

The use of the window shopping method was also easier for the trainees to understand because all participants are active and ready to receive visits from other groups, this is in line with the research conducted by the research title Window Shopping: A Unique and Interesting Learning Model. One of the results of the study revealed that the Window Shopping learning method was preferred over the Role Playing and Buzz Group Discussion methods. The use of the window shopping method is not limited to the field of counseling guidance, but other fields have also applied and can be measured, for example the Indonesian language learning environment. As has been done by Reza (2018) with the window shopping learning model, it is proven to be a solution in the formation and manifestation of a proactive, serious, and cooperative attitude when designing performance sheets of literacy results from film review texts, the ability of participants to formulate literacy results into forms. performance sheets, both individually and collaboratively in groups, a conducive learning situation. Learning Indonesian with the 'shopping' learning model has indirectly made students' insights develop during literacy activities. Their creative power also appears when preparing performance sheets.

The results of the research by the experts above provided support to the researcher that reading comprehension in classical guidance can be carried out research, so the use of classical guidance services with the window shopping method can improve reading comprehension of vocational schools counselors in

East Jakarta. This was based on the effectiveness paired sample t-test, which shows that there is a significant difference in reading comprehension of vocational schools counselors between before and after receiving classical guidance service treatment with the window shopping method, meaning that guidance and counseling teachers are increasingly able to improve reading comprehension in terms of literal understanding, reorganization understanding, inferential understanding, evaluation and appreciation.

Conclusion

Based on the research data, it could be concluded that classical guidance services with the window shopping method are effective in improving reading comprehension of the School counselors at vocational East Jakarta. This could be seen from the significant difference in the average score of reading comprehension of the counseling teachers before and after being given classical guidance service with the window shopping method. Normality test with Shapiro-Wilk ($0.716 > 0.05$). Technique of data analysis used parametric statistics with paired sample t-test with statistical test values ($t = -65.619$, $p < 0.05$). The results of the study provide an understanding that classical guidance services with the window shopping method was effective in improving reading comprehension of vocational school counselors.

References

- Abebe, L. A. (2017). Improving reading comprehension through extensive reading: The case of WCU 2nd year English majoring students. *International Journal of Research*, 4(1). <https://edupediapublications.org/journals>
- Ahmadi, M. R., & Pourhosein, G. A. (2012). Reciprocal Teaching strategies and their impacts on English reading comprehension. *Theory and Practice in Language Studies*, 2(10), 2053-2060.
- Anggara, D. S., & Saiful, A. (2017). *Statistik pendidikan*. Tangerang Selatan: UNPAM Press
- Andriati, N. (2015). Pengembangan model bimbingan klasikal dengan teknik role playing untuk meningkatkan kepercayaan diri, *Jurnal Bimbingan Konseling*, 4(1), 36-42.
- Dalman. (2014). *Keterampilan membaca*. Jakarta: Rajawali Pers.
- Danielle S., McNamara., & Panayiota, K. (2011). Translating advances in reading comprehension research to educational practice. *International Electronic Journal of Elementary Education*, 4(1), 33-46.
- Davis, F.B. P. (1944). *Fundamental factors of comprehension in reading*. Switzerland: Springer.
- Detty, V. (2017). Improving reading comprehension through literature circles. *English Education Journal (EEJ)*, 8(2), 234-244.
- Dewi, N. F. (2017). Layanan bimbingan klasikal dalam meningkatkan self control siswa SMP Negeri 5 Yogyakarta. *HISBAH: Jurnal Bimbingan Konseling dan Dakwah Islam*, 14(1), 25-37.

- Dian, M. A., Ninik, S., Supriyo. (2015). Mengurangi perilaku agresif siswa melalui layanan klasikal menggunakan teknik sosiodrama. *Indonesia Journal of Guidance and Counseling: Theory and Application*, 2(3), 58-65.
- Digdem, M. S., Alim, K., & Asli, U. B. (2012). Investigating views of teachers on classroom guidance programs. *Eurasian journal of education research*, 48, 213-230.
- Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan Departemen Pendidikan Nasional. (2007). *Penataan pendidikan profesional konselor dan layanan bimbingan dan konseling dalam jalur pendidikan formal*. Jakarta: Departemen Pendidikan Nasional.
- Fajar, B. (2019). Pengembangan program layanan bimbingan klasikal untuk meningkatkan daya tarik interpersonal siswa kelas V sekolah dasar. *TERAPUTIK Jurnal Bimbingan dan Konseling*, 2(3), 123-133.
- Firda, P., & Suharso (2015). Hubungan persepsi siswa dan minat siswa dalam layanan bimbingan konseling format klasikal. *Indonesian journal of applied guidance and counseling*, 4(4), 1-7.
- Gendon, B. (2017). Assessing outcomes and effectiveness of character education model based on classroom guidance services in junior high schools. *The International Journal of Counseling and Education*, 2(3), 131-143.
- Hamza, A., & Nur, S. B. I. (2018). Reading comprehension difficulties among EFL learners in higher learning institutions. *International Journal of English Linguistics*, 8(7), 32-41.
- Juster, D. S., & Kristina, B. A. (2017). Experiential learning theory (ELT)-based classical guidance model to improve responsible character. *Indonesian Journal of School Counseling*, 2(1), 14-32.
- Kharas, A. K, et al. (1990). *Membaca dalam kehidupan*. Bandung: Angkasa.
- Kholis, I. (2018). Pengaruh model two stay two stray dengan aktivitas window shopping terhadap minat dan hasil belajar siswa mts al-muttaqin plemahan kediri. *Jurnal Ilmiah Pendidikan Matematika*, 3(2), 92 – 98.
- Kurdi, M. (2017). Window shopping: Model pembelajaran yang unik dan menarik. *Jurnal Lingkar Widyaiswara*, 4(3), 27 – 34.
- Nur, Z. E., Suwarsi, R., & Nur, K. D. (2018). Keefektifan model pembelajaran window shopping dan pendekatan jelajah alam sekitar pada materi ekosistem. *Journal of Biology Education*, 7(2), 221-225.
- Maryanne, W.(2016). *Tales of literacy for the 21st century: The literary agenda*. Oxford : OUP.
- Muh, F. (2012). Pengembangan model bimbingan klasikal untuk meningkatkan motivasi belajar siswa SMP. *Cakrawala Pendidikan*, 31(1), 143-156.
- Muhamad, A. R., & Nuruddin. (2019). Pengaruh model pembelajaran kooperatif tipe windows shopping terhadap keterampilan berpikir kritis mahasiswa PGMI UIN Mataram. *Jurnal Elementary Kajian Teori dan Hasil Penelitian Pendidikan Sekolah Dasar*, 2(2), 31-33.
- Muhammad, K. M. S., Abdullah, A. F. (2019). Effectiveness of reading aloud strategies for inferential reading comprehension skills and text difficulties of Saudi students at university level. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 9(1), 2893-2989.

- Mohammad, R. A. (2017). The impact of motivation on reading comprehension. *International Journal of Research English Education*, 2(1), 1-7.
- Novi, A. (2015). Pengembangan model bimbingan klasikal dengan teknik role playing untuk meningkatkan kepercayaan diri. *Jurnal Bimbingan Konseling*. *Jurnal Bimbingan Konseling*, 4(1), 36-42.
- Rahma, W. (2017). Pengaruh Penggunaan metode kooperatif window shopping terhadap partisipasi bimbingan konseling klasikal. *Jurnal Penelitian Pendidikan Indonesia*, 2(2), 1-8.
- Richul, Q., Dedi, K., Henry, P. (2019). Skenario project based learning dengan format window shopping pada mata pelajaran dasar desain grafis. *Jurnal Pendidikan Teori, Penelitian, dan Pengembangan*, 4(10), 1396-1401.
- Rismawati. (2015). Pelaksanaan layanan klasikal dalam bimbingan dan konseling Di SMP Negeri 3 Kandangan. *Jurnal Mahasiswa Bk An-Nur*, 1(1), 64-74.
- Samsu, S. (2011). *Strategi dan teknik pembelajaran membaca*. Yogyakarta: Graha Ilmu.
- Santrock, J. W. (2014). *Psikologi pendidikan*. Jakarta:Salemba Humanika.
- Tim. (2015). *Materi untuk sekolah praktik yang baik*. Jakarta: Modul USAID PRIORITAS
- Tarigan. (2008). *Membaca sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Tati, Y., Edy, P., & Awalya.(2020). The effectiveness of classroom guidance with problem-based learning and jigsaw techniques to improve negative attitudes towards premarital sexual behavior. *Jurnal Bimbingan Konseling* 10(1), 7-12.
- Yeti, R. (2018). Implementasi model *window shopping* dalam pembelajaran membandingkan teks ulasan film pada siswa kelas XI TKR SMK Negeri 5 Pekanbaru. *Journal on Education*, 1(1), 75-82.
- William, G. (2009). *reading in a second language: moving from theory to practice*. London: Cambridge University Press.
- Winkel, W.S., Hastuti, M., Sri, M. (2010). *Bimbingan konseling di institusi pendidikan*. Yogyakarta: PT Media Abadi.



INDONESIAN SENIOR HIGH SCHOOL ENGLISH TEACHERS' VIEWS ON WORLD ENGLISHES IN L2 INSTRUCTION

Ruth Eliana Franssisca¹ and Adaninggar Septi Subekti^{2*}

Universitas Kristen Duta Wacana (UKDW), Yogyakarta, Indonesia

correspondence: adaninggar@staff.ukdw.ac.id

<https://doi.org/10.24071/ijiet.v6i1.4006>

received 26 December 2021; accepted 25 January 2022

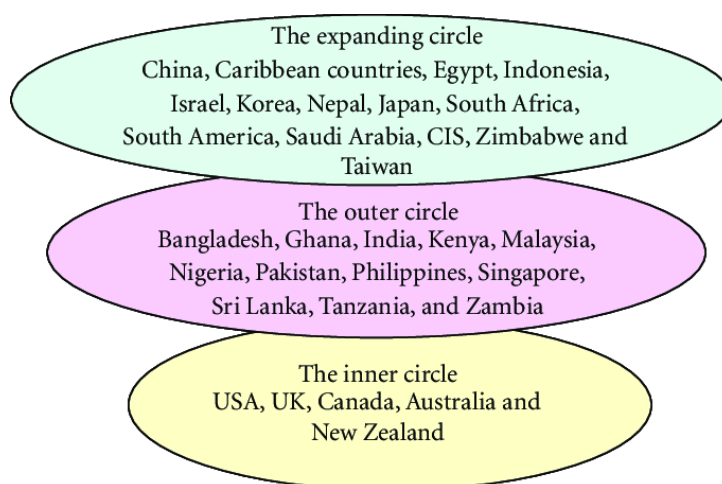
Abstract

The present study was conducted to investigate the views of six Indonesian senior high school teachers of English on the place of World Englishes (WE) in English as second language (L2) instruction. The study used semi-structured online interviews as the method of data collection. Through Thematic Analysis, it found several main findings. The teachers introduced varieties of accents to motivate their students and nurture respect towards accented English. They, however, did so at varying degrees, several in the intra-curricular activities, one in extracurricular activities only. Though they had different perspectives on the level of importance of introducing students with varieties of accents, they uniformly believed that it was acceptable for their students to speak English with local accents. The implication of the study includes accommodating WE to a certain extent in activities and assessment and raising English teachers' awareness towards WE through accommodating it in English education majors' curricula.

Keywords: L2 instruction, senior high school English teachers, world Englishes

Introduction

English has been the most widely spoken language in global communication. People from various countries communicate with each other mostly using the language. The globalisation enables more and more frequent communication in English among people from various first languages (L1) (Bhowmik, 2015). This communication has made people be exposed to varieties of English spoken by people with different L1. These varieties of English emerge with their accents, expressions, and sociolinguistic rules (Kiyak, 2021). World Englishes (WE) is an umbrella term that refers to all of these local varieties arising from diversities attributed to the users' linguistic and cultural differences (Bolton, 2004). Other than this definition, Bolton (2004) mentioned that in a narrower sense, WE could also refer to the 'new Englishes' arising in Asia, Africa, and in any other parts of the world whose speakers had L1 other than English. This narrower definition is probably related to the three-circle model of English proposed by Kachru (1990). This model could be observed in Figure 1.



Three-circle model (Kachru, 1990)

As seen in Figure 1, Kachru (1990) the model consists of the inner circle countries where English is the L1 of most of the people (e.g.: the US, the UK), the outer circle countries where English is used as the second language (ESL) (e.g.: India, Malaysia, and Singapore), and the expanding circle countries where English is used as a foreign language (EFL). Indonesia is one of the countries in the expanding circle along with China, Thailand, Japan, and many other countries. The inner circle countries are considered 'norm-providing', the outer circle 'norm-developing', and the expanding circle 'norm-dependent' (Kachru, 1992). Interestingly, most English users nowadays come from the outer and expanding circles where languages other than English are more dominantly used in society (Matsuda, 2020) implying that these users are very probably also multilingual. Matsuda (2020) further mentioned that a multilingual person is different from a monolingual one. So, he or she needs to be looked at in their own right rather than as a lacking monolingual. Hence, comparing the English of people from the outer and expanding circle countries with that of people from the inner circle countries may "not capture the linguistic resourcefulness of these multilingual users of English" (p. 691), perhaps suggesting that the terms 'norm-developing' and 'norm-dependent' for the outer and expanding circles countries respectively have been rather obsolete, if not irrelevant.

Embracing oneself as multilingual speaking English 'differently' from native speakers may bring positive impacts for students (Tokumoto & Shibata, 2011). Students' having a positive attitude could instil more positive learning behaviours, language practices, higher motivation, and more successful attainment (Tokumoto & Shibata, 2011). That may be attributed to a more feasible target of language proficiency, which is intelligibility, rather than native-like proficiency (Timmis, 2002). Ironically, however, many students from the expanding circle countries, for examples Saudi Arabia and Thailand, considered English varieties from the inner circle countries more prestigious (e.g.: Almegren, 2018; Choomthong & Manowong, 2020; Rezaei et al., 2018). In comparison, albeit fewer in number, several studies also reported their EFL student participants' support for their L1-accented English (Franssica & Subekti, 2022; Waloyo & Jarum, 2019). A recent

quantitative study by Franssisca and Subekti (2022), for example, found that Indonesian senior high school students were proud of their local accents when speaking in English. This study corresponded with an earlier study by Waloyo and Jarum (2019) involving 46 Indonesian university student participants. They also found that the participants generally expressed their confidence in their L1-accented English. This positive attitude towards local accents, rather than shunned could instead be optimised for L2 learning by teachers through class instruction as accents are also a part of one's identity (Yule, 2014).

Regarding the place of WE in the second language (L2) class instruction, however, English teachers' attitudes were generally still ambivalent. In an Italian context, a qualitative study by Vettorel and Corrizato (2016) analysing teachers' reflection documents and interviews found that the Italian teachers of English had positive attitudes towards World Englishes. They supported introducing the varieties of English besides the native speakers' varieties in class (Vettorel & Corrizato, 2016). In a similar vein, in Vietnam, Hao and Phuong (2017) involving 76 university teachers of English found that the participants generally believed in the importance of introducing English varieties besides those from the inner circle countries. The finding was in contrast to the findings of several studies in Asia favouring the inner circle varieties of English (Ahn, 2017; Matsuda, 2002, 2003; Zhang & Du, 2018). For example, a study in Korea by Ahn (2017) found that teachers were aware of WE, but had negative attitudes towards it. The teachers were generally reluctant to bring other varieties of English besides American English and British English to the classroom. It was because they viewed these two as the 'standard' ones. In a similar vein, Matsuda (2002, 2003) stated that Japanese teachers did not see the other varieties of English, including Japanese English, as the legitimate ones. Because of that, these teachers did not bring non-native materials to their classes (Matsuda, 2003).

In Indonesia, to the best of our knowledge, there have not been many empirical studies regarding WE, particularly studies regarding Indonesian English teachers' attitudes towards WE (Pudyastuti & Atma, 2014). Involving 22 English teachers at various education levels who were studying at a graduate programme, Pudyastuti and Atma (2014) conducted a quantitative study on teachers' perceptions towards varieties of English and its application in the classroom. They found that most of the teachers in the study agreed that students should know varieties of English besides American and British Englishes and these varieties should be taught in class. Interestingly, most of them were inclined to American and British Englishes most of the time rather than the other varieties of English, claiming the two varieties were easier for students. Though not specifically about WE, another study was conducted by Gunantar (2016) in a junior high school context produced an interesting finding. Gunantar (2016) found that local contents had been accommodated in English textbooks, but the teachers believed that learning the native speakers' cultures when learning English was more appropriate.

Despite the contributions of the aforementioned studies in the Indonesian context, another study involving Indonesian senior high school English teachers is still necessary. The study by Pudyastuti and Atma (2014), due to being quantitative, may not be able to capture the teacher participants' views in mode depth. Kiyak (2021) mentioned that whether students can accept WE would first

be determined by whether their teachers are eager to inspire them, and this should start with these teachers being engaged with WE themselves. Since WE could enrich English education (Kiyak, 2021) and may also boost the potentials of L2 students from the outer and expanding circle countries such as Indonesia, conducting a study involving Indonesian senior high school English teachers is very necessary to further comprehend its social and pedagogical implications.

With the aforementioned rationales, the present study seeks to answer this research question: What are Indonesian senior high school English teachers' views towards the implementation of World Englishes in L2 classes?

Method

The present study employed a qualitative design. It used semi-structured online interviews in the Indonesian language to gather data. Several teachers were contacted through *WhatsApp* where we explained the purposes of the study and whether they were interested to participate. After the participation of six Indonesian senior high school English teachers was secured through *WhatsApp*, online interviews through the *Zoom* platform were scheduled. The online interviews were conducted from January 2021 up to February 2021. The pseudonyms of these participants were Endrick (Male/M), Navy (Female/F), Vinny (F), Olivia (F), Sylvie (F), and Kevin (M).

The obtained data were fully transcribed and translated into English. The translated transcripts were then analysed using Thematic Analysis (Braun & Clarke, 2006). The steps were as follows. The first was getting familiar with the data. It was achieved through reading and re-reading the transcripts. The second was generating initial codes. Then, themes were formulated. In the process, revision of theme formulation was possible. The last was to ensure that the themes had described recurring statements and findings within the data set.

Ethical principles were adhered to before, during, and after data collection. First, the study ensured the participants' voluntary participation (Creswell, 2014; Vilma, 2018) by distributing online interview consent forms detailing the purposes of the study and what was generally expected from the participants (Gray, 2014), before each interview was conducted. Secondly, all of the interview excerpts were anonymised using pseudonyms throughout this report to keep the participants' confidentiality (Israel & Hay, 2006), thus the study adhering to the non-maleficence principle (Creswell, 2014). The steps of data gathering and analysis could be observed in Figure 1.

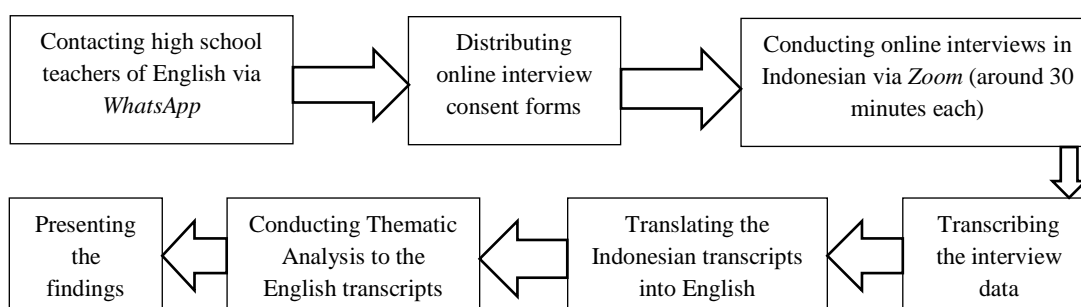


Figure 1. Steps of data gathering and analysis

Findings and Discussion

Through interviewing the six senior high school teacher participants, the present stud found four themes regarding their views on World Englishes in English class instruction. These four themes could be observed in Table 1.

Table 1. The emerging themes on teachers' views towards World Englishes implementation

Theme 1	Teachers introduced varieties of accents at varying degrees.
Theme 2	Teachers introduced varieties of accents to motivate students and nurture respect towards accented English.
Theme 3	Teachers had different perspectives on the level of importance of introducing varieties of accents.
Theme 4	Teachers believed that it was acceptable if students spoke with local accents.

Theme 1. Teachers introduced varieties of accents at varying degrees.

All the five senior high school teacher participants in this study admitted that they had introduced varieties of English outside those from the inner circle countries. These varieties were Indian English, Singaporean English, Korean English, and some other local varieties of English. However, the way they taught these varieties differed from one another, thus differentiating the extent to which they introduced these varieties.

Navy, Vinny, Olivia, Sylvie, and Kevin stated that they played non-inner-circle English videos and movies to introduce WE in their intra-curricular English class. Olivia and Kevin, for example, reported:

"The English used in the video or movie I play in the class is very various since I find the movies or videos based on the topic that is discussed in it [...] not that it has to be from Britain or America." [Olivia/ F]

"[...]short videos, for instance, TED that I usually play in the class or other short videos, are not from English native countries, but from Asia such as Korea, China, India, Singapore, and others." [Kevin/ M]

Slightly different from the other five teachers, Endrick (M) only introduced his students to WE in English Club activities. He commented:

"We have an English club. There, we teach the students what English is... from the pronunciation, speaking, and a lot more, and there I explain and introduce the various accents such as the differences between them." [Endrick/ M]

Navy admitted that she did not directly point out the accents in the videos and movies she brought in class. She stated:

"[...] So, I don't explicitly tell them about various accents, but what I play inside the class are usually various [in terms of accents]." [Navy/ F]

In contrast, Endrick admitted that he directly made a connection with what he brought to the class in the way of introducing different accents to his students. He reported:

“I always give them a clear connection with the accents that we have in Indonesia, namely Bataknese, Javanese, and others” [Endrick/ M]

Regarding the aforementioned excerpts, it was shown that the participants were aware of the importance of WE since they introduced varieties of English to their students. This finding may also serve as a qualitative confirmation of a quantitative study by Pudyastuti and Atma (2014) in an Indonesian context which found that the teacher participants agreed on introducing students to other varieties of English besides American and British ones. The present study's finding, however, was different from the findings of several previous studies in other EFL contexts in which teachers only introduced American and British English only (Ahn, 2017; Matsuda, 2002, 2003; Zhang & Du, 2018).

Though what the present study's teacher participants did to introduce WE could hardly be considered extensive, introducing students with varieties of English in the world is important because can help the students to have positive attitudes towards WE (Kiyak, 2021). Students' having a positive attitude could influence their learning behaviours, language practices, motivation, and successful attainment (Tokumoto & Shibata, 2011). This was related to what Matsuda (2020) mentioned in which students in outer and expanding circle countries are likely multilingual. Hence, attaining native users proficiency may not be relevant to be the learning target of students from expanding circle countries (Matsuda, 2020) such as Indonesia. With more realistic learning goals, Indonesian students whose exposure to English is limited could be facilitated to be more motivated and less afraid in learning English.

Theme 2. Teachers introduced varieties of accents to motivate students and nurture respect towards accented English.

The study found that four of the six participants mentioned their purposes for introducing WE in English class. Vinny, Kevin, Olivia, and Navy mentioned that their purpose in introducing WE was to encourage their students not to be ashamed of having local accents when speaking in English. Vinny and Olivia, for example, commented:

“I always encourage them to speak with whatever accent they have as long as they pronounce each word clearly [...] I also emphasise that we do not need to be able to speak like someone in Harry Potter (a movie) or like American, Justin Bieber (American singer), you can still use your Javanese accent when you speak in English. [Vinny/ F]

“...for them not to be ashamed to speak English with their accent... if they are ashamed of their accent or they think that their English is 'not good'

(because of that), well I do not want this to happen; that is why I introduce them to some accents. [Olivia/ F]

Furthermore, besides wishing that her students became more confident in speaking English, Olivia introduced them to ‘accented’ English because she also wanted her students to respect other cultures and accents. She reported:

“I just want them to know the other (outer’s and expanding circle’s) varieties of English to respect other people’s accents.” [Olivia/ F]

As seen in the aforementioned excerpts, the participants seemed to have clear purposes when they introduce outer and expanding circles’ varieties of English. This is crucial since teachers take a major influence in developing their students into having an appropriate understanding and attitudes towards WE (Hao & Phuong, 2017; Kiyak, 2021). This may also affect the students’ skills in oral communication. Tokumoto and Shibata (2011) as previously mentioned also stated that understanding and positive attitudes towards WE could positively affect learning behaviours. The present study’s finding was in line with the finding of a quantitative study by Hao and Phuong (2017) involving 76 university teachers of English where these participants also believed in the importance of introducing English varieties besides those from the inner circle countries. However, there have been more studies suggesting teacher participants’ preference on the inner circle varieties of English (Ahn, 2017; Matsuda, 2002, 2003; Zhang & Du, 2018). There were two possible factors as to why the teacher participants in the present study were aware of other varieties of English and had positive attitudes towards them. Firstly, Indonesia has many local languages, and thus Indonesian students likely have local accents when speaking an L2 including English. Second, the teachers in this study seemed to be aware of their students’ accents when speaking English, thus trying to use it positively for their students’ learning.

Theme 3. Teachers had different perspectives on the level of importance of introducing varieties of accents.

All teachers in the present study were aware of the importance of WE since they introduced the non-native varieties of English to their students. However, these teachers had diverse perspectives on the degree of the urgency of doing so. Two teachers, Navy and Vinny, claimed that it was not necessary to bring WE as a material in the class where they had to explicitly introduce the varieties of English. Instead, they introduced WE solely to increase students’ confidence to speak in English. They commented:

“It is important, but then it is not necessary to be introduced (explicitly), but I try to let them not to feel discouraged since maybe they will think that ‘oh, I can’t talk that way’ it may shut the students from talking. [Navy/ F]

"It is important (to introduce varieties of English) in the sense of encouraging them (students), not discussing accents one by one from all over the world in the class." [Vinny/ F]

However, Kevin and Sylvie had a different perspective where they thought that it was essential for the students to be familiar with these varieties of accents since it might enrich their knowledge about accents when the students travelled or studied abroad. They stated:

"It is important as the more the students are exposed to various kinds of accents, the more deeply they can know about them. We do not know after they graduate or even now, as social media cannot be restricted, they may have acquaintances from Korea, Norway, or somewhere else and the language that they will use as a medium of communication has to be English and the English (they speak) may be various as they come from various countries too." [Sylvie/ F]

"It is important... that I also want to teach the students accents of (people from) some countries [...] I want them to be familiar with these accents so that they will not be confused." [Kevin/ M]

As seen in the aforementioned excerpts, the participants had heterogeneous views on the level of urgency of introducing non-native varieties of English in class. This may partly explain why Endrick, one of the participants, only introduced WE in his English Club, an extracurricular activity (see theme 1). In this case, prior exposure towards WE when these teachers were studying in their respective English language education majors may also play a part. That was to say that those taught about WE when they were pre-service teachers or pursuing further studies were likely to be more open to non-natives' varieties of English. Kiyak (2021) mentioned that teachers' awareness is crucial since they need to modify the misconception that happens among students that the native varieties were necessarily more superior to the others. However, teachers in several previous studies seemed to favour the inner circle's varieties (Ahn, 2017; Matsuda, 2002, 2003; Zhang & Du, 2018). The present study's finding could be said to be in an 'in-between' position, where whilst they still prioritised teaching the inner circle varieties, they still facilitate their students to know several other varieties of English, albeit perhaps occasionally.

Theme 4. Teachers believed that it was acceptable if students spoke with local accents.

Five out of six participants, Olivia, and Navy, Vinny, Sylvie, and Kevin, claimed that it was acceptable for their students not to sound like native speakers. Instead, they believed their students could speak English with any accents they had. For instance, Vinny and Sylvie commented:

"We have no English-English sort of concepts such as American English or British English. [...] we appreciate the accents of each student." [Vinny/ F]

"I do not demand them to be too grammatical or the accent should be standard accent (UK, US, Australian), it is up to them." [Sylvie/ F]

Moreover, the teachers also believed that the students did not have to be 'correct' in pronouncing words. Instead, they emphasised intelligibility in which using the language that was universally understood was the most important. Regarding this, Navy, Kevin, and Sylvie reported:

"Whatever accent you are speaking, as long as there are more people who understand what you are saying, then you are fine." [Navy/ F]

"Despite the accents they have as long as the pronunciation is clear (understandable), I will let it be. [...] It does not matter whatever accent the user uses, the matter is when most people know what my students are trying to say." [Kevin/ M]

"[...] students can pronounce the words even with a local accent. The pronunciation is right though the accent is local; I still appreciate it." [Sylvie/ F]

Regarding why teachers should accept their students' local accents, Olivia commented that accent was a part of students' identity and origin showing where the students came from. She stated:

"The accents show the origin of that person, I can say that accent is a part of a person" [Olivia/ F]

Based on the excerpts presented, the participants in this study seemed to underline the intelligibility more than the native-like accents. This finding has a similar vein with two studies that found teachers' positive attitudes towards intelligibility (Timmis, 2002). Regarding this, Matsuda (2020) reiterated that for multilingual speakers in outer and expanding circles, attaining native speakers' ability may be irrelevant as it could not capture the students' linguistic resourcefulness as multilingual speakers. Hence, focusing on intelligibility could be seen to be more feasible as highlighting the notion of intelligibility than pointing out the native-like accents is seen as the need in nowadays pedagogy (Timmis, 2002). This view also gives more respect towards various accents as a part of identity (Yule, 2014). Teachers' respecting students' local accents could facilitate better learning as a recent quantitative study in the Indonesian senior high school context by Franssica and Subekti (2022) also found that Indonesian students had a very strong belief about their local accents and were very proud of them.

Conclusion

There are several pedagogical implications of the present study towards English instruction. First, as Indonesian students are mostly multilingual, teachers

are to look at their attainment in English in their own right rather than as 'deficient' monolingual speakers. These students also likely bring their accents in speaking, which is believed to be a part of their identity (Yule, 2014). Hence, rather than seeing their accents as barriers, teachers could instead focus on the clarity and intelligibility of their students' English regardless of accents. This attitude could be manifested in the class activities and assessment. In L2 class activities, for example, teachers could ask students to do a conversational role-play, whose characters were between fellow Indonesian people or an Indonesian and an Indian rather than between an Indonesian and a native speaker or between native speakers. This could gradually raise the students' awareness that they learn English not only to communicate with native speakers but also people from other countries with their distinctive ways of communicating in English. Likewise, more open-ended assessments such as role-plays and presentations allow more intelligibility-focused learning opportunities than close-ended assessments such as fill-in-the-blank and multiple-choice assessments. Last but not the least, English language education majors in Indonesia could play a more active role in facilitating future English teachers to be aware of WE and the potentials that Indonesian English speakers have if they are willing to embrace their linguistic identity as Indonesian Javanese, Batakese, Balinese, and many others when using English.

Future studies could investigate WE-based activities or assessments at the senior high school level, for example, in the form of classroom action research. Such studies could allow students' process of realising WE unfold and the learning choice they make afterwards, whether the realisation of WE affects their learning behaviours and motivation in any way.

References

- Ahn, H. J. (2017). *Attitudes to World Englishes: Implications for teaching English in South Korea*. Routledge.
- Almegren, A. (2018). Saudi students' attitude towards world Englishes. *International Journal of Applied Linguistics and English Literature*, 7(4), 238–247. <https://doi.org/10.7575/aiac.ijalel.v.7n.4p.238>
- Bhowmik, S. K. (2015). World Englishes and English language teaching: A pragmatic and humanistic approach. *Colombian Applied Linguistics Journal*, 17(1), 142–157.
- Bolton, K. (2004). World Englishes. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 369–396). Blackwell.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Choomthong, D., & Manowong, S. (2020). Varieties of English accents: A study of the degree of preference and intelligibility among second-year English major students at Maejo University. *Manusya*, 23(2), 151–169. <https://doi.org/10.1163/26659077-02302001>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage Publications, Inc.
- Fransisca, R. E., & Subekti, A. S. (2022). Indonesian high school students' attitudes towards varieties of English: A survey Study. *Studies in English*

- Language and Education*, 9(1), 318–330.
- Gray, D. E. (2014). *Doing research in the real world* (3rd ed.). Sage Publications, Ltd.
- Gunantar, D. A. (2016). The impact of English as an international language on English language teaching in Indonesia. *Journal of Language and Literature*, 10(2), 141–151. <https://doi.org/10.15294/lc.v10i2.5621>
- Hao, T. T., & Phuong, N. D. (2017). World Englishes from a holistic view and considerations on English education in Vietnam. *VNU Journal of Foreign Studies*, 33(6), 41–55.
- Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. SAGE Publications Ltd.
- Kachru, B. (1990). World Englishes and linguistic landscapes. *World Englishes*, 9(1), 3–20.
- Kachru, B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25(1), 1–14.
- Kiyak, O. A. (2021). English language teachers' perceptions of World Englishes and English as a Lingua Franca. *The Literacy Trek*, 7(2), 37–64.
- Matsuda, A. (2002). "International understanding" through teaching world Englishes. *World Englishes*, 21(3), 436–440. <https://doi.org/10.1111/1467-971X.00262>
- Matsuda, A. (2003). Incorporating World Englishes in teaching English as an international language. *TESOL Quarterly*, 37(4), 719–729. <https://doi.org/10.2307/3588220>
- Matsuda, A. (2020). World Englishes and pedagogy. In C. L. Nelson, Z. G. Proshina, & D. R. Davis (Eds.), *The handbook of World Englishes* (2nd ed., pp. 686–702). John Wiley & Sons, Inc.
- Pudyastuti, Z. E., & Atma, N. (2014). Englishes: Indonesian EFL teachers' perception. *Parole: Journal of Linguistics and Education*, 4(1), 76–82. <https://doi.org/10.14710/parole.v4i1April.7403>
- Rezaei, S., Khosravizadeh, P., & Mottaghi, Z. (2018). Attitudes toward World Englishes among Iranian English language learners. *Asian Englishes*, 21(1), 52–69. <https://doi.org/10.1080/13488678.2018.1440367>
- Timmis, I. (2002). Native-speaker norms and International English: A classroom view. *ELT Journal*, 56(3), 240–249. <https://doi.org/10.1093/elt/56.3.240>
- Tokumoto, M., & Shibata, M. (2011). Asian varieties of English: Attitudes towards pronunciation. *World Englishes*, 30(3), 392–408. <https://doi.org/10.1111/j.1467-971X.2011.01710.x>
- Vettorel, P., & Corrizato, S. (2016). Fostering awareness of the pedagogical implications of World Englishes and ELF in teacher education in Italy. *Studies in Second Language Learning and Teaching*, 6(3), 487–511. <https://doi.org/10.14746/ssllt.2016.6.3.6>
- Vilma, Z. (2018). Implementing ethical principles in social research: Challenges, possibilities and limitations. *Vocational Training: Research And Realities*, 29(1), 19–43. <https://doi.org/10.2478/vtrr-2018-0003>
- Waloyo, A. A., & Jarum, J. (2019). The Indonesian EFL students' attitudes toward their L1-accented English. *Journal of Educational Innovation*, 6(2), 181–191. <https://doi.org/10.18551/erudio.6-2.5>

- Yule, G. (2014). *The study of language* (4th ed.). Cambridge University Press.
- Zhang, Y., & Du, X. (2018). Chinese university students' and teachers' perceptions of and attitudes towards ELF. *Journal of Pan-Pacific Association of Applied Linguistics*, 22(2), 1–25.



**COACHING MODULE DEVELOPMENT TO BECOME TOUGH
PERSONS FOR SIXTH-GRADE ELEMENTARY SCHOOL STUDENTS
(BASED ON IGNASIAN SPIRITUALITY)**

**Ignatia Esti Sumarah¹, Ignatius Loyola Madya Utama²
and Yustinus Budi Setiawan³**

¹Sanata Dharma University, Indonesia

²St. Thomas Medan University, Indonesia

³Cahaya Bangsa Utama Elementary School, Indonesia

isumarah@gmail.com¹, joysj@jesuits.net², kapernaum.bs@gmail.com³

correspondence: isumarah@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.4307>

received 20 January; accepted 26 January 2022

Abstract

From the results of pre-study questionnaires distributed to seventeen sixth-grade elementary students of SD Sanjaya Tritis Pakem District and SD Cahaya Bangsa Utama Yogyakarta, researchers obtained data that they had difficulty concentrating in learning because they prefer to play games. In fact, they will face the Regional Education Standardization Assessment (ASPD). Researchers were encouraged to help them doing mindfulness exercises so that they can exercise self-control when facing difficulties or temptations, with the guidance of “Becoming a tough person based on Ignatian Spirituality” module developed by the researchers. The development of the coaching module was carried out by researchers using the five-step ADDIE model, namely: (1) Analysis: distributing questionnaires to obtain information about the duration of time the sixth-grade elementary students spent to study and play games; (2) Design: compiling a grid of coaching modules. (3) Development: compiling a coaching module which then validated by a lecturer and teacher. The average score of the two validators showed a good result, which is 3.4 (from a range of values 1-4), meaning that the coaching module can be tested and published. (4) Implementation: the researchers conducted a trial at SD Sanjaya Tritis Pakem District which was attended by 15 students. (5) Evaluation: from the results of reflection, the students wrote down their intentions to manage the desire to play so they can focus on learning.

Keywords: Ignatian, resilience, spirituality

Introduction

There are four Universal Apostolic Preferences (abbreviated as UAP) that serve as guidelines for the work of the Society of Jesus for the next ten years (2019-2029), namely: (1) “Transmitting Discretion and Spiritual Exercises”, which aimed to introduce Exercises to each Jesuit apostolate and education. (2) “Walking with the Excluded”, which is intended so that we have the sensitivity to

accompany the poor or the outcast so that their lives become more humane. (3) "Accompany young people on pilgrimages to get a future full of hope", contained an invitation to accompany young people today who are facing many challenges in the digital era. (4) "Maintaining Our Home Together", which is intended for us to renew God's creation. The environmental crisis has caused damage to the created nature, thus we need to make ecological repentance (Serikat Yesus Provinsi Indonesia, 2019).

The Society of Jesus of the Province of Indonesia has also begun to move towards mainstreaming the four preferences. Jesuits and collaborators use these documents as material for prayer, reflection, and discussion in various groups and opportunities in the apostolic and educational work of the Society of Jesus. On Friday, 14 February 2020, Politeknik ATAMI Surakarta held an environmental seminar, to implement the contents of the fourth UAP, "Care for Our Home Together". In January 2021, Ayu Fridayani and Stephanus Eri Kusuma from Sanata Dharma University conducted a PkM Mandiri entitled "Generation Z's perception of the working world" related to UAP preferences "Accompanying young people to create a hopeful future" and researched the relationship of young people to the working world. Thomas E., and Debra K. Mooney (2021) integrate UAP into the context of life at Xavier University-Ohio. Based on these ideas, researchers are motivated to respond to the third preference about the importance of universities helping the younger generation in the digital era which is bombarded with many choices, so that they can do discernment in order to achieve their life goals (Padilla, 2020). According to WHO (World Health Organization), the so-called young generation is aged 12 to 24-year-old. The youth we are targeting are students in the sixth-grade of elementary school or early teens (around 12-year-old).

According to St. Ignatius Loyola, spirituality is a Spiritual Practice (SP), a mental exercise that is done diligently and regularly so that it can help us organize the path and rhythm of life according to God's plan. St. Ignatius calls his Spiritual Practice a "Practice" because he wants to emphasize an effort that is repeated regularly step by step until we can move closer to the goal of life. The word "Practice" is a process that we need to do continuously to prepare our souls and hearts to be able to escape from the attachment of disorder, to find God's will in real life for the salvation of our souls (Cordina, 2016). When we faithfully carry out Spiritual Practice, we get the opportunity to know God more and understand His will for our lives. In detail, the five characteristics of Ignatian Spirituality mentioned above are contained in Spiritual Practice's book (See Ignatius Loyola, 1993).

The SP book is a guide to understanding Ignatian Spirituality written directly from the experiences of St. Ignatius himself. SP helps us recognizing that all experiences along our life's journey are not coincidences but means to draw closer to the Creator (Rosmini, 1987). SP helps us hone our personality to "become more perfect, superior, tough" because we have a positive view of ourselves, are willing to develop all our potential, are not artificial, honest, open to ourselves and others, always oriented to a sense of humanity, who sincerely serve, praise, and glorify God (Martin, 2017).

This Spiritual Practice book also contains steps to do an exam or an inner examination prayer so that we can reflect on our lives, not only becoming a passing experience, but also train us to be more sensitive to find God's will in our daily lives (Barry, 2011). Examen is a prayer or inner examination in which we are invited to find and examine the movement of the spirit (= inner movement, thought movement, feeling and will) in our daily lives to see the presence of God in our lives (Austin, 2014).

In short, the life movement of someone who does SP is the process of becoming a person who experiences God's presence and work, not only in prayer but also in life activities (Sardi, 2021). This experience will enable him to exercise discretion which leads to an election, namely the choice of a way of life or action to respond to God's work and presence with real actions, as stated by Nullens (2019) "Spiritual discernment is often oriented towards making choices, in particular the hard life changing choices. Or it can be discerning to allow the active choice to continue and to become recommitted. In the choice also lies the paradox, we can't choose just everything and some choices that have been made can't be undone."

Sixth-grade elementary school students need to be trained to do discernment or awareness training because the results of the pre-research questionnaire that the researchers distributed to 17 sixth-grade students at Sanjaya Tritis Elementary School, Pakem District, and Cahaya Bangsa Utama Elementary School, Yogyakarta, showed that they found difficulties to focus or concentrate on studying, although they will soon face the Regional Education Standardization Assessment (ASPD). The awareness check consists of five steps. In the original text of the book *The Spiritual Practice of St. Ignatius Loyola* (SP 43), the five steps are (1) thanking God for all the gifts I have received; (2) asking for the grace to recognize and rid myself of the sins I have committed; (3) seeing if my thoughts, words, and actions are in accordance with God's will; (4) asking God for forgiveness for the shortcomings that I have made; and (5) making an intention to improve oneself with the help of His grace. The inner examination closed by praying the Lord's Prayer. This inner examination prayer made by Ignatius Loyola by Shirani was "modified" to make it more understandable by today's people. The first step, asking God to help me so I can review the journey of my life throughout this day. The second step is thanking God because He has accompanied my journey throughout my life today. The third step is asking God for guidance so that I can identify the desires, thoughts, and feelings (sad, happy, disappointed, angry, etc.) that make it difficult for me to develop. The fourth step is asking forgiveness from God for my refusal of His invitation to do good deeds. The fifth step is asking God to be willing to walk with me so that I can improve myself and worthy to be His working partner. In <http://www.letsinspire.co/askinspire-apa-itu-doa-examen/> the five steps of prayer are described as follows:



Mindfulness training aims to make them resilient individuals. Resilience means a person's ability to survive in difficult situations while being able to easily adapt to changing circumstances (Reivich & Shatte, 2002). Resilience is seen when a person goes through a difficult experience, and knows how to deal with or adapt to it. The difficulties or challenges they face will actually strengthen their mental resilience to become a tough person (Grotberg, 1999).

An important factor that helps strengthen students' mental resilience is to increase self-efficacy (Sabouripour, 2021) and self-control (Morison, 2017). Both sparked the idea of the importance of one's efforts and processes to achieve life goals. Thus one can become a tough person who has the characteristics of (1) being confident in his own ability to be able to solve problems/self-efficacy, (2) not giving up easily when facing problems or difficulties, (3) being able to control his desires, thoughts, and emotions. feelings, and (4) willing to get back up immediately if they experience failure. According to Nulhakim (2021), if a person has high self-efficacy, he will have confidence that he is able to face and overcome challenging, stressful, or unpleasant situations and believe that he will succeed with what he does.

Mayasari (2014) adds another characteristic of a tough person from a religious point of view as a person who always places every incident he experiences solely with the permission and will of God. According to her, one way to help someone become a tough person is to train him to be able to create calm, focus, and be able to change the perspective when responding to unpleasant events (belief).

According to Ignatius Loyola, calming, focusing, and belief exercises can be pursued by doing SP or activities of silence, examining the heart, meditation, contemplation, oral and spiritual prayer to prepare the soul and heart to escape from all irregular attachments, then seek and find God's will for the salvation of our souls (Andalas, 2021). By conducting daily awareness checks, students are expected to be able to be grateful for their lives and be able to manage their desires, thoughts, and feelings, not only for the sake of momentary pleasures; tough against temptation.

Researchers are interested in developing a coaching module for sixth-grade elementary school students or early teens because researchers have developed a module for young people over the age of 18 in 2014 with the title Development

Module to Become an Intelligent and Humanist Teacher Based on the Spiritual Exercises of Saint Ignatius Loyola ([http:// repository.usd.ac.id/id/eprint/3899](http://repository.usd.ac.id/id/eprint/3899)). The module was intended for PGSD students at Sanata Dharma University, in order to purify their vocation so that they can love their profession as teachers. In addition, the researcher was also inspired by the Ignatian Spirituality mentoring module “Magis Formation” issued by the Indonesian Province of Society of Jesus (2010). This module was intended for laypeople (especially young people) to live an Ignatian Spirituality that can help them relate to themselves, God, others, and the universe, so as to find true happiness or happiness that is in harmony with His will.

The developed module is intended for sixth-grade elementary school students so that they can focus on learning to be able to prepare for the Regional Education Standardization Assessment (ASPD), as well as have the awareness to know their life goals or aspirations. Because humans were created by God to develop the best potentials in themselves so that later they can become His work partners to "praise, respect, and serve God our Lord, thereby saving his soul", as stated in LR 23 (Cordina, 2016).

Method

The development of this research uses the ADDIE model (Tung, 2017) which contains five steps, namely Analyze, Design, Development, Implementation, and Evaluation.

Analyze

At this stage, the researchers distributed questionnaires to sixth-grade elementary students at SD Sanjaya Tritis, Pakem District, and SD Cahaya Bangsa Utama, Yogyakarta. The goal is to find out if they can have discernment in using their cellphones, so that they can focus on learning to prepare for the Regional Education Standards Assessment (ASPD). The following table contains a recap of answers to the questionnaire results from 9 sixth-grade elementary students of SD Sanjaya Tritis, Pakem District who have difficulty concentrating while studying:

NO	Statement	Students' Answer
1.	Every day I use my cellphone to play games/watch more than.....hours	6 Students answer more than 1 hour. 2 Students answer more than 3 hours. 1 student answered more than 2 hours.
2.	That habit turned out to make mewhen studying	3 students answered that it was difficult to concentrate. 3 students answered that it was difficult to focus. 2 students answered difficult to think. 1 student answered like to play.
3.	When I study, what is on my mind is not about the subject matter because what I imagine is....	Riding bicycle. Playing games and playing with friends. Youtube/television/Mobile Legends game. Football show, 2 students answered playing piano tales games, youtube shows, Robby Bob games. Play HP and online games.

4.	If I continue this habit, then I will most likely be able to Assessment of Regional Education Standards.	Minecraft house building games. 9 students answered find difficulties or not pass the Regional Education Standardization Assessment.
5.	Another danger of frequent viewing of cellphones and playing games is	7 students answered being addiction. 6 students answered that they got sore eyes. 1 student answered being dizzy.

The recap results from eight students at SD Cahaya Bangsa Utama are:

NO	Statement	Students' Answer
1.	According to the agreement between the school and parents, in sixth-grade I am actively in school every day, I am limited to no more than 1 hour using my cellphone. However, every school holiday, I have a habit of using my cellphone to play games/watch more than hours/day.	3 students answered more than 6 hours. 2 students answered more than 4 hours. 2 students answered more than 9 hours. 1 student answered more than 7 hours.
2.	This habit turns me intowhen studying.	3 students answered that sometimes it is difficult to concentrate. 3 students answered that sometimes they miss playing games while studying. 1 student answered that dependence requires music on YouTube while studying. 1 student answered that it was difficult to focus.
3.	When I study, what is on my mind is not about the subject matter because what I imagine is....	5 participants answered playing games. 1 student answered music shows on YouTube. 1 student answered horror film shows on YouTube. 1 student answered the strategy game Clash of Clans.
4.	If I continue this habit, I will most likely be able to for the Regional Education Standardization Assessment.	8 students answered find difficulties or not pass the Regional Education Standardization Assessment.
5.	Another danger of frequent viewing of cellphones and playing games is	6 students answered eye sore. 1 student answered that he had a disease (cancer). 1 student answered exposed to radiation.

From the results of the recap above, the researchers concluded: (a) The students in the two elementary schools were used to using cellphones for more than 2 hours/day; (b) The material they see is something to please themselves: opening Youtube and playing online games; (c) The impact: they become difficult to think, or concentrate and it makes it difficult for them to pass the Regional Education Standardization Assessment.

Design

Researchers created a grid for module creation, as follows:

No	Book Content	Description
1.	Cover	Contains the title, author, and illustrations of students carrying books and candles. Books are a symbol of their desire to learn. The candle symbolizes their hope for discernment so that they can focus on studying in order to achieve their goals.
2.	Editor Foreword	Contains the background for writing the module and appreciation to several parties who have been involved in its preparation.
3.	Isi	The module contains five meetings, namely: Meeting 1 "To be grateful for the grace of life" Meeting 2 "My intelligence, strengths, and abilities" Meeting 3 "Barriers to achieving goals" Meeting 4 "Efforts to overcome obstacles to achieve goals" Meeting 5 "Spiritual practice as a basis for becoming a strong person"
	Reference	Contains several libraries that support the content of the module.
	Short Bios of Editors and Authors	Ignatia Esti Sumarah, Ignatius L. Madya Utama, S.J., dan Yustinus Budi Setiawan

Development

Based on this grid, the researchers developed a "Module for Development to Become a Strong Person for Sixth Grade Elementary School Students (based on Ignatian Spirituality)." The next module is validated by a lecturer who understands Ignatian Spirituality, and a 6th-grade elementary teacher. The average value of the two validators is 3.4 (from a range of values 1-4); which means good and can be published after revision. The following is the recap:

NO	RATED ITEM	DESCRIPTION	AVERAGE SCORE (1-4)	RECOMMENDATION
1.	Language	Language is according to EBI. The language is easily understood by sixth-grade elementary school students.	3.5 3	Correct some typos. - There is a description of the strategic steps that seem too difficult for elementary school-aged children to understand. - There are several phrases that need to be explained to children in order to understand, for example: extension of God's hand, multiple intelligences
2.	Module writing format	Use adequate literature. Completeness of module components (containing cover, introduction, table of contents, module contents, bibliography, author biodata).	4 4	Very complete Complete

NO	RATED ITEM	DESCRIPTION	AVERAGE SCORE (1-4)	RECOMMENDATION
		Contains goals and steps that students can understand.	4	Complete
3.	Content	The preface contains information about the overall content of the module.	3	Articles about ecological spirituality are less understood by teachers. Maybe the article writing diction can be simplified
		The first meeting contains steps that help students to be able to be grateful for the grace of life.	3.5	Quotations of the principles and foundations of the Spiritual Practice of St. Ignatius need to pay attention to the original formula. The order of prayer should start with gratitude.
		The second meeting contains steps so that students recognize the intelligence, strengths, and abilities that God has given them.	3.5	It might be good if there is a brief explanation about the meaning of intelligence, strengths, and abilities. In youth retreats the more common term is talent.
		The third meeting contains steps so that students recognize the various impulses within themselves that can prevent them from achieving their goals.	4	Clear and easy to follow.
		The fourth meeting contains steps that guide students in choosing the right strategy to overcome barriers to self-development.	3,5	The steps at this meeting seemed heavy. It's best to simplify.
		The fifth meeting contains information on the five steps of the Mindfulness-Checking Prayer Practice adopted from the Spiritual Practice of Ignatian Spirituality.	4	The steps are good. Illustrations need to be clarified.
		The five meetings contained in the module support the main title "Coaching Module: Becoming a Tough Person (For Sixth-Grade Elementary School Students)."	4	- Very supportive - Modules can give children new habits because there is a process of reflecting on experiences. The habit of reflection can foster a sense of respect for the processes that occur in children.
		Illustrations of	3.5	The illustrations are in

NO	RATED ITEM	DESCRIPTION	AVERAGE SCORE (1-4)	RECOMMENDATION
		images contained in each meeting according to the contents of the module.		accordance with the content, but need to be clarified/confirmed the lines and colours.
3,4				

After being validated and revised, the Module was published by Sanata Dharma University Press with the ISBN number 978-623-6103-05-0. The module cover is:



The module has also received an IPR certificate with the number: 00261671



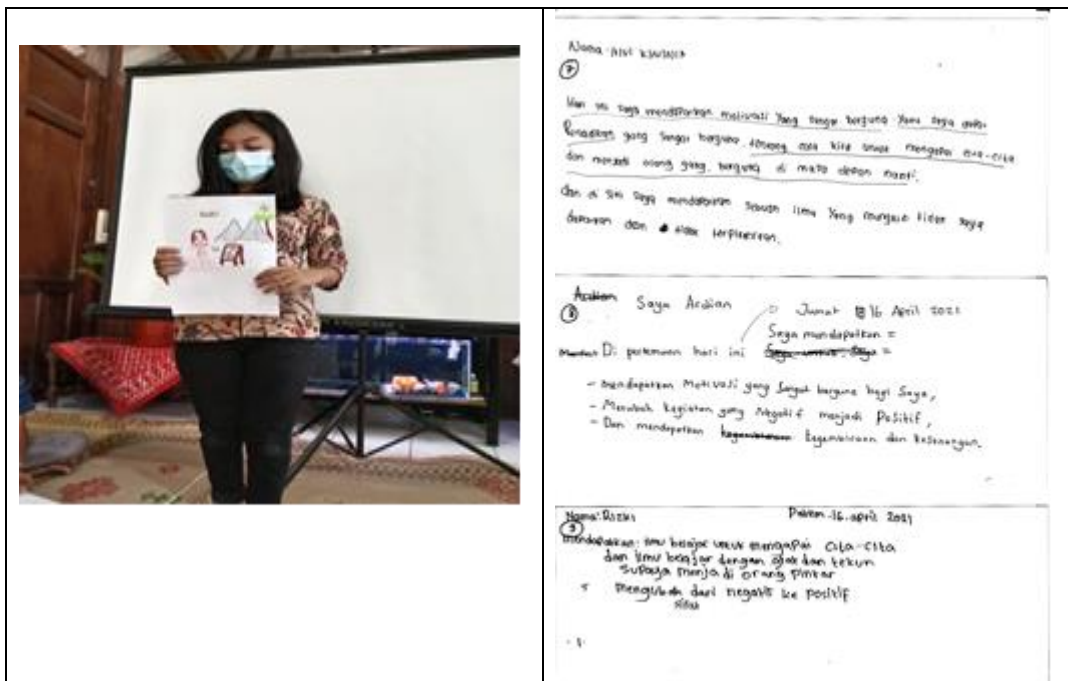
Implementation

The module trial was conducted on Friday, April 16, 2021, attended by 15 students from SD Sanjaya Tritis, Pakem District, by implementing health protocols. Students are invited to be able to reflect by filling out the exercises in the modules as shown in the following photo:



Evaluation

At the end of the meeting, students are invited to manage their desires so that they can emphasize their intention to study as a top priority, in order to achieve their goals, and present a picture about: “20 years from now I will be....”: and write down their reflections, as in the following photos:



Findings and Discussion

The module is designed to contain five meetings to train sixth-grade elementary school students to become strong individuals based on Ignatian Spirituality. Meeting 1, “Grateful for the Grace of Life,” contains exercises to raise awareness in students that they are individuals who are loved by God. Therefore, they are invited to reflect on God's inclusion in their lives by remembering personal figures, such as their parents and extended family, teachers,

and friends who have helped them develop until now. In short, their life history and encounters with people around them are merely God's efforts to make them closer to Him and fulfill His calling.

Meeting 2, "Intelligence, Strengths, and Abilities," contains exercises so that students recognize all the advantages that God has bestowed on them, so that they can be developed in order to achieve their goals. Realizing that God loves them is, at the same time, a reminder that they too are invited to return their love. The trick is they must try to achieve their goals (so that they can become teachers, painters, YouTubers, engineers, doctors, etc.) to "serve, praise, and glorify God."

Meeting 3, "Barriers to Achieving Goals," contains a guide so that students can identify internal and external impulses that can hinder them from achieving their goals. The goal is that they have the humility to make changes or leave habits that can hinder them from fulfilling God's call.

Meeting 4, "Efforts to Overcome Obstacles to Achieving Goals," contains exercises so that students have self-control strategies before obstacles arise. Some of the principles that must be lived by are: (1) the importance of thinking, (2) planning, (3) trying to do, (4) the importance of trying again, (5) evaluating, and (6) achieving success. At this meeting, students are trained to always try to purify their intentions to fill their lives with the best as a sign of devotion to praise, serve, and glorify God.

Meeting 5, "Spiritual Exercises as a Basis for Becoming a Strong Person," aims to help students have the habit of being silent for about 15 minutes or to provide time to distance themselves from various electronic devices to experience silence in prayer by carrying out five stages of mental examination or awareness checks, which are carried out every day (daily examen). By doing daily awareness checks, the person who does it can be grateful for his life and manage his desires, thoughts, and feelings solely for the sake of momentary pleasures. By doing regular awareness checks, one is enabled to become a tough person. So the module is expected to help students become tough individuals, the characteristics are: confidence in their own ability to be able to solve problems (self-efficacy), not easily give up when facing problems or difficulties, ability to control their desires, thoughts, feelings, and willing to get back up immediately if you fail.

Conclusion

First, the product preparation process in the form of "Coaching Module: Becoming a Tough Person (for Sixth-Grade Elementary School Students)" is carried out using the five ADDIE steps. Second, the quality of the module was validated by two experts. The average value of the two validators is 3.4 (from a range of values 1-4) which means good and the module can be published. As from the results of the module trial, students realized the importance of having a commitment to prioritize learning in order to achieve their goals.

References

- Andalas, M. (2021). Revitalisasi kurikulum perspektif spiritualitas Ignasian. *Spiritualitas ignasian: Jurnal kerohanian dalam dunia pendidikan*, 21, 01. https://repository.usd.ac.id/39650/1/7063_Revitalisasi%2BKurikulum%2BPerspektif%2BSpiritualitas%2BIgnasian.pdf

- Austin, N. (2014). *The examen of experience. Studies in the spirituality of Jesuits.* Published by the seminar on jesuit spirituality.
- Barry, W. (2011). *Menemukan Allah dalam segala sesuatu.* Jakarta: Fidei press.
- Branch, R. M. (2009). *Instructional design: The ADDIE approach.* London: Springer.
- Cordina, V. (2016). *A silent presence: The holy spirit in the ignatian exercise in EIDES.* Barcelona: Cristianisme i justícia.
- Grotberg, E. (1999). *Tapping your inner strength: How to find the resilience to deal with anything.* Oakland, CA: New harbinger publications, Inc.
<https://doi.org/10.1007/978-3-319-98884-9>
<https://epublications.regis.edu/jhe/vol9/iss1/2>.
- Loyona, I. (1993). *Latihan rohani.* Terjemahan dan pengantar oleh: J. Darminta, S.J. Cetakan pertama. Yogyakarta: Kanisius.
- LPPM Universitas Sanata Dharma. 2021. Persepsi Generasi Z mengenai dunia Kerja. https://www.usd.ac.id/lembaga/lppm/pengabdian_detail.php?id=pb&idj=2&idk=3&thn=2021&noid=258
- Martin, J. (2017). *Spiritualitas yesuit dalam keseharian.* Penerjemah: A. Widyaputranto & FX Dono. Jakarta: Yayasan sesawi.
- Mayasari, R. (2014). "Mengembangkan pribadi yang tangguh melalui pengembangan keterampilan resilience". *Jurnal Dakwah*, XV, 2. <https://doi.org/10.14421/jd.2014.15203>
- Morrison, R., & Pidgeon, A. (2017). Cultivating resilience and Self-control among University Students: An Experimental Study. *Universal Journal of Psychology*, 5, 1-7. Doi: 10.13189/ujp.2017.050101.
- Nulhakim, L. (2021). Penguatan efikasi diri pada pribadi introvert (community approach). *Jurnal Konseling Pendidikan Islam*, 2, 1. <https://ejournal.alkhairat.ac.id/index.php/JKPI/article/view/38/56>
- Nullens, P. (2019). *From spirituality to responsible leadership: Ignatian discernment and theory-U. Leading in a vuca world: Integrating leadership, discernment and spirituality.* Switzerland: Springer open
- Padilla, R. (2020) Reflection on the implication of the jesuit apostolic preferences on study abroad and international immersions. *Jesuit Higher Education: A Journal*, 9, 1.
- Politeknik ATMI. (2020). *Membangun habit merawat bumi.* <https://atmi.ac.id/news/seminar-lingkungan-hidup/>
- Reivich, K., & Shatte, A. (2002). *The resilience factor: 7 essential skills for overcoming life's inevitable obstacles.* New York: Broadway books.
- Rosmini, A. (1987). *Manuale dell'esercitatore. Edizione critica*, 51, 2. Roma. Lib. II.
- Sabouripour F., Roslan S., Ghiami Z., & Memon. (2021). Mediating role of self-efficacy in the relationship between optimism. Psychological well-being, and resilience among Iranian students. *Front Psychol*, 2021(12), 675645. Published 2021 Jun 14. doi:10.3389/fpsyg.2021.675645
- Sardi, L.A. (2021). *Spiritu, corde, practice: Dari roh, dengan hati, dalam tindak nyata.* Jakarta: Komunitas awam putri sion.

- Serikat Yesus Provinsi Indonesia. (2021). Bersama bergerak dengan inspirasi universal apostolic preferences. Dalam: <https://jesuits.id/bersama-bergerak-dengan-inspirasi-universal-apostolic-preferences/>
- Serikat Yesus Provinsi Indonesia. (2019). *Preferensi kerasulan universal*. Semarang: Provinsi Indonesia Serikat Yesus.
- Shirani, Tano. n.d. apa itu doa examen?. <http://www.letsinspire.co/askinspire-apa-itu-doa-examen/>
- Strunk, Thomas E., & Debra K. (2021). Mooney. Deepening the universal apostolic preferences through discernment at Xavier University. *Jesuit higher education: A Journal*, 10, 1. <https://epublications.regis.edu/jhe/vol10/iss1/5>
- Sumarah, I.E., & Winarti, E. (2014). *Modul pembinaan menjadi guru cerdas dan humanis (Berlandaskan latihan rohani santo Ignatius Loyola)*. Yogyakarta: Universitas Sanata Dharma. <http://repository.usd.ac.id/id/eprint/3899>
- Tung, K.Y. (2017). *Desain instruksional*. Yogyakarta: Penerbit andi offset.



MODEL OF SOAP BUBBLES FOR SCIENCE TEACHING (THE 5 S's MODEL)

Yahya M. Abu Jahjouh

Alaqsa University, Palestine

correspondence: ym.jahjouh@alaqsa.edu.ps

<https://doi.org/10.24071/ijiet.v6i1.4153>

received 11 January 2022; accepted 25 January 2022

Abstract

This paper suggested a model of soap bubbles for science teaching. To be employed in various subjects of science, so to be being used in other study subjects. The model consists of five consecutive stages, engagement, exploration, explanation, elaboration, evaluation. The engagement phase focuses on stimulating students' thinking. In exploration phase, students are concerned with practical activities to solve scientific problems. While the explanation phase, seeks to getting students solve the problems and answers the questions. In elaboration phase, provide opportunities for students to verify their understanding, broaden their perception. In evaluation phase, ensuring that students understand the concepts learned or acquired skills. In addition, the model has basis, clarifies its principles, and has five rules: continuous stimulation of the learners, teaching based on learners' freedom, the integration of traditional methods with modern methods, mutual, equal and equilibrium cooperation of all groups, and a comprehensive, diverse and participation evaluation of all parties in the teaching. The researcher explained the conditions for his success, precautions to be avoided, characteristics, tasks of the learner, and the roles of the teacher, not to mention learning outcomes.

Keywords: design of teaching, model, science teaching, soap bubbles, the 5 S's model

Introduction

The process of a model designing for teaching is both complex and urgent. The modeling includes an organized set of processes and treatments to build the model to engineering the teaching process, and facilitate its implementation based on a clear and structured vision to reach comprehensive learning outcomes that take into account the express and implicit of various aspects. The model design depends on the learning outcomes to be reached, where will we get? To clarify the theoretical basis and the intellectual premise, what are the foundations on which the model is based? At the phrase of the model, how will it proceed? In determining the activities and tasks of the learners, how can the actions be performed? In determining teacher roles, what are the appropriate roles? The model in science teaching is useful for simplifying the reality of science teaching:

physics, chemistry, biology, geology, astronomy, general sciences, scientific culture, public health and environment.

So, to provide new examples of possible implementation, by inductive of real experiences and mental perceptions, and blending them together into a new paradigm, that is a qualitative addition to the teaching models, which designed by other scientists. The present paper presents some mentions of these models.

The researcher has seen a set of models in the teaching field and found that each model has its phases and characteristics. These models are shown below.

The model (5E) consists of five stages: engagement, exploration, explanation, elaboration, evaluation. The engagement phase focuses on stimulating students' thinking by posing scientific problems in front of them or by asking them extensive questions. In exploration phase, students are concerned with practical activities to solve scientific problems and to answer the questions raised during the engagement phase; the role of the teacher is to provide adequate guidance and appropriate materials related to these activities. While the explanation phase, seeks to getting students solve the problems and answers the questions as a result of activities. In elaboration phase, provide opportunities for students to verify their understanding, broaden their perception and move the learning impact from the previous three stages in similar situations to what has been learned. In evaluation phase, ensuring that students understand the concepts learned or acquired skills during the previous four stages (Author, 2012).

Dienes model consists from five main phases: play (free & by rules), comparison, representation, symbolization, formalization. In the play phrase, free play includes direct and non-guided activities that allow students to manually manipulate some of the information and components to be learned, the teacher provides diverse and rich materials for students. In playing according to rules, the teacher sets new games and focuses on analyzing the concept into its elements. In comparison phase, the teacher helps students for discovering common characteristics of the concept elements in different examples from games. In the representation phrase, the teacher presents an example that combines common characteristics, this example may be a drawing, an illustration or a verbal example, so that students understand the structure of the concept. In the symbolization phase, students need to form appropriate symbols to describe what they understand, and the teacher intervenes so that there is no conflict with the information in the textbook. In formalization phase to structure the characteristics of the concept and to know its results and use (El -Abbas &Younis, 2012).

Driver model consists from five main phases: orientation, elicitation of ideas, restructuring of ideas, application of ideas, review chanting. In the orientation phase, the teacher displays activities about the content for student's brain storming in the new lesson. In elicitation of ideas phase, a teacher prepares a set of questions and learners answer them, which help to show information to students through groups that discuss them, and the teacher encourages them to explain the phenomenon. In restructuring of ideas phase, cooperative groups share ideas, opinions and conduct activities and experiences. In application of ideas phase, students apply the information they have acquired to increase their comprehension and clarity, and the teacher helps them to install information and prepare them for new learning. In review chanting phase, it reflects how will students are

performing, assimilating of ideas and adjusting them to primary ideas (Raji & Ali, 2016).

The model (5P) covers five main phases: persuasion, planning, performance, production, and presentation. In the persuasion phases, teachers investigate learners' past knowledge. Learners study the principles of the research process based on research ethics. In the planning phase, learners are trained to devise their research plan and share it with their fellows. In the performance phase, learners collect and analyze data. In the production phase learners are trained to interpret the outcomes after analyzing the data. In the presentation phase, the learners write their research reports and make presentations about the research process (Srikoon, Bunterm, Nethanomsak, & Ngang, 2017).

Models and modeling are key tools for scientists, science teachers and science learners (Coll, France, & Taylor, 2005).

In the role of modeling in the teaching and learning of science a 'model of modeling' framework formed from five phases: (1) learning to understand models (2) learning to use models (3) learning how to revise models (4) learning to reconstruct models and (5) learning to construct models. In order to identify the knowledge and skills that science teachers think are needed to produce a model successfully (Justi & Gilbert, 2002).

Moreover, it helps supervisors and teachers to choose a new model that is a real gain for the models used before, which expands the range of choices in teaching, and reduce the differences and difficulties in the work of the teacher to a level that makes it possible to understand the lesson more clearly.

The questions of the research:

1. What are the foundations, the characteristics and the rules of the 5 S's model?
2. What are conditions of success and cautions to be avoided of the 5 S's model?
3. What are expected learning outcomes from the 5 S's model?
4. What are the tasks of learners and the roles of the teachers in the 5 S's model?
5. What are the procedures of performance in the 5 S's model?

Significant of the research:

1. Follow international attention to the continuous development of science teaching through the use of new models to active learning.
2. to draw the attention of teachers and educational supervisors in elementary, preparatory and secondary schools to take care of the manner of the 5 S's model.
3. May benefit researchers to experiment and inquiry in the educational field about its effectiveness to develop various domains.

The aims of research:

The current research aims at know the foundations, characteristics, rules, conditions of success, cautions to be avoided, expected learning outcomes, the tasks of learners and the roles of the teachers, the procedures of performance in the 5 S's model.

Method

The researcher followed the qualitative approach that describes the status and suggested the phases of the model without any numbers or qualitative of the components to use in develop the educational life.

A qualitative study using a phenomenological was applied to explore the experience of the teaching among teachers and students in knowledge and skills sciences. Data were collected using one time semi-structured interviewed through science supervisors, teachers interview about their experience of teaching in schools.

Participants

There were a total of 33 sciences' supervisors and teachers who take a teaching experience more than seven years in science's' teaching, however; only 11 of the 33 supervisors and teachers have willing to participate in this study. The purposive sampling was chosen in this study in order to elicit the true experience of the science teaching in schools. The participants were 6 males and 5 females. All of them were 37 years old and in 7 years of applied science's' teaching.

Data analysis

Once data were collected, a categorical analysis was used to analyse data and findings were reported using a narrative format. Data were analysed using categorical analysis and transcribed after the interview occurred. The transcripts of these interviews were subjected categorically. Data were coded according to common experience. After that data were categorized into themes and interpreted to answer the research question. The final data were cross-checked among the researcher and with the participants to ensure the credibility of the research (Erawati & Keliat, 2018).

Findings and Discussion

The answer of the first question that states: What are the foundations, the characteristics and the rules of the 5 S's model?

The foundations of the 5 S's model:

The research is based on a set of foundations, perhaps the most important of which are the following:

1. Soaps are sodium or potassium fatty acid salts, produced from a chemical reaction called saponification. Each soap molecule has a long hydrocarbon chain, sometimes called its 'tail', with a carboxylate 'head'. In water, the sodium or potassium ions float free, leaving a negatively-charged head.
2. Learning is a long series of processes that depend on each other, can be learned by interacting with them, requires the learner to free his positive and negative ions to attract the appropriate long-term aspects of learning that resemble the soap interaction.
3. The learner needs a natural, human, social learning environment where seriousness, fun, flexibility, motivation, relaxation and expression with awareness about emotions. The learner uses soap daily, because of its importance before and after eating, after going out of the toilet, after playing,

after visiting the patient, in the shower; Linking with learning stimulates the learner to learn constantly.

4. The creation of new teaching methods is an educational necessity. It works to increase and improve teaching work, raise the efficiency of teachers, find renewable alternatives to obtain effective teaching outputs, and work to keep the attention of learners, and investigate what suits them.

The phases of the 5 S's

The model of 5 S's consists of five phases there are integrated and sequential, as follows:

1. Stimulus: the stimulus phase refers to stimulating the learner's interest and attracting his attention to the subject of learning and raising his learning capacity in order to accept high motivation on the subject of learning, through into account the concerns and preferences of the learners and providing freedom and democracy for effective learning.
2. Submit of choice justification and voting: the submit of choice justification and voting phase refers to Encouraging dialogue among learners, accepting the other opinion, and learning based on the selection of several options that is similar to learning paths, which fit the learner himself, and not imposed on him. It is giving a sense of self-satisfaction and satisfaction of others.
3. Structure of groups and actual implementation: the structure of groups and actual implementation phase refers it is very necessary that the combine learning between individual doing and team doing, that based on direct experience, engage in learning processes, and intelligent replication of work rather than automatic repetition. The exclusion of any learner from the learners, but the involvement of everyone according to the principle of learning for everyone and everyone must be learning.
4. Substitutional evaluation: the substitutional evaluation phase refers to comprehensive assessment of different areas of learning, real evaluation and participate in the evaluation process of all who are related to the learner addition to peer assessment for others.
5. Supply a bridge to the next lesson: the supply a bridge to the next lesson phase refers to provide the learner with the next learning thread, according to the principle of continuity of learning, so that learning succeeds and the learner is ready for the new learning of the next. It is necessary to plant a seed that remains radiant in his mind only when the new learning occurs next time instead of learning or intermittent.

Explanation diagram of the model

The researcher suggests a diagram to illustrate the phases of the 5 S's model as shown in the following figure:

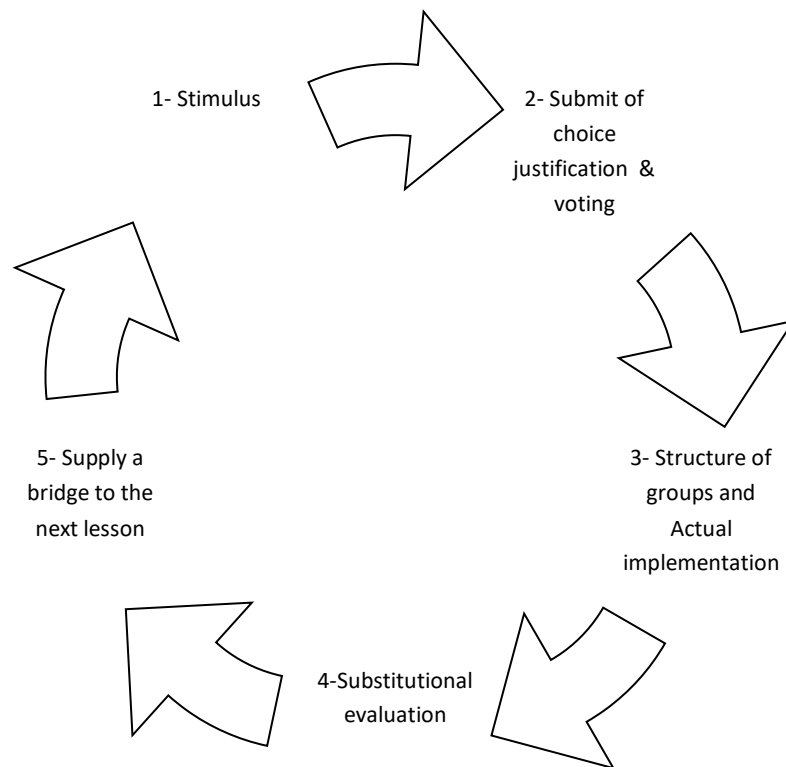


Diagram of the 5 S's model

The characteristics of the 5 S's model:

The 5 S's model is characterized by several characteristics distinguish it from other models, the most prominent of these characteristics are the following:

1. Taking care what is appropriate for learners.
2. Take into consideration learners' preferences.
3. Provides an opportunity for learners to express views and instructional differentiation from several options.
4. It encourages democracy teaching for learners.
5. It achieves the equilibrium between individualism and community in learning.
6. It provides an ambience of fun, relaxation and forgiveness.
7. It authorizes one of learners to announce the inference of the activity.
8. It enables a traditional implementation, e- implementation or both of them.
9. Reverting specific steps as a skill is different from automatic repetition.
10. It depends on alternative evaluation to evaluate the performance of learners.
11. It involves the learners for evaluating each other.
12. It calls for a monthly scientific exhibition to display the achievements of learners.
13. It encourages positive and free bridges of new knowledge to be learned.

The rules of the 5 S's model:

The 5 S's model has five rules as follows:

1. Continuous stimulation of the learners' cognitive, and thinking abilities, not only their spontaneous appearance, inside the classroom, the school and home with cheer of emotion and faith.
2. Teaching based on learners' freedom of choice leads to better learning.
3. The integration of traditional methods with modern methods enriches the process of teaching science.
4. Mutual, equal and equilibrium cooperation between every two learners of all groups. While not relying on the implementation or replication of one activity, but diversification.
5. A comprehensive, diverse and participation evaluation of all parties in the teaching process, including the learners themselves, with the opening up the wide prospects for new learning.

The answer of the second question that states: What are conditions of success and cautions to be avoided of the 5 S's model?

The conditions of success of the 5 S's model:

The researcher proposes several conditions for the success of this model in the teaching of science and in the teaching of the other disciplines, and it is very useful to follow them, which is as follows:

1. Flexibility of the curriculum, allowing for the possibility of submission and delays in the implementation of lessons.
2. The teacher is convinced of the importance of implementing the model and integrating in its phases and steps with learners.
3. Formulate comprehensive and diverse aims in all different learning, without neglecting a particular field.
4. The need to design a traditional and electronic achievement file for each learner, and to work on updating it and the possibility of revising and modifying it constantly.
5. The positive outlook of the teacher to the learner as a human being, and the mutual respect between the learners on one hand and between the teacher and the learners on the other side.
6. Availability of material is essential to the full implementation of practical activity.
7. Availability of basic knowledge is essential to understand work requirements and ability to consciously carry out activities and implement work.
8. Encourage self-reflection thinking among learners to achieve integration into the learning process.
9. The ability to express the opinions and defend it when it weakness or better.
10. Understanding, awareness and sympathy with others and the equilibrium between individualism and community.
11. Wait and do not rush making judgments.

The cautions to be avoided in the 5 S's model:

There are a set of caveats that teachers and learners need to avoid in order to reach the desired aims. Implementing the 5 S's model according to its essence and principles, these caveats are:

1. The teacher chooses soap types that do not suit the different interests among learners.
2. Hurrying to answer questions.
3. Courtesy when expressing an opinion or abstain from expressing it, or refrain from justifying it.
4. There is chaos during the voting process.
5. Bias towards some learners and their opinions and poor equity with the rest of another learner.
6. Superficial interaction among learners in groups.
7. The teacher neglects the recreation for learners, during work or to minimize from forgiveness.
8. Preparation of a formal or propaganda achievement file.
9. Reluctance or subjectivity in learners evaluating each other.
10. lack of interest from teachers for bridging the topics to be voted in the next lesson.

The answer of the third question that states: What are expected learning outcomes from the 5 S's model?

The expected learning outcomes from the 5 S's model:

It is very sincerely that the teacher as general however science teacher in his planning to teach the expected results and learning outcomes, and we hope that the learners achieve some of their, and hope to be inquired, not necessarily all happen and interested in all lessons, topics or activities. But it is necessary to pay attention to them and focus on them during the unit or the during. We propose thirteen outputs. There is an explanation and detailing them:

Understanding:

Understanding is the process of building the meaning of interaction with the text by combining the knowledge and experiences available to the reader and the information contained in the text which the subject of reading and the position of the reader (Caldwell, 2008). For every text, a theme and a purpose are put for this text. Thus, the texts are written to protect a certain interest, that is what legislator seek to achieve it. Even texts are applied optimally must be understood properly, so the most important ways for understand texts understand it with respect to the purposes and interests (Shobaki, 2016). It is therefore necessary to guide learners to understand the scientific text, understand the steps of scientific activity, understand the report, and even understand each word in context or subject matter.

Self- thinking:

The concept of self-control occupies a special status in scientific research and it is one of the most important contemporary psychological concepts. The personality as a dynamic and unified system, it has the characteristics of self-control. There is no doubt that the source of brain control. Human behavior must derive from self-awareness and the exercise of control behavior itself (Habib, 1997). It is therefore necessary to train learners on self-reflection in its different dimensions.

Sensitivity to feedback:

This feedback increases the learner's ability to focus his / her senses in order to absorb what is required and try to reach it through observation, listening, thinking, and continuous evaluation in the learning process, which is important in guiding the learner to his mistakes and comparing his performance to the desired level. The light of the specific objectives gives the opportunity to compare performance with actual performance (Abdul-Jabbar, 2008). Feedback is considered to be a key component in teacher activity for the reflective construction of knowledge. It also makes learners more aware of the competencies that they should reach (Ion, et al, 2017).

Peer assessment objectively:

Peer assessment can become another learning tool. When themselves assessment in a classroom, teachers are exposed to a range of experiences and activities. If these are used as the focus of a following discussion, they are likely to find different ways of improving their own teaching assessment. Their peers are a stimulus which urges teachers to learn from their own experience. If peer assessment is to be introduced into schools, a meeting should be held to explain that it is a self-development process. Further, the process of carrying it out should be discussed. For, instance a teacher invites a colleague to work with him - they agree on which aspect of teaching they wish to tackle - use of questions, learner-attention, use of the blackboard, patterns of classroom interaction and so on they agree on a suitable time for assessment- during the assessment they both collect data on the agreed topic as a focus for- assessment and as the basis for a follow-up discussion after the assessment they meet to exchange opinions and ideas about the aspect of teaching they have examined (Masaud, 2017).

Express of opinions justifies them.

Reflective:

The halving of beliefs and desires presupposes the halving of reflective capacities is sometimes supported by appealing to the idea that the concept of belief is a concept of a mental state which involves a normative aspect. the intelligible relations that obtain between cognitive states and cognitive states open the door for the possibility of normativity without reflectivity. Due to these relations, a learner's beliefs can be successful or unsuccessful from its own perspective even without its conceiving of them through learning processes (Jacobson, 2010). And the reflection of the important learning outcomes of teaching, and depends on the process of observation as a process of science, and have a focus on events and phenomena and experiments, and depends on the process of scientific communication by describing things, events and phenomena, and attention to different elements and analyse it.

Open minded:

Open-mindedness is viewed as socially desirable when individuals encounter viewpoints that are compatible with conventional social norms. However, open-mindedness is viewed in less desirable terms when individuals encounter viewpoints that undermine these norms. The perceived desirability of open-

mindfulness is also influenced by the individual's personal attitudinal convictions. Individuals' appropriateness of open-mindedness when it serves to reinforce their convictions, but devalue the normative appropriateness of open-mindedness when it serves to contradict these convictions. Conversely, normative prohibition of closed-mindedness is exaggerated when a closed-minded orientation threatens the individual's personal attitudinal convictions, but is minimized or reversed when a closed-minded orientation leads these trends (Wilson, Ottati, & Price, 2017).

Independent minded:

In order to ensure future generations of citizens in a democracy understand their rights and are committed to their roles, schools must involve them in the processes of discussions, and express an opinion on a day-to-day basis. The two steps for doing so are using cooperative learning the majority of the school day to utilization students in the basic processes of freedom discussions and utilizing differences of opinion to occur students in the processes of discussions in general issues in society. The conceptual argument that by engaging in the processes of free discussions among lessons and studies for as long as they are in school that learners internalize the interests, attitudes, values, and patterns of behaviour necessary to be involved as citizens (Johnson & Johnson, 2016). Moreover, in a democratic teaching and learning environment, independent minded among learners increasing and the ability to express ideas and opinions freely increasing. In addition to accepting of opposition opinions.

Managing Impulsivity:

The social and emotional difficulties to use intelligent behaviours habitually. While embedding a 'habits of mind approach into the whole-school programme has become popular in many schools. The increase for each of the habits of mind investigated, with a general decline in problematic behaviours. The most prominent reported changes were increased persistence by applying past knowledge to new situations, listening to others with understanding and empathy, improvements in managing impulsivity, and thinking flexibly. Patience in learning and dealing with others (Burgess, 2012).

Listening with Understanding and Empathy:

The students as sentient and social beings, their live-in hope that can be understood when they try to communicate with each other. The teachers strive for better understandings among students. how communication among students involves co-creation of meaning by exploring narratives those expressed by a speaker and those created internally by listeners in efforts to achieve understanding. the extent of these efforts varies from reliance on prejudice at one extreme to deep listening at the other (Peter & Welch, 2013). That leading to deep understanding, clear expression and mutual respect.

Comminating with clarity and precision:

Schooling for Tomorrow providing policy makers and practitioners with tools and insights to address education in more future-oriented ways. The need for balance between the long-term impacts of education and decision-making often

focused on the short term; between imagination and rigor – two central qualities required for futures thinking. The learned including the value of linking futures thinking to knowledge management, cultures of innovation, and leadership development. To achieve positive communication and express ideas accurately (Istance, & Theisens, 2013).

Thinking Interdependently:

The learning is an activity of interdependent students. Much of the communicative and power relating activities of interdependent students take the form of continually iterated patterns. Learning is then understood as the emerging shifts in the patterning of students' communicative interaction. Learning is the activity of interdependent students and can only be understood in terms of self-organizing communicative interaction. Learners cannot learn in isolation. They must interact with each other and mutually benefit in various study activities and home, society experiences (Ralph, 2003).

Learning Continuously:

Continuity in learning is the relating of what goes on within the student with what goes on about him. To help students understand their role in raising self-selection to conscious deliberative action in learning, the knowledge, awareness, understand, and life skills (Hopkins, 2013). Beliefs that learners hold about knowledge and knowing, or what has been termed personal epistemology, are related to learning and achievement in complex ways. These beliefs are also differentiated by discipline (e.g., language, math, science, technology, history) as well as by judgment domains (e.g., personal taste, morality, opinions) (Hofer, 2006)

The answer of the fourth question that states: What are the tasks of learners and the roles of the teachers in the 5 S's model?

The tasks of learners in the 5 S's model:

In this model, the learner performs a series of tasks. The most important of these tasks are:

1. Reflective.
2. Choose of a suitable soap piece.
3. Thinking about the questions rose.
4. Freedom of choice.
5. Justification of choice.
6. Description of feeling.
7. Communication.
8. Free voting.
9. Collaboration in working groups.
10. Exchange of roles.
11. Relaxation.
12. Forgiveness.
13. Writing the report.
14. Preparing the achievement file.
15. Peer assessment.

The roles of the teachers in the 5 S's model:

In this model, the teacher performs a series of roles. The most important of these roles are:

1. Provides a varied soap and cut it homogenously.
2. Encourage the learners to participate.
3. Asking the appropriate questions.
4. Active listening to learners.
5. Motivating the learners to learn.
6. Management of elections and vote, around the name of required lesson.
7. Forming working groups among learners.
8. The revival of learners.
9. Management of a public discussion.
10. Comprehensive evaluation for Learners.
11. Bridging for the next lesson.

The answer of the fifth question that states: What are the procedures of performance in the 5 S's model?

The procedures of performance of the 5 S's model:

The model is executed by following the steps:

1. Choose appropriate aims with regard to the learning fields.
2. Analysis of the lesson to the science processes, scientific knowledge and values of science and environment.
3. Choose the appropriate soap with regard to the criteria type, suitability for skin, smell, texture, color.
4. Chopping the soap types, each piece into four parts.
5. Distribution of soap to learners; each one of them choose one piece.
6. Encourage each learner to rub his hands with a piece of soap.
7. Asking the following questions:
 - a. What is the color of the soap you have chosen?
 - b. What is the smell of the soap you have chosen?
 - c. Describe how you feel when the piece of soap you chosen is between your hands.
 - d. What would you like to be the subject of our lesson today, from the following topics: (a) (b) (c) (d)?

(In the meantime, the teacher presents to the learners the titles of the proposed lessons from the unit study on the blackboard (electronically or traditionally)). Then he is asking them:

- a. What is your reason for choosing this title?
 - b. He is counting learners' voices for selected titles.
8. Write the title of the chosen lesson through majority of learners on the blackboard.
 9. The teacher is forming the groups of learners, in which four learners in each group, according to their preference to the soap.
 10. Teacher directed the learners to implement the first activity:
 - a. In each group, the learners meet each other's as pairs.
 - b. Every two learners are pretending to pour water on the two opposite them holding the soap, and so on alternately.

- c. Question and answer between the sub's groups alternately, the first step of activity, and the second step of activity alternating.
 - d. The teacher instructs learners to puff on soap bubbles three repetitions.
 - e. Teacher encourages learners to ask forgiveness: ask forgiveness of God Great, three repetitions.
11. The teacher asks the learners to choose someone to announce their conclusion.
 12. The teacher combines the conclusion of each group electronically or traditionally, presents it opposite all learners, conducts a group discussion around it, and revises its best.
 13. Repeat the previous three steps 9, 10, 11 with the second activity and with the third activity.
 14. The teacher helps the learners to write a report, integrate it into the achievement file of each learner, and photograph each other and store the images in the electronic educational file.
 - a. Keep of learners' achievements to presents it in school science exposition monthly in the school.
 - b. The teacher compiles the chick lists for learners about their activities, participation, interaction, and collaboration.
 - c. The teacher encourages learners in each group to evaluate each learner his three other peers.
 - d. The teacher monitors the average of the three evaluations per learner.
 - e. The teacher works as a bridge for subjects to be voted on in the next lesson.

Conclusion

In order to gain a complete understanding of soap bubbles model for science teaching. It is necessary to experimentation of the model in teaching of some subjects of different sciences such as surface tension, chemical reactions and fungi. However, develop the five stages to seven or eight stages and linking them with modern technology in the same time how to employ it with social media, and the impact on the skills of the twenty-first century, and try to inquiry its impact in the other disciplines.

Recommendations

1. To take care of the 5 S's model in the science of topics, subjects and themes.
2. To employ the 5 S's model in teaching in other disciplines such as geography, ecology, engineering.
3. Employing the 5 S's model to develop the achievement, concepts, thinking, present and future skills, ethics.

References

Author (2012).

Abdul, J. R. (2008). Effect of some types of feedback in learning the effectiveness of disc disposal: An experimental study on the students of the second stage - Faculty of Physical Education - University of Babylon. *Studies - Educational Sciences – Jordan*, 35(2), 393- 402.

- Burgess, J. (2012). The impact of teaching thinking skills as habits of mind to young children with challenging behaviours. *Journal of Emotional and Behavioural Difficulties*, 17(1), 47-63.
- Caldwell, J. (2008). Comprehension assessment: A classroom guide, Schudt, New York: The Guilford Press, in *Arab Journal – Tunisia*, 30(1), 233- 234.
- Coll, R., France, B., & Taylor, I. (2005). The role of models/and analogies in science education: Implications from research. *International Journal of Science Education*, 27(2), 183-198.
- El -Abbas, Q., & Younis, R. (2012). The effect of using the Dienes model on the achievement of the second intermediate grade in the Arabic grammar and their attitudes towards it. *Journal of Educational and Psychological Sciences –Iraq*, (92), 296- 353.
- Erawatim E., & Keliat, B. (2018). Nursing students experience in caring children with disability: A qualitative study. *International Journal of Indonesian Education and Teaching*, 2(2), 187- 193.
- Habib, M. (1997). Self- Thinking and innovative features associated with multidimensional thinking among undergraduate students. *Journal of Psychology – Egypt*, 11(41), 50- 79.
- Hofer, B. (2006). Domain specificity of personal epistemology: Resolved questions, persistent issues, new models. *International Journal of Educational Research*, 45(1-2), 85-95.
- Hopkins, Th. (2013). Continuity in Learning. *Journal of Childhood Education*, 31(5), 214-217.
- Ion, G., García, E., & Ferrer, M. (2017). Enhancing self-regulated learning through using written feedback in higher education. *International Journal of Educational Research*, 85, 1-10.
- Istance, D., & Theisens, H. (2013). Thinking about the future: Insights from an international project. *International Journal of Educational Research*, 61, 111-115.
- Jacobson, H. (2010). Normativity without reflectivity: On the beliefs and desires of non-reflective creatures. *Journal of Philosophical Psychology*, 23(1): 75-93.
- Johnson, D., & Johnson, R. (2016). Cooperative learning and teaching citizenship in democracies. *International Journal of Educational Research*, 76, 162-177.
- Justi, R., & Gilbert, J. (2002). Modelling, teachers' views on the nature of modeling, and implications for the education of modelers. *International Journal of Science Education*, 24(4), 369-387.
- Masaud, M. (2017). Peers observation. *Global Libyan Journal*, (21), 1- 10.
- Peter, B., & Welch, S. (2013). Storytelling and listening: Co-creating understandings. *Cybernetics & Human Knowing*, 20(1-2), 13-21.
- Raji, Z. Suad, A. S. (2016). Effect of driver and posner models in correcting alternative perceptions in the educational psychology subject among students of the institute of fine arts. *Journal of Educational and Psychological Research – Iraq*, (51), 109- 141.
- Ralph, S. (2003). Learning as an activity of interdependent people. *The Learning Organization: An International Journal*, 10(6), 325-331.

- Scientific Concepts, Science Processes & Curiosity among 8th Students in Gaza in Science. *The Journal of Educational & Psychological Sciences- University of Bahrain*, 13(2), 513- 544.
- Shobaki, M. (2016). Understanding the text use wit to reach purposes. *Journal of Al - Quds Open University for Research and Studies- Palestine*, (40), 255-292.
- Srikoon, S., Bunterm, T., Nethanomsak, T., & Ngang, T. (2017). A comparative study of the effects of the neurocognitive-based model and the conventional model on learner attention, working memory and mood. *Malaysian Journal of Learning and Instruction*, 14(1), 83-110.
- Wilson, Ch., Ottati, V., & Price, E. (2017). Open-minded cognition: The attitude justification effect. *The Journal of Positive Psychology*, 12(1), 47-58.



THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD TO BETTER SPEAKING COMPETENCE SUPPORTED BY DEVELOPING READING AND LISTENING SKILLS

Edy Suseno¹, Heru Purnomo² and Amiatun Nuryana³

^{1,2,3}IKIP Widya Darma Surabaya, Indonesia

edysuseno4@gmail.com¹, yheru27@gmail.com², buananuryana@gmail.com³

correspondence: edysuseno4@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.1602>

received 4 October 2021; accepted 29 January 2022

Abstract

Learning to talk is difficult. The students had difficulty communicating their views to others. A study was done to assist them in correcting their flaw. The treatment enlisted the participation of 30 students from three different schools. Each school assigned ten individuals at random. There were a total of 13 learning opportunities. A pre-test was completed by the students in order to conduct such a treatment. It is a method of determining their prior understanding of the English language. The teacher uses the grammar translation method to begin the learning process. The teacher used podcasts to help students improve their grammatical understanding. The information was presented in the form of short stories and conversations. Students learn vocabulary, hearing, speaking, and grammar by modifying them. The students took a post-test at the end of the treatment. To answer the research question, data from the pre-test, post-test, and document were analyzed using the mixmethod method. From the analysis, it can be concluded that employing the grammar translation approach and podcast material can assist students improve their speaking skills. Other teachers could use the same outcome to teach related subjects. Other researchers can build on them to get other results.

Keywords: grammar translation method, listening, reading, speaking, translation

Introduction

Learning L2 necessitates some effort on the part of the students in order for them to comprehend the discourse's intent. In both verbal and written communication, words and phrases are required to convey the intended message (Nikijuluw, 2020). It indicates that in order to comprehend each other, the speakers and listeners must have similar backgrounds. As a result, developing a vocabulary is essential for conducting interpersonal conversation (Afna, 2018).

The dictionary could be used by the student to grasp the words and phrases of L2. Students can learn the specific meaning and definition of words and phrases by consulting a dictionary. Learning vocabulary entails building a collection of terms as well as learning how to pronounce them. The definitions and pronunciations of the terms are provided by the electronic dictionary. Using such

an application on the students' mobile devices would aid in the development of their vocabulary and motivation (Marjun, 2021). It has been proven that using an electronic dictionary with EFL college students can help them improve their vocabulary (Najamuddin, 2019).

Knowing the meaning or definition of words and phrases, however, is insufficient for a person to communicate his intent to others. To be meaningful, he requires the rule on how to order the words and phrases. They will be able to form sentences more easily if they have this understanding (Famularsih and Helmy, 2020). It would make the delivery procedure easier throughout communication. Students that possess such abilities may find it easier to communicate their ideas. It improves the intention's clarity (Erdogan, 2018).

Akmal et al. found the students' structural weaknesses (2020). According to their findings, the majority of college students struggle with the grammar element of the TOEFL test, particularly in terms of structure and written expression. There were some elements that contributed to this failure. They lacked appropriate vocabulary, were unable to construct sentences, and had low self-confidence. It appears that students need to improve their grammatical skills in order to prepare for the TOEFL test.

Furthermore, Kurniawan et al. (2020) demonstrated that including a grammar translation approach into the classroom can improve students' reading skills. The students were encouraged to read more since they had a good understanding of grammar. Using their native tongue to aid grammar study makes it easier for them to comprehend how grammatical rules work (Hesti et al., 2019). Their reading comprehension improved as a result of developing this skill. In addition, their desire to read the content more is increasing. It is critical to encourage students to improve their speaking abilities.

To grasp the L2 grammar rule, one must first comprehend how the grammar rule functions in the context of discourse. This type of occurrence raises the question of how to make the grammar rule understandable in the same way that the L1 is. This viewpoint is likely to be supported by the grammar translation approach. The teacher and students could achieve mutual understanding of the delivery by using the mother tongue to teach grammatical lessons. It might make it easier for slow learners to comprehend the lesson (Sofa, 2019).

Furthermore, understanding grammar to improve reading comprehension is difficult. Students are taught not just how to compose sentences, but also how to improve their listening abilities. It all comes down to terminology. Students must improve their ability to understand the definitions of words as well as their pronunciation when learning vocabulary. It's the kind of thing the teacher should think about. The teacher and students could achieve mutual understanding of the delivery by using the mother tongue to teach grammatical lessons. It might make it easier for slow learners to comprehend the lesson (Sofa, 2019).

Furthermore, understanding grammar to improve reading comprehension is difficult. Students are taught not just how to compose sentences, but also how to improve their listening abilities. It all comes down to terminology. Students must improve their ability to understand the definitions of words as well as their pronunciation when learning vocabulary. It's the kind of thing the teacher should think about.

Theory

Implementing Grammar-Translation Method

The grammar-translation technique aids students in comprehending L2 grammar rules from an L1 perspective. Students will also understand how the author conveys his message in the piece. The teacher's use of L1 to explain grammatical rules allows students to get a better understanding of the L2 grammar rules while composing sentences and phrases. The teacher and students can talk about the subject in their native language. It makes it easier for students to learn how to use grammar correctly (Khan and Mansoor, 2018). They can also study real texts to understand how grammatical rules are applied. Students gain vocabulary and mimic the writer's method of implementing grammatical rules by translating the text to discover how the grammar operates on the text. This type of learning has an impact on the students' ability to read text. After using GTM and using text, their ability to comprehend the substance of the text has improved (Zulkarnain and Widiati, 2021).

Boosting speaking skills

One of the linguistic skills that has to be improved is speaking. People can exchange information or ideas by using language. Students must practice frequently in order to improve their speaking abilities. Their grammar and vocabulary skills must be translated into speaking practice. The teacher must identify the obstacles that the students confront. It's critical to figure out the best strategy for teaching speaking (Rao, 2019). The teacher might utilize a variety of methods to encourage students to speak up. Discussion is one of them. The material for discussion might be provided by the teacher. Discussing a topic from the news, for example, might help students improve their capacity to communicate their opinions (Maming and Mangsi, 2019).

Developing Reading ability

One of the sources of knowledge is text. Students can improve their background knowledge by reading materials. They can find literature in a variety of media. One of them was found on the internet. It is mainly unrestricted and diverse. The materials that can be found on the internet are genuine. They are crucial in providing students with a real-life perspective (Sari et al., 2020). However, in order to comprehend a text, students must be able to grasp the information. It plays a crucial role in the reading process. Students' reading comprehension could improve if they were able to comprehend the passage. The teacher should assist the students in developing their reading comprehension abilities (Ruhul, 2019). There are numerous strategies that the teacher might use to assist students in improving their reading skills. Questioning, inferencing, and summarizing are some of the things that can get students interested in grabbing the text's message. By asking students some questions about the text's topic, the teacher can get them to scan each line of the material. It also encourages students to deduce the meaning of each paragraph's sentences. Students will benefit from such approaches since they will be able to form conclusions. Students could obtain a better understanding of the book by using these methods (Sari et al., 2020).

Drilling Listening skills

Speaking skills include the ability to listen. Students will be able to understand what the speaking counter is saying if they improve their listening skills. Students increase their vocabulary knowledge by listening. Students learn both the definition and the pronunciation of new words when they recognize them. It is necessary to listen to the words or phrases repeatedly in order for the recognition to become automatic. It may assist students in responding to information provided by others. The speed with which other language users grasp the message will be determined by the frequency with which certain terms are heard (Sah and Sah, 2020). It's intriguing to use media to improve listening skills. The teacherTube is one of them. The teacher can utilize a variety of tools to pique the students' interest in honing their listening skills. The students will discover the label CC by watching the play on The teacherTube. Closed captioning is what it's called. Students can read the manuscript of the discourse line by line by clicking on such a label. It allows students to know how to pronounce the words correctly. They expand their vocabulary as a result of this (Sari et al., 2019). Furthermore, using internet media to practice listening skills is a great way to improve students' speaking abilities (Saputra and Akib, 2020).

Practicing Communicative Grammar

Grammar is a tedious subject for students to learn. They concentrate on how to remember particular rules in order to form phrases. It appears that learning English is a burden for students (Zuhriyah, 2017). Students adjust their vocabulary knowledge to satisfy the implementation of grammatical patterns when learning grammar. If the teacher guides them through the grammatical lessons and encourages them to talk, their learning will become more enjoyable. The teacher could invite the students to apply what they've learned in class to a conversation. This type of learning has the potential to transform passive learning into productive learning. It's referred to as communicative grammar instruction. It is more appealing than simply mastering grammar (Kaharudin, 2018). Nonetheless, the use of the grammar translation approach appears to be out of date. It is thought that it is the product of passive learners (Mazher et al., 2015). Using GTM in grammar instruction, on the other hand, isn't always a terrible thing. The teacher can use the students' grammar knowledge to help them improve their speaking skills. The first stage in promoting speaking practice is for students to read aloud their constructed phrases or sentences. It would change the result from passive to active (Prastyo, 2015).

Method

In the first year, senior high students were involved in this type of research. They came from three distinct educational institutions. Each school was assigned ten students at random. The pre-test questionsheets were delivered during the first treatment week. The questions took the students 15 minutes to learn. To complete the evaluation, students were invited one by one to the teacher's desk to answer the questions. The teacher handed out the books once the pre-test session was over. The instruction started in the second period. The teacher instructed the students to use their electronic dictionary to check the pronunciation of the available

vocabulary in unit 1. Then he taught a grammatical rule in his native language. To produce the examples of grammatical usage, he employed the proper available language. He instructed the students to undertake the exercise to confirm that they understood the content. It is about translating from L1 to L2 using the grammar that has been discussed. Nonetheless, students must understand how the discussed grammar is used in actual materials. To satisfy it, the teacher instructed the students to go to the specified URL and click on it. It has to do with podcast. The students were instructed to listen and read the information at the same time by the teacher. He also requested that the script be translated into L1. After completing the task, the teacher instructed the students to visit the second URL. It's still all about the podcast. It has a conversational tone to it. The students observe and try to comprehend what is going on. They were asked to translate it into L1 by the teacher. The teacher urged the students to practice such a talk in pairs in order to improve their speaking skills. The second podcast's content refers to the previously discussed grammar. To achieve the desired result, the teacher repeated the method with a different topic the next period. The teacher administered a post-test after the students had completed 13 periods of instruction. The treatment's activities were reported as part of the study's data. To answer the research question, the data from the pre-test, post-test, and document were examined qualitatively and quantitatively.

Findings and Discussion

Students were given question sheets similar to these before taking the pre-test. It's about conducting an interview and describing a photograph. The interviewee is asked about learning English from the standpoint of a student. The questions are yes-or-no in nature. The necessity for telling the reason is upheld in order to obtain appropriate data on speaking abilities. In addition, describing a picture is another technique to assess a student's ability to choose words and create sentences. Picture 1 shows the format of the pre-test question sheet.

A. Questions

1. Is English difficult to learn? Tell us the reason!
2. Is English important for your future? Tell us the reason!
3. What are the difficult parts of English? If any!
4. Is English your favorite subject? Tell us the reason!
5. What kind of suggestion will you tell us to learn English?
6. Tell us about something you love to do!
7. Describe the picture below!



Picture 1. Pre-test question sheet

The teacher will require some assistance in order to assess the students' speaking abilities. It's a rubric for evaluating speaking skills. It includes a set of criteria and qualifications. The teacher can determine the students' grades using a rubric like this. According to Suseno (2020a), a rubric for assessing speaking skills is required. It will assist the examiner in qualifying the speech assessment product. In his rubric, he specifies three types of evaluation. They are tests of vocabulary, intonation, and fluency. Each assessment has a rating of very bad, bad, medium, good, and very good. There is a separate description for each qualification. The rubric's format is shown in the table 1, 2, and 3.

Table 1. Rubric of Vocabulary Assessment

No.	Scores	Qualification	Description
1	50-59	Very bad	Cannot utter almost a single word.
2	60-69	Bad	Saying two or more words intermittently.
3	70-79	Average	Conveying the ideas intermittently.
4	80-89	Good	Expressing an understandable opinion.
5	90-100	Very Good	Delivering the ideas properly both in choosing and pronouncing the words.

Table 2. Rubric of Intonation Assessment

No.	Scores	Qualification	Description
1	50-59	Very bad	The intonation is flat.
2	60-69	Bad	Adapting the intonation but It does not reflect the intention.
3	70-79	Average	The proper intonation is adopted in some occasions.
4	80-89	Good	Putting the right intonation on the proper place but sometimes falling into flat.
5	90-100	Very Good	Saying the tone of the words smoothly and in accordance with the intention.

Table 3. Rubric of Fluency Assessment

No.	Scores	Qualification	Description
1	50-59	Very bad	Delivering ideas with a few words or phrases in a long pause.
2	60-69	Bad	Delivering ideas with improper sentence building.
3	70-79	Average	Delivering ideas with proper sentence building.
4	80-89	Good	Delivering ideas with proper sentence building, and choosing words.
5	90-100	Very Good	Good Delivering ideas with the proper sentence building, pause placement, choosing words, and speaking speed.

Pre-test

The students were given 15 minutes to master the pre-test questions by the teacher. It is critical for students to prepare for the evaluation. They must maintain their composure. This type of environment is required to allow students to express themselves as freely as possible. They do not have to be afraid to express themselves. Their ability to speak will be determined by the quality of their answers. Table 4 shows the average scores of the three school students.

Table 4. Pre-test average scores

School A	School B	School C	Average
54.125	66.55	58.225	59.65833

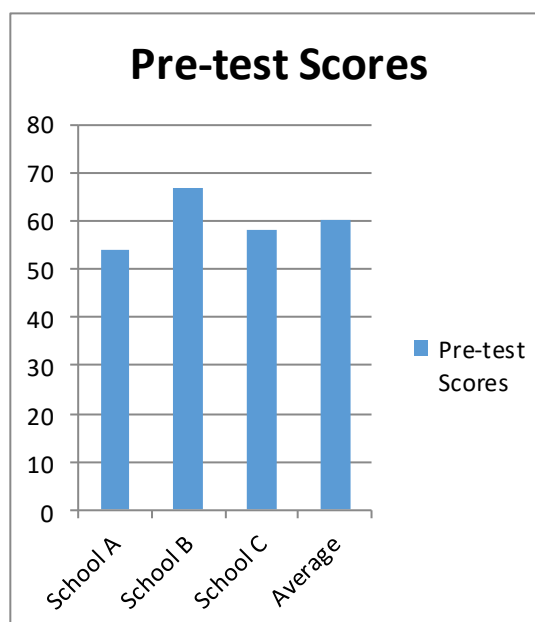


Chart 1. The chart of pre-test scores

The average pre-test scores of school A students

On the pre-test, each school's gain is different. On the chart 1, it appears to be self-evident. The students at School A have an average score of 54. According to the rubric, it is rated as "extremely awful." It suggests that the majority of students can't say more than a few words, have flat intonation, or present thoughts with a few words or phrases after a long pause. This trait makes it difficult for them to converse. During the delivery, they were on the verge of becoming stuck. They appear to lack an adequate understanding of vocabulary and grammar norms in their heads (Zuhriyah, 2017). They need to improve their vocabulary and grammar significantly.

The average pre-test scores of school B students

The average pre-test score for students in school B is 67. Its value is more than that of school A's. According to the criteria, a poin 67 is considered poor. Most students at this level told two or more words at a time, adjusted their intonation but it did not represent their objective, and communicated concepts with poor sentence structure. The assessment revealed that the majority of the students are capable of conducting a discussion. They were able to say more words, however they did so seldom. They could also utilize incorrect intonation. It indicates that they have the courage to carry out the purpose. It could be remedied by following a specific exercise, such as listening to authentic materials on a regular basis. Furthermore, they did not use proper grammar in their statements. They require instruction on how to compose sentences. Because of this, the majority of them require treatment to address their flaws (Rao, 2019).

The average pre-test scores of school C students

School C students received a score of 58. They failed miserably at pre-testing. On the rubric, this kind of qualification was mentioned. The majority of them had a poor command of the English language. According to the examination, the students couldn't say nearly a single word, had flat tone, and presented thoughts in

a long gap with a few words or phrases. The students in School C appear to have qualifications that are nearly identical to those in School A. Their ability to communicate ideas must be cultivated. They require medical attention in order to improve their condition (Rao, 2019).

The common average scores

The three school students' total performance has to be improved. They had an average score of 60. According to the speaking assessment rubric, it is rated as poor. They must improve their skills in order to improve their speaking fluency. Vocabulary, which includes definitions and pronunciation, would be essential for conducting a discussion. It must be cultivated through the use of appropriate media. To make the utterances intelligible, understanding of grammatical usage is also required. Such knowledge is necessary for students to acquire (Sari et al., 2020).

Treatment

The teacher took a few moves toward completing the treatment. The teacher used the book to help the teaching-learning process go smoothly (Suseno, 2020b). Picture 2 shows the cover of a book of this type. It allows both the teacher and the students to learn the content in a systematic manner. The resources in the book are used by the teacher to achieve the instructional goal. He can teach the students how to use a certain aspect of the content to further the intended goal.



Picture 2. The cover of the book

Each unit of the book contains certain components. The first is the transmission of grammar usage. Each component of the learning is bilingual due to the employment of the grammar-translation approach in instructing the course. The subject pronouns plus be are translated in L1 as shown in table 5. Knowing the precise definition of subject pronouns appears to be beneficial to students. Take, for example, the pronoun 'you.' It appears to be biased. Students can understand the difference between the two 'you' if the definition is given in L1.

Table 5. Subject pronoun and be

No	Subject + be	Arti
1	I am	Saya
2	You are	Kamu
3	You are	kalian
3	We are	Kita, kami
4	They are	Mereka
5	She is	Dia (perempuan)
6	He is	Dia (pria)
7	It is	Dia(selain orang)
8	(Nama orang/benda) is	Nama orang/benda

The teacher instructed the students to check the pronunciation of each adjective in their electronic dictionary to make the list of subject pronouns plus be productive. It is critical to expand one's lexical knowledge (Sari et al., 2019). Those terms can be used to organize sentences in order to convey information. Table 6 contains a collection of adjectives that are commonly used in everyday situations. Exposing such a list with a definition allows students to remember it for a longer period of time.

Table 6. Ajectives

Hungry = lapar	Fat = gemuk	Disappointed = kecewa
Thirsty = haus	Thin = kurus	Energetic = semangat
Tired = lelah	Diligent = rajin	Determined = berpendirian teguh
Beautiful = cantik	Careless = ceroboh	Discouraged = tidak bersemangat
Handsome = tampan	Smart = pandai	Stupid = bodoh
Funny = lucu	Poor = miskin	Lucky = beruntung
Rich = kaya		Satisfied = puas

To make sentences, the items in tables 5 and 6 are combined. Picture 3 depicts the combination's shape. The teacher uses the example of mixing subject pronouns with be and adjectives to arrange words. This type of message is delivered in a bilingual manner. During the delivery of the lesson, interaction between the students and the teacher could improve deep understanding of how the grammatical pattern is used (Sari et al., 2019). The students were also requested to read the example aloud by the teacher. It has the potential to help students improve their writing and speaking abilities (Khan and Mansoor, 2018).

Contoh	
Saya lelah	= I am tired
Kamu haus	= you are thirsty
Kita lapar	= we are hungry
Dia (perempuan) cantik	= she is beautiful
Dia (pria) tampan	= he is handsome
Itu lucu	= it is funny
Roy berpendirian teguh	= Roy is determined

Picture 3. The example of grammar usage

The teachers instructed the students to conduct an activity on their own books to see how well they followed the teacher's instructions. Students are given the task of translating words from L1 to L2, as seen in Figure 4. It can help students understand how to use grammar to communicate their thoughts more effectively. After completing the assignment, the students must read their work aloud together. It transforms passive learning into active learning. By reading aloud together, the students can correct their own work.

A. Terjemahkanlah soal di bawah ini ke dalam bahasa Inggris dan hasil pekerjaanmu tunjukkan pada guru!

1. Saya kecewa =
2. Mereka bodoh =
3. Kamu semangat =
4. Albert gemuk =
5. Kita rajin =
6. Kalian tidak bersemangat =

Picture 4. The exercise

It is necessary to introduce authentic resources to students. They must understand how natives apply the grammatical rule in real-life situations (Ruhul, 2019). Picture 5 shows the original material from the podcast framing. The teacher instructed the students to open their gadgets and type in the specified URL. The students noticed a manuscript and a sound button on the podcast page. The students were instructed to press the play button to listen to the native's pronunciation. While reading the script, the students listened to the sound. The students were also told to read the material line by line by the teacher. They were able to recognize the impact of the discussed grammar on the text by doing so. After listening to and comprehending the material, the students read it aloud together to confirm that the pronunciation is correct (Prastyo, 2015).

The Kind Dentist <http://www.eslfast.com/kidsenglish/ke/ke016.htm>

Maria feels pain in her teeth. She tells her mom. Her mom takes her to the dentist. Maria is scared. She enters the waiting room. The secretary calls Maria's name. Maria goes in. Maria sits in a big chair. She waits for the dentist. The dentist arrives. He is careful with Maria's teeth. He gives her a new toothbrush. Maria feels good.

Picture 5. Podcast in short story

Grammar principles are used not just in written products, but also in speaking practice. To fulfill such a need, the teacher requested the students for the relevant URL. Picture 6 shows the page of such a URL. The students studied vocabulary and listening skills, same like they did in the prior URL. To fulfill the precise objective of the discourse, they must understand the definition of each word or term. The teacher asked the students to rehearse the dialogue in pairs in order to improve their ability to adapt suitable intonation. By practicing with such material, students will be able to complete the application of communicative grammar (Saputra and Akib, 2020).

I Live in Pasadena

<https://www.eslfast.com/easydialogs/ec/dailylife001.htm>

- A : Where do you live?
B : I live in Pasadena.
A : Where is Pasadena?
B : It's in California.
A : Is it in northern California?
B : No. It's in southern California.
A : Is Pasadena a big city?
B : It's pretty big.
A : How big is "pretty big"?
B : It has about 140,000 people.
A : How big is Los Angeles?
B : It has about 3 million people.

Picture 6. Podcast in conversation

Post-test

The students from the three schools completed a post-test after undergoing some therapies. Their learning progress would be determined by the steps they took. The teacher distributed the question sheets in the same manner as the pre-test. They were not given any more time to learn the questions on this occasion. They received questions in the post-test that were comparable to those in the pre-test. The teacher believes that by asking the students the same questions in both assessments, validity may be achieved. The queries drew information from the same pool of expertise. The progression of that skill would be compared. The

outcome of the trustworthy credential could be sustained by comparing the same items. The numbers in this table represent the average pre-test and post-test scores. To get the same objective, the teacher assessed the students' ability to speak using the same rubric. He calculated the students' grades based on the rubric's description. Table 7 shows the average post-test scores of the students.

Table 7. The average post-test scores of the students.

No	School A	School B	School C	Average
1	76.775	84.25	84.325	81.78333

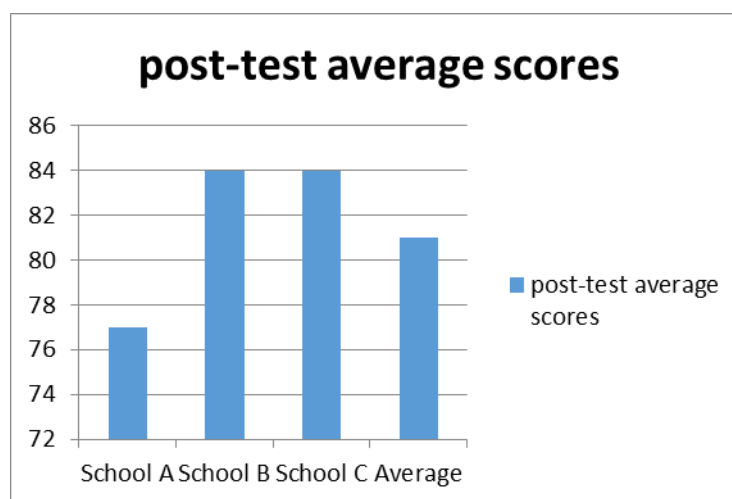


Chart 2. The illustration of post-test average scores

The post-test average scores of school A

The students from School A took part in the post-test after undergoing a series of treatments. They didn't have to do any preparation. They sat in the classroom and socialized with students from various schools. The students greeted the teacher as he entered the classroom and began the test. The teacher displayed the evaluation results once the test was completed. The students from School A received the lowest score, as shown in chart 2. They had an average score of 77. It falls under the average category. They were able to convey concepts intermittently, adapt suitable tone on occasion, and give ideas with proper sentence structure in that quality. The students used language for communication because they were able to transmit their views, even if they did so intermittently. It all comes down to fluidity. They might be able to correct it with some intence treatment. They were able to use suitable tone when expressing concepts, albeit this was not always the case. Their ability to communicate appears to have begun to develop. Their success was influenced by the drill of practicing conversation using the podcast material (Maming and Mangsi, 2019). Furthermore, their grammar skills were effective. It is an intriguing point in achieving a solid result in grammar study.

The post-test average scores of school B and C

In chart 2, the average score of students from school B is close to that of students from school C. The result is an 84. This type of result suggests that the majority of the students are rated as good. According to the speaking grading rubric, category good describes most students' ability to articulate a clear opinion, use suitable tone (but occasionally falling flat), and deliver concepts using proper sentence structure and word choice. Based on their performance, it is possible to conclude that the students were capable of successfully delivering the message. Their speaking counters were able to grasp their statements with ease. They were also able to properly use intonation, albeit they still need to improve. On the dialogue, they might alter their language and sentence structure. This capacity demonstrates their development in learning to communicate in the language.

The common average scores

During the treatment, all three students received the same ingredients. They were also given the same chance to finish the project. Nonetheless, they had different results. Some factors have an impact on their academic progress. Another study is required to determine the cause of such barrier. The common average score for the three schools is 82, as shown in chart 2. It has a decent rating. From the 30 participants, it can be concluded that the most of them are able to communicate an understandable opinion, use good tone (albeit occasionally falling flat), and deliver concepts using proper sentence structure and word choice. Most of the participants were able to conduct proper discourse as a result of this achievement. It is not their final effort to improve their speaking skills. They must improve their conversational listening abilities in order to improve their capacity to adjust intonation (Sah and Sah, 2020).

The progress

The endeavor to improve the students' speaking abilities paid off. The three groups of participants are at various stages of development. It can be found at table 8. Prior to starting the treatment, they had varying levels of speaking ability. They were educated in various environments. Their ability to communicate improved once they began treatment. The three groups of participants have varying levels of progress. There must have been some variables that influenced their success. To determine the trigger, more research is required. Regardless, the strategy proved effective when used. It has the potential to help students improve their speaking skills.

Table 8. The comparison scores

Schools	Pre-test	Post-test
A	54.125	76.775
B	66.625	84.25
C	58.225	84.325
Average	59.65833	81.78333

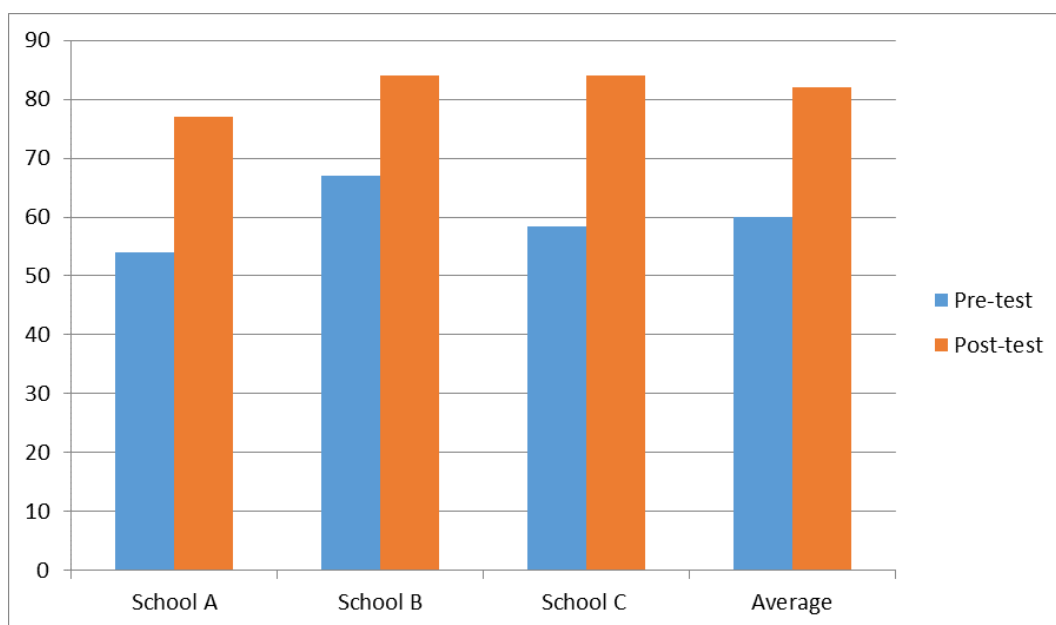


Chart 3. The illustration of the progress

The progress of school A students

It can be noticed in chart 3 that the students from school A have made a significant progress in entering the treatment. By comparing the average pre-test and post-test scores, it depicts the growth of students in School A. $76.775 - 54.125 = 22.65$ is the difference. 22.65 is the current progress point. It signifies that the treatments have the potential to improve a person's speaking skills from poor to average. It's based on the rubric's description. Despite the fact that the students' achievement was not spectacular, they made sufficient progress. The steps should go from very terrible to bad to average, but they jump from very awful to average. It means they were able to overcome their flaw.

The progress of school B students

School B students made progress as well. Chart 3 depicts this. They made a total of $84.25 - 66.625 = 17.625$. Their 18 point progress is lower than that of students from school A. Their previous qualification was poor, but now it has improved. There should be three levels of difficulty: awful, average, and good. The students progressed by making a leap from terrible to good. It shows that their efforts to improve their speaking skills are paying off.

The progress of school C students

School C students have worked extremely hard to achieve success. They had the largest percentage of progress among the three groups, as seen in chart 3. $84.325 - 58.225 = 26.1$. They were able to make 26 points of advancement. It depicts how far students have progressed since beginning treatment. The treatments improved the students' speaking abilities from poor to excellent. The leap is similar to the one on school B, however there are fewer points. The cause of the disparity must be determined in order to do additional research.

The common progress

Students from various schools made varying degrees of advancement. They'd all taken a risk. It appears that they had all attempted to improve their speaking abilities. $81.78333 - 59.65833 = 22.125$ is the overall progress. The average progress point is 22. This type of point isn't particularly large, but it demonstrates that the students have progressed. It emphasizes the effectiveness of implementing the grammar-translation method to improve speaking competence while also increasing reading and listening skills (Kaharudin, 2018). It responds to the research question by stating that the steps taken by the students during treatment correct the students' lack of speaking skills (Mazher et al., 2015). It also wraps up the prior research by implementing a grammatical translation mechanism to improve reading and speaking abilities (Zulkarnain and Widiati, 2021). As a result, it is possible to conclude that the findings of my research would be useful to both teachers and students if they were implemented in the teaching of speaking. Both the teacher and adult learners would benefit from the implementation.

Conclusion

The purpose of learning a language is to be able to communicate in it. People interact with one another when they use it. Students frequently have difficulty using it to communicate their views. Grammar norms, vocabulary, and pronunciation make it difficult for them to carry on a conversation. Using the grammar translation approach is one strategy to assist students improve their grammatical understanding. They will be able to comprehend how grammatical rules function effectively. The use of podcasts is required to adapt them to real-life situations. The manuscript of short stories and conversation can be used by the students. Their vocabulary and grammatical usage can be developed by including them into the teaching-learning process. In the therapeutic program, this type of learning was used. It was attended by students from the three schools. There were 30 students in the class. Each school was assigned ten students at random. They improved their speaking skills after 13 sessions of treatment. They were able to communicate their clear intent to others, use appropriate tone, and build phrases. This type of discovery would be advantageous to both the teacher and the student if it were used in the classroom to teach speaking or other relevant disciplines. It also encourages other scholars to perform additional research to address the process of learning to speak or other related topics.

References

- Afna, M. (2018). The correlation between vocabulary and speaking skill. *Journal of linguistics. Literature & Language Teaching*, 4(1), 43-71. <https://journal.iainlangsa.ac.id/index.php/jl3t/article/view/750>
- Akmal, S., Rasyid, M. N. A., Masna, Y., & Soraya, C. N. (2020). EFL learners' difficulties in the structure and written expression section of TOEFL test in an Indonesian university. *Englisia*, 7(2), 156-180. <https://jurnal.ar-raniry.ac.id/index.php/englisia/article/view/6472/4139>

- Ambarwati, R., & Mandasari, B. (2020). The influence of online cambridge dictionary toward students' pronunciation and vocabulary mastery. *Journal of English Language Teaching and Learning*, 1(2), 50-55. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/605>
- Erdogan, A. (2018). The role of teaching grammar in first language education. *European Journal of Education Research*, 7(1), 87-101. <https://www.semanticscholar.org/paper/The-Role-of-Teaching-Grammar-in-First-Language-Demir-Erdogan/0779245e615032f84e25f6c4d964a1cc210a1224>
- Famularsih, S., & Helmy, M. I. (2020). A comparative study of sentence building in writing ability among students in Indonesia. *Pedagogy: Journal of English Language Teaching*, 8(2), 89-101. <https://ejournal.metrouniv.ac.id/index.php/pedagogy/article/view/2222>
- Feng, Y., & Webb, S. (2020). Learning vocabulary through reading, listening, and viewing. *Studies in Second Language Acquisition*, 42(3), 499-523. <https://doi.org/10.1017/S0272263119000494>
- Hesti, H., Dalman, D., & Carla, C. (2019). Grammar Translation Method (GTM): Efektifitas pembelajaran aspek membaca dan menulis dalam BIPA. *Jurnal Kata*, 7(2). <http://jurnal.fkip.unila.ac.id/index.php/BINDO1/article/view/18372>
- Kaharudin, A. (2018). The communicative grammar translation method: a practical method to teach communication skills of English. *English, Teaching, Learning and Research Journal*, 4(2), 232-254. <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/6292>
- Khan, A. B., & Mansoor, H. S. (2018). The effectiveness of grammar translation method in teaching and learning of English language at intermediate level. *International Journal of Institutional & Industrial Research*, 1(1), Vol. 1, 10-14. https://www.researchgate.net/publication/328578620_The_Effectiveness_of_Grammar_Translation_Method_in_Teaching_and_Learning_of_English_Language_at_Intermediate_Level
- Kurniawan, R., Miftah, M. Z., & Qamariah, Z. (2020). Grammar-translation method affects students' reading comprehension and motivation. *International Journal of Research on English Teaching and Applied Linguistics*, 1(1), 7-15. <https://jurnal.iain-bone.ac.id/index.php/ijretal/article/view/1194>
- Maming, K., & Mangsi, R. (2019). The effect of paired conversation activity by utilizing news-based materials in improving the students' speaking skill. *Journal of English Education and Development*, 2(2), 87-97. <https://ojs.unsulbar.ac.id/index.php/eduvelop/article/view/231>
- Mazher, U., Ahmed, M., & Aslam, M. (2015). Grammar Translation Method in ELT: Hindering the development of communicative skills at secondary level. *Journal of literature, languages, and linguistics*, 6(1), 65-72. <https://www.iiste.org/Journals/index.php/JLLL/article/view/22054>

- Marjun, A. (2021). An analysis students' perception on the use of paper and electronic dictionary. *Jurnal Keguruan dan Ilmu Pendidikan*, 5(1), <http://jurnal.unka.ac.id/index.php/fkip/article/view/495>
- Najamuddin, N. (2019). The use of dictionary to understand similar words in english. *Jurnal Jurusan PBA*, 8(2), 203-214. <https://journal.uinmataram.ac.id/index.php/eltsaqafah/article/view/1870>
- Nikijuluw, R., C., G. (2020). Vocabulary journal strategy: one way to help students' vocabulary. *Jurnal Tahuri*, 27(1), 1-7. <https://ojs3.unpatti.ac.id/index.php/tahuri/article/view/1845>
- Prastyo, H. (2015). The implementation of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) in teaching integrated English. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 1(2), 170-182. Retrieved from <http://ejournal.kopertais4.or.id/mataraman/index.php/efi/article/view/946>
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2). https://www.researchgate.net/publication/334283040_the_importance_of_speaking_skills_in_english_classrooms
- Ruhul, M. (2019). Developing reading skills through effective reading approaches. *International Journal of Social Science and Humanities*, 4(1), 35-40. https://www.researchgate.net/publication/331024294_Developing_Reading_Skills_through_Effective_Reading_Approaches
- Sah, F. M., & Sah P. M. (2020). Teachers' beliefs and practices in teaching listening. *Creative Education*, 11(2), 182-195. <https://www.scirp.org/journal/paperinformation.aspx?paperid=98502>
- Sari, N. P., Susilowati, S., & Fadloeli, O. (2019). Improving listening skill using learn english by listening application. *Proffesional Journal of Education*, 2(4), 455-460. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/2712>
- Sari, F. P., Hafifah, G. N., & Mayasari, L. (2020). The use of authentic material in teaching reading descriptive text: Review of literature. *Academic Journal Perspective: Education, Language, and Literature*, 8(2), 122-134. <http://jurnal.ugj.ac.id/index.php/Perspective/article/view/4365/0>
- Saputra, D., & Akib, M. (2020). The effect of listening journal on speaking ability. *Qalam Journal Ilmu Pendidikan*, 9(2), 53-59. <https://ejournal.um-sorong.ac.id/index.php/jq/article/view/1190>
- Sari, D. K., Pratiwi, E., & Theriana, A. (2019). Effective reading strategies for reading skills. *Journal of English Study Programme*, 2(2), 112-120. <https://jurnal.univpgri-palembang.ac.id/index.php/esteem/article/view/242>
- Sofa, E. M. (2019). The existence of GTM in teaching English to current students. *Edulitics Journal*, 4(1), 1-12. <http://ejurnal.unisda.ac.id/index.php/edulitic/article/view/1310>
- Suseno, E. (2020a). Teaching grammar to the teacherng learners using comic strips and gtm and the impact on their speaking skills. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 8(2), 19-30. <https://ejournal-pasca.undiksha.ac.id/index.php/jpbi/article/view/3034>

- Suseno, E. (2020b). Belajar bahasa Inggris melalui video call. Deepublish.
https://books.google.co.id/books?id=M2WADwAAQBAJ&pg=PR3&lpg=PR3&dq=google+book+edy+suseno+s.pd.&source=bl&ots=tx5M_upbl7&sig=ACfU3U2UNQu9yOEQrgduyul2OGBXyrMwdA&hl=en&sa=X&ved=2ahUKEwjv9cXkis_1AhVY83MBHRK4Dx8Q6AF6BAgoEAM#v=onepage&q&f=false
- Zulkarnain, & Widiati, B. (2021). The effectiveness of grammar translation method in teaching reading at fifth semester of Ahwal Assyakhsiyah of STIS Darul Falah Mataram. *Jurnal of English Development*, 1(1), 1-9.
https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=ahqBFMIAAAAJ&citation_for_view=ahqBFMIAAAAJ:IWHjjKOFINEC
- Zuhriyah, M. (2017). Problem-based learning to improve students' grammar competence. *Register Journal*, 10(1), 48-61.
<https://journalregister.iainsalatiga.ac.id/index.php/register/article/view/875>



COGNITIVE COMPETENCIES OF SECONDARY SCHOOL TEACHERS IN JORDAN FROM THEIR POINT OF VIEW

Mohammad Omar Al-Momani¹ and Insaf George Alrabadi²

Educational Sciences Department, Ajloun University College,

Al-Balqa Applied University, Jordan

m.o.e.m@bau.edu.jo; insaf.rabadi@bau.edu.jo

correspondence: m.o.e.m@bau.edu.jo

<https://doi.org/10.24071/ijiet.v6i1.4305>

received 20 January 2022; accepted 29 January 2022

Abstract

The study aimed to identify the level of cognitive competencies for secondary school teachers in Jordan from the teachers' point of view and their relationship to gender and educational qualification variables. The descriptive approach was used, and the study sample consisted of (210) male and female teachers in the first semester of the academic year (2021-2022), in addition to using the questionnaire as a study tool. The study concluded that the level of cognitive competencies for secondary school teachers in Jordan was high, as the percentage of response to it reached (76.4%). . The results also showed that there were no statistically significant differences in the cognitive competencies according to the gender variable (males, females), in addition to the presence of statistically significant differences in the cognitive competencies of teachers according to the educational qualification variable and in favor of graduate degree holders (Masters and Ph.D.).

Keywords: competencies, cognitive competencies, secondary school teachers.

Introduction

Human development is the main artery on which society depends in feeding all its fields, because human resources are the most important resources that can build the nation. Also, the human element represents the best resource for organizations, and as experts say, "If it is easy to own money, it is difficult to own qualified individuals, because the human element is what leaves movement and life in work sites (Matar,2004)

Since we live today in the era of all kinds of knowledge development, the impact of which is reflected on education, which is the path of progress and advancement for any society, and if the teacher represents one of the pillars of the educational process, the teacher's preparation must keep pace with the development in education, and this calls for educational institutions interested in preparing the teacher To reconsider the teacher preparation programs and the educational approaches upon which their preparation is based, add new ones to them, and work to improve and develop the existing ones.

There are many approaches to teacher preparation, including the competency-based educational approach, which is one of the most common and widespread trends in teacher preparation. achieve their goals.

Given the importance of the teacher's role in the classroom; Educational institutions have been keen to rehabilitate and train him to carry out the tasks entrusted to him, whether before service through programs and courses offered in colleges and universities, or during service through training courses with the aim of developing many of his skills so that he possesses a set of cognitive competencies that he needs to transfer educational experiences learning, to become a classroom leader, organizer of the learning environment, and designer of teaching (clinics and clinics,2013)

The change in the teacher's role has been linked to social, political, cultural, technological and educational change. The teacher's task is no longer to prepare information and present it to students. Rather, students must be trained to access sources of knowledge, whether in the traditional way such as books or modern ones such as the Internet, and the educational content of this knowledge must be emphasized. (Veal, 2004).

Study problem and questions:

Teaching in its modern sense aims at organizing learning and facilitating its occurrence, and not merely transferring information from the prescribed textbooks to the students' minds to get them to memorize and memorize them. Therefore, organizing learning and achieving its goals requires prior planning and creative work from the teacher, and it is imperative that the learning environment includes a set of elements Variable, renewable goals, and different learning needs.

And since the teacher represents an important position in the educational system, he is an effective and influential element in achieving the goals, and the teacher is considered the cornerstone of reform and development, rather he is considered the backbone of the educational process, and because the teacher is the backbone of the educational and educational process, and he is the main driver that cannot be dispensed with in any An educational or educational system, no matter how many sources of knowledge there are, as it remains fully responsible for the experiences it provides to learners, and because the issue of teacher preparation is considered a special priority because it is the issue of education itself, and because the quality of future generations who are the future of the educational and educational process depends on this issue. Efforts to improve any aspect of the educational process cannot lead to the required scientific progress unless you begin to prepare the teacher well.

And because teaching skills are the first basis that helps the teacher to practice the tasks of his profession, through which it is necessary to reconsider the teacher training programs and prepare them in their scientific faculties, and attention to the development of an assessment based mainly on competencies so that student teachers benefit from them scientifically.

Based on the foregoing, the current study seeks to answer the following questions:

1. What is the level of cognitive competencies for secondary school teachers in Jordan from their own point of view?

2. Are there any statistically significant differences at the level of significance? ($\alpha = 0.05$) in the level of cognitive competencies of secondary school teachers in Jordan from their own point of view, which is attributed to the gender variable (males, females)?
3. Are there any statistically significant differences at the level of significance? ($\alpha = 0.05$) in the level of cognitive competencies for secondary school teachers in Jordan from their own point of view, which is attributed to the educational qualification variable (bachelor and higher diploma, postgraduate studies (Masters and PhD))?

The importance of studying:

The importance of the study lies in:

1. Contribute to the development of the teaching performance of male and female teachers, which in turn is reflected in the development of the skills and knowledge of future teachers in their various scientific colleges.
2. Contribute to the consideration of cognitive competencies as important foundations for building programs for the development, preparation and development of the performance of male and female teachers.
3. Considering the list of cognitive competencies as introduction determinants for developing the performance of male and female teachers in their university scientific faculties.

Objectives of the study:

The study aims to:

1. Identifying the cognitive competencies of secondary school teachers in Jordan.
2. To identify if there are statistically significant differences in the cognitive competencies of male and female secondary school teachers in Jordan that are attributed to the gender variable (males, females).
3. To identify if there are statistically significant differences in the cognitive competencies of secondary school teachers in Jordan that are attributed to the educational qualification variable (bachelor and higher diploma, postgraduate studies (Masters and Ph.D.))?

Idiomatic and procedural definitions of the study

Competencies

Know it (the Al-Masry,2010) as a set of knowledge, concepts, skills and attitudes that a teacher acquires as a result of his preparation in a specific program during and before service. And you know her (Dunya,1984) as the teacher's possession of the necessary knowledge, skills, and attitude to reach an acceptable level of performance. He knows it (Maree,1983) as the ability to do something with a certain level of performance, which is efficient and effective. Elam knows her Elam, 1975) as the set of knowledge, skills, and attitudes necessary to organize the learning process. Houston knows it (Houston, 1974) as the knowledge, skills, and methods believed to be essential to the performance of the functions of a teacher. Hoyt knows her Hewit, 1978) is a set of skills, knowledge, methods and behavior patterns that teachers practice consistently and continuously during teaching.

Cognitive competencies

He knows her (Al-Amri,2016) that it is the teacher's possession in middle and secondary schools of a set of skills, information, experiences and activities that are reflected in their teaching in the classroom.

He knows her (Hamadna,2006) as the set of different information, experiences, skills, activities and behavior patterns possessed by teachers, which they are supposed to perform during teaching.

It is known by (Al-Sayeh and Abdel Moneim,2005) that it is a set of knowledge, skills and attitudes that direct the teaching behavior of male and female teachers to help them perform their work in the classroom, theoretically and in practice, with a certain level of empowerment, and it can be measured and observed with agreed upon standards.

And he knew her (Baqir,1991) that they are the qualities, characteristics, skills and attitudes that the teacher is supposed to perform and are reflected on his performance in educational situations that are characterized by a kind of stability.

The researchers define it procedurally: it is the degree to which secondary school teachers possess cognitive competencies through their answers on the scale prepared for this purpose.

Secondary school teachers

They are all scientifically qualified teachers from one of the various colleges and universities who are specialists in their scientific fields and who are officially appointed in the schools of the Jordanian Ministry of Education for the purposes of teaching students in the first secondary and second grades.

Previous studies

Several studies related to the subject of the current study were referred to, which dealt with the issue of competencies for teachers of all kinds and forms, which were as follows:

Where he performed (Al-Momani,2019) A study, which aimed to determine the teaching competencies of teachers of vocational education in primary schools affiliated to the Directorate of Education in Ajloun Governorate in the Hashemite Kingdom of Jordan in competencies (implementation, and teaching methods), where the researcher used the descriptive approach in addition to using the questionnaire, which consisted of (26).) A paragraph as a tool for the study, and the study population may consist of all teachers of vocational education in Jordan, who numbered (115) teachers, and the sample of the study consisted of (50) teachers. %) is ahead of the adequacy of implementation, which was by (71%) and significantly for each of them.

The study also aimed at (Youssef, Bin Ghaith and Al-Wukhi,2018) to identify the teaching competencies of physical education teachers in special education schools in the State of Kuwait, where the comparative descriptive approach was used, and the study sample consisted of (116) male and female teachers, in addition to using the questionnaire as a tool for the study. He was weak.

The study also aimed to (Al-Khamshi,2017) to identify the teaching competencies necessary for teachers of Sharia sciences in the primary stage, where a note card was used as a study tool, and the study sample consisted of (40)

teachers, and the study concluded that the general average of the degree of availability of competencies was at a medium degree in addition to the absence of significant differences Statistically among teachers in the degree of availability of teaching competencies, which is attributed to the variable number of years of experience.

The study also aimed to (Al-Hashani,2016) to identify the teaching competencies and the degree of their availability among kindergarten teachers in the city of Misurata in Libya, where the descriptive survey method was used, and the study sample consisted of (40) female teachers, and the questionnaire and scientific observation were used as tools for the study, and the study concluded that kindergarten teachers do not They have a high degree of teaching competencies in addition to the presence of statistically significant differences in the degree of practicing some teaching competencies among female teachers due to the academic qualification and the number of years of experience.

It also aimed to study (Khazali and Momani,2010) to identify the extent to which the teachers of the lower secondary stage in the private schools of the Ministry of Education for the first Irbid region in Jordan possess teaching competencies from their point of view in light of the variables of academic qualification, years of experience, and specialization. The study sample consisted of (168) female teachers working in (30) private schools in Irbid governorate, and the questionnaire was used as a study tool, which included (38) teaching adequacy. The results of the study showed that the level of teaching competencies possessed by female teachers was to a large extent, and the results showed that there were statistically significant differences in the degree of female teachers' possession of teaching competencies due to the variable years of teaching experience and in favor of female teachers with more than (more than 6 years).

The pharma study also aimed Varma, 2007) aims to improve the quality of primary education by monitoring the professional competencies of comprehensive education teachers, as the results of the study indicated the need to train teachers to use teaching methods based on the needs of the learner, and to employ whatever infrastructure is available to them in their educational institutions, and to work on Subjecting novice teachers to in-service training programs, and providing them with skills, strategies, and competencies that would help them provide learners with skills that would enable them to satisfy their needs in their own way.

Method

Study Approach:

The descriptive approach was used in this study, and this approach aims to determine the current state of the objects of the study, and then work on describing them.1992), and the descriptive approach is not limited to describing the phenomenon and collecting information and data. It helps in understanding and developing reality (Al-Assaf, 1995).

Study community:

The study population consisted of all secondary school teachers in government schools affiliated to the Directorate of Education in Ajloun Governorate, whose number is 987 teachers are distributed among all secondary schools affiliated to the Directorate.

The study sample

The study sample consisted of (210) male and female teachers who study students in the secondary stage for the first secondary and second secondary grades and in all different subjects in the first semester of the academic year (2021-2022 AD), who were chosen by a simple random method, and the following table shows the study sample according to its variables:

Table 1. Description of the study sample.

percentage	the num ber	Variables	
50%	105	male	sex
50%	105	female	
100%	210	Total	
58%	121	Bachelor's degree and higher diploma	Qualification
42%	89	Postgraduate studies (Masters and PhD)	
100%	210	Total	

Study tool:

The study tool used in the study (Al-Momani et al.,2019) due to its relevance and the nature of the current study, which consists of (25) paragraphs that measure the cognitive competencies of teachers.

The response was determined according to the five-point Likert scale.

very high	score 80% and above
A high degree	70% - 79.9%
Medium	60% - 69.9%
low score	50%- 59.9%
very low score	50% or less.

The validity of the study tool

In light of the objectives of the study and verification of the wording of the paragraphs, the tool was presented to a number of arbitrators specialized in the disciplines of curricula, teaching, educational psychology, measurement and evaluation in the various Jordanian universities, whose number is (10) An arbitrator, in order to express an opinion on the validity of the paragraphs of the tool, the language and any other modification, whether it was a merger, deletion or modification of these paragraphs.

Stability of the study instrument:

To calculate the reliability coefficient, the researcher used the test and retest method, by applying the test to a sample of (30) male and female teachers from the study community, but from outside the study sample, then the test was

repeated again with a time period of (10) days from the first application, and then the correlation coefficient between the first and second test was found, which amounted to (0.91), which is considered acceptable and statistically high.

Statistical treatments used

The following statistical treatments were used:

1. Arithmetic averages.
2. Percentages.
3. standard deviation.
4. Cronbach's alpha stability coefficient.
5. A t-test for independent groups.

Findings and Discussion

Results related to the first question

What is the level of cognitive competencies for secondary school teachers in Jordan from their own point of view?

To answer this question, the arithmetic averages and percentages of the level of cognitive competencies for male and female secondary school teachers in Jordan were extracted, arranged in descending order according to their averages, and the following table No. (2) It explains:

Table 2. Arithmetic averages and percentages of the level of cognitive competencies for male and female secondary school teachers in Jordan, arranged in descending order according to their averages

the level	Percenta ges	SMA	Cognitive competencies	
very high	97%	4.94	Presents the course material clearly and in a logical sequence	1
very high	96%	4.93	Using methods that take into account the principle of individual differences among students	2
very high	95%	4.93	Methods based on the principle of gradation from easy to difficult	3
very high	94%	4.92	Uses verbal and nonverbal cues	4
very high	94%	4.91	It considers and enhances good performance and corrects faulty performance	5
very high	93%	4.91	Encourage students to ask questions	6
very high	92%	4.90	Helping students solve their personal and social problems	7
very high	92%	4.90	Manage the time allotted for the session	8
very high	90%	4.83	Define the objectives of the lesson	9
very	89%	4.74	Diversity in teaching methods	10

the level	Percentages	SMA	Cognitive competencies	
high				
very high	88%	4.66	Prelude to the introduction to the lesson	11
very high	88%	4.42	Responding to students' questions	12
very high	81%	4.21	Familiarity with the subject matter and its various sources	13
High	78%	3.91	Using methods that gain students desirable habits for the benefit of the individual and society	14
High	76%	3.83	Provides a practical model in front of students during teaching	15
High	75%	3.80	Summarize class ideas	16
High	74%	3.75	Asks appropriate, thought-provoking and creative questions	17
High	72%	3.69	Diversity in the technological media used	18
medium	69%	3.61	Familiarity with teaching methods and methods and the mechanism of their use	19
medium	65%	3.53	Familiarity with the subject matter and its various sources	20
medium	65%	3.45	Movement between students during the explanation	21
medium	62%	3.40	Always presents new scientific material	22
medium	60%	3.37	Uses appropriate audio-visual teaching aids	23
medium	60%	3.20	Determines appropriate educational experiences and activities	24
low	58%	3.18	Connects his subject matter with other subjects	25
High	76.4%	4.20	The total score of the paragraphs	

It is clear from Table No.2) The level of cognitive competencies for secondary school teachers in Jordan was very high for paragraphs (1-13), where the percentage of response to it reached between (81% - 97%) and it was high for paragraphs (14-18), where the percentage of response reached It ranged between (72% - 78%), and it was medium for paragraphs (19-24), where the percentage of response to it reached between (60%-69%), and it was low only for paragraph No. (20), where the percentage of response to it reached between (58%), as for the

cognitive competencies on the total degree, they were high, as the percentage of response to them reached (76.4%).

Results related to the second question

Are there any statistically significant differences at the level of significance? ($\alpha = 0.05$) in the level of cognitive competencies for secondary school teachers in Jordan from their own point of view, which is attributed to the gender variable (males, females)?

To answer this question, the arithmetic averages and standard deviations of the level of cognitive competencies for secondary school teachers in Jordan were extracted from their own point of view, which is attributed to the gender variable (males, females) and the following table (3) It explains:

Table 3. It shows the arithmetic averages and standard deviations of the level of cognitive competencies for secondary school teachers in Jordan from their own point of view, which is attributed to the gender variable (males, females)

Indication level	value of "t"	female deviation	Average	male deviation	Average	sex the field
not significant	1.529	1.235	14.001	1.341	13.563	Cognitive competencies
t						

It is clear from Table No.3) The calculated "t" value is less than the tabular "t" value for the cognitive competency items for male and female secondary school teachers in Jordan, and this indicates that there are no statistically significant differences that are attributed to the gender variable (teacher).

The researchers attribute this result to the nature of the academic preparation and the nature of the fields in which teachers agree, and the nature of the curriculum and teaching courses are similar, as well as the components of the teacher's personality, appearance in a decent appearance, cooperation with teachers and staff, and taking responsibility, and all of this does not differ between teachers, and the mechanism of implementing lessons. And planning it with a quarterly and daily plan according to a mechanism and a unified model for all teachers, where teachers are committed to it, and therefore the differences were not statistically significant.

The results related to the third question

Are there any statistically significant differences at the level of significance? ($\alpha = 0.05$) in the level of cognitive competencies of secondary school teachers in Jordan from their own point of view, which is attributed to the educational qualification variable (bachelor and higher diploma, postgraduate studies (Master and PhD))?

To answer this question, a t-test for two independent groups was used and the results of the table (4) Explain it.

Table 4. Arithmetic averages and standard deviations of the level of cognitive competencies for secondary school teachers in Jordan from their own point of view, which are attributed to the educational qualification variable (bachelor, high diploma, postgraduate studies (Masters and Ph.D.))

Indication level	degrees of freedom	T	standard deviation	SMA	Experience	the field
0.029*	36	1.99	0.59	2.99	Bachelor's degree and higher diploma	Cognitive competencies
			0.52	3.83	Postgraduate studies (Masters and PhD)	

It is clear from the previous table No.4) There are statistically significant differences on the cognitive competencies items for secondary school teachers in Jordan and in favor of those with academic qualifications in postgraduate studies (Masters and Ph.D.), where the researcher attributes this result to the fact that the academic qualification has a significant impact on the cognitive competencies in terms of the degree of scientific maturity and knowledge acquisition. Information and scientific research skills, his participation in seminars and scientific conferences at home and abroad, his permanent access to modern scientific periodicals, sources and references, conducting scientific research, education skills and strategies, and the scientific and teaching background enjoyed by teachers holding graduate degrees (Masters and PhD), so the differences in favor of graduate students are higher than those of those with higher degrees. Bachelor's and Higher Diploma.

Also, the Jordanian Ministry of Education always seeks to provide all means of comfort and development for its cadres in the field, especially with the system of promotions and promotions, in which the teacher's scientific qualification plays the largest role. The secondary stage, which is considered one of the most important stages in the student's life, is pivotal. It separates the student between two important stages, the school stage and the university stage. Therefore, it requires the presence of a qualified teacher, with higher mental and scientific skills and abilities to be able to provide students with the necessary skills and knowledge, which are usually specialized.

Conclusion

In light of the study results, the researchers reached the following conclusions:

1. It is clear from the results of the study that the overall result of cognitive competencies was high, as the percentage of response to them was (76.4%).
2. There are no statistically significant differences in the cognitive competencies of male and female secondary school teachers that are attributed to the gender variable (males, females).
3. There are statistically significant differences in the cognitive competencies of male and female secondary school teachers that are attributed to the educational qualification variable, and for those with postgraduate studies (Masters and Ph.D.).

Recommendations:

In light of the results of the study, the researchers recommend the following:

1. Benefiting from the list of cognitive competencies reached by this study in the field of evaluating the performance of male and female teachers at the secondary stage in Jordan.
2. Considering the list of cognitive competencies as determinants of the programs, preparation, development and evaluation of male and female teachers in their faculties in the various Jordanian universities.
3. Increasing the attention and focus of educational supervisors through holding training courses for teachers regarding the possession and practice of cognitive competencies by these teachers.
4. Conducting more studies and addressing variables that were not addressed in the current study.

References

- Baqer, A.(1991). *Teacher competency assessment*. Iraqi Ministry of Education, Baghdad.
- Hamadna, A. D.(2001). Evaluating the performance of Arabic language teachers at the secondary stage in Jordan in the light of educational competencies and building a program for its development, PhD thesis, College of Education, University of Baghdad, (unpublished).
- Hamadna, A.(2006). The extent to which Arabic language teachers possess the educational competencies necessary to teach literary texts at the secondary level and the extent to which they are practiced in Mafraq Governorate. *Al-Manara Magazine - Al al-Bayt University*,13(1),1-57.
- Khazali, Q. M., & Momani, A.A. (2010). Teaching competencies among female teachers of the lower secondary stage in private schools in light of the variables of academic qualification, years of experience and specialization. *Damascus University Journal*, 26(3),553-592.
- Donia, M. T. (1984). *Strategies for teaching social studies* (1st Ed.). Al Falah Library, Kuwait.
- Abdel Haq, I. S. (2004). Basic educational competencies for physical education teachers for the first basic stage in Nablus Governorate. *Journal of Psychological and Educational Sciences*, 5(4). University of Bahrain, Kingdom of Bahrain.
- Adas, A. (1992). *Fundamentals of educational research*. Jordan, Amman: Dar Al-Furqan for printing, publishing and distribution.
- Clinics, Y., & Hamidat, M. (2013). The degree of employment of computer competencies acquired from the children's computerized programs course in teaching by field training teachers and the obstacles to their employment. *Al-Manara Magazine - Al al-Bayt University*,19(3), 413-440.
- Al-Junaid, A.S. (2001). The basic educational competencies needed for geography teachers in the upper grades of basic education and the extent to which they practice them in Al-Dhalea Governorate. Master's thesis, College of Education, University of Aden, (unpublished).

- Al-Hashani, A. E. (2016). Teaching competencies and the degree of their availability among kindergarten teachers in the city of Misurata. *The Scientific Journal of the College of Education*, 2(6),194-220.
- Al-Khamshi, A.A. (2017). The degree of availability of the necessary teaching competencies for teachers of forensic sciences in the primary stage in light of quality standards. *Journal of Scientific Research in Education - Egypt*, 18(2), 203-241.
- Al-Sayeh, M., & Abdel-Moneim, M. H. (2005). Teaching competencies for faculty assistants at the Faculty of Physical Education for Boys at the University of Alexandria in the light of the concept of total quality of university education. *Twelfth Annual National Conference (Fourth Arab)*. Alexandria.
- Al-Amiri, J. (2016). Evaluating the performance of Arabic language teachers in middle and high schools in the light of the necessary teaching competencies. *Al-Ameed Magazine*, 5(20), 401-434.
- Al-Assaf, S. (1995). Introduction to research in behavioral sciences (1st Ed.). Riyadh: Obeikan Library.
- Al-Masry, W. (2010). Self-evaluation of student teachers for their teaching competencies in physical education at Al-Aqsa University. *An-Najah University Journal for Research and Studies (Humanities)*, 24(10).
- Al-Marei, T.(1983).Educational competencies in the light of systems, 1st floor, Amman, Dar Al-Furqan.
- Al-Momani, M. O. E. (2019). Teaching competencies of vocational education teachers from their point of view: a field study in Ajloun Governorate in Jordan. *Rawafed Journal of Research and Studies*,3(1),116-140.
- Matar, A. I. (2004). Administrative competencies necessary for the professional preparation of a physical education and sports teacher in the State of Kuwait. *Journal of Physical Education Research, Faculty of Physical Education, Zagazig University*, 37(66).
- Hashem, K. E. (1991). A proposed program for the development of some educational competencies for a secondary school teacher of commercial subjects, commercial in Sudan during service, PhD thesis, Faculty of Education, Ain Shams University.
- Youssef, A. K., Bin Ghaith, O. A., & Al Doukhi, F.A.(2018). Teaching competencies of physical education teachers in special education schools in the State of Kuwait. *Assiut Journal of Physical Education Sciences and Arts - Egypt*,46(1), 138-162.
- Elam. S. (1975). *Performance based teacher education: What is tate of be art?* Washington.DC
- Hewitt, W., Thomas. (1978). *Competency referenced professional developments in felder dell editor competency-based teacher education professionalizing social students teaching national council for the social*. Washington.
- Housten, W. (1974). *Robert, exploring competency based education*. Berkeley: Calif Macutchan Publishing Corporation.
- Varma, C. (2007). Improving quality of elementary education by monitoring professional competencies of teachers for inclusive education. ERIC– Education Resources Information Center (ED494892).

Veal, W. (2004). Pedagogical content knowledge taxonomies. *Electronic Journal of Science Education*, 3(4).



Sanata Dharma University



9 772548 842008