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Incorporating Memes and Instagram to Enhance Student's Participation

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Abstract

Today's teaching and learning faces more challenges as technology keeps on updating itself. Teachers are expected to adopt as many as possible technology products to promote students' engagement in classroom activity. Utilizing technology products may help teachers to decrease students' boredom inside classroom since it proposes a new kind of activity. The main purpose is to create an enjoyable teaching and learning environment as well as to trigger students to be creative. By highlighting youths' characteristics that tend to be visual and addicted to rapid information, memes and Instagram may be used as one of the strategies to develop an innovative teaching and learning process.

Keywords: memes, Instagram, language learning

Introduction

Taken as an inevitable truth, teaching and learning process nowadays is inseparable from the use of technology no matter how big or small it is. For example, when we ask our students to submit their work, almost all of them prefer to submit it via e-mail, Blackberry Messenger or even WhatsApp Group rather than using traditional style of paper-based work. That particular activity has been a major hit since the last two applications are up-to-date. Blackberry Messenger and WhatsApp are equipped with an ability to receive and send documents and still serve their basic function as chat applications: sending and retrieving messages.

When we go back twelve or thirteen years earlier, it was acceptable among us to be unequipped with technology, such as mobile phone latest product. We were certainly fine if we did not acquire any contact with technology for days. But now, real life truth speaks differently. Almost all of us experience similar phenomenon. We, teachers, as well as our students are bound to internet and mobile phone. Like it or not, the one who does not fluently speak the same "language" like us, would certainly be alienated.

Early in 2000s, Prensky came upon a new term of Digital Natives and Digital Immigrants. Digital Natives are those who perform and rely almost all of their activities on technology. Our students are by all means called as Digital Natives. They speak and breathe technology as daily intake. According to Prensky, they are "...all "native speakers" of the digital language of computers, video games and the Internet." (2001:1)

"Digital Immigrants learn – like all immigrants, some better than others – to adapt to their environment, they always retain, to some degree, their "accent," that

is, their foot in the past. The “digital immigrant accent” can be seen in such things as turning to the Internet for information second rather than first, or in reading the manual for a program rather than assuming that the program itself will teach us to use it” (Prensky, 2001: 2).

“The differences between Digital Natives and Digital Immigrants lie upon their learning traits and preferences” (Prensky, 2001: 2-3). Digital Natives are used to receive information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to “serious” work.

Digital Immigrant teachers tend to teach – slowly, step-by-step, one thing at a time, individually, and above all, seriously. Digital Immigrants do not believe their students can learn successfully while watching TV or listening to music, because they (the Immigrants) cannot. Digital Immigrants think that learning cannot (or should not) be fun.

Based on the previous explanation, an integrated activity of memes creation and Instagram posting is proposed as an alternative strategy that yields creativity and innovation for teaching and learning process. Memes are dense. It has an attractive packaging (for example: eye catchy image wrapped with catchy text) which is an additional value for our students; the Digital Natives. Moreover, it can be distributed among people and posted online easily.

Infecting the Mind: Memes Creation

Taking memes’ original definition into perspective, researcher would like to develop a new strategy to enhance students’ classroom participation and the teaching and learning process of English. “Examples of memes are tunes, ideas, catch-phrases, clothes fashions and ways of making pots or of building arches. Just as genes propagate themselves in the gene pool by leaping from body to body via sperms or eggs, so memes propagate themselves in the meme pool by leaping from brain to brain via a process which, in the broad sense, can be called imitation” (Dawkins, 2006: 192).

Researcher assumes that since memes embody longevity, fecundity, and copying-fidelity traits, thus it will be easier to be applied into classroom that is fully loaded by Digital Natives. Furthermore, Brodie says that “A meme is a unit of information in a mind whose existence influences events such that more copies of it get created in other minds.” (2009: 11) When some people understand memes merely as catchy images with catchy texts, do not forget that those are only ‘vehicles’. A cart carries information. Anything that can be copied and spread between brains, are definitely memes.

“As long as that information can be copied by a process we may broadly call ‘imitation’, then it counts as a meme” (Blackmore, 1999: 66).

Instagramming

Utilizing social media into teaching and learning process is not something uncommon. Previous studies have been conducted to shed light on the need of

facilitating technology more into our practice as teacher. (Astuti, 2016; Blattner & Fiori, 2009; Grewal & Harris, 2009; Guikema & Williams, 2014; Guikema & Menke, 2014; Hattem, 2014; Kalasi, 2014; Lomicka & Lord, 2012 & 2014; Yunus et.al, 2012) Thus, choosing the most suitable social media application will be subject to classroom teacher's judgment.

Let us not forget also that each social media application certainly has its own strengths and weaknesses. In order to be able to choose the most suitable application, teachers should pay close attention to their students' characteristics. Researcher has her own consideration by choosing Instagram as a partnering social media for memes creation activity.

First, Instagramming is an activity that most youth, the Digital Natives, would certainly fall into. Second, it gives a diverse range of any images starting from beautiful scenery up to beauty products. Third, Instagram posts tend to have minimum texts yet are quite rich in image presentation. Last, it is easily shared and distributed among people.

Method

The participants of the study are 23 EFL students of Health College in the regency area of Malang. There are 4 male students and 19 female students. They are second semester students of health diploma degree and all of them are taking English as a compulsory subject. None of the participants are native speakers of English. They speak Bahasa Indonesia as their first language.

Table 1. Participant Information

| | Male | Female |
|----------------------------|-------------------|-----------------|
| Number of participants | 4 | 19 |
| Age (range) | 20 - 21 years old | 19-21 years old |
| Length of English exposure | 6-12 years | 6-12 years |

The instruments used in this research are observation and questionnaires. The observation was carried out using memes creation and Instagram account, whereas the questionnaires were distributed in the beginning and at the end of the study.

Prior the study, participants were given a preliminary questionnaire (Questionnaire I) composed of questions about English and social media.

Table 2. Questionnaire I

| Questions |
|---|
| 1. What do you think about English? |
| 2. Do you know social media sites? Please, give examples. |
| 3. Do you have any social media account? How many? What are they? |
| 4. Do you know memes? |
| 5. What is your opinion about memes? Do you like it? |

Participants are divided into groups. It consists of 11 groups. The number of group member varies from 1 person to 3 persons (mixed sexes). Each group is asked to develop one meme based on the given topics that they have already

received during English classes. There are two topics: symptoms and caring for elderly. Each group is given the same length of time of meme submissions (2 weeks). Each group is assigned to upload or post their meme(s) creation in the appointed Instagram account. Posted group memes are collected into a single Instagram account (researcher’s account: @memes_project). Participants are asked to answer questions which are enlisted in post study questionnaire (Questionnaire II).

Table 3. Questionnaire II

| Questions | |
|-----------|---|
| 1. | What is your opinion about using memes inside classroom? |
| 2. | Does meme help you to understand your English materials (symptoms and caring for elderly) better? |
| 3. | Is it enjoyable to make memes and post it in Instagram? |
| 4. | Would you like to have this kind of classroom activity for another topic? Or on what kind of English lesson? |
| 5. | Do you agree/ disagree if the teaching of English is combined with social media (Instagram) application? Why? |
| 6. | Do you have any other preference of social media application usage inside classroom? What is it? |
| 7. | What is your suggestion for English classroom activity? |

There are 14 memes collected by the researcher. All the written texts on the memes are analyzed. The following components are taken into account: image sorting, written text, content/ message (appropriateness between image, written text, and topics). Collected memes are divided into 2 parts. The partition used is based on the following topics: symptoms and caring for elderly. A deeper explanation of component analysis will be described further in finding and discussion section.

Findings and Discussion

Throughout the process of study and observation, researcher has collected 14 memes that are divided into two topics: symptoms and caring for elderly. Topics are authorized by English lecturer of the participants. It is based on the participants’ college syllabus and material. At preliminary meeting with students, researcher asks students to create memes as a product of their English class. Participants are expected to meet “correct” memes creation. Correct definition carries further explanation that participants’ image choice fit the embodied text as well as the content. Later on, this product will serve as a checking tool. It observes students’ ability of understanding today’s topic well.

To prevent any emerging sensitive issue, such as bullying, bashing, or body shaming, researcher asks participants to use their own images, movie scenes or cartoons. It is also recommended for participants to engage themselves more on technology by using any picture editing tool that they prefer. Below is the description of each submitted meme based on the topics.

First Topic: Symptoms

For this topic, researcher collects all memes made by participants and posts them using an Instagram account @memes_project. To make it simpler, either for researcher or group of participants, there is an agreement that both parties should follow one another so that both parties would be able to evaluate each meme that has been made. From a total number of 11 groups of participants, only 8 groups that complete the memes submission requests.

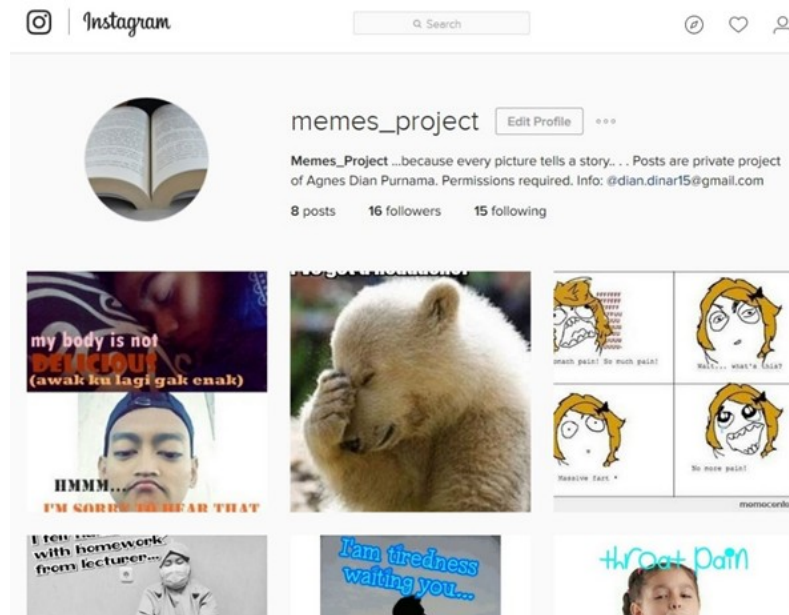


Figure 1. Instagram look of @memes_project

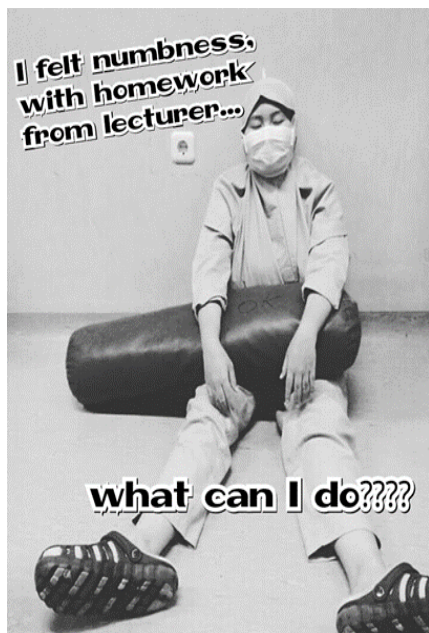


Figure 2



Figure 3



Figure 4

From Figures 1-4, we can see that participants meet the criteria of choosing the appropriate images, text and also content (symptom topic). At the moment of analyzing participants' memes, researcher disobeys grammatical rules and writing system as long as the memes made are 'correct'. An exception is shown by figure 3 which is perfectly apt the condition of correct grammar.



Figure 5



Figure 6



Figure 7

Figure 5 and 7 are described as memes that are less satisfactory fulfilling the adjacency of ‘correct’ memes. The idea presented by participants is to match the expression of tiredness with the chosen images. Figure 5 is best taken as an example of youth’s love life. Apparently, the participants want to describe the unrequited love expression using ‘tiredness’ word. Meanwhile, figure 7 tries to bring on Indonesia’s famous proverb of “Berakit – rakit ke hulu, berenang –

renang ke tepian. Bersakit – sakit dahulu, bersenang – senang kemudian.” Or in English, it is commonly known as “No pain, no gain.”

In figure 6, participants apply direct translation technique from L1 to L2 without using any prior knowledge about L2. Participants translated common expression of “Tidak enak badan” in Bahasa Indonesia into “My body is not delicious.” The word ‘enak’ is directly translated into ‘delicious’. The word ‘enak’ in Bahasa Indonesia has two meanings. The first meaning is similar to ‘tasty or delicious’. It is usually applied for expressing our judgment about certain dish or meal. The second meaning of ‘enak’ can be used also for expressing feeling; ‘enak’ = ‘comfortable’. Participants’ lack of understanding about homonymy in L1 and language expressions in L2 lead into burst of laughers from other students by the time this figure is posted on Instagram.

The last figure in this section, figure 8, sparks an ambiguity of meaning. Participants use “sakit hati” expression in Bahasa Indonesia and make a direct translation into English as “sickness”. Sickness in this meme grasps a different meaning than its’ original meaning of being ill or the resulted condition of vomiting.



Figure 8

Second topic: caring for elderly



Figure 9



Figure 10



Figure 11

Due to some reasons, only three groups of participants took part in creating memes in caring for elderly topic. At this period, three groups make a direct posting on Instagram without the help of @memes_project account. A further analysis is conducted similar to previous topic. Researcher evaluates the appropriateness of chosen images, written text and also the memes meaning or content.

Next, let us have a closer look on figure 9. Researcher argues that this meme belongs to 'correct' memes. The meme that contains a picture of a smiling fish may not directly explain the relation between a smile and bad memory. But, it describes that particular fish characteristic perfectly. The fish name is Dory. It is a cartoon character that can be found in Finding Nemo and Finding Dory movies made by Pixar. Participants bring an issue about Dory's character that suffers from short term memory into memes.

Figure 10 and figure 11 highlight common condition found among elderly people, Alzheimer and complete loss of memory. Although it may not be completely correct in grammar or word choice, it still meets the criteria of 'correct' memes.

The rest 3 memes out of 14 made memes are eliminated due to originality issue and out of requested topics. Thus, by far, participants are successful in creating 11 memes based on the topics provided although some groups did not participate thoroughly until the end of the study.

To make it accessible for participants or public query, researcher creates hashtags (#) based on the topics. For the first topic, researcher uses #memesproject1 and #symptoms as hashtags. Meanwhile, the second topic falls into #memesproject2 and #caringforelderly hashtags.

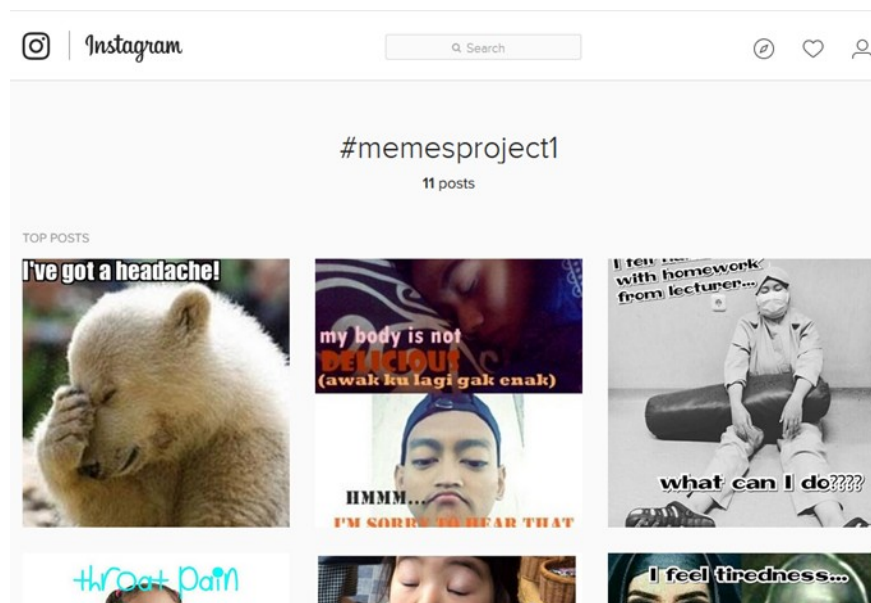


Figure 12 a

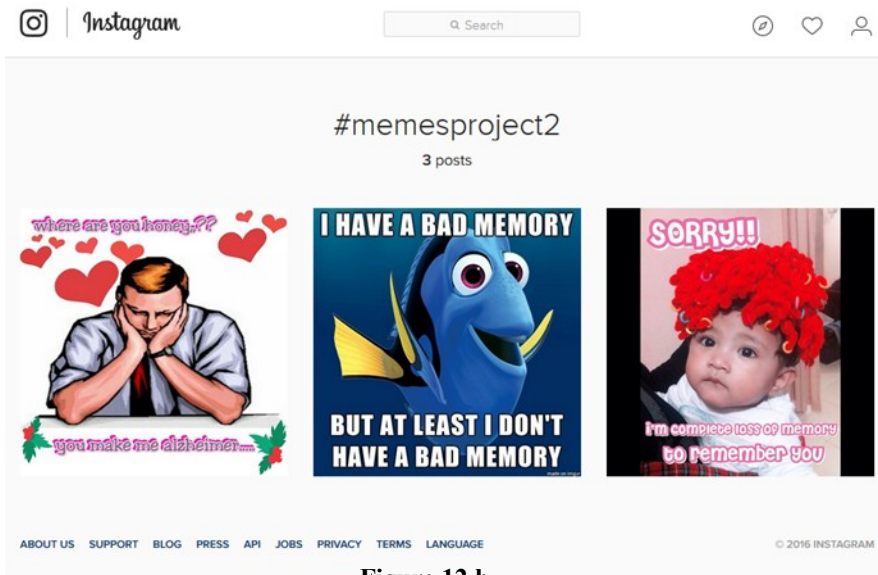


Figure 12 b

The following figures are self-made posts which are conducted privately by participants. Here, participants receive direct feedback for their memes creation from non-study participants. It can be seen from the amount of likes that participants get.



Figure 13



Figure 14



Figure 15



Figure 16

Questionnaire

Questionnaire I

Question 1. What do you think about English? From the total number of 23 participants, 13 participants think that English is difficult. Three participants have an opinion that English classroom is fun but learning English is hard. Only three participants truly consider learning English fun.

Question 2. Do you know any social media sites? Please, give examples. Only one participant does not know about social media sites. Twenty participants are able to give example about social media sites.

Question 3. Do you have any social media accounts? How many? What are they? On average, 22 participants own at least 2 social media accounts and most of them have Facebook account. Only one participant does not have any social media account.

Question 4. Do you know memes? All of participants are familiar with memes.

Question 5. What is your opinion about memes? Do you like it? All of participants like memes because they are funny.

Questionnaire II

Question 1. What is your opinion on using memes inside classroom? All of participants agree upon memes integration for language learning and teaching process.

Question 2. Does meme help you to understand your English materials (symptoms and caring for elderly) better? One participant feels that memes fail to help him to understand English materials (symptoms and caring for elderly topics) better. Three participants strongly agree that memes help them to learn English better although it is not commonly used.

Question 3. Is it enjoyable to make memes and post them on Instagram? Participants do not have any objection in creating memes. They say, it is an enjoyable activity.

Question 4. Would you like to have this kind of classroom activity for another topic? Or on what kind of English lesson? Participants only answered the first question that they would prefer to have another experience utilizing memes as a learning tool without describing any further references of kind of English lesson that they wish for.

Question 5. Do you agree or disagree if the teaching of English is combined with social media (Instagram) application? Why? All participants state their agreement on using a social media integrated into the English learning process.

Question 6. Do you have any other preferences of social media application usage inside classroom? What is it? All participants do not have any suggestions for other social media application to be applied inside classroom.

Question 7. What is your suggestion for English classroom activity? This question is not counted as questionnaire result because most participants have misconception about the meaning of the question.

Conclusion

This study seeks an opportunity to gain a wider yet meaningful engagement of technology and language learning, especially by incorporating images, written text, and specialized topics into a social media application posting (memes and Instagram). The result, as it is expected, students prefer this kind of activity better than previous activity that they have encountered inside classroom. There are advantages in utilizing memes in order to be creative and innovative in language teaching. The first advantage is that memes creation proposes an eye catching learning process which will be easily adopted by students. The second advantage is memes creation is possible. Smartphones and any mobile image editing application are not uncommon for students. The third advantage is students gain a better understanding on English class' topics and English in general using a simple and enjoyable technique.

Technology rapid movement is arguably pervasive. Thus, by creating an enjoyable yet fun mixed form of language learning activity and technology, researcher believes that students would benefit more in the long run. At this point, researcher has the same opinion as Dörnyei (2001: 51) that "...the most far-reaching consequences in motivating L2 learners can be achieved by promoting positive language-related values and attitudes." As Dörnyei explained, "actual process of learning the target language - intrinsic value; target language itself and its speakers - integrative value; consequences and benefits of having learnt the target language - instrumental value"

Here, the researcher argues that memes creation is by far the current evidence that supports those three values well. Memes, at its basic meaning, is an idea which is shared among brains. It is about how we influence others using our own idea by taking advantages through appealing packaging, catchy phrases or tunes. (Brodie: 2009) When students feel relaxed, they would not feel that learning English is an obligation to pass a semester. Our students nowadays are marked with their high sensitivity to something hype and current. Meme is one of it since it is quite accessible through handy mobile applications and smart phones, the latest items that our students could not live without. To be sure, this is the moment when *intrinsic values* are added.

Integrative value takes place at the moment students make a group collaboration for creating memes. They communicate between one another to come up with 'an ideal meme' which is made through discussion. When students enjoy memes creation, post it on Instagram, and get likes (the ♥ button), it is indirectly stated that their social position is lifted up as it is stated by Dörnyei (2001: 56) *instrumental value*.

In spite of the results presented, further observation and research will be needed to see whether creating memes has a significant contribution to students' proficiency level of English since memes creation requires high order of thinking and not all participants are able to do it correctly. Future studies that involve memes creation as well as social media platform are expected to highlight the opportunity of developing this kind of strategy. It is suggested that future researchers use more than one social media applications to get a wider attention and to investigate its effect to students' language learning development.

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Speech Acts and the Different Perspectives on the Meaning of “Very Sorry” in the Letter on Hainan Island Incident

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Abstract

This study aims to analyze the types of speech acts in the text and to analyze different perspectives on the meaning “very sorry” between the United States of America and the People's Republic of China. The object of the study is a letter of saying sorry from the U.S. Ambassador for China Joseph Prueher to the Foreign Minister of the PRC Tang Jiaxuan on the incident in Hainan Island which caused the death of the Chinese’s pilot and the custody of the aircraft crew and the surveillance aircraft relating the emergency landing without any prior permission. The researcher employed the speech acts theory proposed by Searle (1979) as cited by Wardhaugh (2006) to analyze speech acts types and to obtain the dominant type and the implication used in the text. The strategies of apology by Cohen and Olshtain (1986) as cited by Zhang (2001) were also employed. This study is descriptive qualitative research. The result showed the biggest percentages of the types were expressive and assertive. The researcher also found the different perspectives on the meaning of “very sorry” between the US and the PRC which led into misunderstanding influenced by the culture. This research benefits the English language learners to understand the meaning of locutions which they hear and to acknowledge the culture influences society perspectives in understanding the meaning especially for non-English speakers.

Keywords: speech acts, the meaning of ‘sorry’, Hainan Island incident

Introduction

According to Wardhaugh (2006) the functions of many utterances are to make propositions. According to Cambridge Dictionary 3rd Edition, proposition itself is an idea or opinion. Meaning to say, no utterance is uttered without purposes. There are some ideas underlying the utterance or there is a meaning behind every utterance. The form can be a statement or a question. The purpose of pragmatic study is to obtain meaning of utterances in context and to study how language is used. Sometimes it is concerned with the interpretation of linguistic meaning in context. Pragmatics is the study on how speakers of a language use sentences to produce successful communication. It makes the English learners be more aware of socio cultural. Moreover, for non-native speakers, it is difficult to understand the intended meaning in English utterances and to produce a speech act using appropriate manner and language. According to Salgado (2011) non-native speakers’ (NNSs’) pragmatic knowledge differs from that of native speakers (NSs) (Blum-Kulka, 1982; Blum-Kulka and Olshtain, 1986; Blum-Kulka and Kasper, 1989; Faerch and Kasper, 1989; Yu, 1999). In addition, speech acts learning becomes more interesting regarding cross-cultural pragmatics. The

findings from a cross-cultural study by Cohen, Olshtain, and Rosenstein (1986) as cited by Salgado (2011) showed that non-native speakers (NNS) were not aware of certain sociolinguistic distinction compared to native speakers (NS) who were aware with that.

The object of this study is the letter from the U.S. Ambassador named Joseph Prueher to Tang Jiaxuan, Foreign Minister of the People's Republic of China to resolve the "spy plane crisis" on April 1st, 2001. After a collision between the U.S. surveillance aircraft EP-3 and a Chinese fighter J8II, the U.S. aircraft made an emergency landing on Hainan Island, China. The American aircraft sustained damage to a wing and the engine, declared an emergency, and landed—without prior permission—at the nearest airstrip, on a military base in China's Hainan Province. According to Kuhn (2010) the Chinese jet disintegrated and went down into the ocean. The pilot was descending with an open parachute, but was never found and was presumed dead. The delivery of the letter was made in order to the obtain the release of the U.S. crew from Chinese captivity, as well as the return of the US aircraft even though it had to be disassembled and carried by a Russian aircraft. Unfortunately, the letter was made on April 11th, 2011 and not directly after the incident occurred. It showed that the U.S government did not take responsibility for the incident. The main reason why the letter was eventually made was because the PRC did not want to return the US aircraft until there was an official apology from the U.S. government. It can be assumed that if the PRC returned the aircraft without any conditions, the letter on Hainan Incident would not have been made.

The objective of this study is to analyze and examine the kinds of utterances used by the US government in delivering their sorry, or their expression of regret, using Searle's analysis of speech act categories. Searle's speech act categories were used to analyze the whole parts of the object linguistically by examining the clauses. The researcher would essentially like to scrutinize the locutions in the letter and also to show the cultural differences in responding and saying sorry because the United States of America and the People's Republic of China had different opinions in their perception of the letter's meaning. The researcher also used the strategies of apology proposed by Cohen and Olshtain (1986) as cited by Zhang (2001) to show the different ideology of apologizing. The People's Republic of China felt superior to the US because the US apologized to them by saying sorry twice in the letter. In the US' point of view, they did not apologize to them about what they had done. The word 'sorry' in the letter was only meant as an expression of sadness, sympathy, or disappointment.

Using the theories above, the implication or the hidden meaning of the letter can be revealed because it is about the political issue where a powerful country will be considered weak by apologizing. On the other hand, the weaker country does not want to look weak by simply allowing the stronger country to trespass in its area without any verbal or written clearance.

There are four research questions discussed in this paper. First, what kinds of speech acts are mostly found in the letter regarding the Hainan island incident on April 1, 2001? Second, what are the dominant types of speech acts in the entire letter? Third, what are the implications of using these speech acts? Fourth, what

are the different perspectives on the meaning “very sorry” between the United States of America and the People's Republic of China?

Method

The object of the study is the text of the letter written by U.S. Ambassador to China Joseph W. Prueher to Chinese Foreign Minister, Tang Jiaxuan, for the Hainan Island incident on April 1st, 2001. In the text, there are 12 sentences, and after being divided based on subject and verb agreement, there are 17 clauses. This categorization process was done to make the analysis of each locution/utterance easier to see main purpose of the letter from the whole text.

This paper uses a descriptive qualitative method. According to Glass & Hopkin (1984), the descriptive approach can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form.

In this research, the researcher did the numeric calculation according to the text which was analyzed to see the presentation from the highest to the lowest percentages. This was to answer the research questions especially question number one.

In analyzing the data, firstly, the researcher read all the text, and then divided the sentences into some clauses according to the subject and verb agreement. Afterwards, the researcher examined all the utterances, especially the structure, and then the researcher classified each locution into the category of speech act to see the types of speech mostly used in the letter and also to determine which type which was most dominant in the paper. Afterwards, the researcher analyzed the word ‘very sorry’ using the strategies of making an apology (Cohen and Olshtain, 1986) as cited by Zhang (2001) to see the ideology of apologizing.

Results and Discussion

The discussion is divided into two parts, the first part is about the types of speech acts used in the text, which type is dominant, and the implication of using certain types of speech acts. The first part is to answer the question number 1. The second part is about how the different perception towards the word ‘sorry’ in the text can emerge between the U.S. of America and the PRC. The researcher analyzes the different perspectives of those two big countries towards the same thing specifically the meaning of the words “Very Sorry”. The researcher will to answer question 3 in this part.

Types of Speech Acts

The letter has been analyzed using types of speech acts proposed by Searle. There are 17 clauses which are categorized into several types of speech acts according to the meaning in the context.

Table 1: Types of speech acts used in the letter

| No. | Types of Speech Act | Number | Percentages |
|-----|---------------------|--------|-------------|
| 1. | Assertive | 6 | 35.3% |
| 2. | Commissive | 2 | 11.8% |

| | | | |
|-------|--------------|----|-------|
| 3. | Declaratives | 1 | 5.9% |
| 4. | Directives | 2 | 11.8% |
| 5. | Expressive | 6 | 35.3% |
| Total | | 17 | 100% |

As the results mentioned in the table, the letter includes all types of speech acts which are assertive, directives, commissives, expressive, and declaratives. However, each of them has different percentages. The most dominant types are assertive and expressive. Both of them are 35.3%. After examining the letter, we can see that most of them are explanations of how and why the incident incurred.

The assertive are dominant because the US government mostly used the letter to explain how the incident could have happened and how to solve the case. There are 6 utterances which use assertive.

“Although the full picture of what transpired is still unclear, according to our information, our severely crippled aircraft made an emergency landing after following international emergency procedures.” (5 – 6)

From the locution above, the US government explained or informed the reason why their aircraft made an emergency landing at Lingshui airfield, Hainan, China. As mentioned in the introduction part, US Navy EP3E ARIES II flew over China’s airspace. The Chinese government thought it was a surveillance aircraft, so that the EP3 got shot down by People’s Liberation Army Navy (PLAN) J8II interceptor fighter jet. The other assertive form found in utterance

“The meeting agenda would include discussion of the causes of the incident, possible recommendations whereby such collisions could be avoided in the future, development of a plan for prompt return of the EP-3 aircraft, and other related issues.”

This locution above states that the US government notified PRC government about the meeting and what would be discussed in the meeting. It is because there was an international dispute between the US and the PRC over the legality of the over-flights by the US naval aircraft. The area is part of the PRC's exclusive economic zone based on the United Nations Convention on the Law of the Sea. The PRC signed this Convention, while the United States had not. The PRC interprets the Convention as allowing it to preclude other nations' military operations within this area, but the United States maintains that the Convention grants free navigation for all countries' aircraft and ships, including military aircraft and ships, within a country's exclusive economic zone. In addition, according to the letter, the discussion would also address the topic of returning the EP-3 since the PRC did not agree to return the aircraft to the US until they apologized to PRC. The PRC wanted the US to say sorry to them because they had a slow response towards the incident. It took more than 7 days to respond and show their responsibility to the PRC. The incident was on April 1st, 2001, while the letter was delivered on April 11th 2001. Eventually the EP-3 aircraft was returned back to the US, but the PRC did not allow flying off Hainan Island. The

disassembled aircraft was released on July 3, 2001, and was returned by the Russian airline Polet in an Antonov An-124 aircraft.

Another type of speech act which is dominant is expressive. Actually it is obvious that the letter was sent to express the sadness feeling of the US government towards the Hainan Island incident.

“..... that we are very sorry for their loss.” (4)

“We are very sorry (the entering of China's airspace and the landing did not have verbal clearance)” (7 – 8)

From the utterances above, we can see that the US government felt bad to the incident. It is the core of the letter because the PRC were waiting for a response. There were two focuses in the letter. The first was to express condolences towards the loss of the J8II pilot named Wang Wei. They also expressed their sadness for entering China's airspace without any permission. The use of the words ‘very sorry’ explains that the US government felt sad over the incident. However, there is something peculiar between the words ‘very sorry’ since the US government did not forthrightly make an apology in regard to the incident. If we look at the context, pragmatically those words were only used to express the feeling of sadness. Meanwhile, the PRC side accepted the apology from the US. At the end, the words ‘very sorry’ were confusing and created a misleading perception among the PRC especially the media. In addition, The United States stated that it was "not a letter of apology," as some state-run Chinese media characterized it at the time. It was "an expression of regret and sorrow". The PRC had originally asked for an apology. Unfortunately, the U.S. explained that they did not do anything wrong, and thus it was impossible to apologize on something that they did not do. The details of the reasons for misleading the perception will be explained in the second part.

The smallest percentage of speech acts' types was the declarative type. In the letter, the declarative type was used in the first line

“On behalf of the United States government, I now outline steps to resolve this issue.”

Actually, the locution can be considered as assertive since it states something. However, it is considered as declarative type because it meets the features of a declarative which are using the first person singular, speech act verbs, the present tense and active voice. According to Kreidler (1998) the declarative is neither true nor false but its purpose is to make a part of the world conform to what is said. Through the utterance in the letter, eventually the US government wanted to declare that the US took steps to solve the problems by holding a meeting to discuss the causes of the incident, possible recommendations, and the development of a plan for prompt return of the EP3 aircraft;

Meanings of “very sorry” between the US and the PRC

According to Norman Fairclough (1995) as cited by Zhang (2001) language is a material form of ideology, and is invested by it. Ideology emerges in linguistics form and in discourse. However, the ideology of a certain issue is influenced by the culture specifically in this case is an apology. According to the Guardian news

the U.S. President W. Bush and the secretary of state, Colin Powell, expressed "sincere regret" over the loss of the Chinese plane and the missing pilot, Wang Wei. The meaning of the first words 'very sorry' was not to apologize. According to Cambridge Dictionary (3rd Edition), the 'sorry' is the expression of sadness, sympathy for unpleasant incident has been done. The U.S. response to the incident was to express their sadness. According to the strategy of making an apology proposed by Cohen and Olshtain (1986) as cited by Zhang (2001) such as Illocutionary Force Indicating Device (IFID), an offer of repair (REFR), an explanation of an account (EXPL), acknowledging responsibility for the offense (RESP), and a promise of forbearance (FORB), the letter did not cover any strategies. Even though there were two 'very sorry', the meaning of those words was not significant. It is only expression sadness which does not include in any category.

At first they did not want to take the responsibility since it took some days for them to issue the letter to the PRC government. The trigger was that the PRC did not want to return the U.S. surveillance aircraft. Taking responsibility for the incident would have had serious consequences for the US government in its domestic politics because any admission of guilt would be perceived as weakness by the American people. It was very important for the U.S. to make it seem like they were apologizing without actually apologizing, in order for them to secure the return of their aircraft and its crew. This is where the different perspectives of apologizing are important. By expressing regret to the Chinese government and the family of the pilot, the U.S was doing what was necessary to get what it wanted. This kind of apologizing can be seen in every day American culture where people often apologize for things without actually feeling any sense of regret or without actually feeling sorry. Saying sorry is purely something that is expected by society and is a demonstration of politeness rather than an expression of regret. An example of this occurring might be in the supermarket where a person apologizes to another person for almost bumping into them with their trolley despite that fact that the other person is actually at fault for carelessly stepping backwards into the way of the first person. Another example might be when an employee in a supermarket apologizes on behalf of the supermarket for running out of stock; in actual fact, the employee does not feel any sense of responsibility and he may not even be obliged to apologize by company policy, but he may still apologize because he feels that the customer expects him to do so.

To the Americans, this "apology" was just as routine/ casual as these other meaningless, daily apologies found in American culture. The function of these expressions is to demonstrate politeness or as a means to achieve some other interest, rather than an admission of guilt. If the US did not have an interest in China, then this incident would probably have been a non-issue as the US could have just ignored any requests for an apology. Cleeland (2001) as cited by Zhang (2001) stated that the U.S should issue a fake apology and retract it when they got the crew back. Others also suggested the US should give China what they wanted in exchange for the aircraft crew members. We can see that the type of apology expressed by the US was mundane like in the context of every day politeness.

Conclusion

Examining the types of speech acts in the letter from the US to the PRC due to the Hainan Island Incident, the researcher found the biggest percentages of speech acts types were expressives and assertive. Those types got the equal percentage and the implication of using those types was that to inform the significant matters to the PRC government, the solution, and further discussion related to the incident. It was also to express the sadness in regard to the incident. The researcher also found the different perspectives on the meaning of “very sorry” between the US and the PRC which led into misperception and misunderstanding. It was also because of the different ideologies of apologizing and it was influenced by linguistic forms from across the languages. At the end the Chinese people considered that the letter was not as serious and humble as it should have been. For the Americans, the apology was not serious as it was a demonstration of politeness to achieve another means. While they were saying it, they did not really mean it. It was just a formality. The most important point reason for why the US said sorry was because they had a hidden agenda which was the return of the injured crew members and the crippled aircraft itself. After they got what they wanted, the apology could be retracted.

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Discouraging Students' Academic Dishonesty in Flipped Classroom

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Abstract

Flipped Classroom presents teaching process at home through videos, handouts and listening passages before the class session. While in-class time is mostly devoted for questions and answers session, exercises, projects and discussion. The reason flipped classroom is needed for teachers in this era, simply because at the time students do the assignments inside the classroom, teachers would have the opportunities to observe students' interaction, activities, improvement and even to solve students' problem such as academic dishonesty. Thus, the question would be: to what extent is the urgency of implementing flipped classroom as one solution to discourage students' academic dishonesty in writing classes? The study is conducted by employing Action Research. The findings confirm that performing Flipped Classroom is essential in order to discourage students' academic dishonesty while assisting the teacher to observe students' development in writing classes.

Keywords: Flipped Classroom, Academic Dishonesty

Introduction

Students' academic dishonesty is one of the massive challenges that teachers have been dealing with for years. Due to technology development, the existence of students' dishonesty, such as plagiarism, is increasing rapidly and barely impossible to avoid. Then, an idea of switching the traditional or face-to-face classroom -where students usually be taught inside the classroom and be given assignments to finish at home as a measurement of their understanding- to a completely 'flipped' classroom where students are taught at home and also finish their assignments inside the classroom so that they may get personal assistance and even observation from the teachers. By being observed and assisted during completing the assignment, it would be a turning point to minimize students' academic dishonesty.

Flipped classroom was initially inspired by Jonathan Bergman and Aaron Sams in 2008 to overcome students' absences in school. "Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class." (Bergman & Sam, 2012)

Starting with software to record teachers' lesson, absent student could study any materials they had missed. Nowadays, the idea of flipped classroom, not only to support absent students but also to encourage students exploring much information of the topic discussed before attending the class. Employing Flipped

Classroom is also beneficial for students to reiterate difficult information at home by themselves after the class because flipped classroom creates greater engagement and higher learning motivation between students and teacher. (Tune *et al*, 2013)

Flipped Classroom enables teacher to create or prepare videos and other materials before the class is started. Students could access the materials at home such as video and handouts by retrieving them on Class Website or suggested sources. After the students are equipped with advanced knowledge needed, the teacher could assess students' understanding at class by having questions and answers or giving them assignments. Besides assessing students' understanding, Flipped Classroom could also assist teachers to discourage students to 'copy' their classmates' assignments or download them online. It is because at the time students do the assignments inside the classroom, teachers would have the opportunities to observe students' interaction, activities, improvement and even problem. "In the Flipped Learning model, teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies." (Hamdan *et al.*, 2013, p.4)

The basic concept of flipped classroom has been widely initiated in Indonesia since 2000, started from Competency Based Curriculum in which students are highly recommended to be independent learners. Then, the latest curriculum, 2013 Curriculum emphasizes more to character education rather than only focusing on academic achievement. Meanwhile, at the same time, students' learning independency is still being expected. Flipped Classroom provides opportunities for teachers in order not only to observe students' academic achievements but also monitor students' attitudes, behaviour, social relation and students' characters development.

Academic dishonesty is one of major issues among students for years. Cheating and plagiarism are only some examples of academic honesty violation that both teacher and students often deal with. "Academic dishonesty includes behaviours such as cheating on exam, copying other students' home work and assignment and plagiarism" (Jensen, L. A *et al*, 2002). Moreover, in this digital era when everything is easily provided and accessible by double clicking, unawareness of doing plagiarism can be something usual. Educating students the importance of avoiding plagiarism during their education, especially for high school students, is something imperative because societies, for example universities, have strict rules and penalties for students who did academic dishonesty (Baird, 1980). On the contrary, high schools where students study, be taught and be disciplined before studying in university, still considered academic honesty violations as trivial because the teachers still have not found the effective solution for educating the students about academic dishonesty, the effects, and particularly discouraging students to do it.

To prevent students' dishonesty, applying flipped classroom is very essential. The reason is because students sometimes are not aware that they commit plagiarism so that by providing individual assistance to observe students' activities, problems and progress, teachers would have direct opportunities to help students avoid academic honesty violation. Davis (2012) stated desirable deterrent,

such as asking students to not cheat, could prevent them doing academic dishonesty. Besides, it does meet the education curriculum expectation of improving character education, such as honesty. Those expectations are possible and could be done by allowing students to do the assignment in the classroom while teachers observing students' behaviour personally to assess their honesty.

Method

Being a researcher who also happens to teach in classes contributes massive opportunity to observe students' problem in the classroom. The teachers may also have opportunities of self-reflecting after the teaching and learning process. Knowing the issues and the problematic situation occurred in the classroom encourages researcher to design a plan to improve concrete enhancement for both teacher and students. Teachers might initiate the research in order to address any possible and effective solution towards the real issues in their teaching. One of effective methods discussed in this study is Action Research.

Teachers with enormous loads and responsibilities are sometimes unable to make time to conduct research. A teacher whose role is also as a researcher requires an effective methodology to manage the reasearch while teaching. Performing Action Research enabling and empowering teachers to broaden educational consideration, to develop and to evaluate their teaching role.

“Action research offers a valuable opportunity for teachers to be involved in research which is felt to be relevant, as it is grounded in the social context of the classroom and the teaching institution, and focuses directly on issues and concerns which are significant in daily teaching practice.” (Burns, 2010).

By conducting action research in classes, teaching learning improvements, students' activities, teachers' monitoring and evaluation become highly visible and observable. Teachers find problem in their teaching and proceed to create solution by implementing theories and findings of the current research based on observation and reflection (Hong et al., 2013)

The action research study consists of six stages, namely, identifying an issue, planning a proposal, taking action, collecting-analyzing the data, improving the practice and summarizing-sharing the findings.

Findings and Discussion

The subjects in this research are high school students grade XI. Prior to the study, the researcher studied the subjects' awareness of academic dishonesty and subjects' final writing. The data were collected and kept as the preliminary data.

The study is to investigate to what extent is the benefits of applying flipped classroom in order to discourage students' academic dishonesty. In order to achieve the purpose, several stages needed to be done, for example deciding on the topic to discuss. The topic that the students need to write is News Report. News Item is chosen as the main topic of the writing because students are familiar with the texts since they can be accessed and found almost everywhere. News Item was also obligatory content to teach in 2006 curriculum. Secondly, the subjects that were observed in this study are 131 XI grade students.

Identifying the Challenges in Writing

The researcher started collecting initial information by interviewing sample subjects on their understanding of academic dishonesty and their writing problems. The findings revealed that the sample subjects were still unaware of the kinds of academic dishonesty and the impact of doing academic dishonesty to some extent. The subjects also had difficulties in brainstorming, connecting their ideas and realising their vision into writing. Lack of related information, poor time management, negligence of the impact of academic dishonesty, inability to elaborate and initiate main ideas to detailed information were some motives why students kept doing plagiarism.

Planning Sets of Teaching Instructions and Materials.

After noticing the subjects' issues in writing, the researcher employed Flipped Classroom approach because it is suitable to gain teacher-students learning engagement since it creates personal and individual assistance.

Table 1: Timeline

| | |
|-----------|--|
| 1st Month | Introducing the topic and text structure |
| | Brainstorming |
| | Library Research |
| | Mindmapping |
| 2nd Month | How to avoid plagiarism |
| | Drafting |
| | Feedbacks |
| | Final writing |
| 3rd Month | Analyzing the data |

During the planning stage, the teacher prepared a set of videos, presentation and handout which were going to be watched, read and done by students. The teacher also provided alternative way if the students needed further and repeated information before and after the class. Preparing checklist feedback from peer and teacher is imperative during the forthcoming process in order to help completing students' writing and to meet the expectation.

Taking Action by Doing Flipped Classroom

During 3 months of teaching, the researcher did not only explain and demonstrate the text structure of News Item but also explained what was academic dishonesty, the types of academic dishonesty, how to avoid plagiarism, including how to brainstorm ideas, conduct library research, write draft and also conduct peer feedback. The researcher also designed various supportive assignments for the subjects in order to enhance the awareness and avoid academic dishonesty during flipped classroom.

Procedures: The study lasted approximately three months, which was divided into two phases. The first phase went on for one month while the second phase lasted for two months. In the end of the second phase, the researcher collected the data of subjects' writing result while interviewing the subjects about their awareness of academic dishonesty and their difficulties during the writing process.

The first stage: A constructed teaching plan was determined, the teacher divided the observation into pre-writing, during-writing and post-writing activities. The researcher arranged materials before students started writing. Secondly, the teacher set some materials such as handouts and worksheet, also prepared supporting videos and presentation that students could watch or study before and after the class. The set of materials covered the text topic, an encouragement of avoiding academic dishonesty and the tips and tricks.

In while-writing stage, the researcher only assisted the students during their writing. In case there were questions related to the topic and problem faced by the students, this stage is highly beneficial to give further explanation personally. Although the students were given opportunities to decide their news topic and conducted independent library study, teacher could still provide full attention and observation since the writing process was done at class.

In post-writing stage, the students were required to get feedback, suggestion and evaluation of their complete draft from their peer. The feedback was in form of checklist covering both oral and written suggestion. In this stage, the teacher also gave feedback and suggestion on students' draft in order to help them understand and notice parts on their writing that they could improve. Teacher also collected their improvement in form of score for data collection.

When the subject had done the writing, the researcher could observe and analyze the efficiency of flipped classroom to discourage students' academic dishonesty in writing News Item.

Collecting-Analyzing the Data

There are some data obtained to analyze and observe the effectiveness of teaching approaches in order to discourage students' dishonesty. Beside students' portfolio which contained students' writing, field notes, classroom observation and writing score, an interview was also conducted to acquire adequate data. The 1st data of flipped classroom implementation can be observed on Table 2:

Table 2. Students' Writing in Drafting Stage

| Paraphrasing | Quoting | Citing |
|--------------|---------|--------|
| 80% | 86% | 66% |

Based on Table 2, after the students were equipped and informed with academic dishonesty and steps of avoiding it, students could present their writing and supported source by paraphrasing and quoting appropriately. The number of students who can quote properly is high because students were also equipped by studying reported speech. The percentage of students who are able to paraphrase is also high although some of them still found it difficult to rewrite the statements with their own words. Citing is still considered the most difficult thing to do for students because students were still unaware of the importance of mentioning the source of their data, picture, idea or statement. Meanwhile, not mentioning the source in the end of news item is usually done for space efficiency reason.

Improving the Practice

After the students were given positive and encouraging peer feedback and teacher’s feedback towards their writing, they were expected to revise their writing before they wrote the final draft. After finishing the final draft, the result was improved rapidly. The data can be seen on Table 3:

Table 3. Students’ Writing After the Feedback

| | | |
|--------------|---------|--------|
| Paraphrasing | Quoting | Citing |
| 98% | 92% | 75% |

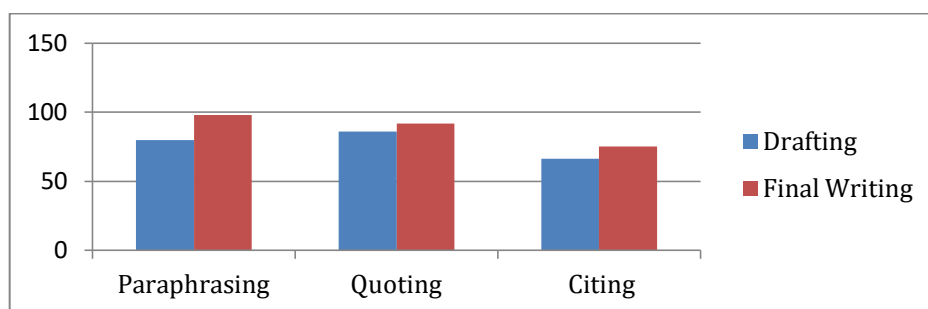


Figure 1. Students’ Writing Improvement Chart

Students’ writing improvement can be seen in Figure 1. Most of the students showed prompt improvement in their writing by showing their awareness of discouraging academic dishonesty by mentioning the source when it was needed. Percentage of students who did paraphrasing in their News Item increased by 18%. The number of students who put quotation in their writing also rose up to 6%. While students who were highly aware of citing also enhanced from 66% to 75%. Based on the students’ interview, besides being more confident in writing, students did learn the urgency of mentioning the source and avoid themselves from unintentionally commit academic dishonesty.

Summarizing-Sharing the Findings

Based on the data collection dan discussion, the subjects’ paraphrasing accuracy and quoting in news writing are steadily improved. The subjects did extremely well from ingenuous to well-known writer. They learnt the urgency in mentioning the source to support their writing and avoid unintentional plagiarism. The subjects also learnt organizing ideas into well-structured writing. On the other hand, from the teachers’ point of view, action research does enable them to reflect on their teaching performance more scientifically and objectively. The roles that teachers accomplish through flipped classroom also vary from one circumstance to another. Teachers are not only educators but also have roles as partners, organizers and motivators. Discouraging academic dishonesty is possible when students’ initiative is equally improved.

The researchers shared the findings to another colleagues as a part of action research. The purpose is also to broaden self-awareness of avoiding academic

dishonesty among practitioners, enhancing teaching practice through evaluation and contributing better writing development for students.

Conclusion

This study explains the action research of the implementation of flipped classroom in writing classes. In return, the study enables teachers to have a better understanding of the importance in performing flipped classroom because of its' contribution to discourage the students from committing academic dishonesty. Although the study has not included massive subjects, more empirical studies, reflective evaluation from the similar studies and collaborative action research studies are necessary so that enormous implication can be observed to help the teacher shares awareness of the necessity to discourage students' academic dishonesty at the earliest convenience.

There are many EFL learning theories used in the classroom and learning English is still considered essential to meet the curriculum expectation. Furthermore, the technology development and information exposure that language learners nowadays are exceedingly familiar with could support students to enhance their writing skill and also other skills. Therefore, it also becomes the teachers' responsibility to keep encouraging students to write more, educating and raising awareness of academic dishonesty among students. The preparation for flipped classroom could be absolute but the implication is surely assuring.

Action research provides researcher with a tool by which they can directly identify the issues during the teaching and learning process and decide on the best solution and continuously test them in the teaching and learning practice. By integrating language theories into teaching practice, teachers may improve their teaching and enhance their understanding in teaching theories. Teachers can assist the students to improve and teachers can certainly ensure their career development.

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Student's Perceptions toward Simulation as a Part of Experiential Learning in Approaches, Methods, and Techniques (AMT) Course

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Abstract

Simulation is a part of Experiential Learning which represents certain real-life events. In this study, simulation is used as a learning activity in Approaches, Methods, and Techniques (AMT) course which is one of the courses in English Language Education Study Program (ELESP) of Sanata Dharma University. Since simulation represents the real-life events, it encourages students to apply the approaches, methods, and techniques being studied based on the real-life classroom. Several experts state that students are able to involve their personal experiences through simulation which additionally is believed to create a meaningful learning in the class. This study aimed to discover ELESP students' perceptions toward simulation as a part of Experiential Learning in AMT course. From the findings, it could be inferred that students agreed that simulation in class was important for students' learning for it formed a meaningful learning in class.

Keywords: students' perceptions, simulation, Experiential Learning, AMT course

Introduction

Approaches, Methods, and Techniques (AMT) course is the first course that prepares the students to be future English teachers. According to *Buku Panduan Akademik Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta (2012)*, this course is included in *Kelompok Mata Kuliah Berkarya (MKKB)* or known as Content Courses that introduce ELESP students of Sanata Dharma University who are in semester 4 to learn concepts and principles of certain approaches, methods, and techniques. Through this course, students are prepared to teach using different approaches, methods, and techniques. Moreover, this course invites students to learn how to apply those approaches, methods, and techniques by doing simulation which is based on a real-life classroom.

Furthermore, learning through simulation is a part of Experiential Learning. According to Kohonen, Jatinen, Kaikkonen, and Lehtovaara (2011), Experiential Learning includes various interactive activities through which participants are able to learn from each other's experiences. Those interactive activities are: 1) personal journals and reflections, 2) portfolios, thought questions and reflective essays, 3) role plays, drama activities, games, and simulation, 4) personal stories and case studies, 5) visualizations and imaginative activities, 6) models, analogies and theory construction, 7) empathy-taking activities, story-telling, sharing with others, 8) discussions and reflection in cooperative groups (p.23). It can be seen from the list that simulation is indeed a part of Experiential Learning. Keeton and

Tate (1978) state that Experiential Learning refers to learning in which a learner is expected to be in touch with the realities being studied (as cited in Kolb, 1984, p.5). In AMT course, students are to learn the application of approaches, methods, and techniques being studied based on a real-life classroom in order to experience it directly.

According to Lewis, Wentworth, Reinke, and Becke (1974), simulation is an imitation of reality in an artificial situation (p. 2). In this study, simulation is used as a learning activity in class to represent real-life classroom situation in order for students to practice how to apply the approaches, methods, and techniques being studied. Thus, students have knowledge of the application of approaches, methods, and techniques which are useful and helpful when they are about to teach later on.

The fact that this is the first course that prepares the students to be future English teachers and that this is the first time students learn how to apply certain approaches, methods and techniques make students' understanding of this course matters the most. For those reasons, this study would like to address one research question, namely what are ELESPP students' perceptions toward simulation as a part of Experiential Learning in AMT course? In order to answer the research question, the writer conducted a survey. The instrument used to gather the data was questionnaire which consisted of 28 close-ended statements and 2 open-ended questions. The questionnaire was distributed to every fourth semester students in ELESPP who were taking AMT course in the academic year of 2016/2017. The data were analyzed by applying Likert Scale. There were four scales which were used, namely "Strongly Disagree", "Disagree", "Agree" and "Strongly Agree". The writer omitted "Neutral" option in order to know the exact answer from the participants whether they agreed or not.

Perception

Altman, Valenzi, and Hodgetts (1985) state that perception is the way stimuli are selected by a person so that they can be meaningfully interpreted (p. 85). Referring to the theory, the writer implies that perception is a process where a person selects some stimulus in order to be interpreted into a meaningful information. Nevertheless, Assael (1995) state that what a person perceives or interprets might be different compared to the perception of other people.

A person's awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is highly selective and may be limited by a person's existing beliefs, attitude, motivation, and personality. Individuals will select the stimuli that satisfy their immediate needs (perceptual vigilance) and may disregard stimuli that may cause psychological anxiety (perceptual defense) (as cited in Borkowski, 2005, p. 54).

Based on Assael's theory, it can be seen that every person perceives things differently based on his goals, needs or motives which lead to either a positive or negative perception. Referring to the previous theory, the writer presents theories on factors affecting perception in order to know the factors affecting ELESPP students' perceptions toward simulation as a part of Experiential Learning in AMT course. According to Altman, Valenzi, and Hodgetts (1985), there are four

factors affecting individual's perception of a certain thing, namely 1) Selection of Stimuli, 2) Organization of Stimuli, 3) The Situation, and 4) The Person's Self-Concept (pp. 86-91).

Selection of stimuli is the first factor affecting individual's perception. Selection of stimuli is where an individual only focuses on a small number of stimuli. Therefore, he perceives things differently for he tends to choose specific cues, filters, etc. The second factor influences perception is an organization of stimuli. This factor focuses on whether the mind is able to arrange the information to become meaningful or not. After an individual selects the information, the mind will try to put them together in a meaningful way based on his experience. Another factor affecting an individual's perception is the situation. This factor gives big impact to an individual's perception of certain thing. The individual's familiarity with, expectations about the situation and also what his or her experience influence what that individual perceives. The fourth factor affecting an individual's perception is self-concept. Self-concept is how a person feels about, perceives, and sees himself as an individual. Every person has different self-concept on themselves which is why it will affect their perception of the world around them and will cause different perception from one another.

Experiential Learning

According to Keeton and Tate (1978), Experiential Learning is learning where the learners are expected to be in touch with the realities being studied (as cited in Kolb, 1984, p. 5). Learning through simulation as a part of Experiential Learning allows the students to learn not only from reading theories, books or related references but also to experience directly how to apply the approaches, methods, and techniques based on a real-life classroom. In addition, Kolb (1984:42) state that the model of Experiential Learning consists of two dimensions, they are Prehension Dimension and Transformation Dimension (as cited in Kohonen, Jaatinen, Kaikkonen, and Lehtovaara 2001, pp. 27-28). Prehension Dimension refers to the way the individual grasps experience. Afterward, Transformation Dimension refers to how experience is transformed through reflection and active experimentation. According to Kolb (1984), those two dimensions of Experiential Learning produce "four orientations to learning", namely 1) Concrete Experience, 2) Abstract Conceptualization, 3) Reflective Observation, 4) Active Experimentation (as cited in Kohonen, Jaatinen, Kaikkonen, and Lehtovaara, 2001, pp. 28-29).

Concrete Experience focuses on feeling over thinking by involving personal experiences. Next, Abstract Conceptualization focuses in learning by thinking and manipulating abstract symbols. After that, Reflective Observation focuses on understanding the meaning of ideas through careful observation by focusing on how things happen based on someone's thoughts, feelings, and judgments in seeing things from different perspectives. Thereafter, Active Experimentation focuses on learning by action, with an emphasis on getting things done. Students are expected to learn how to change situations and take risks in order to meet the goals.

Simulation

According to L. Jones (1983), simulation is a representation of a series of real-life events (p. 1). In this study, simulation represents a real-life classroom where there is a teacher applies certain approaches, methods, and techniques in a classroom to teach his students. Similarly, Guetzkow (1963) states that simulation has two essential features which must appear before an activity could be considered as a simulation, they are; 1) It must represent a real situation, 2) It must be operational, an ongoing process (as cited in Ellington, Addinall, and Percival, 1981, p. 16). Based on the previous theory, it can be seen what needs to appear in an activity to be addressed as a simulation. However, there might be some questions about teacher's role in the class. Hertel and Millis (2002), state that the instructor, who is the teacher himself, is to help and to be both helper and facilitator instead of judging or testing the students (as cited in Coffman, 2006, p. 2). Moreover, Hertel and Millis (2002) also state that simulation will provide students the opportunity to get involved and participated in real-life experience which will make them become more aware as active participants (as cited in Coffman, 2006, p. 3). Since students have the chance to directly experience how to apply the approaches, methods, and techniques being studied through simulation, it encourages them to be more active as participants.

Additionally, L. Jones (1983) state that simulation is divided into three distinct phases, namely preparation, simulation, and follow-up (p. 3). Those three phases are done by following these 5 steps, namely 1) Preparation in class, 2) Preparation at home, 3) Simulation, 4) Follow-up at home, 5) Follow-up in class. Referring to the theory, the writer intends to figure out whether the simulation in AMT course is based on those steps or not. Furthermore, Brumfield (2005) state that the results of using simulation are not only to help students in the education but also to enlighten students in finding how to apply certain issues or concepts (as cited in Coffman, 2006, p. 3). It improves students' skills in solving some issues and applying certain concepts since simulation allows them to apply the theories and relate them to the real-life context.

Discussion

Table 1 is presents the students' perceptions toward the concept of perception and factors affecting perception on simulation in AMT course. The table consists of 9 statements covering the concept of perception and factors affecting perception.

Table 1. Students' perceptions toward the concept of perception and factors affecting perception on simulation in AMT course

| No. | Statements | 1 | 2 | 3 | 4 |
|-----|---|-----------|--------------|----------------|----------------|
| | | SD | D | A | SA |
| 1 | You think simulation makes the learning in class meaningful | 0 (0%) | 2 (1.36%) | 81 (55.47%) | 63 (43.15%) |
| 2 | You think simulation done in class is important for your learning | 0 (0%) | 1 (0,68%) | 89 (60,95%) | 56 (38,35%) |

| | | | | | |
|---|--|--------------|-----------------|-----------------|----------------|
| 3 | You think simulation can make you achieve your goals in this class | 0 (0%) | 6 (4,10%) | 102 (69,86%) | 38 (26,02%) |
| 4 | You have a hard time in understanding the simulation | 5 (3,42%) | 100 (68,49%) | 33 (22,60%) | 8 (5,47%) |
| 5 | You can understand the application of approaches, methods, and techniques being studied through simulation | 1 (0,68%) | 10 (6,84%) | 113 (77,39%) | 22 (15,06%) |
| 6 | You think facilities used in this course support you to do the simulation | 3 (2,05%) | 19 (13,01%) | 102 (69,86%) | 22 (15,06%) |
| 7 | You think the class's situation supports you to conduct simulation | 1 (0,68%) | 27 (18,49%) | 98 (67,12%) | 20 (13,69%) |
| 8 | You believe that through simulation you can pass this course with good grade and deep understanding | 1 (0,68%) | 22 (15,06%) | 103 (70,54%) | 20 (13,69%) |
| 9 | You believe that simulation implemented in this course can improve your ability in teaching | 0 (0%) | 3 (2,05%) | 93 (63,69%) | 50 (34,24%) |

Note: SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

From the results of table 1, it can be seen that there are few negative perceptions toward the concepts and factors affecting perception toward simulation in AMT course. Students agree that facilities in class and situation of the class do not support them to conduct the simulation and sometimes they have a hard time in understanding the simulation. Referring to the open-ended questions, students state that situation of the class is too noisy for students are busy with themselves to pay attention to the simulation. Likewise, facilities in class also need to be improved for sometimes it is hard for them to find a marker. Students also state that sometimes they have difficulties in understanding the simulation since the simulation does not cover the theory from the book and students who are to do the simulation are not well-prepared. In that way, the data from the open-ended questions present the reasons behind the negative perceptions found in the close-ended statements.

However, from the result of table 1, the writer discovers that students tend to have positive perceptions toward simulation in AMT course. It can be seen from the results of the close-ended questions in table 1 that most of the students agree with the statement that simulation is important for it makes the learning in class meaningful. Students agree that through simulation they are able to achieve their goals which are to understand the application of approaches, methods, and techniques being studied. Furthermore, students agree that simulation improves their ability in teaching and also facilitates them in obtaining deep understanding toward the course. Referring to the open-ended questions, the students state by doing simulation they know how to implement some techniques, to use different methods, and to implement the materials in the class. Most of all, students state

that simulation facilitates them in achieving their goals which are to understand more about the approaches, methods, and techniques being studied and to check whether their teaching is good or not. Thus, through open-ended questions, the readers can see the reasons behind the positive perceptions found in the closed-ended statements.

Next, in order to further study the students' perceptions toward simulation, the writer presents table 2 which is about students' perceptions toward learning through simulation as a part of Experiential Learning in AMT course. In the table presented below, there are five statements covering the definition of Experiential Learning and its' four orientations.

Table 2. Students' perceptions toward learning through simulation as a part of Experiential Learning in AMT course

| No. | Statements | 1 | 2 | 3 | 4 |
|-----|--|--------------|----------------|-----------------|----------------|
| | | SD | D | A | SA |
| 10 | You are encouraged to learn approaches, methods, and techniques by practicing through simulation instead of only reading theories | 6 (4,10%) | 18 (12,32%) | 72 (49,31%) | 50 (34,24%) |
| 11 | You think simulation can help you to involve your experiences in the learning process | 0 (0%) | 0 (0%) | 102 (69,86%) | 44 (30,12%) |
| 12 | You can learn more about the approaches, methods, and techniques by observing other group's simulation | 1 (0,68%) | 15 (10,27%) | 94 (64,38%) | 36 (24,65%) |
| 13 | You think simulation helps you to understand more about the theories of approaches, methods, and techniques being studies | 0 (0%) | 9 (6,16%) | 94 (64,38%) | 43 (29,45%) |
| 14 | You think simulation provides opportunities to practice the application of approaches, methods, and techniques you have learned in real-life classroom | 0 (0%) | 3 (2,05%) | 105 (71,91%) | 38 (26,02%) |

Note: SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

From the results of table 2, the writer discovers that students have positive perceptions toward learning through simulation as a part of Experiential Learning in AMT course. Based on the data, the writer can infer that through simulation, students are able to involve their experiences in the learning process, learn more about the application approaches, methods, and techniques by observing other group's simulation, understand the theories of approaches, methods, and techniques more, and experience the application of approaches, methods, and techniques instead of only reading the theories. Referring to the open-ended questions, the students state that simulation encourages them to learn by involving their experiences in using those approaches, methods, and techniques to teach in a real-life classroom. In addition, they also obtain a better understanding of the

theories for they need to understand it first before implementing the theories in the simulation. Therefore, the data from the open-ended questions presents the reasons behind the positive perceptions found in the close-ended statements.

To be more precise about students' perceptions toward simulation, the writer presents table 3 which is about students' perceptions toward the implementation of simulation in AMT course. In the table presented on the next page, there are 14 statements covering the definitions of simulation, the role of the teacher, in simulation, simulation's phases, and simulation in education.

Table 3. Students' perceptions toward the implementation of simulation in AMT course

| No. | Statements | 1 | 2 | 3 | 4 |
|-----|---|--------------|----------------|-----------------|----------------|
| | | SD | D | A | SA |
| 15 | You think simulation implemented in this course is based on a real-life classroom | 0 (0%) | 30 (20,54%) | 97 (66,43) | 19 (13,01%) |
| 16 | You think simulation can be conducted to represent the real application of approaches, methods, and techniques being studied | 0 (0%) | 12 (8,21%) | 120 (82,19%) | 14 (9,58%) |
| 17 | You think simulation makes you more active in class | 2 (1,36%) | 19 (13,01%) | 87 (59,58%) | 38 (26,02%) |
| 18 | You think that by doing simulation you get motivated to learn more | 1 (0,68%) | 25 (17,12%) | 83 (56,84%) | 37 (25,34%) |
| 19 | You think that simulation helps you to practice how to be a teacher. | 1 (0,68%) | 1 (0,68%) | 75 (51,37%) | 69 (47,26%) |
| 20 | You think simulation can enlighten you about your function as a teacher later | 2 (1,36%) | 8 (5,47%) | 89 (60,95%) | 47 (32,19%) |
| 21 | You think the lecturer of this course helps you solve your difficulties without judging and testing you. | 4 (2,73%) | 21 (14,38%) | 79 (54,11%) | 42 (28,76%) |
| 22 | You think that simulation always begins with a preparation in the class. | 1 (0,68%) | 23 (15,75%) | 82 (56,16%) | 40 (27,39%) |
| 23 | You think through simulation you are encouraged to be well-prepared by reading related books or references at home. | 4 (2,73%) | 16 (10,95%) | 87 (59,58%) | 39 (26,71%) |
| 24 | You think the amount of time to do the simulation is enough | 3 (2,05%) | 39 (26,71%) | 90 (61,64%) | 14 (9,58%) |
| 25 | You think the written work at home helps you to extend your understanding of the approaches, methods, and techniques being simulated. | 7 (4,79%) | 40 (27,39%) | 86 (58,90%) | 13 (8,90%) |

| | | | | | |
|----|--|-----------|----------------|-----------------|----------------|
| 26 | You think the follow-up discussion after the simulation extends your understanding of the approaches, methods, and techniques being simulated. | 0 (0%) | 3 (2,05%) | 108 (73,97%) | 35 (23,97%) |
| 27 | You have deep understanding of this course through simulation | 0 (0%) | 25 (17,12%) | 107 (73,28%) | 14 (9,58%) |
| 28 | You think simulation done in class enables you to apply the approaches, methods, and techniques properly | 0 (0%) | 19 (13,01%) | 106 (72,60%) | 21 (14,38%) |

Note: SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

From the results of table 3, the writer discovers that there are several negative perceptions from the students toward the implementation of simulation in AMT course. Students agree that the situation of the class should be improved and also that the amount of time to do the simulation should be added. Referring to the open-ended questions, students state that situation of the class in the simulation should be improved for students do not act like real students. Furthermore, students state that they need more time to do the simulation. In that way, we can see that the data from the open-ended questions elaborate students' negative perceptions toward the simulation which later could be considered as suggestions to improve the implementation of simulation in AMT course.

Despite the fact that there are several negative perceptions, it can be inferred from the results of table 3 that most of the students' perceptions toward simulation are positive. The writer discovers that the phases of the simulation done in class are the same with the supporting theory. First, simulation implemented in class always begins with a preparation in class. Second, students get to prepare the simulation by reading related references or books at home. However, most of the students think that the time to do the simulation is not enough. Then, there is follow-up at home by doing written work on the question about the discussion of the materials being simulated and follow-up at class after simulation where students accept feedback from the lecturer. From the data, the writer can also imply that students agree that simulation enlightens them about the function of a teacher, motivates them to learn more, helps them to practice to be a teacher, and facilitates them in obtaining better and deeper understanding. The writer also discovers that the lecturer acts as a facilitator who helps students by giving feedback instead of judging them. Referring to the open-ended questions, students state that simulation motivates them to find the best method to teach, to conduct productive class, to master the materials before delivering them to the students and to have loud voice volume and good eye contact as a teacher. Additionally, students state that they become more active as participants in class through simulation for they are motivated to learn how to be good teachers. Furthermore, students state that they always obtain feedback from lecturers which they use to improve themselves. Therefore, students can achieve deeper and better understanding of AMT course and can apply the approaches, methods, and techniques properly.

Conclusions

Based on the research findings and discussion, it can be seen that more than 80% of the students have positive perceptions toward simulation as a part of Experiential Learning in AMT course. There are several conclusions that can be inferred from the research findings and discussion. First, students are motivated to be more active and to learn more by learning how to apply approaches, methods, and techniques instead of only reading theories. Second, the students have the chance to involve their personal experiences in learning how to be teachers and how to function as teachers based on real-life classroom. Third, the students have deep understandings of this course through simulation. Fourth, students are able to apply approaches, methods, and techniques properly. Therefore, it can be concluded that students agree that simulation is important for it makes the learning in class meaningful. Based on the research findings, the writer would like to suggest the lecturers of AMT course to set some rules to encourage students to be more serious and to pay attention to conduct and learn the simulation, to give more examples on how to simulate certain approaches, methods, and techniques in order for students to be able to do the simulation properly, to always check whether the simulation represents a real-life classroom or not in order for students to get accustomed to being a teacher, to consider adding extra time to do the simulation. Next, future writers are suggested to focus more on the different implementation of simulation between one class and another in order to know the reasons and objectives behind it.

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Infusing Culture in English Learning: An Attempt to Preserve Cultural Heritages in Jayapura Municipality, Papua

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Abstract

Papua is rich with cultural heritages: hundreds of vernacular languages, tribes, folklores and other unique traditions. Unfortunately, these heritages are not recognized by the young generation anymore. Modernization, technology, and new comers are assumed as the background. As the capital of the province, Jayapura is the most influenced place for the changes. As an attempt to re-introduce and preserve the ancestor's cultural heritages, cultural infusion in learning English (as one type of learning) is regarded important. From seven tribes living in Jayapura, as the first step, Sentani is chosen as the priority. This paper discusses English learning materials by infusing Sentani culture. Folktales are chosen as learning materials for Elementary School students, *malo*¹ for Junior High School students, the procedure to make *kayi/ifa*² for Senior High School students. This infusion hopes that young generation is able to learn English as well as to acknowledge one of the cultural heritages of Papua. They can be strongly rooted in their culture and respect others' culture.

Keywords: cultural infusion, cultural heritages, Sentani, English learning

Introduction

Besides its unique and beautiful geography, Papua is also rich with cultural heritages. There are about 275 vernacular languages (SIL, 2005), hundreds of tribes, thousands of folklores and other unique traditions spreading in the interior, north and south coastal areas. Unfortunately, these heritages are not recognized by especially young generation anymore. Modernization, technology, and new comers are assumed as the background. Television and gadget have distracted young generation from listening to parents' or grandparents' folktales telling. They also prefer modern dances, songs, films to traditional dances, paintings and carving. Without blaming the new comers to Papua or mixed marriage, their coming influences the use of local languages. Bahasa Indonesia is then used as the communication language. It is a common phenomenon that happens in Papua to see Sentani children cannot speak in Sentani language, Biak children do not recognize their folksongs, or Serui children that do not like eating their traditional food.

As the capital of Papua province, Jayapura is the most influenced place for the changes. As an attempt to re-introduce and preserve the ancestor's cultural heritages in Jayapura, cultural infusion in learning English as one of learning materials is regarded important. There are seven tribes living in Jayapura: Tobati, Enggros, Kayu Batu, Kayu Pulau, Nafri, Skow and Sentani. As the first step, Sentani is chosen as the priority. Compared to other tribes, Sentani's folktales, oral poems, proverbs, folk songs, paintings, carving, traditional food, traditional architecture and dances are still preserved, especially by old generation and people who stay in islands in Sentani Lake and villages. It means that the data can still be obtained. There are also some schools that can utilize the learning materials.

Sentani society lives in some islands in Sentani Lake and villages in the edge of the lake, Jayapura. They speak in Sentani language with three dialects: Eastern, Central and Western Sentani dialects. In the islands, almost all children can speak Sentani Language (Hartzler, 1992). In some villages in the edge of Sentani Lake, only some children can speak Sentani language, and children who live in town cannot speak the language at all.

As English lecturers who focus on teaching literature and as education experts, we challenge ourselves to infuse these cultural heritages in English learning. This is also closely related to a twenty five year interaction with the Sentani people who complained about the young generation, especially those who live in town who are getting more ignorant to their cultural heritages. Also, from the experience with the students' practicum in Junior High School and Senior High School, it is proved that English learners in those schools are trapped with difficulties, boredom and cultural alienation.

We are dreaming to produce contextual learning that is friendly to the students. The main idea of this writing is how these Sentani cultural heritages can be infused and introduced/reintroduced to learners of English and why infusion is needed. This paper aims at exploring the Sentani culture that is suitable for the English learners: Elementary Schools, Secondary Schools and Senior High Schools and analyzing the reasons why cultural infusion in learning English is needed. By having the contextual learning materials, it is hoped that young generation is able to learn English comfortably as well as acknowledge one of the cultural heritages of Papua. Hopefully they can be strongly rooted in their own culture and respect others' culture: they can act locally and think globally.

Method

This research is a qualitative one, obtaining the data from the field utilizing observation and interview with the participants. Since Sentani has various folklores, we had to select the genre of folklore that could be adopted for the English learning materials. The selection included an *ondofolo*, tribal chiefs, English teachers (Senior High School, Junior High School and Elementary School teachers), 6 students (2 High School students, 2 Junior High School students and 2 Elementary School students). The data selection prioritized on the data sources (which one could be adopted and which one could not be adopted), participants' availability, curriculum, and students' interest. From the discussion, it was

concluded to adopt folktales for Elementary School learners, which was *malo* (bark painting) for Junior High School students, and *kayi/ifa* (traditional boats) for Senior High School students.

There were 5 participants who helped with the data of folktales, *malo* and *kayi/ifa*. The data were collected in January 2016 in Asei Island, Kampung Harapan and Kampung Waena. From the interview, five folktales were collected, seven *malo* paintings and the information about how to build *kayi/ifa* could be obtained as well. The data were collected in mixed language, Sentani and Indonesian languages.

After consulting the curriculum, the data was then translated into English based on the learning purposes. Folktales were rewritten and translated for Elementary School learning materials, using very simple vocabulary. *Malo* was designed as “descriptive” learning materials for Junior High School. *Kayi/ifa* were used as examples to explain procedural texts for Senior High School. The materials were then tried out in schools to check the students’ responses and feedback. The materials was taught in SD YPK Pulau Asei, SMPN 12 Yoka and SMA PGRI Yabansai for six meetings.

Discussion

Stressing on the friendly, creative, innovative, motivating, encouraging and interesting classroom practice and after long observation and deep interviews with various people, finally folktale, *malo*, and *kayi/ifa* were chosen as the alternative materials to learn English in Elementary School, Junior High School and Senior High School.

Compared to adults, children are naturally good language learners. According to language acquisition theory, they can learn faster than adults. Psychologically, they are not stressed when they make mistakes as well. But it is important that they have to be exposed to natural learning setting and special teaching practice. In the case of Sentani children, they prefer materials closer to their tradition and socio-cultural life. One of the friendly materials for them is folktales. Mostly, Elementary School students like folktales since some of them listen to the parents’/grandparents’ tale telling. Empirically, they were enthusiastic and motivated when they listened to Sentani folktales telling and read the folktales that have been rewritten in simple language. This is also the strong reasons of choosing folktales as teaching materials for teaching English for Elementary School students: their motivation, enthusiasm and emotional ties are the strong foundation for the students to learn. This is in line with Lazar’s (2002) argument that teaching English using literature is motivating and encouraging since it has different style of writing and authentic use of language (esp. in local language), and it can be used as an access to cultural background and vocabulary expansion.

One example of adapted folktales used as English learning materials for grade VI in SD YPK Pulau Asei is “*Ondofolo Habu*”. Originally, the tale is long and complicated and written in past tense but for the teaching purpose, the tale was written simply and shortly as follows.

*Ondofolo Habu is a good leader in Asei.
He lives in big house with an obae.*

*His wife is good too.
He has three children. He has one son and two daughters.
Ondofolo Habu likes hunting.
His wife likes cooking and painting malo.
The son likes fishing with his ifa
And the daughters like gardening.
They are friendly. They like to help people.
People love them.*

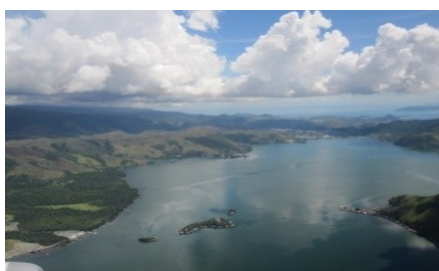
From the tale above the students learned (1) reading aloud, (2) retelling, (3) writing, (4) vocabulary and (5) Sentani culture.

Reading aloud helped the students to see the accurate connection of oral and printed language. It was good media for them to have reading and pronunciation practice. Having the similar sounds in Sentani phonology helped them in pronouncing some words like *v* (in lives, love) *f* (in wife), *th* (in three), *sh* (in she, fishing), *gh* (in daughters) easily. With continuous practice, they can become good speakers with perfect pronunciation. Reading aloud also sharpened other students' listening. They were drilled in sharpening memory, guessing the words' spelling, as well as inferring words' meaning. In classroom practice, after asking a student to read a sentence aloud, other students were asked to listen and asked them to retell what they had listened. It was a nice retelling practice. It was also awesome since some students retold the sentence in their own words, and interestingly they created their own sentences. The class was active since everybody in the class was competing to create their own sentences. For example, a student said "*Ondofolo Habu is friendly*", another said "*Ondofolo Habu is happy*". A student said "His son likes eating". Another said "His son likes drinking". The activities encouraged the students' enthusiasm and confidence.

In the writing activity, the students were asked to write a simple sentence using the vocabulary in the tale. This activity is not only helping the students in practicing using new words, but also practicing good English structure. When they were asked to write a sentence using the word "love", some sentences were created, i.e. "I love my father", "I love my mother", "I love my sister", "My brother loves me". Some students were good enough in identifying the subject-predicate agreement, like "my brother" and "loves". Some creative students wrote the sentences on cards and gave them to their parents. Mrs. MO (30 years) once told us that she was happy and touched when her son gave her a card saying "I love my mother". This experience was good energy that improved the quality of relationship among children and parents. Besides, this also encouraged the parents to pay more attention to their children learning progress. For the students' vocabulary acquisition, games were used. The games focused on distinguishing noun, verb and adjective. This was also good media for the students to interact with teachers and classmates.

The short tale above was also a good medium to introduce Sentani culture. Some words like *obae*, *malo*, *kayi*, *ifa* were introduced to the students. Since SD YPK Pulau Asei Grade VI was a homogenous class, it was a bit easy to explain to them about the meaning and the function of *obae* (traditional meeting room,

owned only by the big tribal chief), *malo* (bark painting that are only found in Pulau Asei) and *ifa* (boat used by men). According to the tribal chief of Pulau Asei, even though the words sound simple and ordinary, their infusion in teaching-learning process was important since outside of Pulau Asei, Sentani children cannot speak Sentani language anymore. The infusion is a prevention that helps the students to know and respect their culture. The tale also told about the labor division for father, mother, boy and girl. This helps the students to develop mutual respect to parents/sister/brother and male/female friends. They were introduced to the gender equality from the beginning as well. This also helps them to develop their character and personality.



Picture 1. Asei Island, one of the tiny islands in Lake Sentani, a place where some cultural heritages can still be found. There is an Elementary School here where the teaching materials were tried out (March 31, 2016; Photo: Wigati Modouw)

Malo (bark painting) is a good materials to be discussed since in Papua, bark paintings are only found in Pulau Asei and they almost extinct as well. Not many people, especially young generation and people who live in town, recognize them. Discussing *malo* means introducing one of Papuan cultural heritages. When the materials was tried out in grade 12 of SMP 12 Yoka, there were three steps used. They are (1) displaying the bark paintings to the classroom and giving short reading about it, (2) asking a *malo* painter to come to the class to explain the process of painting *malo* using Indonesian, and (3) taking the students to Asei Pulau. Empirically, using *malo* as the teaching materials is the most interesting one since the students were very active interacting with their classmates, teacher, painters and people in the island. The teaching focus was description utilizing speaking and writing skills.

In step one, the teacher brought some *malo* paintings to classroom and give an example of short description of *malo* painting as follows,

Malo painting uses bark as the canvas. Traditionally it was only female who painted *malo*. But after World War II, *malo* was also painted by male (Howard, 2000). Nowadays, *malo* paintings are only found in Asei Island. *Malo* paintings utilize barks from various trees, i.e. *kombouw*, *matoa*, and *sukun* tree. But *kombouw* tree is the favourite one. It has good texture. *Malo* is made manually. The bark is cleaned, pounded and dried under the sun.

After it is dried, the painter paints on it using natural pigment. Sentani people only use three colors. They are white from lime, black from charcoal, and red from clay or plants. The motives are animals as their totems and their fragments.



Picture 2. *Malo* painting (Agus Ongge's private collection)

The students were given time to see and learn the painting: the shape, material, motives, colors. Then the students were given time to read the description. From the experience, they could produce interesting sentences in written and orally since they had time to see, touch, learn and read the article about *malo*.

These activities were enriched by the presence of a painter who explained and demonstrated how to paint it (step 2). The students are motivated and freely asked the painter, i.e. "how many days you can finish a painting?", "why do you only use three colours?", "why only red, white, and black?", "is it ok to use other colors?", "when did you start painting *malo*?", "who taught you?". The conversation was done in Indonesian but it helped the students in widening their knowledge about *malo*. Then in step 3, they students were brought to the island in a scientific tour. They were happy to go there. In the island they could see the process of pounding and drying the bark. They could also see some painters painted different kinds of motives. In the island they interacted not only with the painter but also with the tribal chief and Island people. They creatively asked various questions, i.e. "how to cut the tree down?", "what kinds of tree used for *malo*?", "who cut the tree?", "how many people cut the tree?", "who brought the tree from the woods to the village?", "how many motives of *malo*?", "how many colors used for painting *malo*?", "do you sell *malo*?", "where do you sell it", "who buy it?". After the site visit, in class, the students can confidently do writing and speaking about *malo* descriptively, helped by the questions they raised to the teachers, painters, elders, and tribal chiefs.

Related to natural disaster in Papua like flood, bush fire and landslide, choosing the materials about the process of building *ifa/kayi* (Sentani traditional boat) is interesting. It deals with how people cutting down trees as the main materials to build the boat. Sentani people had their own wisdom in choosing the trees and the method of cutting them down from which the students can learn that preserving nature is important and illegal logging is not appropriate.

Focusing on speaking and writing skill, the materials was tried out in SMA PGRI Waena. The students were challenged to tell and write the process of

building *kayi/ifa*. *Kayi* is a Sentani traditional boat used by women in Sentani for fishing and carrying harvest from the garden. It is also used for common transportation. While *ifa* is only used for men to fish. The shape is smaller than *kayi*. In the past, both *kayi* and *ifa* and also oar were decorated with carved ornaments in various motives. This art is called *ohomo*. By choosing *kayi/ifa* in English language classroom, the students did not only learn the language, but also the local wisdom beyond the boat building and other traditional arts.

The teaching activities were divided in two steps. Step one was conducted in classroom. The students were given time to watch a video on the process of building boat cooperatively, starting from the process of cutting a tree down in the woods (picture 3), making the boat cooperatively in the woods (picture. 4), and pulling the boat from the woods to the village (picture 5).



Picture 3. Cutting the trees down in the woods



Picture 4. Building the boat by making the big hole on the tree in the woods



Picture 5. Pulling the boat from the woods to the village

While watching the video, the students were asked to write free simple sentences about the video they watched, helped by some vocabulary. In the beginning of the class, the students were informed that they had to write a short paragraph on the process of building a traditional boat guided by the video. The information in the video was enriched by the students' visit to Asei Island (Step 2).

In the village, the students could see the process of cleaning and carving the boat with various motives. In the village, students were able to develop their knowledge of building boat they watched on the video by asking some questions to the builders, carvers, elders, tribal chiefs i.e. "what tree was used to build a boat?", "how many people involved in cutting the tree down?", "how long is the

process of building a boat in the woods?”, “how do you carry the boat to the island?”, “does each tribe have its own motives?”, “does each motif have meaning?”, “are female allowed to carve too?”, “what colours are used for carving?”, “do you sell the boat?”, etc.

In classroom, the students and the teacher discussed various things: the essence of the video, the result of interviews in the island and the project they have to do. Giving time for the students to watch the video and free interpretation about the video’s essence and taking them to the island motivated them to create a short composition creatively. They could also present their writing supported by pictures and video they made themselves in the island. They said that they like the learning method since they can learn the language in a different way and the culture without burden. The elders in the island were also happy seeing young generation learn their culture.

Why Infusing Culture in English Learning?

Having *emotional tie* for the students in dealing with the teaching materials is the first reason of infusing culture in English learning for Elementary School, Secondary High School and Senior High School students in Jayapura Municipality. The students were happy learning their own tradition. They learned about themselves. This motivated them to learn English, even when the materials are made a bit difficult (see also Lazar, 2002). Various facts have proved that students in Jayapura have been alienated from the materials in their textbooks. It is a bit hard for them to learn folktales or culture from other tribes, since they are not familiar with the natural environment, places and cultural objects. The different concepts of houses, transportation, clothes, etc create alienation that hinder them in learning English as well.

By infusing their own culture in English learning, preserving culture could be involved at once. Empirically, from the folktale given in class, they students were motivated to seek more tales, ask more details about *malo*, *kayi* and *ifa* and other cultural heritages from their parents/grandparents. Two participants, Mrs. MO (66 years) and Mr. AO (72 years) said that since some parents/grandparents did not know much about their culture, they asked their friends, tribal chief, or *ondofolo*. Interestingly, the people in the island were busy preparing themselves for the possible questions from the children/grandchildren. Thus, the children can learn more culture and the parents relearn their culture as well. The tribal chief said that it was also a good “awakening” for the people: they were finally aware that they have been ignorant of their own cultural heritages. From the children, they sharpened their cultural awareness (Tomalin, 2014).

Infusing culture in English learning is an attempt of promoting local wisdom for young generation. From *malo* and *kayi/ifa* they could learn how to cut down trees and respect nature since they were informed by the artists and the elders that Sentani people were very careful in cutting down trees. They always selected trees that could be utilized and if they cut it down, they planted a new tree as the replacement. From these materials, they did not only learn English language but also learned about ecological sensibility: learned how to conserve their natural surroundings.

Involving culture in English classroom can be used as character building media. From the moral lessons in the folktale(s), *malo* and *kayi/ifa*, the students can learn the importance of being proud of their identity, being honest, helpful, cooperative, loving, brave, discipline, hard working, and respectful to God, people and nature. Using culture in English learning is important to sharpen the students' identity as well. In the era of globalization there are some problems with uprooted generation who are ashamed of their own culture. Culture in classroom helps them feel proud of their own culture.

Conclusion

From the culture infusion in English learning classroom in Jayapura Municipality, the students did not only learn English language but they were also motivated to learn Sentani culture from which they could also learn other cultural heritages, local wisdom, and identity. This can also be used as character building and cultural preservation.

Involving artists, parents, elders, and tribal chiefs in classroom activities did not only make the teaching-learning process unique, interesting, and motivating, but also develop their cultural awareness. This involvement also made them aware that education is not only schools' responsibility, but theirs as well. It is true that infusing culture in English language classroom did not change the students' character instantly and automatically. It needs time. But empirically, from the students', parents', elders', tribal chiefs' responses, the infusion will slowly help them to be proud of their own cultural identity and motivated to preserve culture for the next generation.

It is suggested that adoption of other cultural heritages for English teaching-learning materials, involvement of parents, elders, tribal chief and cultural teaching methodology can be widely and comprehensively developed.

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What Governs Their Practices? A Study on Pre-service English Language Teachers' Beliefs

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Abstract

Pre-service teachers undergo an important phase, called teaching practice, before plunging in the 'real' teaching. Thus, the experiences and what they do during the practice can be an interesting subject to study. In this light, this case study attempts to gain more understanding on the beliefs of some pre-service teachers with regard to learning and teaching, as well as to see the influence of their beliefs on their practices. The data were gathered from reflective journals and observations. The findings show that the participants held some beliefs in regard to teaching and learning. First, they believed that mutual respect should be maintained in classroom. Second, interrelated with the previous belief, for the participants, meaningful learning requires active participation. Third, the participants believed that learning should be motivating. Fourth, the participants held a belief that as a teacher they have flexible roles. Hopefully, the results of this study will be beneficial in informing teacher training education in order to prepare and assist their students better as future teachers.

Keywords: pre-service teacher, teaching practice, teachers' belief

Introduction

For years, Universitas Sanata Dharma has become a reputable and notable university offering teachers training and education. Formerly founded as PTPG (Perguruan Tinggi Pendidikan Guru) Sanata Dharma in 1955 and transformed to FKIP (Fakultas Keguruan dan Ilmu Pendidikan) in 1958 and to IKIP in 1965, the institution has finally transformed to be a university since 1993. In its development as a university, Universitas Sanata Dharma has opened up 29 study programs, including three Master's programs. Form the 29 study programs, eleven (11) are under Teachers Training and Education Faculty. It implies that teachers training and education remain to be the heart of the institution in reinforcing its role among higher education providers in Yogyakarta in particular and Indonesia in general. Therefore, aiming to be a teacher, one might opt to pursue his/her studies in Universitas Sanata Dharma. In the same vein, parents who wish their children to become teachers may be interested in sending their children to Universitas Sanata Dharma to gain knowledge and skills to be future teachers.

Of eleven study programs offering teachers training and education in different subjects, the English Language Education Study Program (ELESP) has become one of the most well-known study programs in Universitas Sanata Dharma. The study program itself has been established since 1955, confirming its position as

one of the oldest study programs in Universitas Sanata Dharma. A number of its graduates have now served as teachers across Indonesia. Some of them even have worked overseas in the educational field, such as being teachers or lecturers.

Undoubtedly, pre-service teaching practice becomes one of the important phases that a teacher candidate should undergo. However, in light of the preparation provided by teacher education, Stuart and Thurlow (2000) argue that novice teachers were not adequately prepared in their undergraduate programs to face varieties of challenges in classrooms. Thus, pre-service teachers may find difficulties in their teaching practice.

As a result, a number of studies have been conducted to capture the complexities happening in that phase, such as research on pre-service teachers' experiences, the gap between theory and practice, and pre-service teachers' beliefs. In this regard, studies on beliefs have resulted in significant contribution in teacher training education. Clark-Goff (2008, p. 42) argues that "studying pre-service teachers' beliefs is also important because it has received insufficient attention in empirical educational research."

Considering that the omnipresent studies on teachers' beliefs have made a significant contribution, the researcher believes that there should be more studies on pre-service teachers' beliefs and practices done among pre-service teachers from Universitas Sanata Dharma. Such studies may gain more knowledge on how student teachers cope with their pre-service teaching practice and thus the university can assist them better. Therefore, this research aims at answering 1) What are the beliefs held by some pre-service English language teachers' with regards to teaching and learning? and 2) How do their beliefs influence their teaching practice?

This literature review sets out some important constructs and theories with regards to pre-service teachers' beliefs to help the researcher answers the research questions. This part is divided into three sections: (1) the concept of belief and the importance of experience, (2) review of related studies on pre-service teachers' beliefs, and (3) categories of pre-service teachers' beliefs. Clark-Goff (2008) states that studies on teachers' way of thinking started in the late 1970s and early 1980s. Since 1990s, it has become more widespread in educational research. However, defining the word 'belief' is not a simple thing to do.

Because beliefs are so inherent to teacher behavior and student learning, beliefs have become a common framework of exploration in educational research. Even so, a widely accepted explanation of "beliefs" is still rather indefinite. Beliefs are typically defined in relation to knowledge and behavior and are recognized as value-laden (Borg, 2001, as cited in Clark-Goff, 2008, p.3).

In line with the above mentioned argument, Pajares (1992, p. 1, as cited in Clark-Goff, 2008, p. 23) states that belief is a "messy construct" and as a result, the term belief is often used interchangeably with attitudes, values, perceptions, theories, and world view. Zheng (2009) states that "beliefs are often defined as psychologically held understandings, premises, or propositions felt to be true" (p. 74). Incey (2011, p. 29) states that "beliefs govern people's behaviors". In other words, beliefs can determine someone's actions. With regard to teachers' beliefs, 'belief' can be defined as what directs teachers to do certain actions in their

teaching practices. Furthermore, Vartuli (2005) maintain that “for teachers, beliefs hold such influence because they are “the heart of teaching” (p. 82, as cited in Clark-Goff, 2008, p. 4).

Although Cabaroglu and Roberts (2000, as cited in Clark-Goff, 2008, p. 7) contend that “beliefs are inflexible”, beliefs connect to experience in two ways. Clark-Goff (2008) maintains that “while experiences are fundamental to initial belief development, they are also critical to belief change” (p. 38). Past experience might have certain impact on people’s beliefs. As a consequence, their beliefs may govern people’s subsequent behaviours. The beliefs may be maintained until ones experience fundamental occurrence that results in belief change. Thus, experience becomes a crucial part in belief formation.

In this vein, pre-service teaching practice gives an opportunity to student teachers to experience what ‘real’ classroom teaching is like. Prior to the teaching program, they have had a set of beliefs which will be reflected from the way they teach. In this regards, Fullan (1991, p. 296 as cited in Stuart & Thurlow, 2000, p. 119) state that “the relationship between prior beliefs and program experience is crucial, complex, and not straightforward.”

A number of studies have been conducted to explore pre-service teachers’ beliefs’. Johnson (1994, as cited in Incecay, 2011) argues that there are three assumptions that have underlain research on teachers’ beliefs. First of all, teachers’ beliefs have an impact on their perception and judgment. Therefore, they will affect their actions as well as what they say in the classroom. Second, beliefs influence how teachers teach in the classroom. Third, it is essential to understand teachers’ beliefs’ in order to enhance teaching practices and teacher education programs.

Teachers are hoped to be agents of change as they play an important role in helping educate students. In this vein, Pajares (1992) and Richardson (1996) argue that in order to prepare teachers as agents of change, teacher educators need to start with an understanding of the beliefs that become the grounds of their decision making (as cited in Stuart & Thurlow, 2000).

Stuart and Thurlow (2000) argue that pre-service teachers’ beliefs about what it takes to be successful teachers seem erroneous and simplistic. They state further that pre-service teachers “frequently do not understand the importance of challenging their beliefs” (Stuart & Thurlow, 2000, p. 114). For them, “liking children is sufficient” (Lasley, 1980 as cited in Stuart & Thurlow, 2000, p. 114). Also, teaching is seen as merely a process of knowledge transmission (Pajares, 1992, as cited in Stuart & Thurlow, 2000, p.114).

Thus, pre-service teachers should question their beliefs critically. Failure in doing so will result in the maintenance of the status quo. It has to be noted also that student population and condition have altered, and thus existing beliefs regarding teaching and learning may not fit well any longer (Stuart & Thurlow, 2000). Hence, pre-service teachers need to revisit their beliefs and keep reflecting on their beliefs.

A study done by Incecay (2011) on teachers’ beliefs reveals some findings related to ideal language learner, ideal language teacher, and ideal English classrooms. With regards to ideal language learner, the participants emphasize on

social characteristics of language learner. For the participants, an ideal language teacher plays his role as a supporter, facilitator, and moderator. When asked about ideal language classrooms, the participants put emphasis on the need for authentic materials.

Another categorization has been set by Calderhead (1996, as cited in Zheng, 2009). The categories include beliefs about learners and learning, beliefs about teaching, beliefs about subject, beliefs about learning to teach, and beliefs about self and about teaching role.

Method

This study mainly adopted qualitative research. In particular, the researcher adopted a case study. Mertens (2010) states that as part of qualitative approach, a case study is defined by the object of the study rather than by a certain methodology. In addition, case studies “may be defined by the characteristics of the group” (Cohen et al., 2000, p. 182). Thus, a case study seems to fit this study well. All the participants share similar characteristics in a sense that they all were pre-service English language teachers from Universitas Sanata Dharma. Also, they were doing teaching practice in the same high school.

This research was conducted in the English Language Education of Sanata Dharma University in the even semester of 2014/2015 academic year. The participants were four students (three females and one male) conducting *Microteaching II* or *Program Pelatihan Lapangan* at SMA Bopkri 2 Yogyakarta in the even semester of 2014/2015 academic year.

This research employed some instruments. The first instrument was reflective journals. Each of the participants had to write the journal after they finished teaching. They could also write their journal anytime after an observation or other school activities. The second instrument is observation. As their advisor, the researcher observed the participants’ teaching practices and assessed them. Each of them was observed once. The observations were conducted in February and May. The third instrument was planned to be a focus group discussion. However, due to the time restriction – the researcher took a maternity leave and the participants were out of town for holiday and KKN (*Kuliah Kerja Nyata*) – the focus group discussion has not been done. As a substitute, the researcher emailed them some questions as a follow up to the reflective journals. The steps were as follows. First, each time the participants finished teaching, they wrote a reflective journal. Guided questions were provided. Next, students submitted the journals to the researcher. After that, the researcher observed the teaching practice of each participant. Then, the participants wrote the answers to the reflective questions given by the researcher via email as a follow-up to the reflective journals. Lastly, the researcher analyzed the data from both the reflective journals and the observation notes.

Findings and Discussion

Before presenting the findings, the researcher would like to give short descriptions of the teaching practice programs done by the participants. All the four participants undertook their teaching practice or PPL (*Program Pengalaman*

Lapangan) at SMA Bopkri 2 Yogyakarta. The participants' teaching practice period differed from one to another depending on the duration that they had chosen. Two participants, Jingga and Delima (pseudonyms), did their full time practice from January – March 2015 and the other two, Surya and Dara, did their part time teaching practice in January – April. As they were enrolled in full time teaching practice, Jingga and Delima went to the school six days a week, while Surya and Dara went to the school three days a week and thus their teaching period was longer than Jingga and Delima's.

During their PPL, the participants not only taught English lessons but also did some administrative work. They should also allocate time to be teachers on duty and also to get involved in school activities, such as students' contest/competitions. In short, they were to experience what a 'real' teacher does at school. After reading their reflections and observing their teaching performance, the researcher did thematic analysis to figure out common and significant themes regarding their beliefs and the influence to the teaching as explained in the following section.

Mutual Respect Should be Maintained in Classroom

In their reflective journals, the participants illustrated their nerves as ones who had not had any formal teaching experiences before. Most of the participants still struggled with tension in the class since they faced various characteristics of students. One of the pre-service teachers, Jingga, thought the situation in the class was 'very tense', yet she was finally accustomed to it. She also acknowledged the role of the English teacher as a figure that the students respected.

“At first, the class situation was very tense for me but I was finally used to it. The students were quite active and some of them loved to make noise so the class became very noisy. However, I could still handle the class because the English teacher was there.” (Jingga)

Besides respect for teachers, Jingga also underlined that in teaching and learning process, students should respect each other. She would think that if a student performs in front of the class, the others should pay full attention. Therefore, when this ideal image did not exist, she considered that things were not right. It was also experienced by Surya who reminded the students to pay attention to what he said.

“A challenge that I faced in this meeting was the fact that there were some students who did not pay attention to their friends who were presenting. I reminded the students to evaluate each of the performances and write down the moral value of the story. I also advised all the students to respect their friends' performances.” (Jingga)

“The challenge for me was that some students were busy with their cell phones. There were students who fell asleep in the middle of the lesson. I should try my best to make them pay attention to the lesson I give.” (Surya)

While Jingga put an emphasis on respect for teachers and respect for others, Delima emphasized on her responsibility to respect and appreciate the students'

performances. She thought that she at first focused too much on the evaluation so that she forgot to pay attention to the students.

“The challenge I faced today was that I focused too much on the evaluation rubric, so I often merely heard their voices but I did not pay attention to them..... I faced the challenge by minimizing to jot down unnecessary things in the evaluation and by respecting and appreciating what they were presenting.... What I learned from today’s activities is to appreciate the students’ performances by paying attention to those who were telling stories and clapping my hands for their hard work.” (Delima)

Respect seems to be a big issue when discussing pre-service teachers. At times, as pre-service teachers, the participants often felt powerless as they were ‘just’ pre-service teachers who did not have full control over the class. They saw themselves as inferiors compared to the in-service teachers. As a result, they did not dare to set strict rules and give punishment to the students if the students misbehaved in the classroom. In light of this, Dara enunciated her disappointment to the students’ behaviours.

“Because they knew I was a pre-service teacher, they did not pay attention to me and looked down on me” (Dara)

Dara’s feeling of disappointment was understandable. During the observation, the researcher found some students do inappropriate deeds in the class. For example, many of the students were busy with their cell phones when the participants were teaching. When I confronted one of the participants (Dara) about this situation, she told me that it was certainly uncomfortable for her to see that the students did not respect her. However, she could not do anything because their in-service teacher tolerated such behaviours. It put her in inconvenience because in one hand she wanted to forbid the students to do anything but to listen to her. On the other hand, she seemed powerless and thought that she did not have the capacity to do that because she was ‘just’ a pre-service teacher. In other words, the class was not hers to control. She did not own the stage as she was just a stunt woman.

Learning Should Be Motivating

Motivation is a familiar notion that becomes a huge concern in teaching and learning. Considering that the participants taught English language as a foreign language, it was then become more challenging for them to make the students motivated and interested in learning the language. The participants agreed that as teachers, they should raise the students’ motivation so that the students could engage better in the teaching and learning process. Thus, avoiding boredom was considered crucial. Most of the participants attempted to motivate the students by providing interesting and engaging materials and activities.

“I have provided some explanation on news item. Furthermore, I also provided some exercises and films to interest them.” (Dara)

Surya, who was the only male pre-service teacher among the participants, tried to maintain the students' interest by playing some songs before the lesson started and asking the students to fill in the blanks using the words they heard.

"I asked the students to listen to a song and do 'fill in the blanks' task. Then, I asked the students to read the lyrics altogether and gave models to students on how to pronounce the words correctly." (Surya)

During the observation, I also witnessed that the participants tried to make use of multimodality. In addition to visual aids, they provided aural resources, too. The participants used attractive *Power Point* slides, videos, songs, and games so that the students were involved in their teaching and learning activities. When the students were motivated, the participants themselves felt that the class atmosphere was 'alive' and it was substantial for the success of teaching and learning, as stated by Jingga.

"The learning atmosphere became alive because the students were enthusiastic about the media" (Jingga)

Based on what the participants wrote and the observation, the belief that motivation is the key to teaching and learning was clear. However, some of the participants seemed to simply think that giving the students some fun was good to make the students motivated. The findings reflected Stuart and Thurlow's (2000) argument, stating that pre-service teachers' beliefs about what it takes to be successful teachers seem erroneous and simplistic. What seemed simplistic from the teaching activities was that 'fun teaching is ultimately important in successful teaching'. Yet, they did not directly relate 'the fun' to the materials/topic the students were learning. For instance, before teaching, Surya always played some songs, gave a sheet of paper containing missing lyrics, and asked the students to fill in the blanks with the words they heard. To some point, the activities were quite fun and could increase the students' motivation. The activity, however, was not followed up by another activity which connected anything in the song (the language, the story, etc) to the lesson. Therefore, there seemed to be a missing link which might make the students fail in understanding the lesson better. The fun activity then became less meaningful. In short, although all the participants agreed that motivation was a key in successful learning, not all succeeded in creating meaningful activities.

Learning Requires Active Participation

Closely related to motivation, active participation was highlighted by the participants as one substantial element. Most of the participants complained about the noisy class when they were teaching. The fact that the participants were pre-service teachers who seemed not to have full authority to control the class made the situation worse. As a result, instead of paying attention and participating actively, the students opted to talk with their friends.

"As usual, the situation in class XD was not conducive at all to study. Lots of them were busy with their cell phones and only a few paid attention to me." (Dara)

In line with Dara's remarks, Surya and Delima considered that it was challenging for them to make the students participate actively.

"What's challenging for me was that some of the students were busy with their mobile phones. Some even fell asleep. The students refused to keep their mobiles away. (Surya)

"What's challenging was to see that some of the students were just lying down and did not do their tasks." (Delima)

The noise that the students made and their reluctance to engage in the learning process might be due to the status of the participants as pre-service teachers. In her journal, Jingga articulated that the students were not noisy when their teacher was in the class with the participants. Yet, if their teacher was not present and it was only the participant who taught them, they began to be very noisy.

For Delima, however, the absence of noise in the class was not always a good and expected situation.

"Today the class was silent. Nonetheless, the meaning of silence was ambiguous. Were they silent because they understood what I explained? Or were they silent because they did not understand what I delivered.... When I asked the students, no one answered." (Delima)

It becomes apparent that silence was not the only thing the participants expected in the class and it was not a sign of successful teaching and learning. The participants saw that active participation, where students were engaged in the class discussion and answered the teachers' questions, to be an interesting experience.

"What's interesting for me was that the students actively participated in the learning process." (Delima)

"What's interesting was that the students became more active (in the learning process)." (Jingga)

Teachers Have Flexible Roles

"I was not being my true self when I was teaching." (Dara)

What Dara stated represented different roles and positioning that the participants had as pre-service teachers. For the participants, in a way, teaching was like acting. When they were in the class, they acted as if they were on the stage. Thus, what they did to the students depended on the roles that they were playing.

Most of the participants believed that teachers are not just academic-bound. Instead, teachers should also nurture aspects such as teacher-student relationship. The participants have an ideal image of how their relationship with students should be. They believed that they should be able to make friends with the students.

“As usual, I started the lesson with having chit-chats with the students of XE and being closer to them.” (Dara)

Dara wrote that kind of reflections many times in her journals. For her, it was important to begin the lesson with activities that would put the students at ease and not tense. She attempted to position herself as a friend to the students. By doing so, the students would feel that Dara was not a stranger and therefore the students would be more likely to get involved in the lesson. Another participant, Surya, also affirmed that positioning himself as the students’ friend would also give him benefits in return. The students would not feel intimidated by the teacher and the teacher could win the students’ heart.

“We can win the students’ hearts by not behaving as a teacher, but as their friend.” (Surya)

Similar to Dara’s remarks, Jingga’s reflections also depicted how she tried to be a friend to her students. She thought that it was fascinating to know various characteristics that the students had.

“What’s interesting was to know different characteristics of the students.” (Jingga)

However, at times, the participants experienced conflicting identities or roles when teaching. Dara, for example, wrote in her journals that she insistently tried to be close to the students as a friend. Yet she also admitted that she needed to be firm so that the students paid attention to her.

“I needed to be firm so that the students did not look down on me.” (Dara)

For her, playing with different roles was a must depending on the situation. To ill-mannered students, she had to be firm. However, she was also friendly and fostered the students.

“Firmness is needed by a teacher. However, not being too strict should be in a teacher’s soul. Too wide gap between a teacher and her students will make the students reluctant to ask.” (Delima)

“I’ve learned a lot to be a patient and not authoritative teacher. Yet, I have to remain firm and discipline.” (Dara)

At last, the participants maintained their flexibility in the class. Depending on the situations, a teacher should wear different ‘masks’ and play various roles. It strengthens the study done by Incecay (2011) which found that an ideal language teacher plays his role as supporter, facilitator, and moderator.

Conclusion

In their journey to be teachers, the participants undertook a compulsory program called PPL (*Program Pengalaman Lapangan*), where they taught at schools as pre-service teachers. During the program, the participants applied what

they had learned in the classes. Thus, it was interesting to study the beliefs that the participants had since what they did in the classroom might be reflections of certain beliefs. The findings showed that the participants held some beliefs in regard to teaching and learning. First, they believed that mutual respect should be maintained in classroom. As pre-service teachers, they seemed not to gain respect from some of the students. The participants were reluctant to force the students to abide by the rules because they felt that they did not have the authority. As a result, instead of paying attention their teachers, the students were busy with their mobile phones. Not only that the students should respect the participants as their teachers, but the students should also be respected by the teachers. If there are any students performing in front of the classroom, the teacher should pay attention to them and give feedback as appreciation.

Second, the participants believed that learning should be motivating. Thus, when teaching, they provided the students with various media that could appeal the students. Third, for the participants, meaningful learning requires active participation. The participants expected the students to engage in their learning and not to keep silent and be occupied by their mobiles. Fourth, the participants held a belief that as a teacher they have flexible roles. They should be sensitive to the situation in the class. On one hand, they attempted to be close to the students as friends. On the other hand, they should also be strict and firm with regard to classroom rules.

To sum up, this small-scale study has sought to understand the beliefs of some pre-service teachers and the influence on their teaching. It is hoped that the results can inform the study program to prepare the students better before undertaking their teaching practice program. To gain more insight in the area of teachers' beliefs, future researchers may focus on how pre-service teachers continually revisit their beliefs.

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Revealing Pre-service Foreign Language Teachers' Imagined Professional Identity in Reflective Journals

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Abstract

This study reports types of imagined identities that pre-service foreign language teachers construct during their preparation of becoming teachers in a pre-service course named Micro Teaching. This course specifically facilitates pre-service teachers to implement some theories of teaching in the previous semesters into practice. Revealing what kinds of teachers they imagine in the future is believed to have greater impact on the pre-service teachers' professional development (Chong & Low, 2009). The researcher analyzed 19 pre-service teachers' reflective journals to find out their imagined professional identities. The identities were then coded using the framework of imagined professional identity by Xu (2013) that fell into three categories: language expert, learning facilitator, and spiritual guide. The result showed that the three categories appeared in their reflective journals. However, the dominant imagined identity constructed throughout the semester was teachers as learning facilitators. It indicates that the pre-service teachers' concept of teaching is shifted from the traditional concept which emphasizes teacher control into recognition of self-initiated learning.

Keywords: teacher's imagined professional identity, pre-service foreign language teachers

Introduction

Learning to become a teacher is both complex and personal processes that involve many aspects (Olsen, 2010). Students enter formal teacher education program with a lot of personal knowledge and images, which are so much influenced by what they experienced during their many years of study in schools. Direct experience with their teachers in the past helps them construct and reconstruct the images of teachers that stay in their imagination. Furthermore, Beijaard (1995) states that good practices from their former teachers most often will strongly determine their attitude and their imagined professional identity beliefs about teaching. Therefore, the imagination of their identity as future teachers that they bring to the program is the internalization of the "images" they met previously.

This study mainly focuses on the formation of imagined professional identity that pre-service foreign language (FL) teachers construct during their initial preparation of becoming teachers in a course named Micro Teaching. This course specifically facilitates pre-service FL teachers to implement some theories of

teaching in the previous semesters into practice in the small scope of class-based practicum before they have their teaching practice in real schools contexts. In foreign language context, there are at least two main challenges faced by teacher candidates. First, these students normally come to the class with little imagination on how a teacher should teach. It is because what they bring with them is the teaching concept that is merely based on the theories. The second is related to the complexities of learning the language and learning how to teach the language to their students (Darling-Hammond, 2008). These pre-service FL teachers are still on the stage of learning English. Learning English here means learning how to construct good and correct English sentences both in spoken and written form. Meanwhile, they are also required to fulfil some standards of teaching instructions, which include “performance-based, proficiency-based, and communicative-based instruction” (Burke, 2006). In order to know their growth of becoming FL students and their readiness of becoming FL teacher candidates, students are suggested to undergo continuous reflection on their own “journey” throughout their learning process.

The term reflection was firstly found and promoted by Dewey in 1933. In the context of FL teacher education program, reflection is vital for the candidates as it enables the students to see, evaluate, formulate, and reformulate their experience. During the reflection, they will be invited to take their time thinking about what they have done by looking at both the theories and practices. Therefore, it is important for the teacher education program to introduce and teach reflective practice to the students. It is believed that “reflective practice is considered as crucial and its development is the responsibility of all teacher educators—both at university and in the schools” (Walkington, p. 53). Thus, through the FL pre-service teachers’ weekly reflective journal, this study aims to reveal what kinds of teachers they imagine in the future in order to help them develop a roadmap for successful teacher development.

Literature Review

Teacher’s imagined professional identity

The transition time from being students who only learn theories of teaching to becoming pre-service teachers who enter the teaching practice is often difficult. Therefore, understanding teachers’ professional identity is very crucial as this can help them to become better aware of who they are as teachers and what kinds of teachers they want to be in the future. Gee (2000) defines identity as a person’s image that is shaped by that person in a particular context and is seen by the person himself and others. The created image is influenced by the person’s beliefs, values, attitude, and knowledge combined with perceptions of what is expected from others and self. In term of professional identity in teaching, Pillen, Brok, & Beijaard (2013) state that “professional identity is not a stable product, but rather a continually changing, active, and on-going process” (p. 87). It requires teachers to define, redefine, and view their identity as they get into more teaching practice. Avalos and De Los Rios (2013) highlight that teachers’ ability, the work commitment and responsibility, teaching quality and satisfaction, and the

way others see them as a teacher determine the way they identify themselves as professionals.

A lot of studies on teacher identity in the pre-service stage focus more on the formation and transformation of professional identity. In fact, not all students who join teacher education program come with personal willingness to be teachers and equip themselves with sufficient content knowledge. Thus, helping them reveal their basic type of identity that is imagined professional identity is useful as to avoid identity tensions. The broad concept of imagined identities refer to “identities constructed in the individual’s imaginations about the relationships between one’s self and other people and things in the same time and space that he or she nevertheless has virtually no direct interactions with” (as cited in Xu, 2013, p. 80). The way teachers shape their imagined identities is from their unlimited imagination of practices they see and limited experiences they encounter, not on the real engagement in the practices where practiced identity is formed.

Xu (2013) suggests social cognition theories to analyze imagined identity features. Moscovici (2000) mentions that “social cognitions, of which professional is one kind, can be classified as based on rules, cues, exemplars, or schema” (as cited in Xu, 2013). The following is the further explanation on the classification of social cognitions:

Table 1: Social cognition classification by Moscovici (as cited in Xu, 2013, p. 80)

| Social cognition classification | Characteristics |
|---------------------------------|--|
| Rule-based | The identities are designated according to the professional rules and regulations that have to be fulfilled by the teachers. |
| Cue-based | The identities are formed by considering some demonstrated cues that lead the teachers to this classification. |
| Exemplar-based | The identities are adjusted with the examples that the teachers see and consider as good examples. |
| Schema-based | The identities are formed by required norms in a certain cultural context. |

Using Moscovici’s social cognition classification as the framework, Xu formed 3 categories of teachers’ imagined professional identity, namely language expert, learning facilitator, and spiritual guide. Language expert focuses on content knowledge, which includes the ability of delivering the materials using good English and having good teaching methods (Xu, 2013). Learning facilitator, on the other hands, refers to a type of a teacher that pays more attention on students’ learning process by becoming their facilitator. In this case, the pre-service teachers imagine that teaching is more on facilitating students to achieve the best English learning and assisting the learning process. Spiritual guide is more related to “guiding students’ minds, spirit, and pursuits” (Xu, 2013, p. 82). It means that the pre-service teachers imagine that they can become a good teacher with a good attitude and can guide the students to become good human being. Xu’s 3 categories of teachers’ imagined professional identity will be the framework of this study.

Pre-service foreign language (FL) teachers

Becoming FL teachers, in this context English teachers, is considered more complex since the teachers do not only have to learn the language but also learn to teach the language to the students (Darling-Hammond, Grossman, Rust, & Shulman, 2005). This fact is claimed to be the main cause of pre-service foreign language teachers' tension. Not all of them are ready with their English because they still struggle with grammar and language mechanics. At the same time, they have to make sure that the language they use is correct in the teaching practice class. The term correct here is not only when it is used to communicate, but also when it is used to explain the materials. This kind of conflicted situation, where they "feel" they are not able to use the language correctly, cause tension and doubt of becoming good teachers (Pillen, Brok, & Beijard, 2013). This leads to the situation in which they lose their professional identity. Franzak (2002) has similar thought that "the practicum experience is often stressful for pre-service teachers because they encounter dissonance between their preconceived views of teacher and what they observe in the field" (p. 260). Therefore, introducing the concept of imagined professional identity will help them stay and survive in the teaching profession.

Method

This study used a qualitative approach in order to reveal what kinds of teachers the pre-service foreign language teachers imagine in the future. Ary et al. (2010) mention that "qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting" (p. 420). The data were gathered through two major instruments, they were document analysis and interview as the data triangulation. The document analyzed by the researcher was 19 pre-service foreign language teachers' weekly reflective journals to find out their imagined professional identities. The identities were then coded using the framework of imagined professional identity by Xu (2013) that fell into three categories: (1) language expert, (2) learning facilitator, and (3) spiritual guide.

Next, unstructured interview was conducted in order to double check the participants' answers. This type of interview is believed to provide rich description from the participants (Heigham and Croker, 2009). The interview was aimed to triangulate the provided data in the participants' reflective journals to see how the participants' words and voices are interrelated. Triangulation refers to "validating data through comparison of two or more sources about the same phenomenon but gathered from different phases of the fieldwork" (in Heigham & Croker, 2009). The questions generated in the interview were more or less about similar topics in the participants' reflective journals. The researcher created a natural conversation atmosphere during the interview so that the participants could freely share their experiences of professional learning and reveal their imagined professional identity. However, due to the limited access and time, the researcher only interviewed three participants. Nonetheless, the researcher believed that the data gathered from those three participants would be enough since those three showed high motivation and performance during the semester.

As it was mentioned before, the 19 participants were students at one of the teacher education programs in an Indonesian university where English is a foreign language. Students who enrolled in this program are expected to be English teachers when they graduate. Therefore, they are provided with a great number of theories of teaching since their early semesters. However, not all of the students are motivated to be teachers and most of the time their imagination of becoming teacher would change when entering the six semester. In this semester, they are introduced to the class-based teaching practicum in a class called Micro Teaching. Students normally face tensions as they experience moving from theories into practice for the first time, and this is a normal thing to happen. One example of the common tensions is the feeling of being trapped between what is expected according to the theories and what personal beliefs the students have toward teaching (Volkman & Anderson, 1998).

Findings and Discussion

This section explains the findings of revealing pre-service foreign language teachers' imagined professional identities. In analyzing their reflective journals, the researcher used *Open coding*, *Axial coding*, and *Selective coding* as the three main stages of grounded theory (Corbin & Strauss, 1990). The *Open coding* associates coding different statements identified in the reflective journals that were directly connected to the professional imagined identities. After identifying and listing those related statements, the *Axial coding* was administered to connect the statements to the subgroups of the related category. Finally, *Selective coding* is used to validate the relationships of all categories and integrate them into three final categories using Xu's framework (2013) of imagined professional identities. The following is the presentation of the final categories and subcategories of imagined professional identities.

Table 2: The final categories and subcategories of pre-service foreign language teachers' imagined professional identities

| Initial categories | Subcategories | Final categories (Xu's framework) |
|--|---|-----------------------------------|
| <ul style="list-style-type: none"> • Reliable teacher who can teach with good English (grammar) and fluent in speaking • A good teacher in delivering the materials and having good teaching methods • A competent teacher who can speak and explain in English very well and clearly. • A teacher who uses English correctly, pronounce correctly, and speak fluently • A teacher with good English who has a lot of good teaching methods and good classroom management | Focusing on content knowledge and teaching pedagogy (the way of teaching) | Language Expert |

| | | |
|---|--|-------------------------------|
| <ul style="list-style-type: none"> • A good teacher with good attitude and can guide the students to become good human beings • A confident and loving person who is not only a teacher but also a parent because I know how it feels like to be in the dark and be saved by my teacher | <p>Focusing on aspects related to “guiding students’ minds, spirits, and pursuits” (Xu, 2013, p. 82)</p> | <p>Spiritual Guide</p> |
| <ul style="list-style-type: none"> • A teacher who is friendly and can build good relation with students • An inspiring teacher who can bring joy and solution in the class • A friendly and loveable teacher who facilitates the learning process • A teacher who knows each student’s condition and help them learn • A cheerful and fun teacher so that my future students will feel relax when I am teaching and we can learn together • A good teacher who knows how to facilitate student’s learning, more as a learning companion. • A teacher who can create two-way learning condition because learning is not only from a teacher as the main source of knowledge • A loving teacher and students see me as their friend. • A creative teacher who can facilitate innovation to students. • A patient, disciplined, not strict, and understandable. • A teacher who can always emphasize on the learning process, not only explaining the materials. • A teacher who can understand what the students want and facilitate their learning needs so students can be happy when learning with me | <p>Focusing on the students’ learning process and becoming a facilitator in the teaching learning process</p> | <p>Facilitator</p> |

From the above coding, the result shows that Xu’s three categories of imagined professional identities appeared in the participants’ reflective journals. One participant highlighted content knowledge and pedagogy that foreign language teachers have to have:

“I want others see me as a competent teacher who uses English correctly, pronounce correctly, and speak English fluently ... The language must be good first before teaching. I don’t expect something that ends up being mocked by my future students because my English is not good ... just like some of the lecturers here” [participant 9, reflective journal]

This excerpt suggested that participant 9’s imagined professional identity is as a *language expert*. According to her, a competent English teacher had to master good English involving correct pronunciation and fluent speaking. Furthermore,

participant 18 also indicated that he had a language expert imagined identity for him as a FL teacher:

“I want others see me in the future as a good teacher with good English, you know a teacher who is able to speak correctly and fluently just like you, miss ... I also imagine to be a good teacher because I have a lot of good teaching methods and good classroom management. Those are needed right in managing good class.” [participant 18, interview]

In participant 18, his imagined professional identity is formed from his personal experience and some examples he encountered that he believed to be good teaching practices.

In another case, there were two participants whose formation of the imagined professional identity was as a *spiritual guide*. Participants 4 and 14 revealed their imagined identity as spiritual guides as shown in the following reflective journals:

“In the future, I want others see me as a good teacher with good attitude and can guide the students to become good human beings. I think the main purpose of education is not about having academic knowledge. It is more about becoming good human beings in the society.” [participant 4, reflective journal]

“I want others see me as a confident and loving person who is not only a teacher but also a parent for my future students because I know how it feels like to be in the darkness and be saved by my teacher.” [participant 14, reflective journal]

It is obvious that the two participants' imagined professional identity was as a spiritual guide as they highly focused on aspects related to “guiding students' minds, spirits, and pursuits” (Xu, 2013, p. 82). Furthermore, participant 14 brought her past experience when she was “in the darkness” and was helped by her teacher. Further interview was conducted to find out what she meant by “the darkness”. She clarified that she experienced physical abuse by one of her teachers when she was in junior high school, and she got help from her other teacher. Participant 14's past experience is, therefore, authentic to her decision about what kind of teacher she wants to be in the future.

Further finding shows that the dominant imagined professional identity formed by the pre-service FL teachers in this study was as a *learning facilitator*, as shown by participant 11:

“I want others to see me as a good teacher who knows how to facilitate student's learning; more as a learning companion.” [participant 11, reflective journal]

The above excerpt revealed two important words that indicated participant 11's formation of her imagined professional identity: *facilitate* and *companion*. Teaching, in her imagination, was more on giving students opportunity to undergo the process and get full assistance from the teacher. The similar identity was also shown by participant 12 below:

“In the future, I want others see me as a teacher who can create two-way learning condition ... I mean not like the traditional education ... the teacher is the center and the main source of knowledge, the students listen all the time. I want to facilitate students ... they are encouraged to explore

and learn, like finding the unfamiliar words from reading by themselves. I will only facilitate them with dictionary or other things” [participant 12, interview]

The traditional education concept influenced participant 12’s perception on FL teacher and what he/she should be. It is clear that her imagined professional identity was as a facilitator. The fact that the dominant imagined professional identity chosen by the pre-service FL teachers in this study was as learning facilitator indicates that the pre-service teachers’ concept of teaching is shifted from the traditional concept which emphasizes teacher control into recognition of self-initiated learning, in which teachers’ main job is facilitating learning.

Conclusions: Reflections, implications, and future studies

In conclusion, this study attempts to reveal pre-service foreign language teachers’ imagined professional identity. In spite of the complexities appeared in their beginning stage of teaching practice, these teachers were able to form their own imagined professional identity. Out of 19 teachers, 5 teachers form a language expert as their professional identity as a FL teachers. The other two brought their past experiences into the formation of their imagined identity as a spiritual guide. The learning facilitator becomes the most dominant imagined professional identity formed by the students.

There are some implications that may be taken in based on these findings. Helping pre-service teachers to reveal their imagined professional identity may help them survive in their initial teacher program. By holding on their imagined identity, they can reduce the reality shock and tensions when facing the ups and downs of their teaching practices. Besides, the imagined identities formed by the teachers present important suggestion for FL teacher educators in the way they introduce teaching profession for future pre-service FL teachers. It is recommended that FL teacher educators provide more opportunities for pre-service teachers to better cultivate their formation of professional identity from various viewpoints, not merely based on imagination. It is also recommended for future researchers to further explore the transformation of these imagined professional identities once the pre-service teachers teach in schools.

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Designing Task-Based English Speaking Materials for the Staff of *Bank Mandiri* Yogyakarta

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Abstract

Most of the staff of Bank Mandiri in Yogyakarta have some difficulties to communicate with the foreign customers, which hinder the process of the service. Therefore, this study attempted to develop English speaking materials for the staff of Bank Mandiri in Yogyakarta using the principles of task-based learning. The writer adapted Kemp's instructional design model (1977) comprising eight flexible, interdependent steps. Those steps, subsequently, were put under the umbrella of Borg & Gall's (1986) Research and Development (R&D) method. Due to time and resource limitations, only three out of ten steps of the R&D model were employed, which were: (1) Research and information collecting, (2) Planning and (3) Developing preliminary form of product. To acquire required information for developing the materials, the writer distributed needs analysis questionnaire to twenty staff of Bank Mandiri, Yogyakarta. The designed materials covered eight units. Each unit consisted of five sections, namely "Do You Remember?", "Prepare Yourself!", "Can You Do These?", "Let's Learn!", and "It's Time to Write". It was expected that the materials could improve the speaking skill of the staff of Bank Mandiri Yogyakarta.

Keywords: task-based learning, speaking, design

Introduction

As a developing country, Indonesia is expanding many fields of work to an international scale, which automatically forces companies to keep up with the demands. Thus, many companies are now trying to increase their staff's competence in English. Banks are also the ones that demand their staff to be more competent in English. The ability to master English is crucial for the bank staff because they deal with the customers directly.

Most of the staff of *Bank Mandiri* Yogyakarta have some difficulties to communicate with the foreign customers who visit the bank. These difficulties hinder the process of the service. Based on that, it is clear that English speaking ability is needed and is important for them in order to provide the best service to the customers.

Considering the fact that they have very limited time to study English because of their work, it can be concluded that it will be very difficult for them to learn English from the basic level. Therefore, the most appropriate materials for them are the materials that are practical and applicable to their working situation. This

emergence of English learning needs in the working fields prompts the writer to design English learning materials based on the needs and interests in the target situation which the learners experience.

This study is important because it aims to present appropriate materials to help the staff of *Bank Mandiri* Yogyakarta in particular to improve their English speaking ability. By providing the materials which are practical and applicable to their working field, they will be able to communicate with foreign customers well and provide qualified service to them. They will not have to learn English from the basic level, which is highly impossible due to their heavy working hours, to fulfill the increasing demands of having good English competence.

Literature Review

Speaking

Speaking is one of the four basic skills, along with listening, reading and writing. Speaking and writing are classified as active or productive skills whereas listening and reading are considered as passive or receptive skills. Nunan (2003) states that in learning a language, speaking can be considered as the hardest skill to be learnt among all skills for two reasons. First, the person whom we are talking to is waiting for our response right then. Second, we cannot edit and revise what we wish to say, as we can do in writing skill. The writer needs to know the characteristics of speaking in order to be able to select appropriate activities to improve speaking ability.

There are five principles for teaching speaking as stated by Nunan (2003, pp. 54-56): (a) be aware of the differences between second language and foreign language learning contexts; (b) give learners practice with both fluency and accuracy; (c) provide opportunities for learners to talk by using group work or pair work, and limiting teacher talk; (d) plan speaking tasks that involve negotiation for meaning; (e) design classroom activities that involve guidance and practice in both transactional and interactional speaking. Having understood the principles for teaching speaking, the writer can now design suitable activities by taking the principles for teaching speaking into consideration.

Task-Based Learning

Task based learning is an approach which uses tasks as the core unit of planning and instruction in language teaching (Richard and Rodgers, 2001). Task based learning perceives language as a mean of making meaning, so it is taught best when it is used to transmit messages, not when explicitly taught for conscious learning (Krashen & Terrel, 1983). The main characteristic of task based learning lies in the experiential learning where the learner's past experience becomes the starting point in learning, while their personal experience when doing the tasks becomes the central point of learning (Nunan, 2004).

In task based learning, tasks are central in immersing learners in a meaningful communication using the target language, which in consequence, promotes learning. Nunan (1989) defines tasks as activities which can stand alone as fundamental units and which require comprehending, manipulating, or interacting in authentic language, while the attention is principally paid to meanings rather

than to forms. Tasks provide the necessary exposure and also opportunities of language use needed for acquiring the target language because the tasks are normally done in pairs or in groups. Exposure happens when they listen to the teacher's instruction, to their friends' speaking, and also when they have to read handouts to complete the tasks. Learners are expected to make sense of the input received in exposure either consciously or unconsciously. When learners notice the language features and internalize them in their language system, learning is promoted. Tasks will also encourage learners to learn communicative competences like giving opinion, interrupting, and presenting their results to the whole class. Learners will acquire the language faster and more efficiently when they have to communicate (Willis, 1996).

There are two kinds of syllabus design that are appropriate for task-based materials according to Nunan (2004). The first one is theme-based syllabus, where the contents are organized into topics. Themes will provide context for doing the tasks and learning the language in a meaningful way. The second one is task-based syllabus, where the contents are organized based on the task difficulty. Understanding the principles and beliefs of task-based learning helps the writer to know how the ideal task based teaching-learning activities should be done.

The framework of Task-Based Learning consists of three phases: pre-task, task cycle and language focus. Pre-task phase introduces the class to the learning topic. Here, topic-related words and phrases are activated. Teacher should help learners recall and activate words and phrases that will be useful both during the task and outside the classroom. Introduce words and phrases that they are unlikely to know. This phase also facilitates learners to explore and be familiar with the topic language by doing activities such as classifying words and phrases, matching, brainstorming or mind mapping. The point of this phase is to boost students' confidence in handling the task, and give them something to fall back on. Task cycle phase is where the learners start working in small groups or in pairs to achieve the goals of the task. Teachers should encourage learners to work independently and to communicate on their own to achieve the set goals by keeping minimum interference on learners' work. Therefore, there is often little concern for grammatical accuracy. Language focus phase allows a closer study of some of the specific features such as unfamiliar words, structures, or pronunciation that naturally occur in the task cycle. By this point, the learners will have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carry that meaning. Thus, the study of this form is clearly contextualized through the task itself. After reviewing the features, learners then practice what has been discussed during the language analysis activities to improve their language form. This final phase, which includes analysis and practice components, fulfils the fourth desirable extra condition for learning. The elements of task based learning are illustrated in the following figure.

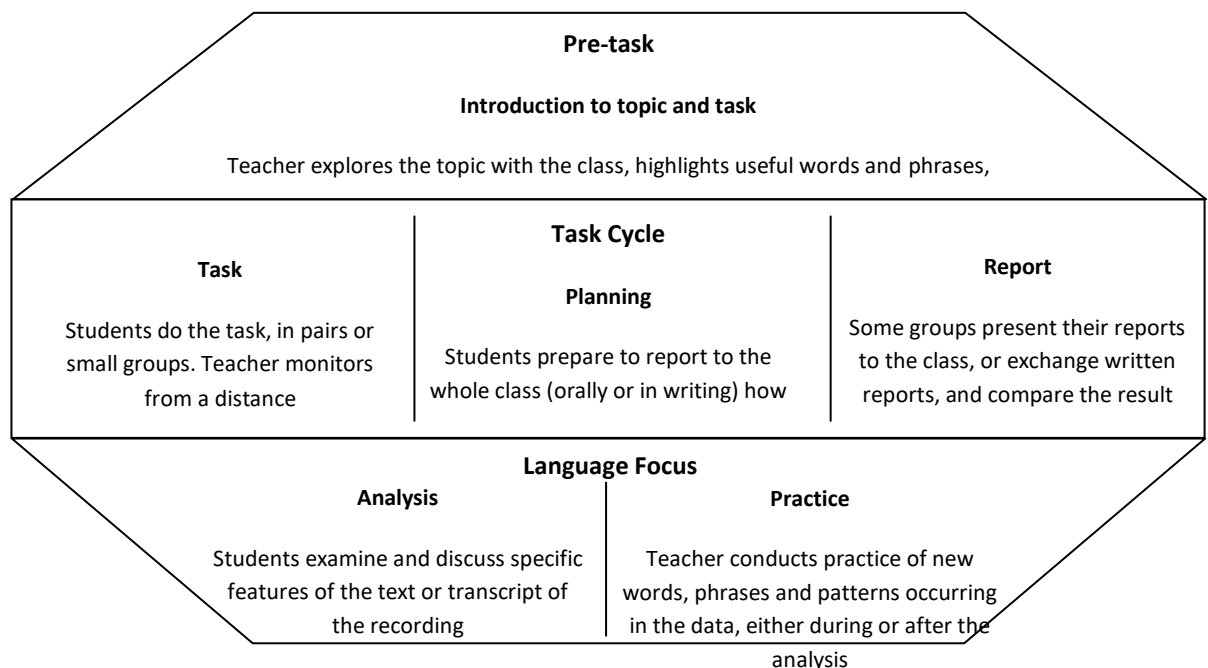


Figure 1: Willis's Task-based Learning Framework (Willis, 1996: 38)

Method

The method used was Educational Research and Development (R & D) method. It was a process used to develop and validate educational products (Borg, 1983). According to Borg and Gall (1983), the goal of R & D is to develop the research knowledge and incorporating it into a product that combines educational research and educational practice rather than discover new knowledge or to answer specific questions about practical problems. There are ten major steps in the R & D cycle; they are Research and Information Collecting, Planning, Developing Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision and Dissemination and Implementation (Borg and Gall, 1983). Due to the limitation of time and capacity, the writer decided to employ only the former three steps out of the ten major steps.

Instrument used in this study was needs analysis questionnaire that was distributed during the research and information collecting step. The needs analysis questionnaire aimed to collect information on learners' characteristics, whose results would serve as the basis for developing the materials. Therefore, needs analysis questionnaire covered areas such as the needs, capabilities, interests, academic factors, learning styles and learning conditions of the learners. The needs analysis questionnaire was distributed to twenty staff of *Bank Mandiri* Yogyakarta. Since the needs analysis questionnaire used multiple choice questions, the data were presented and analyzed through frequency distribution, which is a systematic arrangement of individual measures from the lowest to the highest response (Ary et. al., 2002). From each question, the data were sorted based on the frequency of the responses. As most people find it easier to understand data in percentage than in raw frequencies (Brown & Rodgers, 2002),

the data were converted into percentage. The results of the questionnaires would help the writer determine the learning topics and activities that suit the learners' needs and wants, in order to make the designed materials interesting and motivating.

Findings and Discussion

Research and Information Collecting

By distributing needs analysis questionnaires, the writer collected the necessary information for developing the materials. The gathered information consisted of data concerning learners' characteristics.

Most of the learners have had their Bachelor Degree. The results of the questionnaires indicated that learners' learning motivation was very high. All the staff of *Bank Mandiri* Yogyakarta considered that English is important. Most of them had a conversation in English to interact with the foreign customers in *Bank Mandiri*. The learners stated that 1% to 5% of their customers are foreigners. Although English is important, the mastery of English was not considered as a must for them, because it did not influence their status, salary and promotion. However, since their job description is to serve the customers well, they considered speaking as the most important skill to learn. The writer classified the participants into Pre-Intermediate level students because most of the participants had already learnt English at school, so they had known the basic knowledge of English. Most of the participants stated that games were their favorite media in learning English because games provided both fun and the essential experiences of using the target language that they should have. Through games, they also feel challenged to accomplish the goals. Learners chose Greetings and Introduction, Handling Complaints, Numbers, Telephone Conversation, Describing Location, Explaining New Services, Using Bank's Facilities and Making Appointments as the topics to learn English.

From the questionnaires, the writer found that eleven of them had learned English by joining an English course. From those who had joined an English course before, seven of them were in the Pre Intermediate level. Most of them took a course more than two years ago. Therefore, 14 participants stated that they only had passive English ability. All of the participants found that they had difficulties in communicating using English. The first difficulty was that they did not know how to respond correctly to certain expressions. They knew what they wanted to say, but they could not find the English word. The second difficulty was that they did not know the meaning of the sentences spoken by the foreign customers. They did not know what the foreigners were asking or saying because they were not familiar with the words used by the foreigners. The first and the second difficulties were strongly influenced by the third difficulty where the participants did not know what English vocabulary to produce. They were lack of vocabulary related to their working world, and that was why they could not understand and respond correctly to what the foreign customers said. The participants also stated that they could not produce correct English sentences. The last difficulty was that they did not know how to say the words that they wanted to say.

Planning

Obtaining the necessary data, the writer then developed the framework of the materials to be designed, which consisted of stating goals, topics and general purposes, specifying learning indicators and organizing subject contents.

The goal of the designed materials was to improve the Speaking skill of the staff of *Bank Mandiri* Yogyakarta. There were eight topics selected by the participants, which were related to their needs. The writer organized the topics based on the level of difficulty of each topic, and then the writer set the general purposes and specified the learning indicators in Table 1.

Table 1: Learning Topics, General Purposes and Learning Indicators

| Topics | General Purposes | Learning Indicators |
|-----------------------------------|--|--|
| Greetings and Introduction | <ul style="list-style-type: none"> • The learners know how to greet others. • The learners know how to introduce themselves. • The learners know how to introduce others. | <p>At the end of the lesson, the learners are able to:</p> <ol style="list-style-type: none"> 1. Identify greetings expressions in the conversation. 2. Mention greetings expressions in the conversation. 3. Greet others using the appropriate expressions. 4. Respond to formal or informal greetings. 5. Mention some useful expressions that are used in introducing themselves. 6. Introduce themselves and others using the appropriate expressions. 7. Respond to others' introduction using the appropriate expressions. |
| Numbers | <ul style="list-style-type: none"> • The learners know how to read numbers • The learners know how to ask for specific information | <p>At the end of the lesson, the learners are able to:</p> <ol style="list-style-type: none"> 1. Say the numbers correctly. 2. Mention vocabulary used in asking specific information related to numbers. 3. Mention useful expressions used in asking specific information related to numbers. 4. Use useful vocabulary used in asking specific information related to numbers correctly. 5. Use useful expressions used in asking specific information related to numbers correctly. |
| Telephoning Conversation | <ul style="list-style-type: none"> • The learners know how to make a polite call • The learners know how to respond politely to a telephone call | <p>At the end of the lesson, the learners are able to:</p> <ol style="list-style-type: none"> 1. Mention the vocabulary related to telephoning conversation. 2. Mention the expressions used to make a polite telephone call. 3. Use good spoken English correctly in making a polite telephone call. 4. Use good spoken English correctly in answering a polite telephone call. |

| | | |
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| <p>Making Appointments</p> | <ul style="list-style-type: none"> • The learners know how to make an appointment | <p>At the end of the lesson, the learners are able to:</p> <ol style="list-style-type: none"> 1. Mention the vocabulary used in making an appointment. 2. Mention the expressions used to make an appointment. 3. Use appropriate vocabulary correctly in making an appointment. 4. Use appropriate expressions politely in making an appointment. |
| <p>Describing Location</p> | <ul style="list-style-type: none"> • The learners know how to describe the locations inside the building. • The learners know how to give directions to the locations inside the building. | <p>At the end of the lesson, the learners are able to:</p> <ol style="list-style-type: none"> 1. Mention the vocabulary used to describe location and give direction inside the building. 2. Mention the expressions used to describe location and give direction inside the building. 3. Describe the location of a certain place inside the building using proper vocabulary and expressions. 4. Give direction to a certain place inside the building using proper vocabulary and expressions. |
| <p>Introducing New Services</p> | <ul style="list-style-type: none"> • The learners know how to promote new services. | <p>At the end of the lesson, the learners are able to:</p> <ol style="list-style-type: none"> 1. Mention the vocabulary related to promoting new services. 2. Mention the expressions used to promote new services. 3. Use useful vocabulary to promote new service. 4. Promote new facilities using appropriate expressions. |
| <p>Explaining Bank Facilities</p> | <ul style="list-style-type: none"> • The learners know how to explain procedures | <p>At the end of the lesson, the learners are able to:</p> <ol style="list-style-type: none"> 1. Mention the vocabulary related to describing procedures. 2. Mention the expressions used to explain procedures. 3. Use good spoken English on useful vocabulary to explain procedures. 4. Use good spoken English to explain the procedures using appropriate expressions. |
| <p>Handling Complaints</p> | <ul style="list-style-type: none"> • The learners know how to handle complaints • The learners understand how to offer solutions | <p>At the end of the lesson, the learners are able to:</p> <ol style="list-style-type: none"> 1. Mention some useful vocabulary for apologizing politely. 2. Mention some useful expressions for apologizing politely. 3. Use the useful vocabulary to apologize politely in conversation. 4. Use the useful expressions to apologize politely in conversation. 5. Mention some useful vocabulary for offering |

| | | |
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| | | solutions politely. 6. Mention some useful expressions for offering solutions politely. 7. Use useful vocabulary in offering solutions politely. 8. Use useful expressions in offering solutions politely. |
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Developing Preliminary Form of Product

Having stated the goals, general purposes, learning topics and learning indicators, the writer classified and arranged the learning topics to be developed. Each topic would be developed into the materials for one meeting. The designed materials contained eight meetings. The classification and arrangement of the learning topics into units can be seen in Table 2.

Table 2: The Organization of Subject Contents

| Unit | Unit Name | Subject Contents |
|-------------|-----------------------------|---|
| 1 | Meeting New People | <ul style="list-style-type: none"> • Greet others • Introducing yourself • Introducing others |
| 2 | Dealing with Numbers | <ul style="list-style-type: none"> • Read numbers correctly • Asking for specific information related to numbers |
| 3 | How to Survive on the Phone | <ul style="list-style-type: none"> • Make a polite telephone call • Respond politely to a telephone call |
| 4 | Perfect Time to Meet | <ul style="list-style-type: none"> • Making appointments |
| 5 | Where are They? | <ul style="list-style-type: none"> • Describing locations inside buildings • Giving directions to places inside buildings |
| 6 | Have You Known This? | <ul style="list-style-type: none"> • Promoting new services |
| 7 | How Do They Work? | <ul style="list-style-type: none"> • Explaining procedures |
| 8 | Good Complaint Handlers | <ul style="list-style-type: none"> • Apologizing • Giving advice |

The writer designed the learning materials based on the results of research and information collecting and the principles of the task-based learning. Teaching/learning resources and tasks for each learning topic were selected according to their suitability with the attainment of goals, general purposes, and learning indicators. Adapting the concept of pre-task, task-cycle, and language focus in task based learning framework (Willis, 1996), the writer designed that the materials for every meeting would consist of five main phases: Do You Remember?; Don't Stop Now!; Can You Do These?; Let's Learn!; and It's Time to Write. These five phases are actually the modification of the three-phase task based learning framework, in which the pre-task phase is prolonged and developed into two phases: 'Do You Remember?' and 'Don't Stop Now!'. A new phase, 'It's Time to Write', is also added. The first section, **Do You Remember?**, was designed to introduce the learners with the context and to relate learners' personal experience to the topic. This section serves as the pre-task phase in Willis' task based learning framework whose aim was to prepare learners for the

main task. The second section, **Prepare Yourself!**, provided useful expressions, vocabulary and exercises to prepare learners for key language items to do the main task(s). This section serves as the extension of the pre-task phase in Willis' task based learning framework. **Can You Do These?**, the third section, gave learners opportunities to produce and learn the language while accomplishing the task(s). Similar with the Willis' task-cycle phase, this section served as the main tasks of the lesson. The fourth, **Let's Learn!**, provided the recommended grammatical aspects related to the topic that would be necessary for the learners to understand. This section resembled Willis' language focus phase. Finally, **It's Time to Write** encouraged learners to reflect their learning experience in a journal. This additional section served as a home assignment encouraging learners to think, reflect, and evaluate what they had learned.

Such modifications were made considering that the majority of the learners were beginner to pre-intermediate learners of English with very limited vocabulary, as suggested by the findings of research and information collecting. Willis (1996) suggests that the task based learning framework should be adapted if applied for beginner learners, with more emphasis should be given on the exposure. The initial focus of the lesson should be more on letting learners gain confidence, while the public use of language is temporarily reduced, as argued by Willis (1996). One result of this would be a longer pre-task phase and a shorter task cycle, in which the planning and report stage are either very short or totally omitted. It was feared that if the pre-task phase was not prolonged, students would not be ready for the task-cycle phase, considering their language abilities are insufficient to cope with the tasks. Consequently, it might happen that during the discussion many learners would choose to keep silent as they do not know what and how to speak, while the smaller-in-number, more advanced learners would be dominating the discussion. By providing more activities using the pre-task phase, it is expected that students will be better prepared with the language items they would encounter when accomplishing the task cycle later. The teaching learning resources of the designed materials were taken from teaching reference books and on-line materials. There were various kinds of tasks used in the teaching learning activities. Most of them, however, have one similarity – they should be done collaboratively. Since the task based learning is meant to be used with English as the language of classroom instruction, pair works and group works would be helpful in engaging learners in meaningful communication and bridging the proficiency gap among learners.

Conclusions

In conclusion, this study attempts to develop English speaking materials for the staff of Bank Mandiri in Yogyakarta using the principles of task-based learning. In order to do that, the writer adopted the first three steps out of ten steps of Borg & Gall's R & D cycle, namely: Research and Information Collecting, Planning and Developing Preliminary Form of Product. Adapting Willis' framework of task-based learning, the materials of each meeting was divided into five sections. The first section, **Do You Remember?**, was designed to introduce the learners with the context and to relate learners' personal experience to the

topic. The second section, **Prepare Yourself!**, provided useful expressions, vocabulary and exercises to prepare learners for key language items to do the main task(s). **Can You Do These?**, the third section, gave learners opportunities to produce and learn the language while accomplishing the task(s). The fourth, **Let's Learn!**, provided the recommended grammatical aspects related to the topic that would be necessary for the learners to understand. Finally, **It's Time to Write** encouraged learners to reflect their learning experience in a journal.

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Raloff, J. (2001, May 12). Lead therapy won't help most kids. *Science News*, 159, 292.

Article in a newspaper

Lohr, S. (2004), December 3). Health care technology is a promise unfinanced. *The New York Times*, p. C5.

Review

Gleick, E. (2000, December 14). The burdens of genius [Review of the book *The Last Samurai*]. *Time*, 156, 171.

Books

Book with an editor

Bronfen, E., &Kavka, M. (Eds.). (2001). *Feminist consequences: Theory for a new century*. New York: Columbia University Press.

Translation

Steinberg, M.D. (2003). *Voices of revolution, 1917*. (M. Schwartz, Trans.). New Haven, CT: Yale University Press. (Original work published 2001)

Edition other than the first

Helfer, M. E., Keme, R. S., &Drugman, R. D. (1997). *The battered child* (5thed.). Chicago: University of Chicago Press.

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Multivolume work

Luo, J. *Encyclopedia of contemporary Chinese civilization (Vols. 1-2)*. Westport, CT: Greenwood Publishing Group.

Electronic sources

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