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MUHAMMADIYAH INTERNATIONAL CLASS ORIENTATION PROGRAM: EPP ASSESSMENT EXPERIENCE

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Abstract: Muhammadiyah develops International Class Orientation as the approach to improve the quality of Education. It is because Muhammadiyah as private organization has a challenge how to convince society that its education is really qualified. Since 2013, Muhammadiyah makes the memorandum of understanding with ACT Education Solution on EPP (English Proficiency Program). For the purpose of improving quality, 4 (four) Muhammadiyah Schools implement English Proficiency Program in East Java. This program has special way of assessment called assessment folder in which consists of writing program, interactive role play, unit tests, mid-program test, portfolio, individual oral presentation, group project, and end of program test. Muhammadiyah International Class Orientation has experiences regarding those types of assessment for several years. The research on Muhammadiyah International Class Orientation regarding EPP Assessment Experience was conducted since the other research hasn't explored by others. The study is using qualitative research by identifying 4 schools as the places of the study. It gives insight to other teachers in assessing students' learning in a various way.

Keywords: M-ICO Program, English Proficiency Program, Assessment

1. INTRODUCTION

The most important dependent variable in education is learning. Everything done on behalf of education which effects on learning, either positive or negative. Assessment is how learning and, by implication, educational quality, are determined. Any progress in these depends entirely on the standard and progress of assessment. Teachers cannot have effective teaching without abilities linked to excellent assessment, just as doctors cannot have effective practice without appropriate assessment (Nenty, 2005). Every educational activity turns to assessment to determine its validity and efficacy since assessment is at the core or center of all educational activities. According to Maina, the quality of assessment has an impact on the

quality of educational inputs, processes, and products, and as a result, the quality of education that the society receives.

One of the key components of the teaching and learning process is how teachers connect the curriculum, pedagogical approach, and students' academic outcomes in the classrooms. Tests, presentations, Q&A sessions, projects, and group activities are all used by teachers to help students learn more. These activities provide students the chance to apply what they've learned, form thought patterns, activate their brains, and boost their confidence in their acquired abilities and knowledge (as cited in Hussain, Shaheen, Ahmad & Islam, 2019). *Journal of Indonesian Student Assessment & Evaluation*, Volume 8, Number 1, Page 79. Additionally, classroom assessment procedures put a strong emphasis on enhancing both teachers' and students' development. The outcomes of these procedures give teachers proof of their students' comprehension levels, their progress toward their objectives, and their areas of strengths and weaknesses (as cited in Hussain, Shaheen, and Ahmad & Islam, 2019).

The teaching and learning processes will not receive constructive feedback if classroom assessment methods are not carried out in a way that is appropriate for the intended goal. As they concentrate on reflecting and imparting content in the instructional processes, teachers frequently spend more time on instructional method, teaching materials, and preparing materials. This causes teachers to focus more on being prepared and organized than on the prior knowledge, life experiences, and private information of their students. Additionally, rather than concentrating on the individual accomplishments of the students, the teachers' goal is to meet the learning standards for the relevant subject area because they spend the majority of their time and energy generating curriculum content and achieving outcomes (Gallavan, 2009). At this point, assessments in the classroom are useful because they help the teaching process in a regulated way. The main outcome is used to better adjust the learning demands of students because these assessment techniques are continually looking for ways to produce evidence for student learning (as cited in Erdol, & Yildizhi, 2018).

Additionally, other research indicated a strong correlation between students' anxiety and formal evaluation methods such as written weekly/monthly term assessments, presentations, individual projects, and experiments. On contrary, informal evaluation methods used in the classroom, such as rubrics, portfolios, group projects, and classroom discussions, have a favorable impact on students' performance. Therefore, Muhammadiyah International Class (M-ICO) Program tend to use the assessment folder which consist of writing program,

interactive role play, unit tests, mid-program test, portfolio, individual oral presentation, group project, and end of program test in assessing English subject for a year. This classroom assessment practices are carried out in a manner suitable way which will ease the teacher to assess both formal and informal evaluation for the students.

This research offers potential teachers and school administrators assistance in the areas of teaching and assessment. Additionally, it facilitates in examining various methods of assessment in relevance to students' learning and increasing understanding of diverse paradigms of classroom evaluation. Additionally, this study intends to improve our empirical understanding of assessment procedures. This study took all schools implementing English Proficiency Program organized as Schools of Muhammadiyah International Class Orientation Program.

2. M-ICO PROGRAM

M-ICO stands for Muhammadiyah International Class Orientation Program initiated by the The Primary and Secondary Education Council, Provincial Board of Muhammadiyah East Java as an endeavor to develop an international-oriented Muhammadiyah college. It is firstly initiated in 2013 which collaborates with SMP Muhammadiyah 2 Taman, SMP Muhammadiyah 3 Waru, SMP Muhammadiyah 1 Sidoarjo and SMP Muhammadiyah 2 Surabaya as the pilot school. M-ICO is a derivation of the SPK (Cooperation Education Unit) program, where non-SPK schools can open ICO classes.

SPK stands for Cooperation Education Unit, which used to be referred to as an international school is an educational unit organized or managed on the basis of cooperation between Foreign Educational Institutions (LPA). Therefore, M-ICO must also have cooperation with LPA. At this time, M-ICO program collaborates with ACT Education Solution has successfully invited seven schools in 2022, four schools with English Proficiency Program and three schools with Foundation English. Those seven schools are as in the following table.

Table 1. List of School Program (document of M-ICO Program 2022)

NO	Name of School	Location	Program
01	SMP Muhammadiyah 2 Taman	Sidoarjo East Java	EPP
02	SMP Muhammadiyah 3 Waru	Sidoarjo East Java	EPP
03	SMP Muhammadiyah 6 Krian	Sidoarjo East Java	EPP
04	SMP Muhammadiyah 2 Surabaya	Surabaya East Java	EPP
05	SMA Muhammadiyah 2 Sidoarjo	Sidoarjo East Java	FE
06	SMA Muhammadiyah 1 Gresik	Gresik East Java	FE
07	SMA Muhammadiyah 1 Taman	Sidoarjo East Java	FE

EPP: English Proficiency Program

FE: Foundation English

M-ICO program has its own target which are providing the international-oriented programs in Muhammadiyah, having a wide access to any opportunity for the students, and preparing the students in Muhammadiyah to have a global mindset. Additionally, M-ICO program has several programs which are cooperating in the development of students' and teacher's competencies in the field of international languages, organizing an international language festival, cooperating in the development of international-oriented class programs, conducting mentoring at Muhammadiyah universities that have internationally oriented classes, encouraging Muhammadiyah universities to organize international friendships and mind empowering, encouraging schools to develop the competence of students to communicate in international languages, and to encouraging Muhammadiyah colleges to develop film-based classes. (Arbaiyah Yusuf dkk. M-ICO Program Guide Book. 2022)

3. ENGLISH PROFICIENCY PROGRAM (EPP)

M-ICO program collaborates with ACT Education Solution as the LPA is running two programs, namely EPP (English Proficiency Program) for junior high school students and FE (Foundation English) for high school students. EPP and FE are a part of English learning program that prepared for a non-English speaking background wishing to learn how to use English effectively in academic and general contexts. Thus, program provides an opportunity for students "how to learn" English for more effective language learning by identifying and

developing skills and strategies. Four main macro skills, i.e, speaking, listening, reading, and writing as over all competence are developed.

EPP is a programs building English skills for preparing further study in English. The program has many levels such as starter, beginner/elementary, pre-intermediate, and intermediate. The teaching and learning process involves reading, listening, speaking, and writing. The EPP course books consists of several topics put in units on real-life and motivating topics. EPP also provides syllabus, lesson material, teacher guide book, test booklet, and assessment folder. The assessment task is not designed by teachers. EPP delivers into several stages for new learners and mentions in a table below.

Table 2. EPP stages information

Stage	Level	Focus	Teaching Hours	Entry	Exit Level After FEB
EPP Level 1A	Starter	General English	300 hours	Enter at any stage, according to entry test results.	IELTS 3.5 or TOEFL 425
EPP Level 1B EPP Level 1C	Beginner Elementary				
EPP Level 2A EPP Level 2B	Pre-Intermediate				IELTS 4.5 or TOEFL 475
EPP Level 3A EPP Level 3B	Intermediate	General and Academic English			IELTS 5.0+ or TOEFL 500

(ACT Document 2018)

4. EPP ASSESSMENT EXPERIENCE

English language arts teaching and learning must include both assessment and evaluation. It is impossible to tell whether the students have learned, whether teaching has been effective, or how to effectively address student learning needs without an efficient evaluation method. Student evaluation and assessment quality have a strong and well-established relationship in the educational process. Research repeatedly demonstrates that regular observation and feedback are crucial to enhancing student learning. Thus, M-ICO program provides several assessments which combines both evaluation and assessment. These followings list are the assessment events used in EPP experienced by seven M-ICO Program schools;

Table 3. Kinds of Assessment Event

NO	Assessment Unit
a	Writing Program
b	Interactive Role Play
c	Unit Test

d	Mid-Test
e	Portfolio
f	Individual Oral Presentation
g	Group Project
h	End of Program Test

(EPP Assessment Folder)

The assessment event as at the table above is explained as follows,

a. Writing Program

The writing program is based on work done during the learning of every unit of EPP writing book. The writing book has different writing topics in every level of EPP. EPP level 1 has 7 until 8 topics. EPP level 2 has 7 topics. The topics are around describing place or thing, describing facts about teenagers' life, telling a story, and telling observation report. After choosing the topic, students learn the process of writing.

The process of writing mentions as prewriting, drafting, reviewing, proof reading/editing, and publishing. Prewriting shows about recalling and brainstorming some vocabularies using mind map method or asking some questions, such as "what are you writing about", "who are you writing for", "what tense will you use", and "what specialist vocabulary will you use". Mind map method gives students many options of vocabulary. Drafting helps students for writing some sentences based on their vocabulary collections in prewriting. Teachers also try to remind the students about using one idea for one paragraph. Reviewing is about reading again the drafting to find out misinformation. Proof reading is using for checking spelling, grammar, and punctuation. Then, the students can publish their writing in the last writing process.

The writing program has assessment rubrics to provide feedback of students writing. The assessment rubrics is based on some criteria such as task achievement; content and ideas; organization; sentence structure and grammatical structure; vocabulary; then planning and drafting. Thus, criteria must fulfill with a particular band score which are 5, 4, 3, 2, and 1 as the lowest. Organization of assessment includes appropriate form, a logical order of ideas in sequence of sentence, and register. It is dependent on material covered in writing program.

The writing program emphasis is on fluency. The weighting of this program is about 10%. Students did this assessment every learning in each unit of writing book. All students did this assessment without any rejection and submitted their writing book at the end of unit 6 of EPP

student course. Based on teachers' explanation this kind of assessment become one strategy of effective learning. (Interview. Elly Elvina Sahara, S.Pd/EPP Teacher. Juli 2022)

b. Interactive Role Play

A one- or two-minute individual interactive role-play that demonstrates the ability to engage in social and interactive situations. This may be student-created or teacher-directed. Students may write a script and then perform it in pairs or a small group. Students are assessed individually.

The interactive role play presentation is during unit 3 – 5 in class. Students get 10 – 20 minutes to prepare and use a topic that they choose. The preparation is based on identify the topic, add details in the topic, assign roles (fictional characters), writing dialogues (scenario), choosing property or media for helping students, acting out the scenario, and discuss what have learned (after finish role play). This assessment should be filmed for documentation and also for moderation purposes.

The assessment criteria of interactive role play require task achievement; structures and functional language; vocabulary; pronunciation and fluency; then interactive skills. Thus, criteria are indicated by a score of 3 on a scale of 1 until 5 for different categories of competency. Higher achievement than minimum pass is indicated by a score of 4 or 5. Lower achievement results in a score of 1 or 2.

This kind of assessment is really very joyful kind of learning activity. Students can explore how other people are likely to respond to different approaches. They can sense of what other people are likely to be thinking and feeling in the situation. All students in these seven schools experienced this role play to build up experience and self-confidence with handling the situation in real life. They can develop quick and instinctively correct reactions to situations. It is also as set of learning process. (Interview. Badrul Aminun, S.Pd, Gr./EPP Teacher. July 2022)

c. Unit Tests

A unit test is a test which is assessed by teacher after teaching a certain unit in EPP course book. This test is an assessment for measuring students' knowledge achievement. EPP course book has 12 units for level 1B and 1C. For EPP level 2A, it has 6 units.

The assessment procedures are creating own test by choosing the review section of the units. The format test includes vocabulary, grammar, and tenses with multiple choice, missing words, match with the right words, and arrange words into sentence. The test question would

be 10 – 20 numbers. The questions are repeating the EPP course book unit which used by the teacher.

This assessment activity has delivered in written assessment that must be done for individually to check students' comprehension. It is to improve students by giving feedback. All EPP students experienced it based on the assessment event schedule. (Interview. Elly Elvina Sahara, S.Pd/EPP Teacher. July 2022)

d. Mid-Program Test

Mid-Program test is to be administered under supervised test conditions and is to be completed within the time limits specified. It is a part of student's assessment. This assessment is completed in class and is under test conditions at the end of unit 6. The test covers all of unit 1 – 6 EPP course work. The test consists of reading, writing, listening, and grammar & vocabulary. It is in a separate test booklet. The test is delivered in written assessment.

This assessment process gave some regulations. First, students are not permitted to use external resources such as dictionaries, thesauruses, grammar books, and others English book. Second, students should be seated as separately as possible within the limits of the testing environment. Third, students are not allowed to leave in the testing environment and student desks should be cleared of any extra materials. Teachers are not allowed to give tests back to students. The assessment time are divided into reading skill test for 35 minutes, listening test for 30 minutes, grammar and structure test for 35 minutes, and writing skill test for 25 minutes.

The assessment procedures are separate from student course book. It is in Test Booklet held by the Director of Studies. It provides students with copy of test paper, answer sheet, and cover sheet. Besides, it also provides the assessment marks only without giving tests back to them. All EPP students experienced. (Interview. Badrul Aminun, S.Pd, Gr./EPP Teacher. July 2022)

e. Portfolio

Portfolio has two parts. First part is an assessment to collect students' samples of work completed during the first part of the program. It is about 3 – 5 samples from classwork, the Writing Program, and students Writing Journals. This assessment also comprises vocabulary notebook, students' homework during the course. The samples may be students-selected or teacher-directed. The submission of assessment is at the end of unit 6. Second part is an assessment of students work about 3 – 5 samples completed during unit 7 – 12. The submission itself is at the end of unit 12. This portfolio includes a range of types of work which may be student-selected or teacher-directed too.

The assessment procedure gives information to students about the requirements based on the unit. Teachers give direction to students to submit 3 – 5 samples. Students must write a brief explanation on why each item was included in their portfolio. Teachers give feedback to students and provide comment to students individually then to the class as a whole. Teachers give students copy of the student assessment sheet given by ACT. The portfolio presentation must be dated of students work and must be presented clearly placed in context. It must include a cover page with a brief explanation on why each item included in their portfolio (using table of content).

This assessment shows student writing record after learning from EPP course book and writing programs. It is also showing students development in writing interview dialogue scripts, making posters or art work, project reports, writing vocabularies, and writing story based on their photographs. All EPP students experienced. (Interview. Badrul Aminun, S.Pd, Gr/EPP Teacher. July 2022)

f. Individual Oral Presentation

Individual oral presentation gives a chance to students performing their speaking skills during EPP course. It is about a-two-minute individual oral presentation. It may be presented by individuals to a small group or to the whole class. This assessment event may take place in front of the class. It is held during unit 7 – 9 in EPP course of level 1B, 1C, and 2A.

The assessment procedure provides students with the details of the assessment event and assessment criteria. Teachers give one week's preparation time to the students. The topics may be student-selected or teacher-directed. Ensure students understand the requirements of the task. The presentation should be filmed for moderation purposes. Teachers also give feedback to students by providing comment to students individually and to class as a whole. Last is giving students a copy of the student assessment sheet.

The assessment practice and research have to be undertaken in independent study time. This helps students to explore and develop their speaking skills more better, especially to improve their pronunciation, speaking fluency, and self-confidence in front of their friends. All EPP students experienced. (Interview. Badrul Aminun, S.Pd, Gr/EPP Teacher. July 2022)

g. Group project

Group project is for students to work collaboratively, in groups of 3-4 students work on a project. They then present orally to the class. The project may be selected by the students or by the teacher. It may be related to the Students Coursebook or to another subject,

a topical issue or an outside school event. It may take the form of a poster presentation, brochure, class magazine or a performance of a role-play they have written.

The project is assessed on the written component (poster, script) as well as the oral presentation in which every student must take part. Students are given an individual score for their contribution. Prior to commencement, discuss the concept of the project, provide guidance and approval for the topic, ensure that students understand the importance of working together in a group, and give value of each student's contribution. The submission is during unit 9 or 10 with independent study time. Teachers also provide feedback to students individually and to class as a whole. Then, teachers give students a copy of the student's achievement sheet.

This assessment project has two kind categories of scoring criteria. First is group criteria such as oral task achievement and delivery; content and ideas; written task achievement; group organization; and language. Second is individual criteria for instance ability to work in a group; contribution to the project; then planning and preparation. Thus, criteria help students for increasing their collaboration ability, team work ability, creative thinking, innovative skills, and self-confidence to cooperate and perform in front of the class. All EPP students experienced. (Interview. Elly Elvina Sahara, S.Pd/EPP Teacher. July 2022)

h. End of program test

End of program test is about student's final test completed in class. It is under test condition of EPP level 1B, 1C, and 2A. The test consists of reading, writing, listening, grammar and vocabulary, and also speaking. It has approximately time allowed for 125 minutes of written test and 60 minutes of oral test (speaking skills). This assessment is held after finishing EPP books of unit 7 - 12.

The assessment procedure reminds students to have preparation after learning unit 7 – 12. It provides students with copy of test paper, answer sheet, and cover sheet for written test. Then for oral test, students get a turn to be interviewed by teacher about 2 minutes based on the speaking test script. Teachers give feedback by providing students with their marks only and do not give tests back to students.

The assessment has delivered in separate test booklet held by the Director of Studies. It also can be done with ACT academic team through hybrid test, online and offline system. They will

give some links (google form test) and password to open the link test. All EPP students experienced. (Interview. Elly Elvina Sahara, S.Pd /EPP Teacher. July 2022).

5. EPP ASSESSMENT MAJOR CATEGORIZED

Based on the explanation above, EPP assessment experience has 8 detail events which are categorized into 4 major types, namely tests, oral assessment, portfolio, and group project. Those categorized will be explained in details;

a. Tests

Tests are assessment for students after finishing EPP course book units. These tests are written assessment. Those are divided into 3 kinds, namely unit test, mid-program test, and end-program test. All tests are to be administrated under supervised test conditions and are to be completed within the time limit specified. Students are not permitted to use external resources such as dictionaries, thesauruses, grammar books, etc., and should be seated as separately as possible within the limits of the testing environment. Students are not allowed to leave the testing environment and desks should be cleared of any extra materials. Teacher may not give the test back to the students. It provides students with their marks only on the relevant student's assessment sheet. For test weightings refer to several criteria based on unit test, mid-program test, and end-program test.

b. Oral assessment

Students are required to perform these assessment events either individually, in pairs or in groups as required. These assessment events may take place in front of the class or in the presence of the teacher depending on whether the assessment event is an oral presentation, role-play, play, mini-debate or discussion. The assessment should be filmed for moderation purposes. Assessment events are to be marked using the oral presentation; assessment criteria and the interactive role-play; assessment criteria for each event; for the group project oral component; and refer to group project assessment criteria.

c. Portfolio

Portfolio is about collecting of students work. This portfolio has 2 steps in every level of EPP. It is about 3 – 5 samples of students work during EPP course. At the end of each semester, students must submit a portfolio consisting of a range of work completed over the duration of the course. The portfolio should include samples of work from class work,

vocabulary notebooks, writing journals, and the writing program. The samples may be student-selected or teacher-directed. They must include:

- Examples of work from each unit so it can be used to establish the levels of improvement and achievement within which students are working
- A range of types of work; samples of class work completed individually or in pairs; projects; reports, posters or art work; photographs; scripts, dialogues or interviews they have produced in class; work edited after the teacher has marked it up; plans and final drafts of written work; evaluations of another students' oral presentation; student's evaluation of their own performance (oral and written, based in the use of secondary evidence such as feedback forms etc); reviews of a film seen or book read, or a record of a visit, for example, to a museum, etc.

d. Group Project

The aim of this assessment is for students to work collaboratively, in groups of 3-4, on a project. They then present the project orally to the class. The project may be selected by the students or by the teacher. It may be related to the students coursebook or may be related to another subject, a topical issue or an outside school event. It may take the form of a poster presentation, brochure, class magazine or a performance of a role-play they have written.

The project is assessed on the written component (poster, script) as well as the oral presentation, in which every student must take part. Students are given an individual score for their contribution. Prior to commencement, discuss the concept of the project, provide guidance and approval for the topic and ensure that students understand the importance of working together in a group and the value of each student's contribution.

6. CONCLUSION

Muhammadiyah as one of social and religious organization in Indonesia, put one program for internationalization of education. This program is implemented in various activities in which one of these is Muhammadiyah International Class Orientation Program. This program is designed for preparing the Indonesian cadre having international life orientation. This program collaborates with ACT Education Solution to develop English skills for students of M-ICO schools. These collaboration gives an opportunity for using EPP as M-ICO English learning curriculum. In implementing ACT Education Solution.

These curriculums provide some assessment to measure students' English achievement after finishing EPP course. The assessment done in the program is actually strategy of learning in which student enjoy the activities. M-ICO has experiences in implementing the EPP various assessment. is required to assess student comprehension in every learning EPP units. It has 3 categories of assessment experiences, mention as tests, portfolio, and project. Each of category has its own assessment events and schedule to deliver. Thus, events are based on EPP assessment folder which belongs to EPP syllabus and also ACT academic regulation. This assessment program helps students more creative and confidence after learning English with EPP.

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RESEARCHERS BIOGRAPHY

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Dr. Arbaiyah Yusuf, MA., is a lecturer of the English Language Education Department in UINSA Surabaya, secretary of the Pesantren International Education Council DeaMalela, Chairman of the East Java PWM Dikdasmen Council 2015-2022, and the East Java Education Council period 2016-2021/2022-2026. In addition to teaching at UINSA, she has experience teaching at UM Ponorogo, UM Surabaya, UM Sidoarjo, LP3I Surabaya, and Pesantren Putri al Mawaddah Ponorogo.

She has completed her secondary education at the Islamic Boarding School PP Wali Songo Ngabar Ponorogo, completed her studies at IAIN Sunan Ampel Malang and Surabaya, completed her postgraduate education at McGill University Montreal Canada and his S3 education at UIN SUKA Yogyakarta.

She has 20 years experienced as a consultant for the ASEAN Development Bank and World Bank programs, Plan International, the POKJA team for Strengthening Character Education of the Ministry of Education and Culture of the Republic of Indonesia, the Expert

Team for the Preparation of Future SNP Concepts and Forms, and UINSA Surabaya Lecturers in the fields of Educational Philosophy, Educational Psychology, Qualitative Research, and English.

She has experienced in writing book such as Philosophy of Islamic Education and research on Cosmopolitanism in Education which turned out to be very suitable for educational patterns during the Covid-19 pandemic and post-Covid- 19 pandemic. Her published articles include unlimited education and discourse on Avicenna's perspective.

The field of education that is pursued tends to Holistic Education in addition to the religious and social fields. Holistic Education is his concern both holistic education in the West, in Indonesia, and in an Islamic perspective that is related to independent learning and meaningful learning. And there are many other writings that have not been mentioned here. In 2021 as substance experts at BSNP and BSKAP, Ministry of Education and Culture, Ristek RI in the field of developing concepts and forms of National Standards for Future Education.

1. 2nd Researcher

Laras Ayuningtyas Manggiasih graduated from English Education Department in UIN Sunan Ampel Surabaya in 2020, and now she is an English teacher in both primary and senior high school students in Muhammadiyah. She had been an English teacher of English Proficiency Program for about 3 years. So, she has good experiences in assessing and teaching speaking at the program. Beside teaching, Laras also writes an adapted book, namely English Fluency for 8th grade. She is currently doing teaching English both online and offline for all levels.

2. 3rd Researcher

Arumtyas Puspitaning Padmasari graduated from postgraduate of Universitas Negeri Surabaya, Language and Literature Education Department, in 2021. She is a coordinator in M-ICO Muhammadiyah 3 junior high school Waru and also an English teacher there. She also has experienced in teaching English Proficiency Program since 2014. She has good experiences in assessing and teaching EPP program. Beside teaching, Arum also conducts a journalist extracurricular. She helps journalist student and becomes an editor of Jejak Lintang Masa Kini book. She also writes international articles in Copernicus journal. She is currently doing teaching, writing, publishing, and editing on English subject.

3. 4th Researcher

Fitriyah Hijadati graduated from postgraduate of Universitas Muhammadiyah Sidoarjo, Islamic Education, in 2021. She is a coordinator in M-ICO Muhammadiyah 2 junior high school Taman Sepanjang and also a Curriculum Head there. She also has experienced in teaching English Proficiency Program since 2014. She has good experiences in assessing and teaching EPP program. Beside teaching, Fitri also conducts a writing experience in SIM writing workshop. She helps EPP students to explore and write storybook, comic book, and other works. She is currently doing teaching, writing, publishing, and editing on English subject.



FUNCTIONAL GRAMMAR EXERCISES IN A LOCAL JUNIOR HIGH SCHOOL ENGLISH TEXTBOOK IN INDONESIA: A CRITICAL DOCUMENT STUDY

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Abstract: Several studies have been conducted on English textbook, especially in examining the contextual meaning of a language (Setyono & Widodo, 2019; Widodo, 2015; Widodo, 2018; Xiong & Qiang, 2012). Moreover, there were less study that focused on addressing the functional grammar exercises in a local junior high school English textbook in Indonesia. This present study is designed for elucidating the most matter reason for implementing functional grammar exercises in local English textbooks especially for junior high school. Using critical document study (Hatch, 2002) and using transitivity analysis (Halliday, 1994). The result examined that the local English textbook only implemented the traditional grammar exercises in designing the grammar exercises. Moreover, this study suggested for the next study focus on examining classroom practices of traditional grammar exercises and functional grammar exercises.

Keywords: *critical document study, functional grammar exercises, systemic functional grammar, transitivity analysis*

1. INTRODUCTION

As an effect of the existence of communicative language teaching (CLT), the need for grammar teaching declined due to several specific reasons (Widodo, 2018). To begin with, learning English has to support students in communicative activities, such as speaking and writing. While this claim seems sensible, learning to speak and write involves a meaning-making process that requires functional grammar (spoken grammar and written grammar) (Widodo, 2006). The second reason is that teaching traditional grammar hinders interactive learning activities. Several studies had been done on the form of grammar teaching in the few last decades. there is a significant connection between the understanding of grammar and the other language skills that made grammar has been becoming an important substance for being taught for supporting the language learners' skills of the target language (Berry, 2014; Johnson & Linddon, 2016; Liu & Jiang, 2009; Liu, 2011; Richards & Reppen, 2014; Scheffler, 2013; Widodo, 2006). With this in mind, as the basic unit of a language, grammar has covered the pedagogical competence for supporting the language learner's competence, such as listening,

reading, speaking, and writing skills (Johnson & Liddon, 2016; Richards & Reppen, 2014; Widodo, 2006).

Becoming one of the most curricula artifacts, textbook plays the most important part in the teaching and learning activity, such as it will be useful for the language teacher as the management pattern of teaching and learning material both implementing in-class or out-class activities (Setyono & Widodo, 2019; Widodo, 2015). The existence of English grammar has predominance in the field of English language teaching (Borg & Burns, 2008; Richards & Reppen, 2014; Widodo, 2006). However, the challenge in teaching grammar is when the language learners are able to understand better on several grammar rules, but they are not able to use those grammatical rules for communicative purposes (Arikan, 2009; Widodo, 2006). Jones and Chen (2016) emphasized by understanding grammar, will be given a significant positive effect on other language skills. For example, in reading skill, grammar facilitates the language learner's ability to understand the meaning in both textual or spoken texts (Widodo, 2006). Therefore, English textbook is designed with such kinds of texts and many exercises to prepare the students to pass the test. Text is a part of the language itself (both in spoken and written forms) that is functional. It means that text is a useful tool for communication between the writer and readers in several contexts of the target language (Halliday & Hasan, 1989; Halliday & Matthiessen, 2014).

Few prior studies had conducted by several researchers on the English textbook. To begin with, Harun et al. (2017) reported a study that focuses on exploring CBI's potential and depth understanding of both textual forms and semantic meaning of the L2 learners' language. They found there are several potential values of content-based instruction activity which able to increase the language learners' grammatical competence and knowledge according to the result of the pre-tests and post-tests, showed that 1) in general, the language learner performance improved in the grammar knowledge and how to use the language, 2) the language learner is able to construct the appropriate definitions for filling their lack of knowledge at the beginning of the study. Another study by Hu (2015) conducted a study on developing a framework that allows to investigate the indigenous language and the varieties of English. Findings presented that the Chinese academic texts exhibit a higher degree of technicality and compactness than their Singaporean counterpart.

However, there is less study on elucidating the most matter reason for implementing functional grammar exercises in local English textbooks, especially for junior high school. For fulfilling this need, the objective of the present study is revealing functional grammar content in grammar exercises of local English textbooks used in a junior high school in Indonesia. The functional grammar viewed a text as a substance and it also had a relation with the context function (Halliday & Matthiessen, 2014). The following are questions that guide the present study, as follows:

1. Does the existing local EFL textbook contain functional grammar exercises?
2. How can functional grammar exercises matter to be implemented in the textbooks?

2. REVIEW OF LITERATURE

2.1. Systemic Functional Grammar: The Implementation in a Curricula's Artifact

Liu (2011) asserted the crucial need on enhancing the language teacher teaching grammar instruction in order to give help the language learner in building the critical thinking ability and the appropriate use of the grammatical rules. As a result of several debates, the

existence of the model in teaching grammar has significantly increased. According to the deductive teaching grammar model, the language teacher provided the grammatical rules including examples when the student is ordered to memorize them and followed by practicing the grammatical rules in another example (Widodo, 2006). The other model of teaching grammar has proposed by Liu and Jiang (2009), they divided the teaching grammar into three models, i.e. including discourse in teaching grammar, teaching model with the lexico-grammatical method, and the corpus teaching. Thus, in this current study, I focus to unearth which extent grammar exercises in local English textbooks are used in a junior high school in Indonesia.

Halliday (1978) proposed the theory of language as a social semiotic resource which examined the connection between text (language) and context of the language. Several studies on the field of grammar as a resource for meaning-making had been conducted during the last decades (Arikan, 2009; Bateman, 1989; Brickman, 1959; Cullen, 2008; Derewianka & Jones, 2010; Macken-Horarik, 2012; Ragan, 1989). The first level of the English language is the sentence level which is divided into grammar, vocabulary, and the practical context of the language used (Bateman, 1989; Ragan, 1989). Particularly, English grammar has been viewed as a tool for meaning-making. Grammar had become a crucial position such as becoming the systematic rules of the language and tools for representing how the native language used the target language in the real-life context situation (Arikan, 2009; Derewianka & Jones, 2010; Macken-Horarik, 2012).

Halliday (1994) and Halliday and Matthiessen (2004; 2014) proposed the concept of functional grammar, which viewed the grammar with a different lens. The functional grammar viewed a text as an artifact that provided the meaning-making recourse of the English language. The text had various meaningful functions, based on the context used in the language and it presented meaningful grammatical structures (Halliday & Matthiessen, 2014). According to these perspectives, the functional grammar gave more specific use of English, not only use it for communication purposes but also becoming a crucial source of meaning-making of the social practice of the target language. The concept of language is divided into several stages, as follows 1) becoming a text and system (grammar), 2) becoming sound, wording, and writing, 3) structure, and 4) as a resource (Halliday & Matthiessen, 2014). These are the starting point of what is functional grammar itself, and the first steps search how the language creates and able for expressing meaning.

3. METHODOLOGY

This section provided an explanation of the research methodology applied in this present study. I conducted a critical document analysis (Hatch, 2002) and transitivity analysis (Halliday, 1994) especially in examining the local English textbook in Indonesia. Textbooks cover the crucial roles in classroom activities. The language teacher is able using textbook as the management pattern of teaching and learning material both implementing in-class or out-class activities (Setyono & Widodo, 2019; Widodo, 2015). For this study, the local English textbook being analyzed was Bahasa Inggris “When English Rings a Bell”, 2017 revision ed. This textbook was nationally used in junior high school in Indonesia and implemented in 2013 curricula.

However, for getting the specific data, I also used the common types of grammar exercises implemented in the textbook (Maijala & Tammenga-Helmantel, 2017), as follows:

1. Choose-the-correct-answer exercises
2. Fill-in-the-blank exercises
3. Written exercises
4. Communicative oral grammar exercises
5. Combining exercises
6. Grammar games
7. Translation exercises
8. Reflective/analytical exercises
9. Revision exercises

4. FINDINGS AND DISCUSSION

The findings showed that textbook is commonly dominated by listening and speaking exercises. Therefore, there were only nine grammar exercises designed using the traditional grammar exercises $n = 9$ (100 %) as portrayed in table 1:

Table 1. Percentage of English grammar exercises

Textbooks	Grammar Exercises	Total	Percentage
Bahasa Inggris “When English Rings a Bell”, 2017 revision ed.	Traditional Grammar Exercises	9	100%
	Functional Grammar Exercises	0	0%
Total Amount of Grammar Exercises		9	100 %

From the categories of grammar exercises found in the textbooks, the traditional English grammar exercises still dominated in the textbooks. The textbook only contained the traditional grammar exercises which means that the 2013 curricula still see a language only a tool for communication that builds up by several grammatical rules.

4.1. Deconstruction of the Traditional Grammar Exercises into Functional Grammar Exercises

As seen in Fig. 1, the type of grammar exercise that commonly appear in any language textbook is a fill-in-the-blank exercise. This exercise provided 5 questions and it began with the example of how to finish the exercises in number 1. The grammar exercises in Fig. 1 are included in traditional grammar exercises because the exercise is focused on highlighting the grammatical roles. I analyzed the process of each sentence to reveal the possible changes in

order to include the contextual meaning of the target language or social practice in daily life situations.

1. Max is saying that his teacher has more books than him, and he has fewer books than his teacher.
2. Yuni is saying that usually there are _____ in the library in the morning, and there are _____ in the afternoon.
3. Zulfikar is saying that his father _____ his uncle, and his uncle _____ his father.
4. According to Ani, her bag _____ Andri's bag.
5. According to Agus, there is _____ in bread, and _____ in banana cake.

Figure 1 Source: Bahasa Inggris: When English Rings a Bell, 2017 revision ed., p.134

For getting a deep analysis, I chose question number 3 for being analyzed and deconstructed using transitivity analysis and CDA (Halliday, 1994; Fairclough, 2001) to become functional grammar exercises. Here is the analysis of the questions after I break down them using transitivity analysis, as follows:

3. Zulfikar is saying that his father _____ his uncle, and his uncle _____ his father.

Zulfikar [P] is saying [Pro: Verbal] that his father [P] is older than [Circumstances] his uncle [P], and his uncle [P] is younger than [Circumstances] his father [P].

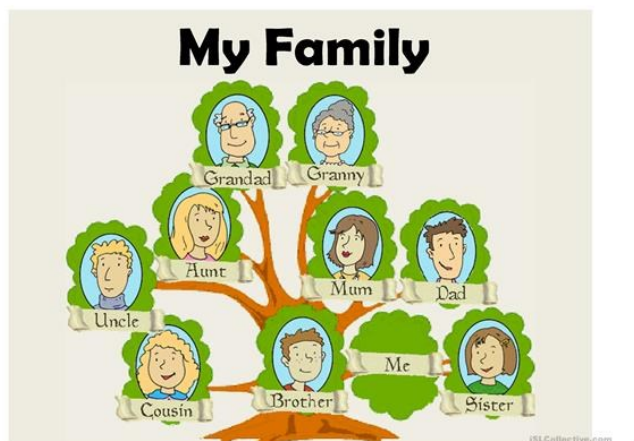
From the analysis using transitivity analysis, the questions are designed to check the language learner's understanding of the adjective words. However, for beginner English language learners, especially foreign language learners, this kind of question is hard for them because they don't have the way the target language is used practically, and sometimes the EFL learner is easier to learn a language that contains their cultural background in the language learning materials. Eggins (2004) emphasizes that based on their observation study on how people used language, he found in the natural setting the use of language, the language has a direct relationship to the context used the language in natural settings. The suggestion to revise in order to make the language learner easier to finish the exercises is by adding the contextual function in the questions, as follows:

Before revision:

3. Zulfikar is saying that his father _____ his uncle, and his uncle _____ his father.

After revision:

The importance of stimulus (e.g. visual artifacts, diagram, research result, etc.) in designing a question is to build the language learner's insight in understanding the target language material. The author of the English textbook or textbook developer must be recognized which section is important to add the stimulus. For example, in this exercise, I decided to add the family tree diagram in order to build the language insight into the use of adjectives, as follows:



(Source: <https://en.islcollective.com>)

According to the stimulus (i.e. family tree diagram), the author can be designed more variant of questions, for example from question number 3, it can become:

1. Zulfikar's father is (older / younger) than his uncle
2. Zulfikar's father is (older / younger) than his grandmother

The stimulus will be helpful for the foreign English language learner which had limited vocabulary in mind. This type of deconstruction was in line with Thompson's theory, Thompson (2014) defines functional grammar as the study of systematic grammatical rules that express the relationship with meaning.

5. CONCLUSION AND IMPLICATIONS

All in all, the importance of implementing functional grammar has been emphasized by several experts and practitioners. Halliday (1994) and Halliday and Matthiessen (2004; 2014) proposed the concept of functional grammar, which viewed the grammar with a different lens. The functional grammar viewed a text as an artifact that provided the meaning-making recourse of the English language. The text had various meaningful functions, based on the context used in the language and it presented meaningful grammatical structures (Halliday & Matthiessen, 2014). According to these perspectives, the functional grammar gave more specific use of English, not only use it for communication purposes but also becoming a crucial source of meaning-making related to social practice of target language. The concept of language is divided into several stages, as follows 1) becoming a text and system (grammar), 2) becoming sound, wording, and writing, 3) structure, and 4) as a resource (Halliday & Matthiessen, 2014). The result examined that the current local English textbook only implemented the traditional grammar exercises in designing the grammar exercise. Moreover,

this study suggested for the next study focus on examining the significant difference in the implementation of traditional grammar and functional grammar in classroom practices.

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REVEALING DIRECT AND INDIRECT STRATEGIES IN STUDENTS' PARAPHRASING COMPLETED BY VERBAL REPORT PROTOCOL

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Abstract

This study investigates about students' paraphrasing and the strategies they use. Eight students of the sixth semester of English department STKIP PGRI Jombang were voluntarily willing to enroll in the study. This study used case study as the approach in designing the research. The eight subjects did a paraphrasing task requiring them to do concurrent verbal report adapted from Ericsson and Simon (1993) while paraphrasing six sentences. Following this procedure the subjects then participated in a retrospective interview. The verbalized data and the interview were transcribed and analyzed qualitatively for identification of subject's perception on paraphrasing and their strategies using adapted Oxford's learning strategies (1990). The result of verbal report shows that there are 15 direct and indirect strategies of paraphrasing applied by the subjects, mostly cognitive and compensation strategies. Relating the two findings, quality of appropriate paraphrasing does not merely lies on the strategies the subjects applied but also their understanding and knowledge of paraphrasing as well as the acquisition of their English proficiency.

Keywords: *paraphrasing, strategies, verbal report protocol*

1. BACKGROUND

Students often require certain approaches on academic skills in order to use academic writing skills; one technique that falls under the category of academic skills is paraphrase. Oshima and Hogue (2000: 127) define paraphrasing as "a way of restating other thoughts, meaning, and information in our own words." It suggests that for students to properly paraphrase, they must have related to and understood the ideas offered in the source materials they used, while also realizing that the notions they are presenting are not their own. In order for pupils to succeed in academic writing, according to Campbell's B. Kroll's (1990: 211) claim, they must successfully integrate the ideas from various sources. When there is a misunderstanding of the idea of paraphrasing, which is typically considered to entail "taking another person's work," "academic dishonesty" may be accused. The capacity to paraphrase is one of the most crucial skills that English language learners should develop when all the information is taken into account.

There are ways of paraphrasing known as paraphrasing technique, paraphrasing stage, or paraphrasing strategies as proposed by Jordan (1999), Oshima and Hoque (2000), Bailey (2006) and Sharpe (2007). They suggest that paraphrasing needs to modify the vocabularies and the sentence structures. The vocabularies modification may use the effective synonyms or change the word order. Meanwhile the sentence modification may alter the sentence structure from active to passive or reverse the chronological order.

According to the instructions in the book, students can study various paraphrasing strategies, but as learners, they all have their own distinctive viewpoints and methods. According to Dornyei (2005: 1), "individual differences" refers to "characteristics or aspects in respect to which people may be shown to differ from one another." Although they are all given the same material, each student masters it to a different degree due to their individual thought processes. The process that takes place in the brain is referred to as learning techniques. Learning strategies refer to language acquisition activities that students actively engage in to acquire and manage the learning of a second language, according to Wenden (1987: 6).

Sharpe (2007: 87) suggests three strategies dealing with success on paraphrasing. The three strategies should be integrated in order to create an acceptable paraphrasing. The strategies are: choose synonyms for word and phrases, use alternative Grammar structures and cite expressions and idea.

Oxford (1990: 18) organizes strategies that may be used by students in details lists. She also confirms that those strategies are applicable to four language skill or even to any language tasks. Since there are few researches on paraphrasing, students' strategies applied in paraphrase task are still left observed. In order to get a detail mapping of paraphrasing learning strategies, this study merges Oxford (1990) learning strategies taxonomy with Sharpe (2007) paraphrase instructions. Major strategy is derived from Oxford (1990), whereas actions to students' paraphrasing strategies are taken from Sharpe (2007). Cues or link to strategies use in paraphrase task is shown at the table below.

**Table 1 Cues to Students' Paraphrase Strategies
adapted from Oxford (1990) and Sharpe (2007)**

Strategies	Cues to Students' Paraphrase Strategies
Direct strategies	
Memory strategies	<ul style="list-style-type: none"> - Grouping words from original source to the word classes. - Giving context for unknown terminology in the original source or drawing links between them. - Using imagery in describing words, especially adjective or noun. - Using keyword from the original source. - Reviewing the structure from the original source.
Cognitive strategies	<ul style="list-style-type: none"> - Reading with the intention of comprehending - Recognizing and applying specific structures and patterns from the original source to the paraphrased output. - Recombining the synonym with the grammatical alteration is the process of paraphrasing.

	<ul style="list-style-type: none"> - Using the original language of the source content. - A shortened form of the original source.
Compensation strategies	<ul style="list-style-type: none"> - Using linguistic cues. - Getting help from friends or teacher. - Using dictionaries or thesaurus.
Indirect Strategies	
Metacognitive strategies	<ul style="list-style-type: none"> - Providing an overview while also making connections to previously learned content - Being able to determine the point of a linguistic activity. - Conscientious self-analysis and correction of any errors or issues uncovered in the process of paraphrasing - Conducting an internal review for testing one's own paraphrase work.
Affective strategies	<ul style="list-style-type: none"> - Taking risk in using unknown cues. - Lowering anxiety using relaxation (music, deep breath, laughter)
Social strategies	<ul style="list-style-type: none"> - Developing cultural understanding to the nature of paraphrasing.

Dealing with paraphrasing, it is true that teachers' instructions are designed thoroughly to experience the students to understand the materials, but still students as different individuals have their own private attempt to paraphrase. The ones who have good writing skill are supposed to work with their own strategies in understanding and making paraphrase work as well as the one with low writing skill. The working strategies usually take places silently in students' mind or it is called as psychology process (Park, 2009: 287). In order to draw out what is actually going on when students, either good or low writing skill, dealing with paraphrasing, verbal protocols are the ways suggested.

Verbal protocols have been extensively utilized to examine the process of students' attempts to learn or carry out a task using their own strategies, as Park (2009: 287) notes. The globe over, this has already been accomplished. The mental process is also "stable and may be verbalized...while their attention is still focused on task performance," the author adds (Park, 2009: 287). In these protocols, the assignment distribution to the students happens first, and then they are asked to provide the substance of their opinions. The verbal report may be collected right away after the work was accomplished, or it could be done concurrently with the assignment's completion.

2. METHODOLOGY

This research is qualitative. Anderson and Arsenault (2005: 126) explain that qualitative research is a research in which the researchers use multi reports to interpret, understand, explain and bring meaning of phenomena in their natural setting. A case study is an empirical investigation that examines a current phenomenon while taking place in a real-world environment, according to Yin (2003: 83). When the lines between the phenomena and its surroundings are not well defined, this form of investigation is very helpful. When the

surrounding circumstances of the event being studied are critical and the researchers have little control over how those circumstances play out, the case study method is very useful.

Out of the 14 students who initially indicated interest in taking part in the research's recruitment procedure, 8 students from STKIP PGRI Jombang were selected as the study's participants. Students in their sixth semester who had already finished English Writing I, II, and III made up each topic. These selection criteria were made based on the assumption that all of the students registered for that semester had an adequate vocabulary and had previously learned certain paraphrasing skills. This is because they already obtained the information necessary for paraphrasing from their Writing II class in their third trimester and their thesis-writing seminar in their fifth semester. Intentional sampling, a technique, was used to choose the participants in this study. This strategy is in line with Paton's (2002) thesis, which contends that intentional sampling is a non-random sort of sampling in which the researchers choose "information-rich" cases in order to investigate them in detail. This approach is in line with this notion.

In addition to fulfilling, the criteria listed above for choosing the research topics, students must be highly motivated to engage in the study. When it comes to paraphrasing, they should also be able to communicate their work and be open to observation.

The most crucial tool for getting and gathering the data was the researchers themselves. The questions were created to learn about the participants' perspectives as well as the tactics they use when paraphrasing and the extent to which the efficacy of their strategies is connected to the quality of their paraphrase, therefore the researchers utilized a range of techniques to get the data. The first task required writing. The writing assignment's goal is to assess the student's paraphrasing abilities. The tasks in this study were given to the individuals in the form of sentences that needed to be translated. When asked to orally express what they were thinking about their learning strategies now, they were given a task that required them to paraphrase sentences at the sentence level. Talk-aloud and think-aloud, verbalization techniques were utilized in this study's initial phase of data collection. For their research on the level of verbalization, Ericsson and Simon (1993) were cited, and this study used their approach. The pupils have completed this process by verbalizing each stage of their thought process and recording it using a voice recorder.

Retrospection, the final stage of the verbal report process, was structured similarly to an interview. This was done to make sure the subjects would not become distracted when asked to explain their cognitive process. When this strategy was used, subjects were solely permitted to focus on their own thoughts while carrying out the tasks that had been assigned to them. During the interview, the data from the verbal report were also finished. This approach helped data triangulation when it comes to acquiring accurate information. A man-in-man interview was conducted once the project was concluded in order to get a thorough analysis. To make it easier for you, the interview was also recorded.

3. FINDINGS AND DISCUSSIONS

3.1. FINDINGS

Revealing students' paraphrasing strategies, direct and indirect strategies, based on Oxford (1990) were used by researchers. These categories of language learning strategies were adapted since it can help to map student's paraphrasing strategies. Moreover, when students made paraphrasing, they also represent their learning effort and learning strategies to complete the tasks. To assess the students' paraphrase efforts, Oxford (1990) identified three

direct strategies: memory strategies, cognitive strategies, and compensatory strategies. On the other hand, indirect learning strategies were evaluated in light of metacognitive approaches, emotional strategies, and social learning frameworks.

To know the student' strategies in paraphrasing, verbal report protocol from Ericsson and Simon (1993) was applied. It started from talk aloud, think aloud and ended with stimulated recall interview. All subjects must paraphrase six sentences provided. They should verbalize all what they were thinking while they were completing their paraphrasing, that hopefully revealed their strategies. All of their verbalization was recorded and at the end of their work, they involved in stimulated recall interview.

Adapted learning techniques from Oxford (1990) and suggested paraphrase techniques from Sharpe (2007) were used to classify and interpret the verbal report's data. This was done to respond to inquiries and make a map of the pupils' paraphrasing abilities.

From the result of verbal report and interview conducted to all subjects showed that they used varied steps of paraphrasing strategies. The table above shows that the majority of subjects used cognitive strategies. Cognitive strategies were mainly used since it served to support the subjects to develop internal procedure concerning to paraphrasing task and enable them to perform the task. These strategies might also be referred to as procedural facilitator that provides the subject structure for learning.

Table 2 the frequency/ trend of student's paraphrase strategies was mapped using Oxford (1990)

S	DIRECT STRATEGIES									INDIRECT STRATEGIES						
	Memory Strategy			Cognitive strategies (DS-CogS)					Compensation Strategies	Metacognitive strategies				Affective strategies	Social strategies	
	kw	el	ct	rd	dgp	rsy	to	so	dic	ovl	lpt	sm	se	tr	dcu	
S 1	5	5	1	6	6	6	0	1	5	0	6	1	0	1	1	
S 2	2	2	0	6	0	6	6	1	4	1	1	2	4	3	0	
S 3	0	5	0	6	6	6	6	1	6	1	4	6	2	6	3	
S 4	0	2	0	6	4	6	4	0	6	0	0	1	6	1	1	
S 5	6	1	0	6	6	6	0	3	5	0	0	4	0	4	0	
S 6	0	3	1	6	6	6	6	0	6	2	0	6	5	6	0	
S 7	0	6	0	6	6	6	6	6	4	0	0	6	0	6	0	
S 8	0	1	0	6	0	6	6	0	0	0	1	6	6	6	0	
Σ	13	25	2	48	34	48	34	12	36	4	12	32	23	33	5	
%	27.1	52.1	4.2	100	70.8	100	70.8	25.0	75.0	8.3	25.0	66.7	47.9	68.8	10.4	

Note:

s = subject	dic = using dictionaries or thesaurus
kw =using keyword from the original source.	ovl = over viewing and linking with already known material.
el =elaborating or associating unknown words from the original source.	ipt = identifying the purpose of a language task
ct = citing original sources	sm = self-monitoring for the mistakes or problems in paraphrasing
rd = reading to gain understanding	se = self-evaluating for checking paraphrasing work
dgp = recognizing and using different formula and pattern from the original source to the paraphrase work.	tr = taking risk in using unknown cues
rsy =recombining the synonym	dcu = developing cultural understanding to the nature of paraphrasing.
to = translating the original source.	% = the percentage of the strategy used by eight subjects to finish the current task.
so = summarizing the original source.	

Direct Strategies

All subjects (100%) employed reading the task to gain understanding and finding and recombining the words' synonyms or doing vocabularies shift to paraphrase the task. Only 70,8 % of the subjects recognizing and using different formula and pattern from the original source and also translating the original source to Bahasa Indonesia to paraphrase the works. They used these strategies when most of the subjects got difficulties in understanding or communicating the idea of the original sentences by looking up the difficult terms on dictionary or thesaurus.

Using keywords from the source sentence eventually should be one of effective strategies for some students in order to paraphrase. The taking of keywords was intended to understand the meaning of the whole sentence by breaking down and understanding the important or the difficult words before they paraphrase the original sentence in their own words. However, they only comprehended this strategy as a concept rather than applied it in their work.

The second strategy is to expand on the information that is missing from the source text by connecting the unfamiliar term with relevant words or possibly a whole sentence. The participants may not be familiar with the subject at hand, but by explaining the concepts in the sentences, they may be able to associate the phrases or words.

It is crucial to keep in mind the citation style in order to give credit to the creator or creators of the ideas. Any appropriate paraphrase must contain acknowledgment to the ideas' original source in order to avoid being accused of plagiarism. The majority of the study's participants were aware of the value of include citations, as indicated by the results of the interviews, as was described in the section labeled "Problems with the Study Number 1." They also understood that it was their responsibility to reword the six sentences. However, only two of them understood how important it was to refer. They readily admit that their sole

concentration was on rephrasing a sentence to include their own words or phrases while maintaining the original author's intended meaning.

For all of the respondents' paraphrasing assignments, identifying and recombining synonyms appears to be one of the more effective strategies (Subject 1 to 8). This is probably because the subjects understood how important it was to use this technique in order to create accurate paraphrase. Before deciding to use a certain synonym of a word, the participants went through a number of procedures, such as evaluating the degree of formality, appropriateness in particular contexts, and word choices. Some of them utilized a dictionary to search up the synonyms, while others used the synonym identification feature of the Microsoft Word program to either guess the meaning of the phrases or look up specific synonyms.

Translation of the original source is a paraphrase strategy that all topics are permitted to use. By employing this technique, students may be able to close the gap between their level of comprehension and the rules of Standard English. By using this cognitive method, learners are able to use their own native language as a basis for understanding new vocabularies or words in the second or foreign language. Since none of the subject is native English speakers, this technique is quite effective in changing the original idea.

Summarizing the original source was one of the strategies used in the paraphrasing process in order to compress or simplify the original source and to communicate the substance of the paragraph's key idea. On the other hand, the subject did not heavily employ this strategy. They discover that translating the original sentences helps them comprehend the meaning of the statement more clearly. Only Subjects 5 and 7 were able to successfully paraphrase in this way.

The use of thesaurus also became one of his alternative strategies in paraphrasing to find synonyms. However, the frequency of using thesaurus varied across subjects. To Subject 1 on his excerpt of verbal report above, he preferred to look up the original meaning from dictionary to find the definition rather than to seek thesaurus. By understanding the original meaning of the difficult words, he believed he could easily find the synonyms correctly. While the other subjects, Subject 3 for example, prefer to have right click on his laptop to find synonyms using thesaurus provided by Microsoft words software such as done by Subject 3 when he worked on task 3.

The other paraphrasing strategies that revealed from the subjects' paraphrasing works and the interview with all subjects were recognizing text structure and applying different formula and pattern. Recognizing text structure in this case refers to understanding meaning through analyzing the cohesive devices and discourse markers that contribute to the logical relation of ideas.

Indirect Strategies

Indirect strategy commonly used to paraphrase was metacognitive strategies. Using these strategies, the subjects could understand the way they learnt. Through this way, they could positively learnt their disabilities and lead them in the process of to think about their thinking to acquire new information and finally solve their problems in paraphrasing the task.

Overseeing is the first metacognitive technique, and it entails relating newly acquired knowledge to previously learned material. This strategy involves giving students a thorough rundown of a fundamental notion, guiding principle, or collection of objects that would be utilized in a subsequent language exercise and connecting those components to the students' past knowledge. This strategy may be used in a number of ways, including through

comprehending the motivation behind the action, amassing the appropriate vocabulary, and forming the necessary connections.

Finding the purpose of a language action is an illustration of metacognition. In establishing the goal of the language work, this strategy addressed the problem of subject consciousness. The study's participants were fully aware that the task they were completing was for research purposes. Because of this, they took care to spell out their plan of action before starting their paraphrasing assignment. This strategy helped the students become more aware of what they were doing by allowing them to maintain their attention on the task and their goal for executing it.

The participants used a broad range of different alternatives when they had trouble reframing the first statement. Many of the people employed the metacognitive technique of self-monitoring to take charge of their mistakes or the difficulties they encountered when paraphrasing. Self-monitoring is a mental activity that happens inside of a person. It entails the person keeping track of the actions they took to address their problems or make changes. It needed monitoring, verifying, and adjusting their performance while they were engaged in paraphrasing-related work. These subjects frequently used this strategy: Subjects 3, 5, 6, 7, and 8 all fall under these headings. The exception was Subject 8.

The subjects in both groups often evaluated the entire sentence that had been paraphrased as their final step to check that the grammar was correct and that there was no difference in meaning. The fact that this strategy occurred fairly close to the point at which the participants decided to forego completing the task before reading the entirety of the original text made this very noteworthy. Numbers 2, 3, 4, 6, and 7 were all of the seven subjects that made use of the self-evaluation method. If they wanted to make sure their paraphrase was thorough, both Subjects 4 and 8 strongly relied on this technique.

The third kind of indirect method entails taking a chance while using unidentified clues. According to the author, when the subject encountered words that were unclear or impossible to grasp, even after reading a dictionary, they tried to decipher the meaning of the words by looking for a gist or clue, either from the context or from their past knowledge. Even though they might not have comprehended whether or not the unknown cues were correct, they were compelled to arrive to the judgment that they needed to use them in order to finally accomplish their paraphrase.

After being "independent thinker", the subjects should finally solve their problems in paraphrasing. There were 52,1 % of the subjects elaborated or associated the unknown words from the original source and replaced the difficult words by finding familiar words using dictionary or their associated words (memory strategies). Whenever they were stuck with the difficult meaning in the task, finally they took risk using unknown cues to finish the task. It used by 68,8 % subjects.

This emotive approach gave learners a foundational understanding of the culture of the language's users. This made it easier to understand new vocabulary words and explore cultural and social conventions. This strategy involved asking clarifying questions, seeking explanations, or confirming facts to become aware of social norms. Investigating cultural or social standards may be incorporated into the process of thinking about the context of the text, which includes the necessity for vocabulary comprehension. He made the decision to look up the word in the dictionary to determine its definition.

3.2. DISCUSSION

However, it appears that the use of verbal report processes to reveal the respondents' rephrasing techniques has certain limits for some study subjects. Evidently, persons must first be cognitively aware of their thoughts and processes in order to be able to express them. Therefore, automatic processes that are carried out without the participant's understanding are not likely to be included in verbal protocols; instead, different techniques will need to be used to assess these processes. Additionally, the likelihood that nonverbal information will be reported is minimal. They acknowledge openly that they are not accustomed to conducting business in this way. It's likely that the requirements of the think-aloud exercise impeded the participants' capacity to use the knowledge and/or procedures that they would ordinarily utilize in ordinary situations. Respondents' verbal replies may be affected by issues with how they show themselves, such as the desire to appear clever, feelings of humiliation, or introversion or extroversion.

Following that, the researchers examined the pupils' use of tested paraphrase techniques. The researchers use the data from the written task as well as the transcript of the interview in order to do this. The researchers discovered that the participants used a variety of strategies, some of which did not necessarily correspond to the individuals' self-reported ideas about what constituted effective and acceptable paraphrasing. For instance, while many of the participants said they took steps to prevent direct copying by mentioning the original author and recognizing the source, the majority of them failed to properly record the reference.

The learning techniques taxonomy offered by Oxford (1990) may be seen as being very beneficial in laying out the students' paraphrasing approaches, which is required in order to identify the paraphrasing tactics used by students. By asserting that the learning strategies taxonomy may be used to all distinct types of language acquisition, Macaro (2001: 20) further defended its application.

4. CONCLUSION

The information was gathered in regard to the subject of students' paraphrasing strategies utilizing Oxford (1990) learning approaches, which also incorporated Sharpe's thoughts on paraphrasing (2007). The results showed that the people used about 15 distinct integrated direct and indirect strategies, in line with Oxford's (1990) categories of direct and indirect strategies. These techniques included using a keyword from the original source, elaborating or associating unidentified words from the original source, using citation, reading the text to understand, recognizing and applying different formula and pattern from the original source to the paraphrase work, combining the synonym and grammar change in paraphrasing, translating the original source, summarizing the original source, using dictionaries or thesaurus, over viewing and linking with other sources, and translating the original source.

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A RASCH ANALYSIS ON STUDENTS' ABILITY IN STRUCTURE AND WRITTEN EXPRESSION SECTION OF TOEFL TEST

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Abstract: TOEFL test has been used in the universities for many purposes, for instance, since 2021, Sharia Faculty has implemented this rule for graduation requirements. Therefore, Sharia International Center (SIC) has initiated TOEFL Training Batch 1 to analyse the students' English ability since the students have never been exposed to the TOEFL test before. This research was carried out to analyze the students' English proficiency and difficulty to answer questions in the Structure and Written Expression part of the TOEFL test so that they will get an insight about what should they emphasize to improve their score. Approximately 24 students' answer sheets were collected and analysed using Winstep from Rasch Measurement Model. They answered 40 questions of the section. The findings of the study showed that many of the students (more than 50%) have low level of structure and written expression skills. Meaning that they have difficulties in answering some questions in this section. The results also reported that they still have difficulty to answer questions related to complex sentences and parallelism in a sentence. All these findings can be a valuable information for both students and English lecturers. Lecturers can help the students improve their English ability or TOEFL score by analysing types of question they cannot answer and then design the classroom teaching and learning focusing more on this aspect.

Keywords: *Item Analysis, Structure and Written Expression, Rasch Measurement Model*

1. INTRODUCTION

The Test of English as a Foreign Language (TOEFL) is one of the English standardized tests used in many countries. This kind of proficiency test is used to measure students' English ability (Abboud & Hussein, 2011). It has many types of tests, such as the Institutional Testing Program, the Internet Based Test, the Paper Based Test and the Computer Based Test.

TOEFL test has also been used in many institutions in Indonesia for different purposes (Muhajir & Gani, 2018). For instance, several universities demand their students to take TOEFL test for graduation requirements. One of which is Faculty of Sharia in Salatiga State Islamic University. Starting In 2021, the faculty required the students to take the TOEFL test before graduating. The students are encouraged to learn and master English language because, nowadays, English proficiency has become a requirement to apply for job in many legal institutions as well as to apply for a scholarship to a higher degree. Therefore, Sharia International Center (SIC) in the Faculty of Sharia has initiated to organize the TOEFL ITP

training Batch 1 to help the students get prepared before taking the TOEFL test in the Language Center of UIN Salatiga.

The TOEFL ITP itself consist of three sections. The first section is listening comprehension with 50 questions, followed by the structure and written expression in section two with 40 questions, and reading comprehension in the last section with 50 questions.

Based on the initial interview with the students, the structure and written expression questions are the hardest section in the TOEFL test. This might happen because English is regarded as a foreign language therefore learning English grammar become a great challenge for them (Tangelangi, 2020). This is in line with the findings from Ubaedillah (2020) that students reported that the second part of the test is the hardest, which examine their structure and written expression ability, is where they usually failed to get good score. This section evaluates the students' ability to recognize incorrect English sentences. The examinee are asked to choose the correct answer to complete the sentences and after that they have to recognize the grammatical errors in the sentences (Abboud & Hussein, 2011).

Takelangi (2020) found that students' competence in answering the questions in section two is low because they did not master the English grammar. Other researchers have also found that students still have difficulty in answering the TOEFL test questions because they are not familiar with it, especially the students from non-English departments. Some of the also failed in the test because they did not take a course in TOEFL before the test (Abboud & Hussein, 2011).

Therefore, this research is tempted to analyze the examinees' English proficiency and difficulty in answering the second section of the TOEFL test. The findings of the study will give a valuable insight for the SIC members about the students' competence so that they can design the suitable TOEFL training for the next batch.

2. RESEARCH METHOD

The study involved 24 students in the Faculty of Sharia, UIN Salatiga. They answered 40 questions in the structure and written expression section of the TOEFL ITP prediction test in 25 minutes. Section two is divided into two sections as well, the first is structure section and the second one is expression section. In the first section, the questions are in the form of multiple choice and the students should be able to choose the best answer. In the expression section, the students were asked to analyze the grammatically incorrect word in a sentence.

Their responses are then analyzed using Winstep from Rasch Measurement Model. The Person and Item Wright Map will be used to report the students' English ability. It will also be used to show the difficulty level of the question according to the students' ability. Furthermore, the item measure will also be used to analyzed the questions in the test.

3. RESULT AND DISCUSSION

The participants of the study have answered 40 questions in the second section of the TOEFL test. The collected data was analyzed using Rasch Measurement Model. Below is the Person Item Wright map that will show the distribution of students' ability and items of the tests.

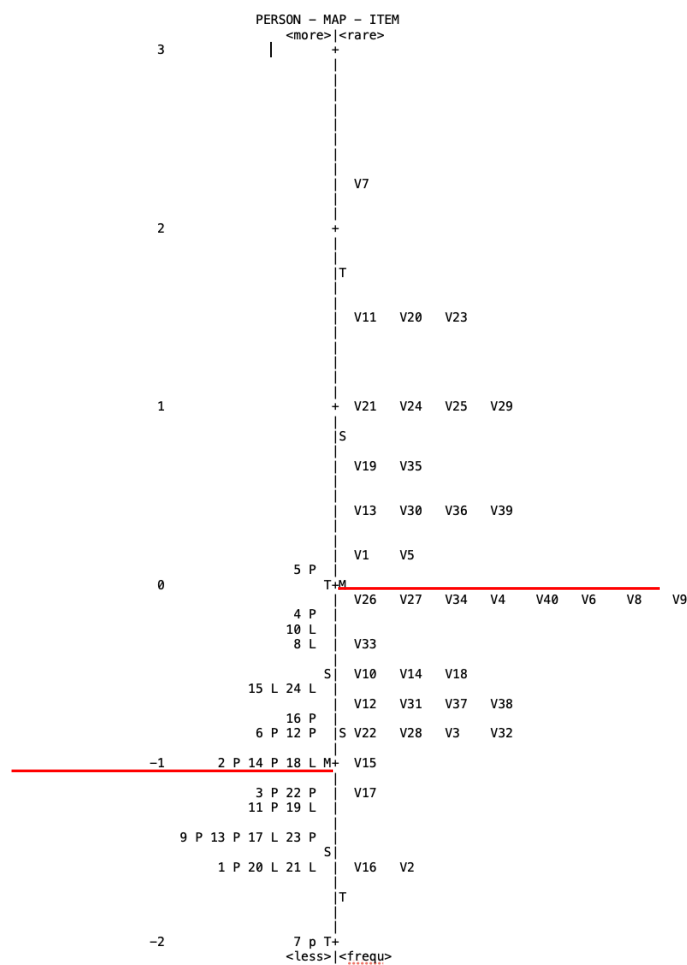


Figure 1 Person Item Wright Map

The Figure 1 above illustrated the distribution of the person and items in the research. The right side of the map showed the spread of the items (questions) based on its difficulty while the left side showed the students' ability. Wright and Stone (1999) explained the spread of items is in line with the spread of person. It means that students with lower English ability were placed below those high ability students. Also, the easy questions were below the difficult questions.

Table 1. Students' Level of English Ability

Logit Measure	Students	Percentage	Level
>-.41	4	17%	High
-.41 - -1.53	16	66%	Intermediate
>-1.53	4	17%	Low

It can be seen from the red line on the map that the mean score of the students (-1.02) is far below the mean score of the items (.00). Meaning that the difficulty of the items in section two of the TOEFL test is higher than the students' ability. The Standard Deviation (SD) was used to categorize the students into three different level of ability, high, intermediate and low. Only

4 students who categorized as high ability students in this class, followed by 16 students with intermediate level and 4 students with low ability. The finding is similar to the findings from Takelangi (2020) who found that students' competence in answering the questions in section two is low because they did not master the English grammar. Therefore, English teachers should help the students improve their English ability by carrying out the TOEFL training. Besides, the English 1 and English 2 course in the faculty should emphasize more on TOEFL test practice so that the students will be more familiar with various types of TOEFL test.

The student labeled as 5P (female students) with logit measure .10 is the highest ability student. However, despite her being the highest ability among others, she still has difficulty in answering many questions (as placed above her in the map). On the contrary, student number 7P (female student) was on the lowest place in the map which means that she has the lowest English ability.

Table 2. Items' Difficulty Level

Logit Measure	Items	Percentage	Level
>.87	8	20%	Difficult
.87 - -.87	28	70%	Medium
>-.87	4	10The %	Easy

The table above described the items or questions difficulty level. Among 40 questions, about 8 questions are categorized as difficult, followed by 20 questions categorized as medium and only 4 questions are deemed as easy for them. This indicated that students were not familiar with the types of questions as they have not been exposed to the TOEFL test before and they still need to improve their ability through training and practicing.

Among the difficult questions are question number 7, 11 from the structure section and question number 20, 21, 23, 24, 25 and 29 from the written expression section. In the structure section, the students should be able to choose the correct answer from the multiple choices. While in the expression section, they should be able to identify one of the underlined words that is grammatically Incorrect.

For instance, question number 21 about parallelism is among the difficult questions. Students need to analyze the incorrect underlined word in a sentence "There are more than eighty-four million specimens in the National Museum of Natural History's collection of biological, geological, archeological, and anthropology treasures". Many students picked the wrong answer in this question. Ubaedillah (2020) in his study also reported that most of the students (90%) still have difficulty in parallelism.

Another difficult question is question number 20 which is about the degree of comparison. The question is "The neocortex is, in evolutionary terms, most recent layer of the brain". The correct answer should be "most". The word "most" in this sentence is grammatically incorrect because it should be preceded with "the".

This finding reported that the students still struggle to answer the questions in the second section of the TOEFL test. Besides, teachers are also urged to encourage and motivate the students to learn English because of its importance (Halim & Ardiningtyas, 2018).

4. CONCLUSION

To sum up, the students' English ability is still low. Many of them still have difficulty in answering the questions, for example questions about parallelism and degree of comparison. This can be a valuable insight for both the students and SIC members. Students should improve their English ability by taking TOEFL preparation class and also do more practice in order to improve their ability and be familiar with various types of TOEFL questions.

The SIC members can use the finding of this study to design the suitable TOEFL Preparation course for the students of Sharia Faculty so that they can pass the minimum score as required by the faculty. The TOEFL preparation course should be carried out in the next semester to help the students improve their English ability.

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THE FUNCTION OF CULTURAL VALUES AND THE EXISTENCE OF CLASSICAL LITERATURE AMONG SOCIETY

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Abstract: Based on the ancestors' belief, traditional marriage in Toraja society comes from the sky. As the first humans came from the sky (*To Manurun di langi'*), *Datu Laukku* and *Datu Laettan* came with *Aluk sanda pitunna*. In the *Aluk sanda pitunna*, there are rules of spoiler *kapa' / marriage* which are well maintained by the ancestors so that they become a hereditary tool. This study aims to: (1) describe the function of cultural values contained in the *ma'parapa* text in the procession of the *rampanan kapa'* in Tana Toraja. (2) to describe the existence of the *ma'parapa* text among people in the procession of the *rampanan kapa'* in Tana Toraja. This type of research is qualitative research. The data of this research are in the form of text quotations that describe the function of cultural values contained in the *ma'parapa* text in the procession of the *rampanan kapa'* in Tana Toraja. The data collection techniques were done using documentation, literature study, and interviews. The data analysis technique was carried out with an interactive model with stages: data collection, data reduction, data presentation, and data conclusion/verification. The results of this study indicate that (1) the functions of cultural values contained in the *ma'parapa* text in the procession of the *rampanan kapa'* include the functions for families and cultural groups. (2) the existence of the *ma'parapa* text in the procession of the *rampanan kapa'* in North Toraja is getting more alive and increasingly exists.

Keywords: *Function of cultural values; Existence of the ma'parapa text; Rampanan kapa' in Tana Toraja*

1. Introduction

Based on the ancestors' belief, traditional marriage in the Toraja community came from the sky. As the first man came from the sky (*To Manurun di langi'*) *Datu Laukku* and *Datu Laettan* came carrying *Aluk sanda pitunna*. It is stated in *Aluksanda pitunna* that there is a regulation of the *rampanan kapa' / marriage* which is well maintained by the ancestors so that it becomes a descending instrument. According to Sari (2019), one of the richness of the Indonesian archipelago construction culture lies in the various construction of marriage practices in various regions. Society and culture are a system that cannot be separated from each other because there is no culture that does not grow and develop from a society. Vice versa, there is no society that has no culture because, without culture, it is impossible for humans to survive.

In short, culture is the way a community lives their daily lives. The Tana Toraja people are one of the tribes in Indonesia that, in their social life, still maintain the cultural traditions of their ancestors to this day.

The Rampanan kapa' is merely a figurative meaning when viewed from an etymological point of view. Meanwhile, from a juridical perspective, starting from an etymological understanding, the *rampanan* is an object or tool that functions as a place to attach the house frameworks. And also, *kapa'* (cotton) is used as a cleanliness and holiness symbol of men and women who will be married. In relation to marriage, then the *rampanan kapa'* is where marriage is established, consisting of a man and a woman. This place is holy and clean; it must be maintained and strengthened. Therefore, in the Toraja area, if a marriage does not go through procedures or provisions according to customary law, then the act of *rampanan kapa'* (Marriage) is seen by the community as an insulting act and a violation of the customary law of the area at the same time (Dorce Randan, 1986). Marriage does not only unite two people but also two families, so getting married is considered an expression of gratitude, happiness, and pride (Rahmad, 2018).

Kada tominaa of the Toraja region is one of the oral literature in the Toraja area, which is in the form of verse and is passed down from mouth to mouth. *Kada tominaa* is spoken by a traditional leader at various thanksgiving ceremonies or so-called *tuka'* signs, for example, at weddings or so-called *rampanan kapa'*. *Kada tominaa* of the Toraja area, which is oral literature with its peculiarities, is always expressed for particular interests according to the sound of the verse. It means that the *kada tominaa* of the Toraja area is used as one of the mediums of expression of the Toraja regional community to communicate their life experiences and particular interests to others within the scope of the Toraja regional community (Baan, 2014). They come to the understanding that *aluk rampanan kapa'* is a very sacred ceremony. If there is a violation, they will be sanctioned by their fellow human beings and the Creator (Gallent, 2013; & Sari, 2020).

Ma'parapa is an activity aiming to calm everyone at an event. The cast of this activity is conveyed by the person entrusted by the family in conveying matters related to the activities that have been carried out. *Ma'parapa* comes from the word *rapa'*, which means calm, and *ma,* which means to do, it means when this word is united with the prefix to calm the condition. *Ma'parapa* is usually carried out in various traditional ceremonial activities in Toraja, both the traditional ceremony of the *rambu tuka'* and the traditional ceremony of the *rambu solo*.

The cultural value system is the core value of society. Each individual or group follows this core value. That value is usually upheld, so it becomes one of the determining factors in behavior. The value system is not spread arbitrarily but has a reciprocal relationship, which explains the existence of order in a society. In the value system, various conceptions usually live in most people's minds about things considered valuable in life. Therefore, a cultural value system serves as the highest guideline for human behavior (Williams, 1960; Koentjaraningrat, 1981; Lasky, 2005). The cultural value system is so strong, pervasive, and rooted in the psyche of the cultural community that it is difficult to replace and change in a short time. A culture is an object that humans create as cultured beings in behavior and tangible things (Rescorla *et al.*, 2019; Devianty, 2017; Erez, 2006).

The term culture comes from the Sanskrit "Budhaya," the plural form of "buddhi or

reason” culture is associated with a concept that connotes reason, while the term “culture” is a series of “cultivation” so that it means the power of the mind in the form of creativity (reason, ratio), karsa and taste (Agussalim, 2005; Wang & Yao, 2016). Thus, culture is the result of creativity, taste, and intention. In creating a national culture, it is necessary to use a view that is oriented towards the glory days of our ancestors and a view of the current state of affairs because culture needs to give the Indonesian people the ability to face modern civilization (Agussalim, 2005; & Lau *et al.*, 2021).

The cultural value system is universally related to the cultural value system in society, which has five main problems in human life, namely (1) the nature of human life; (2) the nature of human work; (3) the nature of human time; (4) the nature of human nature; and (5) the nature of human relations (Koentjaningrat (2002). The cultural value system is a series of abstract conceptions that live in the minds of most of the citizens of society regarding what is considered essential and valuable, but also about what is considered trivial and worthless in life (Koentjaningrat, 2002). The social value in *ma'parapa* text of *rampanan kapa'* in Tana Toraja is caring and social solidarity (Sari, 2020; Lythgoe & Baqueriza-Jackson, 2021).

The process of community life is closely related to this value system, which is closely related to human attitudes and behavior. The value system is an integrated part of moral ethics, which manifests itself in social norms, legal and customary systems that function as a code of conduct to regulate society. Also adding that regional cultural values are certainly more particularistic, meaning that they are generally accepted in the cultural area of certain ethnic groups. Since childhood, the individual has been impregnated by the cultural values of his community, so cultural values have been rooted in his mentality. Also, these values are difficult to be replaced with other cultural values in a short time. Concretely, the manifestation of these cultural values can reflect certain stereotypes; for example, Javanese people are identified as polite, act slowly, gentle, speak soft words, and so on. Each culture consists of layers divided into four interconnected systems: 1) knowledge and belief systems, 2) value systems and systems of meaning, 3) behavioral systems as embodiments of knowledge and values, and 4) systems of things (Sandarupa, 2015; Ciccarino *et al.*, 2022).

Based on some of the explanations above, the author is very interested in studying and introducing one of the Toraja cultures, namely the *ma'parapa* text, which is used in the *rampanan kapa'* procession on the grounds that in the *ma'parapa* text there are many values that need to be studied, informed to the public, and applied in everyday life. So that the culture in North Toraja, especially *aluk rampanan kapa'* (marriage), remains preserved and implemented. In connection with this explanation, the researchers gave the title of this study, namely: the function of cultural values and the existence of the *ma'parapa* text among the community in the *rampanan kapa'* procession in Tana Toraja.

2. Research Method

This research included qualitative research. The design of this research was to collect data, process data, analyze data, and test the research results objectively or according to the results obtained in the field. The data source in this study was the *ma'parapa* text in the *rampanan kapa'* procession in Tana Toraja. *Ma'parapa* text was obtained from informants. This research data consisted of two, namely primary data and secondary data. The researcher acted as the core instrument, and the informant acted as a complementary instrument. Data collection techniques used in this research were documentation, literature study, and interview techniques. Research data analysis activities using an interactive model were carried out with four stages of activities: data collection, data reduction, data presentation, data withdrawal/verification, and data presentation. Jufri (2007) said that the characteristics of qualitative research are: (1) it has a natural setting as a direct data source, (2) it is descriptive, (3) it places more emphasis on process than results, (4) it tends to analyze data inductively, and (5) its meaning is essential.

3. Results and Discussion

Cultural Values

Cultural values are abstract concepts about big and general problems that are very important and valuable for people's lives. Cultural values become a reference for the behavior of most community members concerned, are in their minds, and are difficult to explain rationally. Cultural values are lasting and not easily changed or replaced by other cultural values. Cultural values are core values that are used as guidelines for life by individuals or community groups. In people's lives, cultural values are closely related to human attitudes and behavior. These cultural values manifest in life behaviors, such as politeness, good speech, gentle character, etc. Based on the *ma'parapa* text in the *rampanan kapa'* procession in North Toraja, cultural values are found as follows:

The attitude of respect for fellow humans is found in the *ma'parapa* text. It is implemented through the 1st stanza below:

- (1) *Tabe' lako olo mala'bi'na to umpobayu bayunna tongkonan to umposarong-sarongna pa'kalandoan toparengnge' torroan indo' torroan ambe'di pabarrena allo simman lako tingayo makaraengna to di palindona bulan*

The honorable, the nobility or cousins of the community, and the relevant customary holders present in this place

Tabe' lako olo mala'bi'na to sitaranak aluk mellao langi' simman lako tingayo makaraengna to siria sangha' losson di batara pendeta, ustad, imam tungkasanganna

The honorable, or that we respect, to those who have been given positions whether they are priests, priests, so-called *aluk*, or religions descending from the heavens.

Tabe' lako to sitoe tokonna lembang simman lakoto sisaladau pebosena lapi to ma'parenta tungkasanganna

The honorable Mr. government (Regent, Sub-district head, or head of Lembang)

Tabe' lako to utaranak dandanau sangka simman lako to si saladan to bangunan ada' to parangngi, to makaka tungkasanganna

The honorable the traditional figure called *tomakaka*, the *toparengge* who is responsible for the customs in the local community.

Tabé' lako pa'rannuanna tondok simman lako pa'paellean la dinai mekutana lollong meusik tanda marorong keden tang di lambi'na te mai tong di karatuinna
The honorable community leaders, youth leaders, then female leaders.

Tabé' lako to matua indak simman lako to banu' kararangan torro pekamberan tungkasanganna
The honorable ones are the village elders, in a sense of a place to ask if one of the customs is being violated, which is called *tomatua* main or *banukarurungan*.

Tabé' massola nasan simman lako angga mairi', tae', misa' kupasalian rinding kupataleko'na manangnga lante isungan pangngurrande-randean, ada'na rampanan kapa' basse situka sangka'na pa'sullean allo kaso sitamben, Lo' bangan pa' sangruang rinding, palempean pau sangsukema menangnga.

Dear Sirs, all those present at the place called *massolanasang*. Nothing is forgotten or without exception, called *tae misa ku paselianrinding umpalekona mangganna banua* (outside the walls).

Angku bendan pa lan alla' tangngata massola nasang latumannang lan te angga mairi. Lampa tikillang inde kombong bulaanna rampanan kapa' um pati kurarak inde sangka'na basse si tuka'.

I will stand before all of you/the audience who will stand before all present. I will open an association glorifying marriage, stretching (will open) the tradition of exchange. (NMSM.1)

The text above shows respect for fellow human beings. It is confirmed through the results of interviews with informants who stated that the term *tabé'* contained in the quote above refers to the appreciation of the invitation. For the informant, the meaning of *tabé'* refers to an apology and a request for permission. The stanza above shows an attitude of respect for fellow human beings, one of the cultures that the people of North Toraja still maintain. All those present at the wedding were considered as brothers, although they were of different descent, and were respected by both parents, youth, and children. Humans, creatures with the privilege of having a mind and heart, should have wisdom so they can continue to exist and complete one another. Between fellow human beings, there must be mutual respect, reciprocal respect, and mutual support in managing the earth and all its contents for the sake of the continuity of life in this world. The word *tabé'* has become entrenched in Toraja society as a form of respect, asking permission, asking to be excused; if it is applied in everyday life, the Toraja people consider it an attitude of respect for fellow human beings as contained in the stanza above. The word *tabé'* is a polite word, and as a "polite word," the person who pronounces it will get appreciation from the people around him. Respect for fellow human beings is an attitude of giving towards a value that is accepted by humans or the local community. The more advanced the world development, the stronger the defense of the previous parents' culture or habits to always be used as an example of the practice of everyday life.

This statement is reinforced by the opinion (Koentjaningrat, 2002; & Erez, 2006) that the cultural system is universally related to the cultural value system in society, especially those related to human relations. It is related to the meaning of *tabé'*, a manifestation of respect for fellow human beings. The attitude of respect for fellow humans is also found in the *ma'parapa* text. It is emphasized through the 2nd stanza below:

2nd stanza

(2) *E...tau e...tau e...tau e*

Hi everyone, hi everyone

Angganna to rapa' lante inan kaparannuan
Everyone present at the wedding

Makalimana to bintin lante isungan pangngurrande-randeana aluk rampanan kapa'
The whole thing is calm, sitting quietly, thanksgiving for marriage customs

Tasiparapa'pa dolo diong ballaram ampa' Let's
calm down on the seat that is on the mat

Tasi ta'tan pa angga mairi' diong rantean tuyu
Reprimand each other, don't make noise as a whole on the seat, namely on the mat

Labendanpa' lante alla' tangnga tingayo la massola nasang I
want to stand, in front of you, in the midst of all of you

La tunannangpa lante una'ta angga mairi I
will stand before you, in this event

Laumparampo pa' sangabuku kada
Want to express, a word

La umbuang sangpati'kanna bisara
Want to say a few words

Siulangna lante aluk rampanan kapa' basse situka'
In regard to this wedding event, the exchange of agreements

Kadende'na lante sangka'na pa'sullean allo kaso sitamben
Tied in this law/tradition, the suns cross each other

Inde anak sola duai, sumurruk tama rampanan kapa'datang.
These two children, enter into laying down the law

Yamo bali datunna la sang bamban ayokana Sampe Bahrul sola lince tu lau mendadi
That he is the king together until Bahrul and Bitch will become husband and wife

Sang bua dodo Sampe Bahrul sola Lince tu unnisung sangayoka
Being in a sarong specially worn by women, Sampeh Bahrul and Lince sit together

Tu nannang sanglesoan kale lante allo mo totemo lante kulla marassan
Standing equally in today in the glow while it lasts (NMSM.2)

The text above shows respect for fellow human beings. This is confirmed through the results of interviews with informants who stated that *e tau e...e tau e...* means *tominaa* said that “hi audience, hi audience.” Today *allo malabi'* means a special day because today is the second agreement day for the bride and groom to carry out the holy marriage. *Makalimana to bintin lante isungan pangngurrande-randeana aluk rampanan kapa'* means men, women, and children who are not included in the figures, the total number of people present at the activity in one activity, we respect them even though all children we value. *E tau e...e tau e...* is a word that is entrenched in the Toraja people. This word can be found in rituals, such as

weddings, thanksgiving, and death. The stanza above shows respect for fellow human beings by calling all people present at the wedding always to sit quietly because *tominaa* will convey about marriage customs, namely the tradition of crossing each other or exchanging that the groom's parents have become the bride's parents and vice versa. The bride and groom have agreed on the marriage customs in North Toraja. The bride and groom are considered Kings of the Day, which in Toraja language is "*Yamo bali datunna la sang bamban Ayokana Sampe Bahrul sola Lince tu lau mendadi.*" Will unite in a special sarong for the bride and groom. Carrying out traditional Toraja marriage rituals is an attitude of respect for fellow human beings because respecting the culture preserved from generation to generation, respecting parents, and all those present at the wedding.

This statement is reinforced by the opinion of Koentjaningrat (2002), which explains that the cultural value system is a series of abstract conceptions that live in the minds of most citizens of society about what is considered to have important and valuable meaning, but what is considered trivial and not valuable in life.

- (3) *E... na lambi'mo te allo maelo, nadete'mo le kulla' ma pia dadi*
 E...has found this auspicious day, has got a glorious shine born (children who are holy in nature)

Lante allo masero pindan lante kulla' mabase banaa
 On this day, clean plates made of stone (clean as gold) in the light of day the plates have been cleaned

Allo mangkana pilei langsa' indo' ambe'na
 The day mom and dad have chosen

Lante kulla pura notonno' bua kayu to mendadianna
 In the light/shine, chooses the tree of the person who gave birth to it

Pato malinna Sampe Bahrul sola Lince
 Both sides until Bahrul is the same

Lananai sikorok londong to ma'rapu tallang
 They will occupy each other telling each other the roosters; the crowds gather/bamboo clumps

La si kutinti saungan angganna taruk bulaanna
 Calling each other cocks that can be pitted, all golden tuna

La untanda sa'bi inde rampanan kapa' basse situka'
 Bear witness to this marriage law, exchange agreement

La untanda tasikki inde sangka'na pa'sullean allo
 Becoming this sea the law returns the sun

Kaso sitamben. Sampe Bahrul sola lince
 Cross each other. Until Bahrul and Lince

Tu lalangan mo pue-pue rara'na
 Who has taken the big necklace stage

Tula endek mo dao gorang diandilo
 Go up to the aisle

Langngan undemme' ampang rara'na
Rise holding the frame over the door

Endek unnambe lumpa lumpa bulaanna
He hugged his shoulders to the top frame of the door

Inan disalli gayung kaisungan dikapu lola'
A place that is locked in style, where the aisle is closed with a lola (bracelet)

Di burean kandaure mauli anna digente datu singgattu
in pairs of antiques containing being sworn in as king for a day

Tu di gente' datu sangngattu', karaeng sangguka' masiang.
Appointed king for a day, king for a day (NMSM.3)

The text above is a continuation of the 1st stanza text. It also shows an attitude of respect for fellow human beings. The line “*E...na lambi'mo te allo maelo, nedete' mo le kulla' ma pia dadi*” is one of the Toraja people's culture that the sorting of days good deeds will also bring benefits to both families who are united in the bond of marriage. The choice of words “clean plates, langsung, bamboo, roosters, door frames, and very large gold bracelets” describes a clean day or a day that is considered good such as a clean plate made of stone. Then, langsung fruit, whose contents are clean, just like a clump of bamboo, means a family or community that is gathering. Next, a rooster is likened to the bride and groom so that they will always be strong in living the ark of the household, like the top door frame. Additionally, a large gold bracelet is likened to a strong marriage and is bestowed with many blessings from God. Marriage is a place to apply an attitude of respect for fellow human beings, as in the 2nd stanza in the *ma'parapa* text, that all those present should respect the course of the wedding procession because it is the day chosen by the two families.

This statement is reinforced by the opinion of Koentjaningrat (2002) & Yolles (2019), who explain that the cultural value system is a series of abstract conceptions that live in the minds of most citizens of society regarding what is considered important and valuable but what is taken for granted and worthless in life. It is related to the meaning contained in the 2nd stanza in the *ma'parapa* text that the two families have agreed on a day that is considered auspicious to get married. All those who take the time to attend the wedding or *rampanan kapa'* are all appreciated, and vice versa; all the people who are attendees must also appreciate the course of the event. It is because the wedding that is being held is a good day that the two families have determined. The attitude of respect for fellow human beings reflects the cultural practices of the North Toraja people containing cultural values that guide the behavior of social life, one of which is the wedding ceremony.

The function of Cultural Values

The researcher interviewed the first respondent Mr. Yulius Tandi Rapang, a retired English teacher who used to bring *ma'parapa* texts. According to him, *the ma'parapa* text has functions and benefits for education, family groups, and cultural groups. Mr. Yulius Tandi Rapang said that:

- (1) “To encourage the younger generations to dare to speak in public and be able to apply good behavior in everyday life. Stay in harmony, and always do good qualities as our predecessors did. Then, the function of cultural groups is to strengthen mutually supportive relationships in carrying out events, working together, and solving existing problems.

Next, the researcher interviewed the second respondent Mr. Yuli Pangkung, an art teacher and one of the special traditional leaders in the Randan Batu area. According to him, the *ma'parapa* text functions for education, family groups, and cultural groups.

- (2) “So that children can interpret advice, advice, and relationships with God Almighty. The *ma'parapa* text for family clumps has the function that cognate families can take the advice contained in the *ma'parapa* text and can apply it in daily life so that cognate families can always work together, live in harmony, and maintain their culture. Meanwhile, for cultural groups, it is useful to form a community to work together on every problem faced by every cultural group that exists in one society and care for one another.
- (3) “The *ma'parapa* text has a moral value function that people will know more and more that this *aluk rampanan kapa'* is a very sacred level of the ceremony which if there is a violation will be given sanctions from fellow humans and also from the creator. The *ma'parapa* text has a valuable function in religion to be grateful for God's blessing, who gives a very beautiful day that can only be done once in a lifetime. The function of cultural values contained in the *ma'parapa* text is an effort to preserve culture. Meanwhile, for the function of educational value, the value is more for the bride and groom; if they understand, they will know that this is a culture left by their ancestors and values related to education have advice (messages or advice) in it regarding the provisions of *rampan kapa'*. The *ma'parapa* text is more or less a manifestation of the culture and values that the people of North Toraja believe.

Thus, according to the three informants whom the author has interviewed, the function of the values contained in the *ma'parapa* text are values that must be maintained and always preserved in everyday life, both in formal and informal forms. In order to always create a society that is brave, has good morals, works together, tries to preserve its culture, and always lives in harmony. Every *tominaa* who brings *ma'parapa* text is not all the same. Thus, something is starting from the opening, the introduction, then starting the *aluk rampanan kapa'* since *puang matua* (God) created humans into this world in relation to *aluk malolotangnga* or *aluk rampanan kapa'*. Then, it will be continued with the *aluk rampanan kapa'* journey up to this time, giving thanks to the bride and groom and all things related to the ceremony to be grateful to God, and finally by asking God for blessings for the bride and groom and their families.

For those who understand that the *rampanan kapa'* custom is a very sacred thing for the Toraja indigenous people, the customary provisions regarding the *rampanan kapa'* have so many laws. Thus, everyone will feel that violating the customary rules regarding marriage is something that is strictly prohibited by custom. If it is clear that there will be consequences in a marriage blessing for Christianity or a marriage contract for Islam, such as the provisions in the book; in this case, the law is not real, but if the custom is real, it is almost the same as the law, the provisions are there, the punishment is there. The sanctions are almost the same as the law or formal law. What determines that a person is guilty is the customary holder and community elders who determine that they are guilty; for example, if someone violates their customary marriage and then they violate the rules. Such as divorcing their partner without a good reason, they will be subject to customary sanctions. Thus, if the customary sanctions are re-applied again the four basic *rampanan kapa'* are *tana bulaan*, *tana bassi*, *tana karuru*, and *tana kua-kua*. Hence, the position of the bride and

groom whether they are in *tana bulaan*, *tana bassi*, *tana karuru* and *tana kua-kua* is adjusted to social strata as well sanctions are adjusted according to strata.

The severity of the violation is determined by community elders or traditional leaders (traditional leaders) in the North Toraja region, whose name is *toparinggi*. The sanctions are in the form of material; since the Torajans embrace modern religion, there are sanctions that are expelled to other areas called *dialik*, some are killed, some are marked on their hands made bracelets made of rattan, the Toraja language is *digallangi wei*, there is also a name *dialik* which means expelled from It's up to you where you want to go, some are killed and drowned, so customary law was tough when the Toraja people still adhered to *Aluk Todolo*, now the form of sanctions is an average meter and is measured by a buffalo, for example, the violation is serious and the *tana* is *tana' Bulan* if it is in the central area of Toraja, they will be sanctioned *Sangpulo*, two *Ayoka*, which means that one *Ayoka* are 2 buffaloes, 12 *Ayoka* means 24 buffaloes specifically for *tana' bulaan*. Thus, in material terms, laws such as being killed have no longer existed since the Toraja people embraced modern religion.

The Existence of the Ma'parapa Text in the Rampanan Kapa' Procession in Tana Toraja

The researchers interviewed community leaders who were considered capable of assessing the existence of the *ma'parapa* text. For this purpose, the researcher interviewed three informants for the formulation of this problem; the first was Mr. Bastian, one of the community leaders in North Toraja, especially the Londa Tadongkon area. Mr. Bastian said that:

- (1) "Starting to explore again, the Toraja people are now more modern, most of the people want to know what their parents did before and want to know the real value, but they want to adapt to modern religion. There are still many people who do it."

According to the second informant, Mr. Yulius Tandi Rapang, one of the community leaders who often brought *ma'parapa* texts, said that:

- (2) "Ma'parapa texts are increasingly alive today, because if in the *rampanan kapa'* (wedding) ceremony there is no one who brings/chants the *ma'parapa* text, then the wedding ceremony feels lifeless."

The third informant, Mr. Yuli Pangkung, was also one of the community leaders who helped preserve Toraja culture and knew a lot about the *ma'parapa* text. Mr. Yuli Pangkung said that:

"It still exists, even the *ma'parapa* text will be developed".

Thus, according to the three informants whom the author has interviewed, the existence of the *ma'parapa* text in today's society is increasingly existent because, compared to the past, the *ma'parapa* text was used as a text that unites the bride and groom in one marriage bond. After the entry of modern religion, nowadays, the *ma'parapa* text is used at wedding receptions after the bride and groom unite the marriage contract; the marriage contract is better known in Islam, while Christianity recognizes it as a sacred promise. Toraja society today considers that *ma'parapa* is important as a form of Toraja culture or a separate feature that distinguishes it from wedding ceremonies in other areas. Toraja people should maintain the heritage of their ancestors or previous parents, which are full of values that need to be known and applied in everyday life, both in formal and non-formal activities. The goal is to establish ties of friendship, and the community can adapt to other communities so that

harmonious and peaceful relationships are established.

The *ma'parapa* text chanted or sung since the Toraja people were in a marriage has been used as a text that unites the bride and groom in a bond called a husband and wife. When modern religion entered Toraja, it slowly disappeared until it was lost for decades, from about 100 years ago, it reappeared and was reappointed; in the past it had disappeared because, after a wedding blessing in a church or a marriage contract in a mosque, it was considered finished. By the time the Torajans had received the gospel in Toraja, it was estimated that it was 1903. At that time, it began to fade because the Torajans had accepted the imported cultures brought by the Dutch, which were swayed by the majority of the Christian religion. About 100 years ago, it began to appear, but not yet in the community; at that time, there were still very few who used the *ma'parapa* text in the wedding ceremony. It has become popular, and many people have used it from 15 years ago until now. It is even recorded in a book entitled "Sastra Toraja."

4. Conclusion

Based on the research results that the researchers have described in the discussion, generally, it can be concluded that the *ma'parapa* text in the *rampanan kapa'* procession has a function of cultural values and still exists in use in the Tana Toraja community. The values of the family clump are to encourage them to maintain the cultural values inherited from their ancestors and remain in harmony, always doing good qualities as the previous people have done. Cognate families can take the advice contained in the *ma'parapa* text and can apply it in daily life, so allied families can always work together, live in harmony, and maintain their culture. The function of values for cultural groups is to strengthen mutually supportive relationships in carrying out events, cooperation, and solving any existing problems together. Additionally, the function is to form a community to work together on every problem faced by every cultural group in one society, care for another, and preserve culture.

The existence of the *ma'parapa* text in the *rampanan kapa'* procession in North Toraja is still alive in the midst of society. The preservation of the *ma'parapa* text in order to maintain the existence of Toraja culture must continue, not only in the form of oral tradition but also through literal documentation, even transliteration. In addition, conservation efforts can also be carried out by integrating the latest into the school curriculum, both as materials, materials, and learning resources in schools. In this way, the existence of the *ma'parapa* text as a Toraja cultural identity can be well maintained.

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PRE-SERVICE TEACHERS' PERCEPTIONS ON PEER ASSESSMENT PROCESS IN LEARNING ACADEMIC WRITING: ARTIFICIAL INTELLIGENCE (AI)

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Abstract: Previous research has emphasized the importance of peer assessment for active learning. However, growing evidence suggests that peer assessment is facilitated by Artificial Intelligence (AI). Thus, this study aims to investigate the cognitive conflict experiences of pre-service teachers during peer assessment process in learning Academic Writing facilitated by Artificial Intelligence (AI). The data of this study applies qualitative inquiry to analyze participants' reflective journals. This study reports the data from participants who are recruited through purposive sampling. The finding of this study thematically analyzed through the concept of peer assessment proposed by Topping (2018). This study captures the cognitive conflict involved during peer assessment process in learning Academic Writing facilitated AI. This study suggests that artificial intelligence has the potential to promote the peer assessment process in learning Academic Writing. Finally, this research ends with pedagogical implications which may contribute to a successful peer assessment process in Academic Writing contexts.

Keywords: Academic Writing, Artificial Intelligence (AI), cognitive conflicts, peer assessment, pre-service teachers

1. INTRODUCTION

During peer evaluation, students have discussions about their performance and standards (Liu & Carless, 2006, p. 288). This process is also called peer evaluation or peer review. Peer evaluation is a type of authentic assessment and a student strategy for teaching writing in second languages (L2) that can allow L2 students the chance to debate their completed drafts and consider other people's opinions (Hyland, 2000). Peer assessment improves students' motivation and writing quality by giving them scaffolding mechanisms (Zhao, 2018). Peer assessment is less popular in Indonesia's EFL environment since it is incompatible with the country's exam educational system and does not provide an objective assessment of learners'

knowledge levels. Additionally, it is doubtful that EFL students will participate in peer assessment or take peer assessments seriously.

Several empirical studies have investigated the impact of peer-assessment activities on L2 writing competencies in the context of EFL peer assessment (Fathi & Shirazizadeh, 2019; Lundstrom & Baker, 2009; Tian, Louw, & Khan, 2021). When it comes to adopting peer evaluation, a number of research have shown the positives of technology-facilitated peer assessment. Recent research claims that it has promoted autonomy, meta-cognitive awareness, and higher-order thinking abilities (Barak & Dori, 2009; Lai & Hwang, 2015; McMahon, 2010). Assessors and assesses have also benefited (Gielen & De Wever, 2015). Moreover, in comparing situations where those supports weren't implemented, look at learning outcomes. Tsai and Chuang (2013) discovered that organized peer assessment produced work of an outstanding quality. Through peer assessment, technology was able to assist assessors and assesses in exploring the cognitive area, particularly in producing competent writings. However, the cognitive conflicts experiences of pre-service teachers during peer assessment in learning writing facilitated Artificial Intelligence (AI) have remained under-researched. Consequently, this study attempts to investigate the cognitive conflicts of pre-service teachers during peer assessment in the learning writing facilitated by Artificial Intelligence (AI). This present study gains a deeper understanding of pre-service teachers' reflections on their writing ability by using narrative inquiry, then employing thematic analysis to discuss further research results. This study is trying to answer the following research question:

1. What are the cognitive conflict pre-service teachers' experiences during the peer assessment process in learning writing facilitated artificial intelligence (AI)?

2. LITERATURE REVIEW

2.1. Peer assessment in learning Academic writing

The EFL learners believe that learning English successfully in all aspects is challenging. They need to put more effort into improving their skills. For both teachers and students, writing is the most challenging skill to master (Montanari, Simón-Cereijido, & Hartel, 2016). For teachers, it is difficult to guide or make appropriate assessments for students (Lo, Fung, & Qiu, 2021). On the other hand, EFL learners also encounter more challenges in learning or enhancing their writing performance (Yeh, Heng, & Tseng, 2020). As a result, an assessment is an approach that ensures student success in writing. Writing is achieved by enabling the instructor to make inferences about the students' writing potential and successful learning outcomes based on their performance.

The most effective way to improve learners' writing skills is through peer assessment, although there is a wide variety of assessments available. In response to Azarnoosh, M. (2013), the recent focus on learner autonomy and independence has led to a significant increase in peer assessment. When it comes to learning writing, peer assessment is used in the EFL environment in an effort to encourage collaborative exchange among peers. Peer assessment substantially impacts the learning process by improving learning quality and supporting

students in becoming more introspective and responsible (Boud, Cohen, & Sampson, 1999). Peer assessment, as defined by Topping (1998, 2009, 2018) and Falchikov (2008), is a set of activities in which students assess and specify the quality and value of educational objectives, as well as their advantages and disadvantages, through pursuits such as writing assignments, oral presentations, and achievement tests of their fellow peers. The latter is at the same level as them in terms of skills and proficiencies. Therefore, peer assessment serves a variety of purposes, including informing and redirecting students' efforts toward intended outcomes. It also engages students in supporting and planning their peers' learning and evaluating students' work.

This article implements the theoretical model of peer assessment proposed by Topping (2018). In peer assessment, metacognition allows students to take charge of their learning. It involves awareness of how students learn, evaluating their learning needs, generating strategies to meet them, and implementing the strategies (Hacker, 2009). Consequently, peer assessment is authentic to evaluate students' work while contributing to the growth of critical thinking and metacognitive skills. For that reason, Topping (2018) proposes cognitive conflict as a peer assessment process (PA). As he states "Cognitive conflict concerns the need to loosen cognitive blockages formed from old myths and false beliefs by presenting conflict and challenge via one or more peers" (p. 105). Langfeldt and Kyvik (2015) explain that old myths and false beliefs arise when peer expertise can be a consideration in reviewing students' works. Thus, it can lead the conflict between peer. Thus, this article aims to explore the cognitive conflict experiences of pre-service teachers during peer assessment in learning academic writing in higher education.

2.1. Writing peer assessment facilitated technology

Text messaging has emerged as a new standard, allowing people to participate in multiple conversations simultaneously while on the go as a result of today's fast-paced culture (Thorne, 2017; Dale, 2016). Specifically, it focuses on machine learning technologies such as deep learning and artificial intelligence. These technologies enable teachers to teach computers by allowing them to learn from experience as humans do. Dhawan (2020) stated that when it comes to writing assessment and evaluation of writing, the Assessing Writing Tools & Tech forum is built on the premise that any tool or technology used to evaluate writing is itself a writing assessment and assessment. ASW's vast worldwide audience of writing practitioners, administrators, and scholars will benefit from the forum's succinct assessments of tools and technology. Assessment tools and technologies should be discussed with assessment research via descriptive evaluations that outline assumptions, potentials, restrictions, or future directions. Shen et al. (2020) also report on peer evaluation research conducted in a collegiate English writing class. The study's objective was to determine the influence of peer evaluation on the learner's autonomy (LA). Their study stressed the importance of peer evaluation in developing students' autonomy as learners. Learning by peer assessment significantly reduced learners' reliance on their teachers and increased their confidence in their abilities to learn. However, it did not have any discernible effect on other LA components.

2.3. Related studies of peer assessment facilitated artificial intelligence

Because peer assessment is fundamentally a collaborative assessment practice, interpersonal variables play a substantial role in determining the type and quality of peer assessment. An intriguing study conducted in 2018 by Lundstrom and Baker investigated if the examiner and assessor benefitted distinctly during the peer rating process. A sociocultural interpretation of the findings led to the conclusion that the better performance of feedback providers was due to the opportunity to choose the level at which the review took place, as long as it was within their Zone of Performance Development.

Fathi and Shirazizadeh (2019) used a self- and peer-assessment group treatment over the course of a semester. During the study's pre- and post-tests, the data were gathered. The results of the data analysis demonstrated that participants in the peer-assessment group outperformed those in the self-assessment group in terms of writing self-regulation, suggesting that peer-assessment activities appear to be more effective than self-assessment activities in enhancing writing self-regulation of the EFL learners.

Dhawan (2020) stated that when it comes to writing assessment and evaluation, the Assessing Writing Tools and Tech forum is built on the premise that any tool or technology used to evaluate writing is a type of writing assessment and assessment. Writing practitioners, administrators, and scholars worldwide will benefit from the forum's succinct assessments of tools and technology. Detailed evaluations of assessment tools and technologies should be provided in relation to assessment research to outline assumptions, potentials, restrictions, or future directions.

Even in areas that had previously been hesitant in this regard, the current advancement in e-learning has seen an unprecedented surge in the past decade. Due to the current pandemic crisis, E-Learning has been more widely deployed even in areas that were previously hesitant. For instance, Li et al. (2019) conducted a meta-analysis. The learners who took part in peer assessment showed a considerable improvement in their performance when compared to the students who did not. Additionally, when examining the variables that can impact the peer assessment effect, rater training emerged as the most important variable. Students who have received rater training would be able to improve their performance with peer assessment.

3. METHOD

Barkhuizen, Benson, and Chik (2014) anchored that narrative research combines narrative and research by using stories as research data, narrative as a data analysis method, or by presenting results. In line with this, this research follows a narrative inquiry as to the research design, with an in-depth analysis of the stories written by pre-service teachers as the participants. In brief, the researcher collected the data from the pre-service teachers' stories to gain cognitive conflicts experiences during peer assessment in learning academic writing facilitated artificial intelligence (AI).

The researcher employs thematic analysis to analyze the data. The thematic analysis model is proposed by Barkhuizen, Benson, and Chick (2014, p.74 -77). Which contain three activities: 1) reading data repeatedly; 2) coding and categorizing the data extracts; 3) recognizing the thematic headings. In this research, the data analysis steps started with gathering the raw data. After the data was gathered, the researcher repeated reading the data to ensure that the data matched with the supporting data, such as the results of participants' stories. Then, reducing the data to find the critical information related to the topic. Lastly, the researcher does thematically coding by highlighting the data that matched the topic and categorizing the data by theoretical coding or linking the data with the theoretical concept.

4. FINDINGS AND DISCUSSION

The data presented in line with the research question mentioned in the introduction and analysis procedure stated in the method section. In starting retell the experiences of participants, they were first asked about their background:

Table 1.1 Teachers' profiles

No	Pre-Service Teacher	Sex	Age
1.	P1	Female	19
2.	P2	Female	20
3.	P3	Male	20

The findings are presented according to cognitive blockages formed from old myths and false beliefs that emerging in this study. The categories are:

4.1. The need for students to do peer reviewing

Students can utilize peer review as a structured way to provide feedback on their work and evaluate their peers' work. Beside the artificial intelligence (AI) provides the automatic feedback, the students declared that they need the feedback from friends:

"I need a peer review from a friend because my friend's suggestion is helpful in giving another point of view about the writing I have made. As can be understood or not, whether the sentences are connected/related, grammatical errors and others." P2

Another participant emphasized that peer can help to correct word choice in sentences

"Yes, I need to do a peer review with my friend. We detect each other, correct each other, and try to give each other positive and acceptable suggestions for our results. For example, if changing a word results in an inappropriate context, you don't need to change it." P1

P1 and P2 argue that they need to do peer reviewing to gain better suggestions. They expect that by reviewing each other work, they can revise their writing due to the recommendations they got after the peer review activity. On the other hand, P3 believed that peer review activity could gain feedback very detail:

“Yes, peer review with friends is needed because we can get detailed feedback from friends. Such as writing context, punctuation, ambiguous sentences, and explanations that are out of the topic or context”

From the explanation above, the participants believed that they need to involve in peer reviewing process actively. Pre-service teachers are exposed to a wider variety of viewpoints than only that of their teacher or lecturer through participating in peer review and getting comments from peers. Undoubtedly, one of the key advantages of peer review is the capacity to guarantee that students receive input from a variety of sources. Students are required to evaluate, clarify, and occasionally correct one other's work as part of the review process (MacArthur, 2007). This can enhance the reviewers' knowledge and comprehension of the subject matter and aid in the growth of sophisticated critical thinking and higher-order cognitive abilities (Topping, 1998). In conclusion, peer review contributes to help pre-service teachers to provide better writing

4.2. Considering the feedback before accepting it

When students revise with feedback, they may not only improve the current piece but also develop general writing skills and learn to self-evaluate their writing. Before revising a text, student writers had to be first aware of the conflicts between their first drafts and peer corrections and suggestions (MacArthur, 2007). P1 and P2 consider the feedback that given from their peers. As example, the P1 stated:

“I reconsidered some of my friends' suggestions. I re-evaluate whether my friend's suggestion is following the writing rubric or not. After I match a friend's suggestion with the rubric, then I can decide whether my work needs to be revised or not”.

Even, P2 decide to reject the suggestions from peer. She declared:

“I do not take the advice of my friends, which I consider not fit the knowledge that I understand. For example, my friend gave suggestions for improving grammar in writing. The advice given changed the context of the sentence I wrote. So I rejected the suggestion.”

Peer review can improve students' critical thinking at a higher level because metacognitive is involved during peer review. Both peer reviewers and reviewees have knowledge and skills considered during the peer review process (Fathi & Shirazizadeh, 2019). The cognitive conflict arises via two peers or more. The peer should have clarified whether they agreed or disagreed with their corrections or suggestions. The writers could make revisions to their texts based on agreement or disagreement. By combining peers' corrections and advice with one's ideas, one constructs new meanings and produces good writing.

5. CONCLUSION

In this narrative study, the researcher examined cognitive conflict experiences during peer assessment. The constructivism principle that students are the centre is manifested through peer assessment, which transforms the conventional teacher-centred and teacher-dominated teaching paradigm. Some implications from the study's findings could be drawn. First, students need to do peer review as the way to gain additional feedback clearly from friends. Second, students are becoming aware of cognitive conflict is the first step in peer assessment. Before revising a text, pre-service teacher as a student had to be first aware of the conflicts between their drafts and peer corrections and suggestions. Lastly, it was important for a student writer to clearly express his agreement or disagreement to peers' corrections and suggestions. With agreement or disagreement, a student writer could take actions to revise text.

There are some limitations in this study that require further research. For example, the researcher did not examine student motivation as a holistic construct and ignored related motivational beliefs. Therefore, future research should examine the impact of peer-assessment activities on students' language mindsets and related motivational beliefs. Secondly, the researcher did not provide additional data (e.g., photo, task, scale) to support the narrative data based on participants' stories. Therefore, further study is recommended to provide more complete data.

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CULTURAL THEMES IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK: AN INDONESIAN CONTEXT

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Abstract: Textbooks are still considered as the most popular learning tool in school education. Since language and culture are inextricable, teachers are now challenged in defining the best textbook that enables students, especially who are in senior high school learn both the language and the culture. To know what cultural content is represented in the textbook it is necessary to analyse its content in the form of cultural themes. This content analysis research aimed to investigate the stated cultural themes of English textbook at senior high school learning in Indonesia. The researcher collected the data through a textbook analysis checklist made based on the criteria of cultural themes proposed by Chen. The results showed that some parts of the book have been engaging culture in small “c” and big “C”. However, the amount is in a small number. In order to enrich cultural learning, students need more cultural themes of small “c” and big “C” to develop students’ cultural knowledge and competence. Knowledge about cultures will build students’ cultural competence and awareness. Thus, the inclusion of cultural should be the concern for the material developer of English textbook and English educators in the level of senior high school, especially in Indonesia.

Keywords: *Content analysis, cultural themes, English textbook, students of senior high school.*

1. INTRODUCTION

For some decades, experts contended that language is bound with the culture. As supported by Byram (1988), there is impossibility to teach language separately from teaching culture. Corbett (2003) stated that to raise learners understanding and acceptance between cultures, teaching culture is regarded as a crucial part in learning and teaching foreign language. Also, Kramsch (2008) reasons that in order to understand other cultures, it is required to place foreign culture together with learners’ own cultures. According to Tseng (2002), culture influences alterations individual awareness and vital for enlarging his or her viewpoint of the world. Here means that culture from both foreign culture and one’s own culture has a leading place in influencing students’ interpretation and perceptions toward the language.

Paige et al. (1999), Byram (1997), and Kramsch (1993) propose a theoretical model of cultural learning. They identify cultural learning as:

“(...) the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and on-going process which engages the learner cognitively, behaviorally, and affectively”

Furthermore, other experts have introduced the concept of culture in foreign language teaching. For instance, Adaskou, Britten, and Fahsi (1990) asserts four elements are the aesthetic sense refers to literature and music, the sociological sense refers to work and leisure, the semantic sense, and sociolinguistic sense such as social skills and background knowledge. Also, in different years, Brook (1968), Chastain (1988), and Chen (2004) culture has been classified into big “C” and small “c” (Chen, 2004). The category of Big “C” culture contains music, social norms, education, economy, politics, history and geography. Then, small “c” embraces daily routine, lifestyle, holiday, food, gesture, weather, greeting, customs and values.

In Indonesia, teaching culture in language teaching is rarely conducted both in the classroom activities and in the printed materials. As the example of printed materials, the textbook is one of learning tool that dominantly used by Indonesian teacher to facilitate their students in reaching the target language. For preparing and giving lessons, teachers employ textbooks in learning process since students count on textbooks as the models and for linguistic contents (Cunningsworth, 1995). Additionally, in processing a language and learning the culture, it is necessary to have a textbook as an essential tool to facilitate the students. Byram (1997) states that ELT textbooks are considered as one of the most effective and integral means of language teaching and as a means for the presentation of cultural and cross-cultural information to EFL learners. To do this, to ensure that the textbook contains cultural content, it is necessary to analyze the content of the textbook to know its quality.

Only a few numbers of the study conducted in assessing cultural aspects signified in EFL textbooks. For instance, Rajabi and Ketabi (2012) performed a study about the representation of cultural elements in EFL textbooks. They assessed four elements of culture in some textbooks including Interchange, Headway, Top-Notch, and On Your Mark. The cultural elements reformed from Adaskou, Britten, and Fahsi (1990) are covered in four textbooks mentioned above, they are: the aesthetic, the sociological, the semantic, and the pragmatic/sociolinguistic sense. The elements of sense of culture as the most repeated elements that stated in the textbooks.

By knowing this, it becomes an important role of the teacher to wisely choose a good textbook for their students and enable them to learn both language and culture. Moreover, research on the textbook analysis of cultural content is conducted at a senior high school in Indonesia. Having known from the previous study that there are differences in the concept of culture theme, the researcher used the concept of culture proposed by Chen (2004). Thus, the researcher aimed to know what kind and to what extent of cultural content implicitly represented in the activities written in their students' English textbook.

2. LITERATURE REVIEW

2.1 Culture

Definitions of culture have been introduced by experts. Spradley (1980) believes that culture is the knowledge that societies might have studied as elements of a group. A more wide-ranging explanation by Hinkel (1999) deliberates that culture has a role as people's the way of life, the ideas that have been created and accepted by the people in a society that

grow within a group, people's ways of thinking or stand, something refers to believing and behaving that are revealed to members of a group in the process of socialization. Additionally, Cortazzi and Jin (1999) has defined that culture is the representation of society's routines. Culture also states the meaning of the experience of every member of the group. In a recent year, Kramsch (2011) labels culture as "...association in a discourse group of people that gives out a common social space and history". To sum up, culture refers to something that relates with the society's life, all sets of their social constructs within a group of people, how they share and respond experience during socialization.

2.2 Integrating Culture in English Language Teaching

Since the 60s, one of the main purposes of English Language Teaching (ELT) profession is integrating culture in foreign language education. Furthermore, the inseparable relationship between language and culture has been asserted by linguists and anthropologists during 1960s. According to Sadeghi (2017), it is stated that between the year of 1970s and 1980s, many foreign language experts highlighted the function of culture in ideal communication in cultural setting (Byram, 1989; Hymes, 1972). Promoting the learners' communicative competence is now being the main concern of FL/ SL pedagogics. Communicative competence is the ability of learners to use relevant language in different cultural situations deals with their grammar knowledge, for the understanding of cultural awareness likewise its sociolinguistics rule as the largest importance (Hymes, 1972). Baker (2011) then supports that "cultural awareness may be outlined as an attentive understanding of the role of culture plays in language learning acquisition and communication in each first and foreign languages". Cultural awareness highlighted the importance of knowing someone's own culture as well other cultures for language learners (Baker, 2011). What is more, the reason of raising learners' understanding about language and culture is mainly to thrive their intercultural communication.

2.3 Intercultural Communicative Competence (ICC)

Along with the 1990s, the major consideration of foreign and second language teaching is the existence of Intercultural Communicative Competence (ICC). According to Byram (1997), ICC is identified as the ability of a person to exchange information or ideas and connect with the other members from different cultures. Additionally, encouraging learners' cultural awareness to set up them socially have applicable communication with society from different cultures is the major aim of ICC (Crozet & Liddicoat, 2000; Larzen-Östermark, 2008). By knowing cultural diversities, learners can bring up a positive attitude, appreciation, and tolerance toward cultural differences. Moreover, to the more effective intercultural and relevant communication, awareness gives its influence. Incorporating elements of the target culture in textbooks is one of the way to provide learners with the cultural knowledge that is required for their communication.

2.4 Cultural Content in English Textbook

Relating with the textbook analysis, in a brief explanation from Cunningsworth (1995), it is stated that there are some roles of textbooks in a language teaching and learning. First, textbook is the source for spoken and written material. Second, it is a source for the practices and the activities of communicative interaction among the students. Textbook also has role as students' reference source to stimulate their ideas in learning linguistics components (grammar, vocabulary, pronunciation, etc.) and to stimulate students' ideas for classroom language activities. Additionally, textbook is a syllabus that reflects learning objectives, a

resource for autonomous learning, and a support for fewer experience teachers with low self-esteem. Relying on Cortazzi and Jin (1999) as cited in Aliakbari (2013), a textbook portrays a hardly any roles and acts as a teacher, a map, a resource, a trainer, an authority, and an ideology. Hence, textbook is an important tool for students that has function to afford them with cultural features of language and promote their knowledge about the target culture. As a result, students become accustomed to another the way of life, traditions, values, religion, and literature. In other words, cultural learning conveys students to a reason that they are able to learn about the target language and make it meaningful (Stainer, 1971, as cited in Gene & Bada, 2005).

In this case, earlier researchers have assessed cultural content in textbook. For example, in assessing a textbook, Kılıçkaya (2004) said that the questions should accommodate problem like visual aids, how to introduce cultural elements, background of the learners, roles of the teachers, cultural topic, stated topics in textbook, representation of social group or community, and stereotyping. Relatedly, it is supported by Hatoss (2004) in textbook evaluation, it is required that the checklist should embrace culture-related aspects, the cultural involvement classifications and the introduction ways of the cultural element. Furthermore, both research indicates if the teachers should focus on the quantity and what type of culture engaged in the textbook tasks when analyzing the text for its linguistic components. Thus, Tomlinson (2011) in Sadeghi, et al (2017) asserts that the realm of EFL textbook evaluation, based on the review of literature, we review this work by focusing on cultural content evaluation rather than the discourse analysis. Below is the brief review of cultural content, viewed from cultural themes in textbooks.

Experts have introduced the thought about culture in EFL learning. Brooks (1968) as cited in Xiao (2010) defines small “c” or little c as everything about life which happened in the society that also called as BBV: Beliefs, Behaviors, and Values. Small “c” comprises routine aspects of life. Recently, Sadeghi et al. (2017) introduce seven themes of Big “C”, they are music, social norms, education, economy, politics, history and geography. The nine themes under small “c” have also been introduced, such as: daily routine, lifestyle, holiday, food, gesture, greeting, weather, values and customs. Sadeghi (2017) adapted Chen’s framework (2004) of Big “C” and small “c” themes.

Some researchers have conducted studies related to cultural content in textbooks. Sadeghi & Sepahi (2017) displayed a study about cultural themes of three EFL books (Top Notch, Summit, and Passages) in which they studied about cultural themes of small “c” and big “C”. The results found out if small “c” is the dominant aspect in the three books analyzed rather than their big “C”. A study of cultural content has also been accomplished by Setyono & Widodo (2019) which tend to discover the themes of multicultural values displayed in EFL textbooks for Indonesian senior school students. The study revealed that there are four themes stated in the textbook, such as: respecting for cultures from other ethnics, religions and local people, avoiding conflict and appreciating cultural products. Recently, Hussein (2022) conducted a study that aims to find out to what extent the existence of Big “C” and small “c” themes of culture in English textbook, entitled Unlock. The researcher also found out the views of teachers and students towards the cultural content in the textbook. The results showed that the representation of small “c” cultural themes are more dominant than its Big “C” themes. The teachers’ and students’ views and preferences matched with the themes appears in the textbook.

3. METHOD

The researcher conducted this study in EFL setting with so much attentions among Indonesian, especially for students of senior high school about learning English. The researcher conducted a content analysis to answer the research question: "What kind of cultural themes is represented in English textbook at senior high school in Indonesia?".

3.1 Textbook

In this study, the researcher used students' English textbook, entitled *Bahasa Inggris* grade XI, published by Indonesia Ministry of Culture and Education, as the subject of the study. The researcher chose *Bahasa Inggris* textbook since most of Indonesian teachers from different schools and area frequently used this book. The textbook was a second edition (2b), revised and published in 2017, while the first edition (2a) was published in 2014. There are 177 pages in this textbook. The textbook of *Bahasa Inggris* consists of eight chapters and an enrichment pages consists of several topics and tasks in Reading and Writing skills. Having the same layout and organization, in each chapter/ chapter, it is entailed some activities that always started with pre activity, then followed by building blocks, let's practice, active conversation, writing connection, let's create/ contribute, and ended up with a formative assessment. Likewise, it can be found in the early page of each chapter, a standard competence of the topic that will be learned by the students. Whereas, in enrichment, it was found reading and writing tasks which always started with a passage in each topic.

3.2 Data Collection and Analysis

The researchers collected the data from a checklist. The data were gathered by completing the checklist. The researcher adapted the framework of cultural themes proposed by Chen (2004). The researcher chose four themes of small "c" "(value and belief, daily life, food, and customs/ norms)" and six themes of Big "C" "(music, history, geography, economy, art, and government/ politics)".

The researcher examined all the activities and materials in the students' book to analyze cultural themes represented in Indonesian English textbook, . The researcher got through the topics stated in all of the chapter. Then, the researcher started to find out the cultural themes by using the coding guidelines (Tables 1 and 2). The researcher did both, examining the written words and even the visual stated in the textbook. The examples of cultural themes appeared in each chapter of textbook was written by the researcher in order to ease in calculating the amount and the percentage of cultural themes inclusion inside the textbook. The following tables are coding guidelines to analyze the textbook.

Table 1. Themes of Small “c” Culture

Themes	Definition
Value and Belief	The ideas of what is good, right, fair, and just and what is valued in life.
Daily Life	The way individual or community lives and works. Things that individuals do every day as a part of normal life.
Food	Things that persons or creatures eat or drink.
Customs/ Norms	Norm is known as the standard of social behavior that is typical of a society. Telling something, using words, talking about some topics or wearing clothes in the right time, place and occasion. Custom is a tradition of doing things in a social group, place or time.

Table 2. Themes of Big “C” Culture

Themes	Definition
Music	Harmonious vocal or instrumental sounds that people sing or play.
History	All past events that still connected to someone or something. The events in the past related to particular place or subject.
Geography	Natural features and places.
Economy	Productions and consumptions, industry and the wealth development of a country, an area or society.
Art	Creativity in expressing ideas or feelings in visual forms such as painting, drawing or sculpture.
Government/ Politics	Government: people who has responsibility in managing a country by conducting activities or manners that are used in controlling the country. Politics: issues oriented to get and to use the power within a particular organization.

There were four stages in the procedure of analyzing data adapted from the model of Miles and Huberman (1994). First, the researcher gathered all the data from the textbook by using cultural themes checklist instrument. After all of the data gathered, the researcher coded the data and classified them into their categories. Next, the researcher analyzed the data and reduced some data that not needed for the research. Then, when the data was completed, the researcher started to display the data. On the last stage, the researcher drew the conclusion or verifying the finding. In this stage, the researcher exposes the finding along with the discussion compared with theories and some former researches conducted by other researchers.

4. FINDINGS AND DISCUSSION

To know what kind of cultural themes placed in one of the English textbooks in Indonesia, the researcher calculated the frequency and the percentage of the cultural themes. The textbook, *Bahasa Inggris*, was used by the researcher as the subject of her content analysis study. The cultural themes of small “c” and Big “C” in *Bahasa Inggris* frequency and percentage are presented in Table 3 and 4; while the graphical information about the proportion is presented in Figure 1.

Table 3. The Results of Small “c” Cultural Themes in *Bahasa Inggris* Textbook

Small “c”	Frequency	Percentage
Value and belief	2	2%
Daily life	18	21%
Food	5	6%
Customs/ norms	11	13%
Total of small “c”	36	43%

Table 4. The Results of Small “c” Cultural Themes in *Bahasa Inggris* Textbook

Big “C”	Frequency	Percentage
Music	9	11%
History	6	7%
Geography	17	20%
Economy	7	8%
Art	7	8%
Government/ politics	2	2%
Total of Big “C”	48	57%

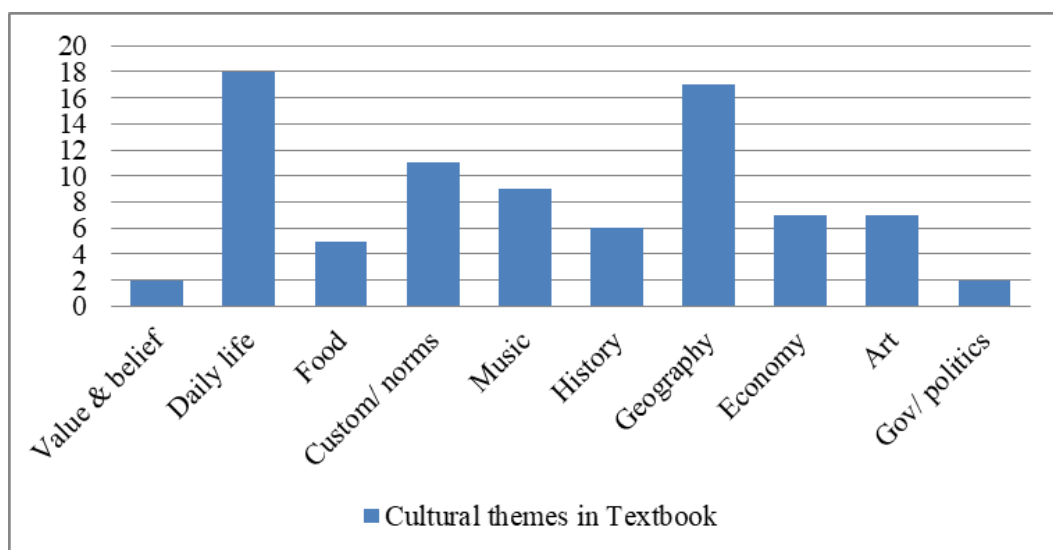


Figure 1 the Frequency Result of Big “C” and small “c” in *Bahasa Inggris* Textbook

The tables and figure show that most repeated themes of culture in the textbook *Bahasa Inggris* were daily life (21%) from small "c", geography (20%) from big "C", and followed by customs/ norms (13%). In a brief explanation based on the themes of cultural content by using the framework of big "C" and small "c", it is shown the result of cultural content that in small "c" were dominated by the themes of daily life (21%), customs/ norms (13%), food (6%), and at the least themes is value and belief (2%). Whereas, the big "C" cultural themes were dominated by the themes of geography (20%), followed by music (11%), economy (8%), art (8%), history (7%), and the last position is government/ politics (2%). Below is Figure 1 that shows the most frequent to the less frequent cultural themes by in the framework big "C" and small "c" in the textbook of *Bahasa Inggris*.

In detail, as what stated in Figure 1, daily life is the most frequent themes found in the textbook then followed by themes of geography and customs or norms, and other themes. The daily life themes tell about the individual lives and works, things that individuals do every day as a part of normal life. In fact, daily life in the textbook more exposes to the people lives and things done every day, such as: watching a movie, smoking, online gaming, having party and dinner, etc. Another domination also coming from the themes of small "c" that was customs or norms. Customs or norms describe an accepted way or tradition of doing things in a society, place or time. In the textbook it is found that customs or norms are dominated by tradition or ritual, they were a graduation ceremony, wedding ceremony, Indonesian clothing customs (Batik and Kebaya), a ribbon-cutting ceremony, and birthday party. As well, the cultural themes of food has the third place in the dominance of small "c". Food is defined as what people or animals eat or drink and their types. It was found foods and drinks that consume by people coming from all over the world, such as: tea, juice, fish, yoghurt, coffee and milk. As the forth place, it was value and belief. Value and beliefs are the ideas of what is good, right, fair, and just and what is valuable in life. The themes appeared in the textbook are stop bullying and the belief that woman should not work.

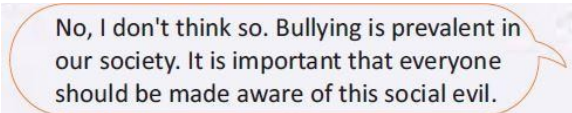
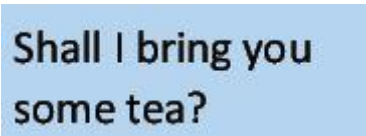

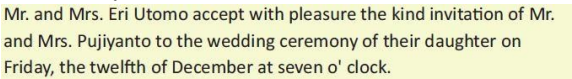
Furthermore, the most frequent theme of culture in textbook came from the big "C" culture that is geography, geography defines as natural features of a place or geographic description of countries. In textbook revealed the geographical features in Indonesia and from another country such as *Senggigi Beach* in Lombok, *Gili Nanggu Island*, *Brooklyn USA*, *Bromo Mountain*, and etc. Another big "C" theme is music, music is sounds that are arranged to be an entertainment for the listeners. The theme of music attained was Rock and Roll music, soap opera, playing violin, and some songs such as *Stand by Me* (King), *We Shall Overcome* (Pete), *Hero* (Mariah Carey), *Invictus* (W. Ernest Henley). Afterward, the theme of economy is connected with the trade, industry and development of the wealth of a country, an area or society, such as: airport, hotel, store, market, buying a new car, motorbike, television. Another kind of theme in big "C" was art that has similar proportion during the inclusion in the textbook. Art is something that related with the creativity in expressing ideas or feelings, such as: painting, drawing or sculpture. In the textbook, the art theme dominantly appeared in the form of visual. The art theme stated in the textbook are poster/ gravity, invitation card with calligraphy, pamphlet, ballet, painting, Indonesian postage stamp, and postage stamp from United Stated. In addition, the fifth theme is history that can be defined as events experienced in the past. There are the examples of history found, they are: the history about R. A Kartini, 100 years progress of women: Elizabeth Stanton, Carrie C. Gatt, and Lucretia Mott. The least frequency of theme of big "C" is government/ politics. Government is labeled as the group of people which can be called as community. They have responsibility for




managing a state, and even the activity to control. Meanwhile, politics is something related to get and to use the power within a particular group.

The current study examined the cultural themes presented in the textbook mostly used by the teacher in Indonesian education, especially in the senior high school level. The results revealed that there are two kinds of cultural content stated in the themes of big “C” and small “c”. During the analysis, it is found that the most dominant representation of themes is big “C” rather than small “c”. It was different finding from the related studies conducted by Sadeghi, et al (2017) that has the similar concepts used in analyzing the cultural themes. Both of the study using the concept proposed by Chen (2004). From those criteria, the researcher only chose four themes of small “c” “(value and belief, daily life, food, and customs/ norms)” and six themes of Big “C” “(music, history, geography, economy, art, and government/ politics)”. On the other hand, the researcher brings different context in this study, in Sadeghi's it is presented the Iranian context of a textbook, while in this study, the researcher brings Indonesian context.

Moreover, the minor finding of cultural themes was not in line with Cunningsworth (1995) that textbook takes account as a source for students’ practice and communicative interaction activities. The cultural themes stated in the textbook does not give the chance to the students to gain more knowledge about the cultural aspect of the language they learned. Form those beliefs, it can be inferred that how important teaching language and culture at the same time. By knowing the facts that English as a foreign language in Indonesia, it is essential to experience the English learners not only the language itself but also experience them with the culture in order to have relevant communication in using English. However, the finding showed that the textbook gives little explanation and experience about the culture from any cultural community.

Table 5. Cultural Themes in *Bahasa Inggris* Textbook

Data	Chapter	Explanation
Value and Belief 	2 (Page 19)	The small “c” theme is found in the term of value about bullying.
Food 	1 (Page 7)	Another theme of small “c” is in the form of food, here is about an example of drink that is tea.
Daily Life 	1 (Page 13)	One of the daily life theme exposes in the book is about the society’s habit that is watching movie.
Customs/ Norm 	3 (Page 38)	The custom stated in the textbook tradition of wedding ceremony.

<p>Music</p>  <p><i>"Stand By Me" by Ben E King</i></p> <p>When the night has come And the land is dark And the moon is the only light we'll see No I won't be afraid Oh, I won't be afraid Just as long as you stand, stand by me</p>	7 (age 87)	Music is one of the cultural themes of Big "C". The textbook exposes much about music in the form of song lyric.
<p>History</p> 	5 (Page 72)	Another example of cultural theme in Big "C" is about history. Here, we know that <i>R. A Kartini</i> is an influencer of "Women Emansipation" before Indonesia got its independence.
<p>Geography</p> <p>You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere.</p>	5 (Page 62)	The theme of geography can be found in a written text which tell about the beauty of <i>Gili Nanggu</i> island in Lombok.
<p>Economy</p> <p>I would like to return this shirt for a refund.</p>	1 (Page 12)	The economy theme can be identified in the conversation in store that is about refunding.
<p>Art</p> 	1 (Page 16)	One of the big "C" theme is about art. The example of art product stated in the textbook is gravity.
<p>Government/ Politic</p> <p>In my opinion, the government should provide means of sustenance for under privileged people instead of building tall towers.</p>	2 (Page 20)	The government theme can be found in the form of the role of government to handle under privileged people in providing their means of sustenance.

5. CONCLUSION

This study was investigated the themes of culture represented in EFL textbook in Indonesia. The finding showed that the textbook involved cultural themes of big "C" and little "c" in the presented materials. Finally, there are findings that imply the themes that frequently stated in the content of the textbook are big "C" rather than small "c". It is known that the English textbook in Indonesia is in the EFL context, it is very important to state cultural themes in the textbook since mostly Indonesian cannot directly learn from the native-speakers, therefore the material developers should consider the influential role of culture in teaching a foreign language, besides the importance of grammar focus to have better understanding and effective communicative competence and cultural knowledge. Also, teachers who have a responsibility in teaching a language should include the cultural content in English teaching in order to develop students' cultural competence. Textbook can be an effective tool for teachers to develop that competence. The cultural content is still being the issue that should be studied. Thus, it is recommended to the future researcher to conduct a study of culture in different elements, context or even different setting and types of research.

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INVESTIGATING TESOL GRADUATE STUDENTS' MULTIDIMENSIONAL FEEDBACK ENGAGEMENT IN A DIALOGIC SUPERVISORY FEEDBACK PRACTICE

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Abstract: This qualitative case study seeks to uncover how four graduate TESOL students engage in dialogic supervisory feedback about three-dimensional levels of engagement: affective, behavioral, and cognitive dimensions. Four TESOL graduate students involved in the same supervision group from a public university in Indonesia were recruited for this study using purposive sampling. Semi-structured interviews and students' commented proposals were used to collect data, and the data were analyzed using Interpretative Phenomenological Analysis (IPA). The findings were thematized following three dimensions of student engagement. The findings of this study bring insights into the potential of dialogic feedback in graduate students' thesis writing development and provide implications for supervisory feedback practices in similar ESL/EFL settings.

Keywords: *dialogic feedback, feedback engagement, supervisory feedback, thesis writing.*

1. INTRODUCTION

Supervisory feedback is essential for the process of graduate students' thesis writing. Feedback commonly fails to match the students' needs (Carless, 2015), and most of them are discarded or never seen (Evans, 2013; Price, Handley, & Millar, 2011). Students typically find it difficult to clearly understand feedback signals (Holmes & Papageorgiou, 2009). Supervision is viewed as a complex teaching practice focused on learning (Atkins, Brown, & Brown, 2002; Emilsson & Johnsson, 2007). The notion of feedback is frequently characterized as the least satisfactory aspect of the students' learning experience (Mulliner & Tucker, 2017). The sole purpose of supervision is to educate students not just the skills but also to shape them to become autonomous researchers (Manathunga & Goozée, 2007; Manathunga, Pitt, & Critchley, 2009). The supervisor's role in providing feedback to the students is an essential aspect of preparing them for the academic field (Stracke, 2010; Wang & Li, 2011). Wang and Li (2011) discovered that students who were frustrated or unclear about the feedback viewed their supervisor as the one who is in charge of giving the quickest way to solve the problem. Students must independently research while also considering the supervisor as their assistance and constant support.

Feedback is viewed as “a continuing dialogue between the feedback provider and the feedback receiver” (Filius, de Kleijn, Uijl, Prins, van Rijen, & Grobbee, 2018), in which all of the people involved in the discussion be responsible for building meaningful feedback practices. The idea of feedback is particularly problematic and conflicting (Rand, 2017). Several findings (Agricola, Prins, van der Schaaf, & van Tartwijk, 2021; de Kleijn, Mainhard, Meijer, Brekelmans, & Pilot, 2013) show that students struggle to comprehend the feedback given by the supervisor due to the academic terms used, and this resulted to the incomprehensible direction for students. Thus, receiving constructive feedback in the supervision meeting is a key thing for graduate students' academic work (Basturkmen, East, and Bitchener 2014; Xu 2017). Even then, supervisory feedback practices are still conducted with the focus on monologic feedback, resulting in the tendency to lower students' level of engagement with feedback given (McConlogue 2015).

The old paradigm of feedback which sees feedback only as the transmission of comments, would not open room for students' active participation. In fact, there is a need for students to engage in feedback dialogue rather than sit passively and remain silent. Instead, students could initiate discussion, come up with questions, express their opinion, and defend their standpoint. By doing so, students could contribute to the success of the supervision meeting. Hence, the interaction between supervisors and students is perceived to be critical. Drawing from these issues, Nicol (2010, p. 503) proposed that “[f]eedback should be conceptualised as a dialogic and contingent two-way process that involves co-ordinated teacher-student and peer-to-peer interaction as well as active learner engagement”.

Dialogic feedback, as the new paradigm of feedback approach, is defined by Carless (2013a) as interactive interactions in which there is a process of interpreting, negotiating, and clarifying meanings. It is facilitated through the trust connections between the students and the educator. The discussion of dialogic feedback has gained attention in the field of assessment in higher education. Recent research addresses the way and the reasons for students' interaction towards feedback, ways to effectively engage the students with feedback, and evaluation of its influence (Henderson, Ajjawi, Boud, & Molloy, 2019). Green (2019) discovered in a recent case study that postgraduate TESOL course participants had only a "vague sense" (p.89) of how to apply comments and suggestions received. Drawing from this finding, there is a need to invite the students into dynamic conversations to understand feedback and provide more active and purposeful learning opportunities (Ellegaard et al., 2018).

To bridge the above-mentioned gaps, this study intends to scrutinize how four graduate students engage with dialogic supervisory feedback on thesis writing. However, literature is absent on how dialogic feedback engagement is enacted in supervision meetings. Although the importance of supervision meetings is generally recognized, the quality of supervision meetings has not gotten much interests. There is a scarcity of supervision meeting empirical research. The following research questions guided this study: In what ways does dialogic feedback engage TESOL graduate students to revise their thesis?

1.1. Dialogic Feedback

Feedback as a monologue, or what Carless (2015) defined as the ‘old paradigm’ of feedback, positions students in the place of passive recipients of knowledge and does not provide opportunities for discussion. This monologic feedback approach seems to omit the interactive process of learning (Ajjawi & Boud, 2017; Nicol & Macfarlane-Dick, 2006). In contrast, from the lens of the 'new paradigm' standpoint, feedback is seen as a continuous

process. The dialogue between those who provide feedback and those who receive it allows the receivers to discover and interpret the meaning from their perspectives. (Ajjawi and Boud 2017; Nicol 2010; Orsmond & Merry, 2013; Yang and Carless 2013;). This view of feedback under this paradigm resonates with constructivist theories of learning. Driving from this point of view, feedback is indeed a "dynamic," "interpretive" discussion, and thus a "social and constructed phenomenon" (Ajjawi & Boud, 2017, p.253). As a dialogic process, feedback could help students monitor, measure, and control their learning through continuous and improved dialogue engagement (Ajjawi & Boud, 2018; Carless, 2016; Nicol, 2010). Students could generate meaning from feedback and decide on learning activities simultaneously to improve learning and performance levels by engaging them in dialogue (Yang & Carless, 2013). Through this approach, students are not framed as "disempowered apprentices" (Hyatt 2005, p.351)

1.2. Dimensions of Feedback Engagement

Students' engagement with dialogic feedback is pertinent as feedback processes can only evolve beyond the transfer of comments through their engagement and acts. Price, Handley, and Millar (2011, p. 894) asserted that "Feedback without engagement is completely unproductive". In general, feedback engagement has given multidimensional insights into the spectrum of affective, cognitive, and behavioral dimensions. In this study, behavioral engagement entails the students' participation, attendance, and completion of work. It is mainly concentrated on the observable behaviors of students' involvement and response to the feedback and how they apply to revise their thesis writing (Ellis, 2010; Han & Hyland, 2015). Affective engagement relates to students' various emotional responses toward the supervisor, peers, or the supervision meeting situations. The kinds of emotional reactions in which the students feel happy, bored, frustrated, or anxious may appear differently in different environments, circumstances, or with specific individuals (Reschly & Christenson, 2012). Put it bluntly, and it describes how the students feel about attending supervision meetings. Cognitive engagement focuses on the students' cognitive process as reflected by how they cognitively respond to the feedback (Fredricks, Blumenfeld, & Paris, 2004; Wigglesworth & Storch, 2009). Even though these three dimensions are conceptually distinct, it is vital to emphasize that these three components are dynamically interconnected inside the individual; they are not separate processes (Fredricks et al., 2004).

2. METHOD

The current study used an exploratory case study approach to gather data to help us better understand how graduate students monitor, practice, and perceive dialogic feedback on their thesis proposal writing. Case studies are a sort of research design described by Duff (2008) as "attractive, ...having a high degree of completeness, depth of analysis, and readability" (p. 43). This case study is used as the research design to get in-depth knowledge, clear reality, and significance for the participants involved from a holistic perspective.

A total of four students were recruited for this study using purposive sampling. The participants were enrolled in an English Teacher Education Master's degree program at a university in Indonesia. All of them were members of a supervision group, which was guided by the same supervisor. Participants had signed a consent form and they would be kept anonymous in order to maintain confidentiality.

As for data collection, the qualitative semi-structured interview was used to obtain the data. The semi-structured interview was also conducted three to four times through a virtual

meeting using the Zoom platform. This is designed to prompt and assist participants in recalling their experiences with feedback reception, which may need a continuous deep-thinking process in order to intentionally articulate and express their opinions successfully. Furthermore, students' drafts and the commented proposals were gathered for study to gauge the extent to which the supervisor's comments assisted the students in improving their thesis writing. As for data analysis, the researchers use an approach that offer a description and interpretation (Willig, 2013).

3. FINDINGS AND DISCUSSION

This section presents and discusses the findings into three dimensions of engagement: cognitive, affective, and behavioral engagement.

3.1. Affective Engagement

The affective dimension of feedback engagement is demonstrated in three indicators, namely positive relationships, positive emotions, and negative emotions. The positive relationship happened with the supervisor and also among the students themselves. Student A described her trust and positive attitude toward the supervisor through the following excerpts:

"His role is not only just correcting my work, but you know he also praised my writing or simply my efforts, like he valued how disciplined I am. It makes me motivated". (Student A)

"He asked me how is my progress, like he called us one by one, and then give us motivation" (Student D)

In this sense, Student A and Student D felt that their supervisor cares about them. The supervisor showed intentional efforts to know students' progress and condition. Student B and Student C raised an example of a positive relationship between peers that is experienced by her in the supervision meeting as follows:

"I trust my friends. We fellow students do not judge each other" (Student B)
"we conducted a zoom meeting or just call each other when things are getting hard." (Student C)

Here, Student B emphasized a feeling of trust with her peers in the same group of supervision meetings. Further, Student C also added that she perceived that positive relationships are valued and maintained in the group. In addition, this evidence also shows that the students feel emotionally safe in the environments they are in and the interactions with the supervisor as well as peers. They see this group beyond just a matter of supervision group, not just a student-supervisor, or student-student, but also as a human being. There are no bullying issues in this supervision group. All of the people in the supervision group contribute to establishing welcoming and supportive environments.

Although positive relationships dominate this affective dimension, they cannot neglect that negative emotions also appeared and are experienced by all of them. As an example, Student D encountered some feelings of frustration during her writing journey under her

supervision. Another student showed a different portrayal of negative emotions, student A sometimes feels anxious when it comes to giving a draft to her supervisor.

"Of course, there were times when writing block happened like I know my error, but I got stuck. I cannot think of any idea and it makes me frustrated with myself" (Student D)

"He is an expert and I am just a novice researcher, my master's study is completely different from my undergrad, so see the difference? I wondered how embarrassing it is to show my paper to my supervisor as an expert." (Student A)

Furthermore, there were also some occasions where the students got many comments and red ink on their papers. Some students uttered that they felt sad because they could not fulfill the supervisor's expectations. However, interestingly, all of the students could manage their emotions quite well. Instead, they felt motivated and happy because they got a lot of new knowledge and insight from the supervisor's feedback dialogue.

From the point of view of this affective dimension, we can conclude that the dialogic feedback practice affects the way the students see themselves, and their identity. Further, Chanock (2000) stated that constructive feedback engagement could be "obscured by emotional static" (p. 95). This means that the students' emotions can obstruct cognitive understanding of feedback dialogue (Boud, & Falchikov, 2007). However, within dialogic feedback, we found that the students could maintain their positive attitude and emotions towards the feedback given. This is portrayed when the students felt motivated and kept doing their best even though they got lots of red comments on their papers and a bunch of comments during feedback dialogue on a zoom meeting. This finding resonates with Carless' and Boud (2018) statements that feedback-literate students could manage their emotions when hearing critical feedback, as well as establish positive and sustainable behaviors.

3.2. Behavioral Engagement

This section demonstrates two indicators of behavioral engagement portrayed from the data. They are students' participation and effort during supervision meetings. As shown in the interview data, there was a lot of conversation in the supervision meeting between the supervisor and the student. Some of the students considered that their conversation livens up the supervision meeting atmosphere. Student B conveyed her opinion through the following excerpt:

"We converse with our supervisor freely in the supervision group, just as we do with other students. You know, it makes the meeting more vibrant, lively you know, even if it is held online." (Student B)

As all of the students considered their supervisor as an expert in the field of research and publication, they always see each supervision meeting as an opportunity for them to get new insight. Thus, many of them usually have prepared some questions or things to discuss before they met their supervisor, like what was indicated by student C and Student D.

"Well, sometimes I have already prepared my question or things that I really need to know before the meeting. I am fully aware that my supervisor has a lot of things to do, and I do not want the meeting wasted in vain, so I always come up with questions." (Student C)

"Yes, I had prepared everything before the meeting began. For example, tomorrow's meeting will discuss things related to the research method. I came up with some articles and I asked him whether the method on the articles is suitable for my research context or not. Or simply when I do not really sure about something, I always ask for his confirmation. I need to clarify my understanding" (Student D)

Drawing from the findings above, behavioural engagement that is portrayed in this case is concerned with effort, perseverance, and focus. From some researchers' point of view, the degree to which students are engaged (that is, embrace their studies, apply strategic thinking, and work hard) has a major impact on how much they learn (Fredricks et al., 2004; Skinner, Kindermann, & Furrer, 2009).

"It always feels nice to talk with my supervisor or my friends, you know, by being active in the discussion, it can liven up my mood to write or to revise my thesis" (Student C)

Furthermore, some students also conveyed that they felt motivated after having a feedback dialogue with the supervisor. Guthrie, Wigfield, and You (2012) contend that students' behavioral involvement impacts the success of their learning experience with the drive of motivation.

3.3. Cognitive Engagement

The third dimension of engagement that is presented in this finding is cognitive engagement. Drawing from the interview data, it is revealed that students' cognitive engagement vividly appeared in students' understanding of the feedback, self-evaluating and reflecting feedback process after they received feedback. All of the students implied that most of the time, the supervisor's feedback was comprehensible to them and they could notice the errors they made right away. The clear directions uttered by the supervisor were explained by Student B.

"He gave us direction for the errors in my writing. Well actually the direction itself is enough for me, but he then he demonstrated to us on how to revise it, it makes me, even more, understand" (Student B)

From her utterances, it shows that Student B could understand the feedback from the supervisor clearly through the example that the supervisor demonstrated. Student A, Student C, and Student D also have the same opinion as student B. However, there were some moments when the feedback sounds too general for the students and it can be solved through the interactions they had with the supervisor and peers. This experience was implied by Student D. In the following excerpt from an interview, she commented:

"there were also some moments when I did not really understand what he meant like you know he gave a kind of general comment like he said that a specific paragraph needs elaboration, but I was confused on how should I elaborate it, and then I asked him what kinds of aspects that I need to add, he then explained it to me in detailed, so I guess the benefits of having interaction with my supervisor, incomprehensible parts could be clarified right away" (Student D)

All of the students also showed their cognitive engagement in terms of self-evaluating and reflecting. Student C described the evaluation and reflection process in the following excerpt:

"Usually, my supervisor led us to reflect on the supervision meeting, like what have we learned on that day, how did we feel like that". (Student C)

Even though this reflection process was first initiated by the supervisor, the students could activate their cognition to reflect on the learning process from the supervision meeting. Besides, Student A also added that their supervisor sometimes pointed one of them to lead the discussion. In this sense, the supervisor also tried to cultivate the students' agency in leading the discussion and reflection. We further tried to dive deep into how this process impacts them. Interestingly, Student B and Student D revealed that unconsciously they apply this reflection process even when they are not asked to do that.

"Sometimes I check for improvement of my writing as I look back again at my very first draft of my writing, and I see that I have improved, like a lot" (Student B)

Student B usually did it by comparing the current performance or writing to past performance or writing. Furthermore, Student D even implemented this approach in her classroom as she is a teacher, too. Taken all together, the cognitive side of student engagement in our findings is consistent with Coates' (2006) assertion that learning environments that encourage students to use higher-order cognitive skills could increase engagement and strengthen learning. It includes how the supervisor and students reflect and relate new knowledge to their existing knowledge.

CONCLUSION

Finally, the conclusion part of this study refers back to the research goals and gives a summary of the major results. The current study explored the multi-dimensional engagement of a dialogic supervisory feedback practice in the case of TESOL graduate students. This study sheds light on the emerging approach to supervisory feedback. From this study, it is shown that the dialogic feedback approach could enhance the three aspects of student engagement. The results of this study show that good relationships, positive feelings, and negative emotions are three markers of feedback engagement's affective dimension. While the behavioral dimension depicts two markers of behavioral engagement based on the data. They are the students' involvement and effort during supervision meetings. Lastly, students' cognitive engagement was evident in their understanding of the feedback, self-evaluating, and feedback reflection. The current study makes an important contribution to practice in the field of English language teaching in higher education as this kind of dialogic approach could be potentially applied in a similar setting. However, this research has certain limitations. One limitation is that this study was conducted on a smaller scale, with only a small sample of supervisors engaged. Richer data and more participants may be useful in future research. Additionally, a long amount of time and observation for data collection may be beneficial in capturing their involvement in the supervision meeting.

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PROMOTING PRIMARY ENGLISH TEACHER'S AWARENESS ON INTERCULTURALLY-SENSITIVE TEACHING MATERIALS: AUTOBIOGRAPHY NARRATIVE INQUIRY

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Abstract: The new era of global flows opens more chances for people to interact with others from a different cultures. Globalization offers a new lens to examine intercultural sensitive (IS) language tasks in designing teaching material. However, this study's design of intercultural sensitivity in the Indonesian-Thai context focuses on teachers' perceptions and is still under-researched. Thus, this study investigates teachers' perception of IS pedagogy in English language teaching (ELT) for promoting primary English teachers' merged into their practice of teaching materials. This study uses autobiographical narrative inquiry. The data analysis uses Bennett's (1993) framework of IS, which involves the Developmental Model of Intercultural Sensitivity (DMIS) in five stages to communicate across cultures in the Indonesian-Thai context. The data garnered autobiographical data from narrative inquiry in the form of short stories and lesson plans. The results capture that the teaching materials enhance IS as language pedagogy in ELT. The study suggests discovering teachers' understanding and viewing of IS in teaching English language materials at primary levels.

Keywords: Awareness; Indonesian-Thai context; intercultural sensitive; primary English teacher; narrative inquiry

1. Introduction

In recent years, increased globalization has led to an emphasis in particular focused on language teaching material, that is influencing the English roles changing in society (Galloway, 2017a, 2017b; Widodo, Wood, & Gupta, 2017; Kusumaningputri & Widodo, 2018). Intercultural sensitive (IS) is gaining researchers' attention in English language teaching (ELT) materials. Many researchers argue that language teachers should consider IS and ICC in the field of education (Mostafaeialaei & Nosrati, 2018; Lallana & Salamanca, 2020; Lee, Curtis & Curran, 2018). For instance, Mostafaeialaei & Nosrati (2018) explored how the role of EFL teachers must have skills to develop intercultural sensitivity (IS) and intercultural communicative competence (ICC). The correlational analysis results showed significant correlations between IS and ICC components except the association among the respecting different cultures in the ICC of knowledge dimension and the interaction satisfaction aspects

of IS. Consequently, teaching foreign languages has shifted from linguistic to communicative competence focusing on intercultural communication. Thus, learners of languages can successfully interact across cultures (Chan, Bhatt, Nagami, & Walker, 2015).

English is becoming increasingly popular among non-English speakers, which has led to English taking on different roles (e.g., China, Indonesia, Iran, Korea, Saudi Arabia, Spain, Thailand, and Turkey). Although English has been criticized as an imperial language for many years, it has gained popularity as a language for foreign/additional language education and as a required subject in primary, secondary, and tertiary school curricula (Fenton-Smith, Humphreys, & Walkinshaw, 2017). Thus, English plays an important role both in Anglophone and non-Anglophone contexts. Since English speakers and learners have a variety of linguistic and cultural backgrounds (linguistic-cultural), it is necessary to think beyond Anglophone/native speakerism when using the English language. Drawing on Choi (2016) argued that users and learners of English from non-Anglophone countries should have the space to *"negotiate the ideology of native speakerism and position themselves concerning the power-laden construction of 'non-native' speakers as inherently inferior"*

With the growth of English as a lingua franca (ELF) (Jenkins, 2014; Seidlhofer, 2011), emphasis on how to teach this international language and how people of different cultures use it interculturally-sensitive has been placed (Baker, 2012, 2015). Nowadays, A lingua franca has been established in English based on intercultural sensitive contexts by an increasing number of non-native speakers, making the question of whether teaching cultures in ELT classrooms should be based exclusively on Anglophone cultures pertinent today (Baker, 2015; Canagarajah, 2005; Wen, 2016). In line with Alsamani (2014) argued that providing learners with exposure to foreign cultures in order to expand the cultural knowledge and comprehend the differences between their native cultures and their target cultures. In addition, cultural exposure that the language instruction must provide learners with opportunities to become interculturally aware and to understand both the target culture and their own cultures (Fenner's, 2000) suggestion. The plethora of previous studies mentioned intercultural competence, knowledge, and awareness as essential factors describing learners' intercultural experiences (e.g., Georgiou, 2011; Kusumaningputri & Widodo, 2018; Larzén, 2005; Pitkowska, 2015).

Consequently, this study investigates teachers' perception of IS pedagogy in English language teaching (ELT) for promoting primary English teachers' merged into their practice of teaching materials in Southern Thailand devoted entirely to various grades of students. This study also explores issues relating to educational performativity culture and balancing linguistic diversity training with other essential concerns in teacher education based on intercultural sensitivity (IS). Learning how teachers develop intercultural materials provides a critical engagement with cultural literacy today.

2. Literature Review

2.1 Conceptualizing of Intercultural Sensitive in ELT

Intercultural competence refers to intercultural sensitivity. In contrast, intercultural competence requires intercultural sensitivity (Hammer, Bennett, and Wiseman, 2003). Therefore, intercultural competence demonstrates intercultural sensitivity and knowledge (Bennett, 1993; Peng, Rangsihaht, & Thaipakee, 2005). Communication that involves intercultural communication in communicative language teaching (CLT) is a communicative competence (CC) that native speakers has formed outside as ELF (Baker, 2016). The importance of ICC in curriculum documents, teaching materials, and assessments was widely recognized worldwide (Baker, 2015). Drawing on Altshuler (2003, p. 388) *intercultural sensitivity* is defined as *"attitudes that predict cultural competence and successful intercultural interactions"*. Anchored Chen and Starosta (2004) emphasize that intercultural sensitivity fosters a pluralistic cultural identity, respects cultural differences, and expands multiculturalism.

Teaching communicative language (CLT) is formed outside of considering the importance of English as a lingua franca among native speakers; therefore, curriculum documents, teaching materials, and assessments have been considered intercultural communicative competencies in the field of education (Baker, 2015, 2016; Gue, 2015). Cultural sensitivity or the ability to deal with cultural diversity and overcome ethnocentric worldviews (Bennett, 1993) named Developmental Model of Intercultural Sensitivity (DMIS) that is how community learn to communicate across cultures as a hypothesis. IS embraces the following five components by Bennett (1993):

"Stage 1 (change from Denial to Defense): The individual develops an understanding of cultural differences"

"Stage 2 (change from Defense to Minimization): Negative evaluations are distorted, and the individual is aware of cultural commonalities"

"Stage 3 (change from Minimization to Acceptance): The individual recognizes the importance of cultural diversity"

"Stage 4 (change from Acceptance to Adaptation): A desire to learn about different civilizations exists"

"Stage 5 (change from Adaptation to Integration): Cultures should be respected and empathized with"

Through intercultural sensitive stages, the citizens comprehend cultural differences by accepting their importance, adapting their perspective to incorporate them, or integrating them into a definition of their identity (Bennett, 2004, p. 153). In the developmental process, intercultural sensitivity has been viewed as an activator for transforming ethnocentrism into ethnorelativism (Hammer & Bennett, 2004). Any attempt to increase intercultural sensitivity will assist people in realizing and understanding the significance of cultural differences.

2.2 Primary School in Indonesia and Thailand

A recent curriculum change in Indonesia has converted the English language from a local content subject to an extracurricular subject. Under the new Curriculum 2013, the subject of English is taught school hours outside and not a part of the final exam of schools (Sahiruddin, 2013). Nevertheless, teacher qualification requirements are not affected by this change in status. This regulation showed in the Minister of National Education Republic of Indonesia Decree No. 16/2007 on Teachers' Academic Qualification and Competence and in the Chapter 29, No. 20/2005 of The Government Law of Republic Indonesia on Education National Standard (Department of Pendidikan Nasional, 2006, 2007).

In contrast to secondary level English, a compulsory subject supported by enhanced teacher preparation and materials, English at the elementary level is currently an extracurricular activity. A strong foundation for English was required at this level to meet globalization's demands, so English was included in the primary school timetable in 1993. In Indonesia, early English instruction has been viewed by some as a failure. Thus, it expects to contribute to students' overall language competence. Primary school English lessons should improve the quality of input students receive in secondary schools.

Thailand is commonly considered a homogenous country regarding ethnicity and linguistics, with the notion that Thai people speak the Thai language. Nevertheless, ethnicity and language vary significantly with the predominance of Chinese, Malay, Cambodian, Vietnamese, and the Karen, Lahus, and Lissus as indigenous tribes, who live with the Thais. In addition, about 70 minority languages and dialects in Thailand, as though Chinese, Malay, Mon, Khmer, and Lao. Thai national identity and standard Thai unity is one of the important symbols of uses in administration, education, and media. Thai language variants including "Northern Thai (e.g., Kham Muang) and Southern Thai (e.g., Pak Tai)" has carried out as divergence on their superiority and dominance. Another foreign languages, such as Malay, Chinese, and Vietnamese, are considered foreign.

In contrast to Buddhists majority, the Thai Malay community, particularly in the southern part of the country, faces a different situation. It is considered a linguistic expression of Islamic religion and an essential representation of identity to speak Malay or Patani Malay (Baker & Jarunthawatchai, 2017). The replacement of Malay with standard Thai posed difficulties for assimilation into Thai society and was perceived as a threat to cultural and religious identity. In addition, there has been an outbreak of violent conflict in several Malay-speaking southern provinces due to a separatist movement.

In 2010, Thailand introduced a draft National Language Policy which encourages bilingual and multilingual education for people whose mother tongue is not Thai and those from other countries seeking employment in Thailand (Fry, 2013). In other languages besides Thai, "mother tongue" education is affected by this change. For instance, a Patani English-Malay-Thai trilingual education program in the south of Thailand has been operating successfully since 2008 (Baker & Jarunthawatchai, 2017). The English-Malay-Indonesian language has been granted special status in Southern Thailand expressly against assumed monolingualism and multilingualism. It has been widely accepted for decades that English is the most influential

language to communicate and express on outside world as though academic, political, economic, and cultural levels (Baker, 2012; Rappa & Wee, 2006).

Multilingualism (e.g., using a mother tongue, regional or national language, and a foreign language) as an instructional medium is referred to as multilingual education (Cummins, 2007; Genesee, 2006; Skutnabb-Kangas & McCarthy, 2007; Parba, 2018). Anchored Busch (2011) said that in the education system, various language models are used during the teaching-learning process and can involve two or more languages depending on the position of the language needed in society (i.e., bilingual and multilingual models, respectively) with the goal of (1) learning the dominant language; (2) learning a 'high-prestige' foreign language (primarily English); (3) supporting the learning of the minority language; and (4) encouraging the learning of all languages used in the community (dominant, minority, and foreign). Consequently, multilingual schools can adopt various forms in their goals, needs, and resources based on interculturality-sensitive (Garcia, 2008).

2.3 Previous Studies on Interculturality-Sensitive Teaching Materials

In this section, many previous studies portrayed intercultural EFL teachers in Indonesia (Gandana, 2014; Marana, 2014; Siregar, 2016). For instance, Gandana (2014) examined how EFL lecturers' professional identities, classroom discourses, and practices interact with their beliefs and understandings of English, culture, interculturality, and pedagogy. The findings emphasized the institution's role in forming lecturers' "enacted professionalism." The other previous study investigated how EFL teacher educators think about their job regarding language, identity, and culture (Manara, 2014). The study illustrates the complex, dynamic interaction of professional learning and intercultural identity creation when local educators' struggle for voice 'among dominating western discourses of ELT professionalism.

In the same vein, the study that examined pedagogic attitudes and Indonesian English as a foreign language (EFL) teachers practices is regarding culture and interculturality in high-school using a multiple case study (Munandar & Newton, 2021). The data were collected from field notes, participant observations, in-depth interviews with the teachers, stimulated recall (SR) interviews, and written narrative frames completed by the teachers. The data were analyzed using thematic analysis based on intercultural and cultural pedagogy. The findings showed that teachers exercised agency in engaging with the interculturality and culture complexities, students' requirements of learning and limitations, and contextual education policies and hegemonic language constraints on Indonesia.

Despite of myriad designing ELT materials in interculturality-sensitive language pedagogy contexts by English teachers (Rodríguez-Izquierdo, 2021; Safa & Tofighi, 2021; Tirnaz & Narafshan, 2018). For instance, a previous study evaluated whether utilizing of intercultural TV advertising may improve intercultural sensitivity and positively influence the classroom atmosphere in the setting of English as a foreign language (EFL) in Iran (Tirnaz & Narafshan, 2018). This study acquired for six-month observed that controlling group on ICS skill in the experimental group outperformed scores, indicating intercultural TV advertising practice. The result showed that while the students delved to accept, appreciate diversity, support

classmates and collaborate with in the different perspectives, advertisements positively impacted the classroom atmosphere and created a flexible workplace.

Consequently, the study investigates teachers' perception of IS pedagogy in English language teaching (ELT) for promoting primary English teachers' merged into their practice of teaching materials. This study's design of intercultural sensitivity in the Indonesian-Thai context focuses on teachers' perceptions and is still under-researched. Few studies focus on the conditions for developing teaching materials based on IS language pedagogy by teachers in the classroom (except Tirnaz & Narafshan, 2018).

3. Methodology

The study aims to investigate teachers' perception of IS pedagogy in English language teaching (ELT) for promoting primary English teachers' merged into their practice of teaching materials. This study uses narrative inquiry (e.g., in the form of a short story).

3.1 Research question

RQ 1: What are the English teachers' perceptions about English teaching based on a language's intercultural sensitive pedagogy? (**Data Source: Narrative Frame (e.g. short story); Method: Qualitative**)

3.2 Setting: South Thailand

The study was conducted at a primary school in Southern Thailand whose intercultural competence of English curriculum promotes autonomy and critical thinking skills. The researcher was placed in one of the primary school in Thailand which is under the supervision of a university in Southern Thailand.

3.3 Participant

This autobiographical study explores pre-service teachers' teaching practice in the International Teaching Practicum (ITP) program conducted by researchers in the 2018-2019 academic year. The researcher is one of the representatives of the English Education Program from a university in Surakarta to participate in the ITP program. Researchers will tell and explore her own experiences during the program because I have experience teaching and interacting other citizens from different cultural backgrounds, especially in international exchange students and teachers who work and study at the university.

3.4 Data collection/instruments

The data garnered autobiographical data from narrative inquiry in the form of short stories and lesson plans. Narrative data based on autobiographical in the form of short stories will be collected through stories of autobiographical experiences and classroom observations to find out the condition of teaching English in the intercultural curriculum context. In designing ELT

materials, I was involved as an English teacher in the classroom. To do this study, the researcher uses an analytical technique, namely critical thematic analysis (in the form of short stories) by Barkhuizen, Benson, and Chik (2014), through a self-reflection template.

3.5 Data analysis

The study aims to investigate teachers' perception of IS pedagogy in English language teaching (ELT) for promoting primary English teachers' merged into their practice of teaching materials. The data analysis procedure consists of (1) capturing the conditions of implementing and developing intercultural language pedagogy-based curriculum tasks in schools and (2) narrating the data using heuristics for the content and context of systematic thematic analysis (e.g., short stories) or what is talking about (e.g., implementing a pedagogical intercultural sensitivities curriculum from my own experiences with developing and designing ELT materials); (3) exploring teachers' perception (myself) using designing ELT material in Indonesian-Thai context based on IS to find out the pattern of intercultural learning which reflected in teaching activities.

4. Finding and Discussion

The researcher selected to answer the RQs in the three main themes around conceiving the influence of intercultural sensitivity on culture and the perceptions in ELT materials contained intercultural sensitivity. This study is an autobiographical narrative. I participated in this study as the teacher who used intercultural sensitivity in ELT materials based on the Indonesia-Thailand context. The data collection was taken from the experience of researchers during ITP in the form of short stories through a self-reflection template (Barkhuizen, Benson, and Chik, 2014).

Finding 1: teachers' perceptions of intercultural sensitive in ELT materials

The teacher was teaching classes in English subjects at a primary school in Southern Thailand by using multilingual languages such as Indonesian, English, and Malay (sometimes). Implementing this teaching system will be more exciting, and students will be more enthusiastic about learning the subjects. The students will get new insights about languages other than their mother tongue, namely, Thai. The teacher evaluated her understanding of intercultural sensitivity in Indonesia-Thailand contexts to understand the perceived effects of ELT materials contained intercultural sensitive. The teacher recounted that:

“Every day, I teach using Indonesian, Malay (sometimes), and English. I use Indonesian, English, and Malay (sometimes) when teaching English in a class by embracing and introducing Indonesian culture to Thai students.”

The statement regarding the intercultural-sensitive ELT materials that the teacher uses for teaching English subjects in terms of using languages from other countries is three

languages (Indonesia-English-Malay/sometimes). The teacher reported her daily experiences and positive results in multilingual classroom teaching (Indonesia-English-Malay). By doing this teaching, students will understand the material presented and appreciate their language skills in communicating using multilingualism slowly. With the introduction of this culture, the students can learn intercultural sensitivity in English subjects through languages based on the Indonesia-Thailand context. Following the stages contained in the intercultural sensitivity theory, this includes stages 1 and 5, where students develop an understanding of cultural differences and the teacher considers the culture introduced to students to be a culture that must be respected. Drawing on Griva & Chostelidou (2012), teachers' positive attitude towards language policies used in primary schools is a solid communicative tool for competence in speaking one or more languages. The critical thing is patterns that are not contrary to the language policies used in the country. Thus, the teachers and students can feel the application of multilingual education in their classrooms well.

In this study, the teacher stated that it was necessary to enforce the intercultural sensitive held by primary school teachers as the best solution; thus, they could find out how the teaching presentation was given by embracing the culture of Thai and other countries. The teacher said,

"When I teach using ELT materials containing intercultural sensitivity, it is one of the prospects for the modern learning process. In particular, I think that intercultural sensitive is very suitable for knowing cultures, especially languages and society, that will be useful to support the ease of life because indirectly, I teach international languages to students and introduce other cultures, especially Indonesian culture, with all its diversity which will be very useful in the future and also the more cultures that we learn, the more information we can absorb"

Primary school teachers realize the importance of using intercultural sensitivity in the current education system because students will gain new insights and learn about diverse cultures from other countries during the learning process. In line with those, the teacher is actively involved in helping students become aware of using intercultural sensitivity in teaching materials and can utilize linguistic knowledge (De Angelis, 2011; Jakisch, 2014; Otwinowska, 2014). The teacher believes that she will bring students to support their future life by mastering multilingual skills (English, Indonesia, Thai, Malay) and becoming more sensitive to other cultures. It includes stage 3, which explains that individuals recognize the importance of respecting and building a sense of tolerance for cultural diversity in their own country and other countries (Bennett, 2004).

Finding 2: teaching skills in using bilingual/trilingual languages

The teacher is confident to teach using multilingual languages in the classroom. The teacher put it:

"I am always confident in teaching English subjects using English and Indonesia translated because I have mastered the language along with the material I teach. Nevertheless, some students do not understand English. Hence, they ask for additional explanations using Malay, so I will give additional explanations using Malay to these students in order to help students understand what is studying in class".

The teacher stated that she had mastered various languages, such as Indonesia-English-Malay, in the learning process. Meanwhile, sometimes students do not understand what is explained by the teacher. The teacher will explain again using Malay to ensure that students understand the learning material well. In line with teachers' belief that intercultural sensitivity in ELT materials can provide benefits for their language and cultures in teaching and learning, this is not in line with their students who state that multilingual learning makes them not understand the material well. However, they understand when the teacher explains by giving examples with digital photographs that have cultural elements of Indonesian-Thailand. This context seems appropriate and supports the conclusion of some researchers that awareness is needed for intercultural sensitivity in ELT materials to become an important asset (Bennett, 1993, 2004; De Angelis, 2011).

Teachers' cultural awareness knowledge is central to conceiving their decision-making in the classroom atmosphere. The teacher said,

"So, I need to get as much experience as possible to teach based on intercultural sensitive based on my subjects of English, for example, by participating in a training program for teachers to improve my teaching skills in designing ELT materials by incorporating some cultural elements. I believe that this training will provide me with many benefits, such as: gaining insight into how multilingualism should be in terms of languages, insight from the experiences of others teaching using designing intercultural sensitive and creativity using photographs in the teaching and learning process".

When the teachers teach English subjects using designing ELT material based on intercultural sensitivity, it can escalate creativity for teaching by participating in training programs or teaching from the experiences of others who have a different culture. In line with previous research, which states that learning experiences and opportunities in pre-service training programs and in-service teacher training need to be held to show cultural awareness about the benefits and support (Haim et al., 2020; Rother et al., 2021). This program allows teachers to escalate their creativity in the classroom by studying different cultures. In this case, the teacher believes students desire to learn about different civilizations/cultures (Bennett, 1993, 2014).

Finding 3: teacher's experience at primary school using IS in ELT materials

The teachers experience obstacles and benefits during the learning process, as well as the Thai government's policy for the use of learning materials which has intercultural sensitive. As the teacher put it,

"In my opinion, I have problems while teaching using multilingual (Indonesia-English-Malay) where students have difficulty expressing something, and they are more fluent using the Thai language. Thai teachers have different understandings of using intercultural sensitive in their ELT materials when they teach international and regular classes. I suggest that the policy of using intercultural sensitive materials in Thailand can be implemented in other schools because it is beneficial for students and their teachers to become more familiar with cultural awareness and master international languages".

Based on the teacher's experience when she was teaching by using designing intercultural sensitive materials and the importance of applying intercultural awareness materials in Thailand to improve the quality of education in this modern era. Drawing on Bennett (1993) argued that citizens could develop an understanding of cultural differences originating from Indonesia and other countries, and they can distort cultural similarities between their home country and other countries and respect other cultures through intercultural sensitive-based learning.

Consequently, designing intercultural sensitive materials at primary schools in Southern Thailand needs to be implemented as a more attractive teaching system. The students also learn about intercultural awareness materials based on language or other cultures in Indonesia-Thailand. It is associated with the teacher's positive attitude towards teaching practice in the classroom using multilingualism, while students' lack of experience in learning various languages (Indonesia, English, and Malay) in English is one of the teacher's concerns. To reduce teacher concerns, teachers must join training programs so the teaching system can do well. The education system in Southern Thailand has not been implemented evenly; therefore, the government needs to make a policy in this country by applying intercultural sensitive-based learning. The presence of visual media (e.g., pictures) and sound will have a positive impact on students remembering things well.

5. Conclusion

The study investigates teachers' perception of IS pedagogy in English language teaching (ELT) for promoting primary English teachers' merged into their practice of teaching materials. Teachers' perceptions and awareness of IS have been described in this study. Culture should be viewed from a poststructuralist perspective and dynamic concepts. In addition, the results suggest that a fathom of the language and culture relationship viewed as inextricable traditionally, Anglophone cultures demystify needs to be revised and recognized exclusively as a means of communicating cultural values in ELT. Today's globalized world demands the

integration of cross-cultural issues through English material development and pedagogical practice (Wen, 2016).

By incorporating IS into teaching materials from a more critical perspective, cultural instruction an ethnocentric perspective is not required; the results study supported an inclusive view of culture that identifies similarities and differences. This study will contribute to increasing stakeholders' perceptions and awareness of intercultural sensitivity in teaching materials to reconstruct the bonding between language and culture, particularly in ELT, and the amalgamation between local and global communities. In English language education, the study's findings provide a catalyst for teachers, learners, and educators to take a critical perspective on the complexity and fluidity of cultural views in IS. This present study implies that it is necessary to conduct in-depth research with sufficient time support; thus, the ideology of the teacher's language and the experience of the teacher's teaching practice can balance.

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THE USE OF LEARNERS' "ONE NIGHT SPEED SYSTEM" STUDYING METHODS ON ENGLISH LESSON

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Abstract: One Night Speed System (ONSS) is the only a model of study method to complete any task in one night. Meanwhile, the expert stated that the distance between learners' study time should be in accordance with what is the response to understanding school material. This study was made to find out the answer to whether there is an effect of ONSS on learning outcomes, especially English. This research was conducted specifically for the student population in Indonesia which is limited to 71 (18 males and 53 female) learners from various levels of education. This study uses a descriptive quantitative approach. data analysis using logistic regression analysis method. Based on the questionnaire, it was found that most of the learners thought that there was success from the application of the ONSS learning method in understanding English material. The results showed that there was success in understanding English lessons in the use of ONSS to learn English without an impact on the decline in grades. Even so, the understanding of the material obtained is not optimal and has more impact on learners' health problems.

Keywords: ONSS, study method, study English

Introduction

Study is one of the academic activities carried out by each individual in understanding the lesson or deepening knowledge. There are so many kinds of study methods that are applied, each individual of course chooses a variety of study methods depending on the desire or ability achieved. It's the same with learners, from basic lessons to lectures, it certainly involves additional studying activities during outside school hours.

Each learner has a unique study method with their own abilities and preferred techniques. Learners' independent studying takes place at home based on the length and difficulty of learners' independent studying at home. The length of independent study is also different from daily study by studying before the exam.

In addition, independent studying is led by learners in studying all subjects, which is also different from learners studying languages, especially English. It can be difficult to deepen your understanding of English material because there are many points for learners to work on.

One of the fastest ways to study is learners study all night long, of course very rushed and learners can't sleep one night. One Night Speed System (ONSS) is one or even the only model study method to complete any task in one night. The situation related to this research variable uses the influence of the ONSS study method with studying outcomes in English.

One of the studies related to learner's time management was proposed by Richelle (2019) This article measures the Time Management Behavior Scale to see self-reported time management behavior by undergraduate engineering learners. As a result, it was found that the learners' perceived time control was a factor that was significantly correlated with the cumulative mean score. On average, it was found that time management behaviors did not differ significantly by gender, age, entry qualification, and time spent in the program.

The influence of studying style on mathematics studying achievement and the influence of motivation and studying style on learners' mathematics studying achievement were proposed by researchers Sinarga (2022) in research at SMAN 3 Pematangsiantar. In this study, researchers used quantitative research methods. Based on the results of the research and discussion, it can be concluded that there is a positive influence and a significant difference between motivation and success in studying mathematics for class XI learners at SMA Negeri 3 Pematangsiantar.

The two review studies cited above focus on the individual studying styles of learners in schools in general and only assess overall learner's engagement. However, no one has provided any advice on how to learn English with ONSS yet. This research has never been carried out by other researchers who focus on language learning, especially English, using a night chase system, or studying all night to deepen their knowledge of language.

Therefore, the focus of this research has two questions:

1. Do learners apply the ONSS study method used in understanding English lessons?
2. Is there any effect obtained by learners who apply the ONSS study method in study English lesson?

The ONSS study method is very difficult and requires learners to study English intensely overnight. Because language is a system, someone who learns a language quickly with the ONSS study method will never be able to understand what he is learning. The researcher aims to learn more about the consequences of studying English using ONSS in this study. Then, how is it related to the learners' English studying outcomes using the ONSS study method. This research was conducted so that learners who prefer to use the ONSS study method will be more aware that their efforts (while using ONSS) are not worth the results.

Research Method

This study uses descriptive qualitative approaches and data collection techniques via an online Google form. Participants only react in accordance with the available answer possibilities since the claims are closed-ended and intuitive. The participants are limit apply to learners from a variety location as well as those who participate in home studying activities. Participants range in age from 13 to 25 years old. As a result, there were 71 participants in this study's correspondent samples (18 men and 53 women).

To evaluate the data in this study in compliance with the questionnaire instrument. In this study, logistic regression analysis was utilized to analyze the data in accordance with the questionnaire instrument. According to Galton 1886 in Gujarati 2009, there is a variable dependence that is dependent on one or more variables in logistic regression (undefined variable). The dependent variable is also known as the response, whereas the independent variable is also referred to as the explanatory or predictive variable. In order to determine the likelihood that a relationship exists between factors that depend on the overnight speed study method, studying results, and health effects. Then, the regression analysis is used.

Research Finding and Discussion

The findings of the ONSS study method questionnaire were divided into two categories of responses, namely the results of the application of ONSS studying in studying English, and the effect of the application of ONSS studying in learners' health. In the outcome category of implementing ONSS learning, the learner's participants who run ONSS responded positively. The results show from the questionnaire that the application of ONSS in studying English does not affect the decline in grades, and there is success in understanding the material. The response category in the results of the application of the ONSS study method also received responses from the participants. There is an adverse effect on declining health and will not continue the application of the ONSS study method in daily learning.

Questionnaires are given to obtain the main data, how the results of the research questions on the two variables tested. The statement contains opinions on the use of the ONSS study method on the health effects of learners who apply it in studying English. The study method listed in the questionable questionnaire statement does not only refer to the ONSS study method, so the findings distinguish learners' English studying outcomes in using the ONSS study method and other study methods.

1. A. Perceptions of participants who use ONSS study method in study of English Lesson.

Case processing summary

Table 1.1.1

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	71	100,0
	Missing Cases	0	,0
	Total	71	100,0
Unselected Cases		0	,0
Total		71	100,0

a. If weight is in effect, see classification table for the total number of cases.

Total participants are 71. The total number of participants in this study was 71 learners to university learners spread from several school levels around the island of Java. The total number of participants in this study were aged 13-25 years with the number of male participants being 18 people, and the number of female participants being is 53 people. The criteria for the number of participants in this study are learners who are still active in daily studying activities, especially in studying English material, especially for those who apply the ONSS study method.

Classification table ^{a,b}

Table 1.1.2

Observed	Predicted
----------	-----------

1. Saudara/i adalah pengguna model belajar ONSS. Apakah diterapkan untuk belajar semua mata pelajaran?			
		Ya	Tidak
Saudara/i adalah pengguna model belajar ONSS. Apakah diterapkan untuk belajar semua mata pelajaran?	Ya	0	24
	Tidak	0	47
Overall Percentage			66,2

a. Constant is included in the model.

b. The cut value is ,500

The questions in the online questionnaire that are calculated in the results of this study are participant perceptions which aim to calculate the number of participants who apply the ONSS study method for daily studying of all subjects or only in studying English. The frequency of expectations based on empirical data of the dependent variable was obtained by participants who used the ONSS study method for all lessons as many as 24 participants and those who did not use the ONSS study method for all lessons as many as 47 people. Then the overall percentage value before the independent variable is entered into the model is 66.2%.

Hosmer and Lameshow Test			
Step	Chi-square	df	Sig.
1	4,429	7	,729

The use of the Hosmer and Lameshow test or HL test is a compatibility test used in logistic regression analysis to be used in the binary response variable test, namely yes or no from the results of the statements in the online questionnaire. From the table obtained the value of *Chi square Hosmer and Lemeshow* = 4,429 and *nilai Chi square Df* = 7. Because value of *Chi Square Hosmer and Lemeshow* = 5,427 < 14,0671 = *nilai Chi Square Df* = 8 and the value of *Sig* = 0,729 > 0,05 , then the model is accepted and hypothesis testing can be done.

The tested hypotheses are; whether the participant is a user of the ONSS study method that is applied to study all subjects. The answer choices are yes and no.

Table 1.1.3						
Saudara/i adalah pengguna model belajar ONSS. Apakah diterapkan untuk belajar semua mata pelajaran? = Ya		Saudara/i adalah pengguna model belajar ONSS. Apakah diterapkan untuk belajar semua mata pelajaran? = Tidak				
		Observed	Expected	Observed	Expected	Total
Step 1	1	4	5,154	5	3,846	9
	2	7	5,239	3	4,761	10
	3	2	3,211	5	3,789	7
	4	3	2,890	4	4,110	7
	5	3	2,289	4	4,711	7
	6	2	2,044	7	6,956	9
	7	1	1,354	6	5,646	7
	8	2	1,206	7	7,794	9
	9	0	,612	6	5,388	6

Classification Table ^a

Table 1.1.4

						Predicted
1. Saudara/i adalah pengguna model belajar ONSS. Apakah diterapkan untuk belajar semua mata pelajaran?						
Observed				Ya	Tidak	Percentage Correct
Step 1	Saudara/i adalah pengguna model belajar ONSS. Apakah diterapkan untuk belajar semua mata pelajaran?	Ya		11	13	45,8
		Tidak		8	39	83,0
	Overall Percentage					

a. The cut value is ,500

Based on the classification table above, the number of learner participants who apply the ONSS study method for all lessons is $11 + 13 = 24$ people, where there are 11 participants who actually apply the ONSS study method for all lessons and 13 participants who are willing not to apply the ONSS study method for all lessons but do not do so. Then the number of participants who did not applying the ONSS study method for all lessons is $8 + 39 = 47$ people, where there are 8 participants who really do not apply the ONSS study method for all lessons and 39 participants who are willing to not apply the ONSS study method for all lessons but don't do it.

In psychology and education, studying styles and methods are well-known terms used to identify how people learn (Muluk et al., 2020). The study method exists in a variety of forms, and might not fit into one of them. Studying styles differ, but understanding them can help learners improve and enrich their educational experience. Furthermore, from the table obtained the value of *overall percentage*

$= (45,8 + 83)/82 = 70,4\%$ which means that the accuracy of this research participant is 70,4%.

Table 1.1.5

no	Statement	validity							
		frequency		percent		Valid percent		Cumulative percent	
1	Are there differences in applying the ONSS study method compared to other study methods in understanding English material? (Adakah perbedaan	yes	no	yes	no	yes	no	yes	no
		59	12	83,1	16,9	83,1	16,9	83,1	16,9
		71		100,0%		100,0%			
	dalam menerapkan model belajar ONSS dibanding model belajar lainnya dalam memahami materi bahasa Inggris?)								
3	Between studying with the ONSS system and studying slowly from afar, which do you think is more effective? (Antara belajar dengan sistem ONSS dan belajar perlahan dari jauh hari, menurut saudara/i lebih efektif mana?)	Sistem Kebut Semalam/ ONSS	Belajar dari jauh hari	Sistem Kebut Semalam/ ONSS	Belajar dari jauh hari	Sistem Kebut Semalam/ ONSS	Belajar dari jauh hari	Sistem Kebut Semalam/ ONSS	Belajar dari jauh hari
		15	35	30,0	70,0	30,0	70,0	30,0	100,0
		50		100,0		100,0			
4	You make the ONSS study method the only way to understand the	yes	no	yes	no	yes	no	yes	no
		32	18	64,0	36,0	64,0	36,0	64,0	100,0

	lesson. Is there a very significant impact on daily learning? (Saudara/i menjadikan model belajar ONSS sebagai satu- satunya cara memahami pelajaran. Adakah dampak yang didapatkan sangat signifikan dalam belajar sehari-hari?)	5 0		10 0,0		10 0,0			
5	Is there any success from the application of the ONSS study method in understanding English material? (Apakah ada keberhasilan dari penerapan model belajar ONSS dalam memahami materi bahasa Inggris?)	yes	no	yes	no	yes	no	yes	no
		44	6	88,0	12,0	88,0	12,0	88,0	100,0
		5 0		10 0,0		10 0,0			
7	Does using the ONSS study	yes	no	yes	no	yes	no	yes	no
	method make your grades in English even worse? (Apakah dengan menggunakan model belajar ONSS, nilai saudara/i dalam pelajaran bahasa Inggris menjadi semakin buruk?)	17	33	34,0	66,0	34,0	66,0	34,0	100,0
		5 0		10 0,0		10 0,0			
9	Would you recommend your friends/relatives to learn English with	yes	no	yes	no	yes	no	yes	no
		15	35	30,0	70,0	30,0	70,0	30,0	100,0

the ONSS study method? (Apakah saudara/i akan merekomendasikan teman/kerabat anda untuk belajar bahasa Inggris dengan model belajar ONSS?)	50	100,0	100,0		
--	----	-------	-------	--	--

The result from the table 1.1.5 is compiled the perception from the participant, thus the statement from the online questionnaire divide for answer yes or no had six questions, with explained. Based on the statement number 1 from the questionnaire, the majority of learners thought that there were differences in applying the ONSS study method compared to other study methods in understanding English material. Next statement of number 3 based on the questionnaire, it was obtained that the majority of learners thought that studying ahead of time was more effective. Then, the statement number 5 based on the questionnaire, it was obtained that the majority of learners thought that there was a very significant impact in their daily learning. The arranging study time when in a hurry for learners usually causes understanding of the material to be quickly absorbed even though it does not fully understand properly. Usually learners who apply the ONSS study method in doing homework that have very tight deadlines. So that learners do it as quickly as possible with memories from understanding the previous material. Next of the statement number 7 on the questionnaire, it was obtained that the majority of learners thought that by using the ONSS study method, the grades in English lessons did not get worse. The results of participants' opinions in recommending the ONSS study method show that there are no results that choose to recommend.

The individual student study methods that arise as a result of certain cognitive styles are. Thus, related to the differences and goals of each student's studying understanding (Jepsen et al., 2015). The results obtained from the questionnaire points revealed that whatever study method existed and was applied by learners during learning, it did not affect the learners scores obtained.

Moreover, in applying the ONSS study method, it does not have a big effect on increasing learners scores in studying English. The expert revealed that the appropriate study method is by 'reinforcement' which can be done by studying every day so that repetition and understanding of the material, especially in studying English can be maximized, and can even achieve high scores on the results. Based on the last statement from questionnaire number 9, the majority of learners thought that by using the ONSS study method, they would not recommend your friends/relatives to learn English using the ONSS study method.

Table 1.1.6

no	statement	validity											
		frequency			percent			Valid percent			Cumulative percent		
2	Do you think that the ONSS is a very	yes	maybe	no	yes	maybe	no	yes	maybe	no	yes	maybe	no
		17	14	19	34,0	28,0	38,0	34,0	28,0	38,0	34,0	62,0	100,0

	effective study method? (Apakah menurut Saudara/I ONSS merupakan Model Belajar yang sangat efektif?)	50			100,0			100,0					
6	Do you feel that there are bad side effects from using the ONSS study method in studying English? (Apakah saudara/i merasa efek samping yang buruk dari penggunaan model belajar ONSS dalam belajar Bahasa Inggris?)	yes	maybe	no	yes	maybe	no	yes	maybe	no	yes	maybe	no
		29	8	13	58,0	16,0	26,0	58,0	16,0	26,0	58,0	74,0	100,0
		50			100,0			100,0					
8	After studying English with the ONSS study method, do you feel that your health is getting worse? (Setelah melakukan belajar bahasa Inggris dengan model	yes	maybe	no	yes	maybe	no	yes	maybe	no	yes	maybe	no
		21	12	17	42,0	24,0	34,0	42,0	24,0	34,0	42,0	66,0	100,0
		50			100,0			100,0					
	belajar ONSS, apakah saudara/i merasa kesehatan anda semakin menurun?)												

The result from table 1.1.6 is the second part from the perception of participants and only include the three questions from the online questionnaire. Firstly, from the question number 2, based on the questionnaire, the majority of

learners thought that ONSS was an ineffective study method. There are many theories expressed by experts in studying languages, especially English.

According to Evelyn (2010) in *English Made Easy*, there are 3 theories in foreign language learning. First, behavioral theory. According to the creators of this theory, Skinner and Parlov, language studying is a habit-forming process through activities: stimulus - response - reinforcement. The weakness of this method is that learners cannot make new sentences outside of the ones they have memorized. In fact, very few people can remember long enough. Second, cognitive theory (cognitive theory). According to Chomsky, in language learning, humans are created with cognitive abilities, namely processing the input received and making new sentences, which are unlimited in number. Third, Acquisition Theory (Natural Language Absorption). According to Krashen (1983), the language studying process consists of 2 ways, namely acquisition and learning. Evelyn concluded that among the three theories and approaches in language studies, to obtain optimal results, one of them uses an eclectic approach, by combining the advantages that exist in each theory.

Next, from the question number 6, based on the questionnaire, the majority of learners thought that there were bad side effects from using the ONSS study method. Thus the last question number is number 8, based on the questionnaire, the majority of learners thought that by using the ONSS study method, they felt that your health was getting worse.

B. The successful results of study English Lesson using the ONSS study method.

Table 1.2.1

Score		df	Sig.
Step	3. a. Is there any success from the application of the ONSS study method in understanding English material?		
Variables	(Apakah ada keberhasilan dari penerapan model belajar ONSS dalam memahami materi bahasa inggris?)	4,189	1
0	3. b. Does using the ONSS study method	6,728	1
			,041
			,009

make your grades in English better? (Apakah dengan menggunakan model belajar ONSS, nilai saudara/i dalam pelajaran bahasa Inggris menjadi semakin baik?)			
5. After studying English with the ONSS study method, do you feel that your health is getting worse? (Setelah melakukan belajar bahasa Inggris dengan model belajar ONSS, apakah saudara/i merasa kesehatan anda semakin menurun?)	,043	1	,835
1. Do you feel there are good side effects from using the ONSS study method in studying English? (Apakah saudara/i merasa efek samping yang bagus dari penggunaan model belajar ONSS dalam belajar Bahasa Inggris?)	6,263	1	,012
Overall Statistics	8,735	4	,068

Iteration History ^{a,b,c,d}

Table 1.2.2

	Coefficients	-2 Log	1. Do you feel	Iteration likelihood	there are good
	3. a. Is there any	3. b. Does	5. After studying	side effects	success from the
	using the ONSS	English with the	from using the	application of the	study
	method ONSS	study ONSS	study ONSS	study make your	method, do you
	method in	method in	grades in	studying	understanding
	English better?	health is getting	English?		
Constant	English material?(Apakah	ada (denganApakah	worse?melakukan		
	(Setelah belajar (saudara/i Apakah				
	keberhasilan dari menggunakan	bahasa Inggris	merasa efek		
	penerapan model model belajar	dengan model	samping yang belajar		
	ONSS ONSS, nilai	belajar ONSS,	bagus dari dalam		
	saudara/i dalam	apakah saudara/i penggunaa	n memahami		
	pelajaran merasa kesehatan model	belajar materi			
	bahasa bahasa Inggris	anda semakinONSS	dalam inggris?)		

menjadi
Inggris?) menurun?) belajar Bahasa semakin baik?)

Step 1 82,084 -250 ,454 ,682 ,105 ,337

¹ 2 81,593 -291 ,719 ,766 ,116 ,390 3 81,585 -293 ,777 ,770 ,116 ,392

4 81,585 -293 ,779 ,770 ,116 ,392

5 81,585 -293 ,779 ,770 ,116 ,392 a. Method: Enter.

b. Constant is included in the model.

c. Initial -2 Log Likelihood: 90,840.

d. Estimation terminated at iteration number 5 because parameter estimates changed by less than ,001.

Model Summary

Table 1.2.3

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	81,585 a	,122	,169

To see the ability of the success of the application of the ONSS study method in understanding English material, good English grades, declining health, and side effects of studying with ONSS in explaining the study method used from the table obtained Cox & Snell *R square* = 0.122 and Nagelkerke *R square* = 0.169 which shows that 12.2% The success of the application of the ONSS study method in understanding English material, good English grades, declining health, and side effects of studying with SKS can explain the study methods used . While 100% 12.2% = 87.8% study methods used in learning. Based on (Duffy & Azevedo, 2015) it was found that the length of time spent by learners for independent study was determined by the results of the responses to the study methods applied by learners in understanding lessons outside of school hours.

Step		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)
------	--	---	------	------	----	------	--------	---------------------

								Lower	Upper
1a									
3. a. Is there any success from the application of the ONSS study method in understanding English material? (Apakah ada keberhasilan dari penerapan model belajar ONSS dalam memahami materi inggris?)	,779	,911	,731	1	,393	2,178	,366	12,978	
3. b. Does using the ONSS study method make your grades in English better? (Apakah dengan menggunakan model belajar ONSS, nilai saudara/i dalam pelajaran bahasa Inggris menjadi semakin baik?)	,770	,681	1,278	1	,258	2,159	,568	8,204	
5. After studying English with the ONSS study method, do you feel that your health is getting worse? (Setelah melakukan belajar bahasa Inggris dengan model belajar ONSS, apakah saudara/i merasa kesehatan anda semakin menurun?)	,116	,315	,136	1	,713	1,123	,606	2,081	
1. Do you feel there are good side effects from using the ONSS study method in studying English? (Apakah saudara/i merasa efek samping yang bagus dari penggunaan model belajar ONSS dalam belajar Bahasa Inggris?)	,392	,402	,952	1	,329	1,481	,673	3,257	
Constant	- ,293	,520	,318	1	,573	,746			

a. Variable(s) entered on step 1a:

Table 1.2.4

- 3. a. Apakah ada keberhasilan dari penerapan model belajar ONSS dalam memahami materi bahasa inggris?,
- 3. b. Apakah dengan menggunakan model belajar ONSS, nilai saudara/i dalam pelajaran bahasa Inggris menjadi semakin baik?,
- 5. Setelah melakukan belajar bahasa Inggris dengan model belajar ONSS, apakah saudara/i merasa kesehatan anda semakin menurun?,
- 1. Apakah saudara/i merasa efek samping yang bagus dari penggunaan model belajar ONSS dalam belajar Bahasa Inggris?

The success of the application of the ONSS study method in understanding

English material has a value of the *P value uji Wald (Sig)* = 0.393 > 0.05 means that the success of the application of the ONSS study method in understanding English material has an insignificant effect on the study method used participants will use. The value of English has a value of the *P value uji Wald (Sig)* > 0.258, which means that the value of English has an insignificant effect on the study method used by the respondent. Health has a value of the *P value uji Wald (Sig)* = 0.713 > 0.05, meaning that health has an insignificant effect on the study method used by participants. A good side effect has a value of the *P value uji Wald (Sig)* = 0.573 > 0.05, meaning that a good side effect has an insignificant effect on the study method that the respondent will use.

The success of implementing the ONSS study method with Odds Ratio = 2,178 means that participants who have the success of implementing the ONSS study method will choose SKS 2,178 times more than participants who do not have the success of implementing the ONSS study method. Because the value of Success = 0.779 (*positif*), the success of the application of the ONSS study method has a positive relationship with the respondent's willingness to choose ONSS.

The value of English with Odds Ratio = 2.159 means that participants who have an English score will choose SKS 2,159 times more than participants who do not have an English score. Because the value of Score of English = 0.770 (*positif*) then the value of English has a positive relationship with the respondent's willingness to choose ONSS. Health with Odds Ratio = 1.123 means that participants who have Health will choose SKS 1.123 times more than participants who do not have Health. Because the value of Health = 0.116 (*positif*), the English value of Health has a positive relationship with the respondent's willingness to choose SKS.

Bad side effects with Odds Ratio = 1.481 means that participants who have bad side effects will choose SKS 1.481 times than participants who do not have bad side effects. Because the value of bad side effects = 0.392 (*positif*) then bad side effects have a positive relationship with the respondent's willingness to choose SKS.

Table 1.2.5

no	Statement	validity							
		frequency		percent		Valid percent		Cumulative percent	
2	Is there any success from the application of the ONSS study method in understanding English material? (Apakah ada keberhasilan dari penerapan model belajar ONSS dalam memahami materi bahasa Inggris?)	yes	no	yes	no	yes	no	yes	no
		44	6	88,0	12,0	88,0	12,0	88,0	100,0
		Total = 50		Total = 100,0		Total = 100,0			

7	Is there any success from the application of the ONSS study	yes	no	yes	no	yes	no	yes	no
		55	16	77,5	22,5	77,5	22,5	77,5	100,0
	method in understanding English material? (Apakah ada keberhasilan dari penerapan model belajar ONSS dalam memahami materi bahasa inggris?)	Total = 71		Total = 100,0		Total = 100,0			

Based on the questionnaire, the majority of learners thought that there was success from the application of the ONSS study method in understanding English material. However, there is no significant improvement in applying ONSS while studying English. Participants considered that applying ONSS was only done when certain and urgent.

2. The effect of the participant's perspective obtained from applying ONSS in daily study the English Lesson.

Table 2.1

no	statement	validity									
		frequency		percent		Valid percent			Cumulative percent		
1	You make the ONSS study method the only way to understand the lesson. Is there a very significant impact on daily learning? (Saudara/i menjadikan model belajar ONSS sebagai satu-satunya cara memahami pelajaran. Adakah dampak yang didapatkan sangat signifikan dalam belajar sehari-hari?)	yes	no	yes	no	yes	no		yes	no	
		32	18	64,0	36,0	64,0	36,0				
		Total = 50		Total = 100,0		Total = 100,0			64,0	100,0	
3	Do you feel that there are bad side effects from using the ONSS study method in studying English?	yes	maybe	no	yes	maybe	no		yes	maybe	no
		29	8	58,0	16,0	26,0	58,0	16,0			
		Total = 50		Total = 100,0		Total = 100,0			58,	74,0	100,0

	(Apakah saudara/i merasa efek samping yang buruk dari penggunaan model									0			
	belajar ONSS dalam belajar Bahasa Inggris?)												
4	Does using the ONSS study method make your grades in English even worse? (Apakah dengan menggunakan model belajar ONSS, nilai saudara/i dalam pelajaran bahasa Inggris menjadi semakin buruk?)	yes	no	yes	no	yes	no	yes	no	yes	no		
		17	33	34,0	66,0	34,0	66,0						
		Total = 50		Total = 100,0		Total = 100,0		34,0		100,0			
5	After studying English with the ONSS study	yes	maybe	no	yes	maybe	no	yes	maybe	no	yes	maybe	No
		21	12	17	42,0	24,0	34,0	42,0	24,0	34,0	42,0	54,0	100,0

	method, do you feel that your health is getting worse? (Setelah melakukan belajar bahasa Inggris dengan model belajar ONSS, apakah saudara/i merasa kesehatan anda semakin menurun?)	Total = 50			Total = 100,0			Total = 100,0					
6	Apakah menurut	yes	maybe	no	yes	maybe	no	yes	maybe	no	yes	maybe	no
	Saudara/i ONSS merupakan Model Belajar yang sangat efektif?	18	23	30	25,4	32,4	42,3	25,4	32,4	42,3	25,4	57,7	100,0
		Total = 71			Total = 100,0			Total = 100,0					

Based on the questionnaire, it can be concluded that the application of the ONSS method does not make the grades in English lessons worse and there is success in understanding English material using the ONSS method, but there are bad side effects and your health is decreasing from using the ONSS study method. The ONSS is not an effective study method. Participants have chosen not to suggest that the ONSS study method is the easiest way of learning, especially studying English. Because it is very impossible that all learners in Indonesia who are not native English speakers can understand and practice English lessons quickly just from studying with the speed system all night.

Based on the results of research conducted by Johannes Holz regarding research related to the best time to learn in understanding the material and according to the age of learners, it shows that the human brain will work more strongly and effectively within 7.5 hours before going to bed. So if humans, especially teenagers and younger, learn to recite, until the exam preparation applies the overnight race system or ONSS study method, it will be in vain and harm the brain itself. Research that discusses how learners manage appropriate time in their daily studies also shows that it is very influential in improving learners studying time. Learners who manage their time effectively should, of course, be less susceptible to the abuse of time and effort characterized by

procrastination. As a result, the understanding of the material obtained is not optimal and has more of an impact on the brain and other health problems.

Conclusion

The results of this study have collected participants' habits in using the ONSS study method when study at home. The influence of the application the ONSS study method in everyday learning, including English for teenagers (junior - college). As learners, who are accustomed to studying at home with a regular time every day, it can study comfortably and understand every inch of lessons from school. Learners can also understand the negative impact on their health by applying the ONSS method study every day. The application of the ONSS study method is not the only way of learners studying that is applied daily. Recommendations for further researchers related to study methods that are very effective for learners at all levels that can be applied to study English lessons.

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PARENTAL SES AND STUDENTS' EFFICACY IN ENGLISH LEARNING

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Abstract: This study reviews a selected sample of 22 research articles on parental SES and students' efficacy in English learning, this study was using content analysis of the published articles between 2010 and 2020. This study found that those three variables were separately studied in the past time. Furthermore, the factors beyond them such as parental income (SES), social persuasion and mastery experiences (Self-efficacy) in English learning may be possible correlation of those three variables.

Keywords: *Parental SES, students' efficacy, English learning*

1. INTRODUCTION

Parents and family's environment that affect the children's educational development such as family's income, parent's background, family size, children's social interactions, etc. As the Slameto in Sinaga, Muhariat, Kenty (2009) states the family is the first foremost education institution. However, factors that influence children's learning are divided into 2 factors, which are school-based factors and out-of-school based factors. School-based variables are considered that the school can manage (e.g. instructional teaching-learning practices, curriculum design, etc) whereas out-of-school based factors are factors which are school's have limited or no control of the students (e.g. first language, parent's socio-economic status, parenting style, etc). Above those factors, parents' SES (socio-economic status) are commonly correlated with students' learning achievement.

According to Muhibbin Syah (2011), learning achievement is the measurement of success of students in reaching the goals in a learning program. Then, family income, parents' educational attainment, and parents' occupation are the three factors that the Michigan State Department of

Education uses to directly define SES; this definition has been widely applied in several research. (Gottfried, 1985; Hauser, 1994; Bornstein and Bradley, 2014). Besides that, people generally believe that parents' SES also has vital involvement correlated with the development of developing minds and their capacity for learning. It is because parents' involvement not only impacts children's learning results as well as their motivation, self-efficacy, focus, and task perseverance, etc. This is in line with the previous study that revealed the association between parental participation and academic self-efficacy is beneficial. In other words, parental involvement has great influences on their children's education, self-efficacy and other development (Dorothy Ebere Adimora,dkk.2019). Other researches also showed that there is significant effect of parents' socio-economic status (SES) and its dimension such as parents' income (Yee, K, et al, 2021) with students' self-efficacy in learning (Karaarslan, Guliz, & Sungur, Semra.2011; Han, Chu, & Song, 2014; Kung, D., 2016; Jailani, et al, 2017; Siregar, Siddiq & Marwan, 2019). As mentioned above, it is naturally understandable that parents' SES can differentially influence students' aspects in learning. Furthermore, it will be more focused on one specific aspect of students, that is students' self-efficacy. Bandura (1997) also according to the study, children with high self-efficacy are more likely than those with low selfefficacy to succeed academically. This is also because these students put in a lot of effort to complete assignments and reach their high academic goals.It relates with the previous studies of academic self-efficacy as the predictors that can affect students' academic achievement (Meral et al, 2012; Ahmad & Safaria, 2013; Shkullaku, 2013; Akram & Ghazanfar, 2014; Goulao, 2014; Koseoglu, 2015; Hassan et al, 2015; Honicke & Broadbent, 2016; Kolo et al, 2017; Enny & Pujara, 2019;). The academic self-efficacy in each student is not the same. It can be affected by some factors inside and outside of the students above. According to earlier studies, one of the characteristics of learners who have strong self-efficacy is their efforts and tenacity. (Zajacova, Lynch, & Espenshade, 2005). For example, Students will come up with practical solutions if they can't follow the course to achieve their goals or to control their difficulties, while students with poor selfefficacy will quit trying to overcome obstacles to their learning goals. (Ormrod, 2000). The goal of this study is to examine the published research articles in Indonesia or even International research conducted between 2010 and 2020 in the field of parents SES influencing students' self-efficacy in English learning. To methodologically analyze the substance of each study, an article information form has been adjusted by the researchers which are method preference, sampling, instrument and data analysis, and findings.

Research that investigated parents' socioeconomic status as the factors that influence students' learning achievement showed different findings. Parents' socioeconomic issues include many aspects such as income, occupation, family size, educational level, and so on. However, one significant finding

that has been explored is the absence of Students' self-efficacy in learning and parents' socioeconomic level. The influence of parents' educational level towards students' learning achievement showed that more parents are educated, they are able to contribute along the education and help their children in school while parents with little or no education will face difficulty to understand and help their children in the education area (Lenny, dkk.2018). Hence, parents with more education often talk about children's activity in the school, identifying both their home and school-based academic issues, providing children's learning patterns and also time limits for their learning activities (Suresh, 2012). However, it will be meaningless if the parents cannot avoid the gap between SES and students' learning achievement which is communication. Parents will become aware of their children's requirements once they communicate with their kids and their teachers. (Ali Bicer, 2013).

Ega, Yunia, and Sri Ulfa (2019) study on Parents claimed that there is a strong and positive link between parents and home learning facilities to the students' learning achievement. Home learning facilities also influenced students' self-efficacy in learning, it revealed that the amount of books, how often you buy newspapers, and your salary all increased with students' learning, on the other hand, the availability of a private study space and a computer with internet access showed negative relationship (Karaarslan and Sungur, 2011). This research suggests that students may use computers for certain purposes, such as entertainment or to find new resources on the internet. Parents with average monthly income are found to significantly influence students' academic performance. Parents who have a high level of income can provide required materials for their children and create opportunities for high academic achievement (Alemneh, Gezahegn and Mengistu, 2019). Conversely, not all parents have a good income to facilitate their children's learning needs. Children from low-income families were observed to put in more effort to solve their conditions and perform academically well. Parents' occupation is also related with income which has positive and negative influence for their children's learning achievement. Parents stated that their occupation determines whether they have time involved in children's learning or help for their tuition and other charges (Nadenge, 2015).

Parents must support both physically and materially so that children have strong beliefs in building trust in themselves, this individual's belief is called self-efficacy. In a previous study, self-efficacy indicated as the predictors of students' learning achievement (21%) that the participants are university students around 400 students and was chosen around 100 students by random sampling (Hasan, et al, 2015). The study that was conducted to 350 university students in Babol of Medical Science also stated that Self-efficacy was mediated among those students, and significant relationships were found

between self-efficacy and parameters like family income, school, and academic year. (Seyedi-Andi et al, 2019). In that study, family income as the one of socioeconomic status had correlation with self-efficacy, although it won't be the same for all universities. Same as the previous study of socioeconomic study that showed the number of books can affect the learning achievement, the study on science subject by Oystein and Kjell (2015) revealed that the number of books (SES) seems to predict around 6-7% of the variation in self-efficacy (SE) and ability in science. A study by Siddiq Ali Azis Siregar and Marwan (2020) that uses associative descriptive research and discusses the impact of parents' socioeconomic position, perseverance to adversity, and sense of self-efficacy on adolescents' interest in entrepreneurship. The findings showed that parents socioeconomic status, adversity index have positive correlation with self-efficacy.

Considering findings of previous studies on parents' socioeconomic and students' learning achievement. The researcher still does not know how the significance of parents' SES influences students' efficacy in learning without using other factors that also contribute to the students' efficacy or learning. Therefore, This study aims to investigate how parental SES relates to children's English learning efficacy.

2. METHOD

The method used by the researcher is a qualitative content analysis which is one of the many qualitative techniques currently accessible for studying data and determining its meaning (Schreier, 2012). The data were gathered by using a data collection instrument. The data collection instrument that was used in this study is the previous articles at Indonesia and International studies from 2010-2020. The sample that the researcher has collected is 22 research articles published in Indonesian and International journal sites. Each content of articles was reviewed and the data was analyzed as significant of those articles.

3. RESULTS AND DISCUSSION

The data gathered from the analysis in the articles of parents' SES and students' efficacy in English learning include one decade (2010-2020).

The first study was from Jing Han, Xiaoyuan Chu, Huicun Song, and Yuan Li (2014) where they found in the study that family socioeconomic status is significantly positive with children's self-efficacy. The family SES can be reflected as the father's and mother's educational degree, the total income of

the family, and parents' occupation. In another context that how it can relate, it is about the social capital that the family has that can influence the students' self-efficacy. So if the family has high SES, it is more likely to achieve high self-efficacy.

The second study came from Seyed Jalil, Fatemeh, Hajar Adib, Soraya, and Asgari (2019) where they found that start from there is Learners' self-efficacy scores did not significantly differ between male and female students like the previous study that also have same research. Furthermore, it

correlates with the aspects of socioeconomic status which is family income that shows positive relationships, because it supports the financial for children's nursing education.

The third study was from Gian Vittorio, Michele, Guido, Maria, and Claudio (2010) where they found with this longitudinal study that the academic self-efficacy of junior high school also contributed by SES and academic achievement, because it showed the impact of their learning activities.

The fourth study was from Guliz Karaarslan and Semra Sungur (2011) where this study's result showed a positive result of socioeconomic indicators such as income and the learner's self-efficacy. The income of parents here reflects social and economic resources for the students (Sirin, 2005) which represents the amount of books at home, the frequency of buying newspapers and to create a supportive environment for learning.

The fifth study came from Ove Edvard, Inger, Massimo, and Greta (2018) where their research found that the gender perspective be the consistent findings related with self-efficacy. The family's socioeconomic status influences the students' learning activities.

The sixth study was conducted by Fang Bian, Qiang Deng, and Yang Yan Huang (2020) where they found that the socioeconomic status of the family affects the students' reading self-efficacy. the SES indicators became the main element that influence the students' learning outcomes such as reading ability, the indicators of SES include good material and psychological investment show better quality of reading self-efficacy on students.

The seventh study was from Casandra Carlene (2013) where the study found that the gender study used to measure the difference between student male and female self-efficacy. Then, it measured with the socioeconomic presented the positive result which the higher SES had a higher self-efficacy score.

The eighth study came from Agnes Indra, Puspalthaa, Tan Shiu, and Kalaivani (2016), in this study showed that socioeconomic status contributed to students' learning development such as self-efficacy. It was studied based on the income status of the family's level (low, moderate, and high). Families with low-socioeconomic status may be failed in willing the effective learning environment (Mcloyd, 1990).

The ninth study was carried out by Hui Li, Jian Liu, Dan Zhang, and Hongyun Liu (2020) where they found that socioeconomic factors of students include the parents' educational status and the

economic sources. The descriptions of educational status were divided into four categories such as junior high, senior high, college, and levels above college, however, the economic sources identified the facilitation of the students at home, such as private room, computer room, books, and many more. It resulted in the SES and the self-efficacy that students have.

The tenth study was conducted by Ali Arslan (2013) where the findings of this study showed that based on the students' opinion about their self-efficacy change through on SES. The indicators were mastery experience, vicarious experience, and social persuasion which can improve students' self-efficacy. From those three indicators, mastery experience results that students' self-efficacy with low SES appropriate with this indicator. Then, students' self-efficacy with medium SES appropriate to mastery experience and social persuasion. While, mastery experience and vicarious experience were appropriate to students' self-efficacy with high SES.

The eleventh study was conducted by Muhammad Akram and Mamuna Ghani (2013) where the study found that Socioeconomic Status (SES) showed an important aspect which correlated with students' language learning. The indicators of SES which used were the parental income and encouragement that could facilitate students in buying English books, additional helping material, and even traveled to the English speaking countries.

The twelfth study was from Andi Ummul Khair (2014) where found that parental SES was not challenge for their children to have English competence. Because the existence of parents was most important to accompany their children in using the facilitation and English resources.

The thirteenth study was carried out by Mohsen Ghasemi and Narjes Ghafournia (2015) where they found that socioeconomic status influences the students' interest and motivation in English learning, because the SES role could encourage or discourage the learners in develop their interest and motivation in English.

The fourteenth came from Henny Yulia (2017) where found that the parents' income was dominant of the SES aspects which influence students' English achievement.

The fifteenth study came from Yuko Butler and Vi-Nhuan Le (2017) where they found in the study that common socioeconomic status' indicators were income and educational level, furthermore, they were positively related with students' English performance. The income represented in the form of

sending their children to English private lessons and the educational level represented in the form of giving facilitate of English-related home environments, although it was different with things in Europe.

The sixteenth study was from Saira, Ameer, and Rashida (2018) where found that SES had significant relationship with English learning, the high and low SES concluded that related with cognitive growth, memory, language development, and socioemotional process.

The seventeenth study was conducted by Rajni Singh and Sanjiv Kumar (2018) where the study found that the indicators in SES include income, education, and occupation. In the part of income, High income family seems to be facilitated the children's learning by books, dictionary, and technological equipment; then, educational level indicate the parents can communicate and monitor the children about the studying habits, learning outcome and styles; furthermore, the parents' occupation showed that working mother may add income that can required the facilities of children such as books, etc.

The eighteenth study was from Mohammad Reza Ghorbani and Seyyed Ehsan (2019) where they found that students' SES had significant correlation with language learning through technological resources, which the high SES may had access to be better and effective in using technology, by this facilitation, students can do autonomous language learning.

The nineteenth study was conducted by Huifang Zuo and Chuang Wang (2014) where the study found that there were sources of self-efficacy toward English proficiency such as past performance, peers' and advisors' influence, social persuasions, emotional and physiological states, selfawareness, difficult level of tasks, and interest. Among those personal factors that students might face in developing English proficiency, there was social persuasions which mentioned parents' persuasion was contributed in English proficiency, others persuasions were from advisors, professors, and peers.

The twentieth study came from Veronica Sardegna, Juhee Lee, and Crystal Kusey (2017) where presented that self-efficacy might have high effort to select strategies in increasing English pronunciation. The students might feel more confident in using their choices strategies.

The twenty first study was from Chunping Zheng, Jyh-Chong, and Chin-Chung (2017) where the study showed that the sources of self-efficacy towards Chinese EFL learners such as social persuasion that explained the social information was delivered by social agents, especially parents and teachers. The next was self-modelling experience and mastery experience, it showed positive relation among those experiences and EFL Self-efficacy, this role was weaker than the previous role, social persuasion. Then, physiological states contrast with previous roles, this states showed negative role, because the

impact of learners' physical and emotional on students' anxious and stressful in English performance task.

The twenty second study was carried out by Syafi'ul Anam and Elke Stracke (2019) where they presented that students who had higher self-efficacy tend to have better English ability.

From those previous studies, the correlation of parental SES and students' efficacy in English learning studied separately, however, it may be possible relates each other based on the factors beyond them.

The most factor that appear along with SES and self-efficacy is parental income which can be supported students' facilitation in their learning such as, buying books, additional learning material, and technology. The same factor which Socioeconomic status also influences students' English learning is parental income. The parents may give more facilitation for their children such as English book, create English-home environment, and also easily access to the technology to gain digital resources in developing students' English skill and proficiency.

Another factor that possible correlate SES, self-efficacy and English learning of students is the individual experiences in self-efficacy, such as vicarious experience, mastery experience, and social persuasion which are measured the level of SES of students (low, medium, and high SES). However, students' English learning also influenced by those factors which important in English performance or task.

4. CONCLUSION

The findings showed that in the published articles in the field of parents' SES and students' efficacy in English learning between 2010 and 2020 have been distributed in the close numbers. Most of the previous studies has positive correlation of each other variables. There are some factors that showed the similarity beyond the variables of SES and Self-efficacy; SES and English learning; and Self-efficacy and English learning.

5. SUGGESTIONS

From those previous studies, there is no appropriate study that conduct in three variables together (SES, Self-efficacy, and English learning). So the author attempted to find the factors beyond those three variables which may be similar and correlate them. The suggestion to the further study is highly

recommended to study more about the specific variables such as the correlation of SES towards students' efficacy in English learning or other certain subject.

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Students' Perception Towards English Day Program in Speaking Skill Development

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Abstract. The English Day Program (EDP) is one of the strategies used by schools to achieve communicative speaking activities in the classroom or in the school as a whole. This study aims to determine whether the English Day program can develop students' English-speaking skills. This study uses a survey as a research method by using a questionnaire as an instrument. A questionnaire was distributed to a total of 30 students who were selected using a sampling technique. This research was conducted at SMAN 2 Jombang which is a favorite school that has an English Day program in it. The results of the study found that: 10 positive statement items indicating the total column of the Agree section which shows the number 125 and the Strongly Agree column which shows the number 57, 2 items show the total column of the Agree section which shows the number 27 and the Strongly Agree column which shows the number 23, and it can be concluded that students' perception towards English Day program in students' speaking skill development is positive perception.

Keywords: Students' Perception, English Day Program (EDP), Speaking Skill.

1. INTRODUCTION

In the recent era of globalization, the ability to speak has become a necessary and significant skill, so that people around the world use it to integrate and connect with each other. In its integration, language becomes the main tool used and English becomes the language of global communication and the main language in it. Speaking English has become a must, so teaching and learning creates various ways, materials, requirements, skills and media to ensure that people can understand and communicate using English. Vietnam (2015) emphasized how teachers found problems regarding students' desire to speak English well based on four factors: use of mother tongue, low participation, lack of topical knowledge and inhibition. Thus, the sure solution is to minimize language use, increase participation, increase topical knowledge and reduce barriers, which can be achieved by facilitating them with tools that can achieve their mastery of speech. The English Day Program (EDP) is one of the strategies used by schools to achieve communicative speaking activities in the classroom or in the school as a whole. It is a program that requires students to speak full English in school with their friends and teachers, which aims to develop speaking skills. EDP is a medium or means specifically for speaking skills and learning as well as direct teaching to provide learning and teaching outside the classroom. EDP is a program that is not carried out every day, so it does not burden students.

It is generally done once a week and it is done using English as a whole and it is not allowed to use the mother tongue at all. The basic aim is to encourage students to speak and be active in speaking English, so that they practice more often. Thornbury (2005) claims that speaking is an activity that is underestimated by society, especially regarding its importance in language. It emphasizes how speaking skills involving language are required to be trained and developed on a regular basis, especially on days where English is used in full, namely in EDP. In addition, interactions are also carried out in the language. This effort is made to create an Englishspeaking environment in schools.

In Indonesia, little research is known to discuss EDP because its strategy is not implemented in all schools due to limited resources, costs and time. It is known that most EDPs are conducted with schools of international standard. This makes it quite difficult for researchers to know how to implement EDP in the classroom because of its absence at all. A study on EDP was conducted by Saputra (2011) which discussed the effect of EDP on students' speaking skills using second grade students of SMA Islam Negeri 2 Pekanbaru as research locations and subjects. The results of the study found that there was an increase in the implementation of the program on students' speaking skills, where the post-test average showed an increase. Next is the research conducted by Mudyanita (2011) which seeks to determine the contribution of EDP in improving students' speaking skills by using the International Standard School of SMK N 1 Pacitan as the research location. It shows how EDP has proven to improve the skills of not only students, but teachers as well. Khikmiah (2010) tried to find out about the influence of the English Club (a program similar to EDP) to find out how it affected speaking skills which were shown to be able to improve them. Finally, Liyanni (2015) was known to conduct research on English Day and its relationship with students' speaking activities using SMA Taruna Bumi Khatulistiwa as a research location. The results of the study showed that there was a developed speaking ability, although students still showed difficulties in psycholinguistics and linguistics as a whole.

Reviewing this related study, it can be seen how there is no research that cares about students' perceptions in implementing EDP, although it can be seen how student perceptions are very influential and give a big difference from how it is known that EDP is given to students' needs. The students' need for speaking skill using EDP as a strategy is desired to be known by using students' perception. This article aims to fill the gap from previous research that has been reviewed and seeks to investigate students' perceptions towards English Day programs for developing their speaking skills at SMAN 2 Jombang during the 2020/2021 academic year. Research on student perceptions is expected to contribute to developing and helping students to improve their speaking skills using EDP.

2. METHOD

This study uses a survey as a research method by using a questionnaire as an instrument. A questionnaire was distributed to a total of 30 students who were selected using a sampling technique. This research was conducted at SMAN 2 Jombang which is a favorite school that has an English Day program in it. The data collected in this research is quantitative data regarding students' perception towards English Day program in developing their speaking skills. The sampling technique used in this research is voluntary response sampling, in which this technique invites any student to fill out a questionnaire which is done voluntarily, so there is no specific category in it. The population of this study were students of SMAN 2 Jombang in the academic year 2020/2021 with 24 classes (grade 10 - grade 12). Each class consists of 25 - 30 students. The sample used in this research is class III SMAN 2 Jombang XII IPS 3 which contains 30 students. Class 12 was chosen because they are the students who have attended the English Day the longest, so it can be seen to what extent English Day has an influence on their English-speaking skills by using their perceptions.

The questionnaire used in this study was based on 12 closed questions and used a Likert scale as the type of questionnaire: scale of 1 – 5, (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree. Validity is determined using the correlation by product technique, indicating 30 respondents to be considered valid when the total correlation of items such as the r-table is more significant than 0.361, as well as the questionnaire. SPSS Statistics Version 22 software for Windows is used as a tool to minimize and simplify calculations of data reliability.

Table 1. Table Result of Reliability Test

Reliability Statistics		
Cronbach's Alpha	N of Items	
.714	6	

The questionnaire was distributed to active students of class XII IPS 3 SMAN 2 Jombang in the form of a Google Form to make it easier for the researcher to collect data, as well as to make it easier for students to fill out Google Forms using their respective devices. The Google Form contains 12 close-ended items containing the English Day program and their speaking skills. After the data is processed using SPSS, the research analyzes it descriptively by providing interpretations to the table as well as providing support and comparison to each data by taking secondary data in the form of previous research and theories regarding the focus and keywords given.

3. RESULT

The results of the study show students' perceptions of the English Day Program in students' speaking development by using SMAN 2 Jombang as the research location and using the sample of one of the third-grade classes at SMAN Jombang, XII IPS 3. The results of the study have been classified in the table which refers to positive statements and negative statements classified as follows:

3.1 Positive Perceptions

From the research results obtained from questionnaires that include items with positive statements, it can be seen how students show positive perceptions in each of these statements which are illustrated and classified into the table below:

Table 2. Positive Statements of Students' Perception

No.	Statement	SDS	SD	N	A	SA
1.	I learn English inside and outside classroom.	-	-	5	17	8
2.	I speak English during English class.	-	1	6	18	5
3	I speak English outside of school.	1	6	9	11	3
4.	I communicate in English on English Day.	-	3	9	16	2
5.	I communicate in English on English Day by perforce.	4	4	8	11	3

8.	I'm confident to communicate in English on English Day.	-	4	10	11	5
9.	I support the English Day program at my school	1	3	3	12	11
10.	The English Day program at my school is going well.	1	2	6	14	7
12.	The English Day program help me to improve my speaking skill.	1	-	1	15	13
Total		8	23	57	125	57

The table above shows positive statements that refer to the positive perceptions given in the 9 items in the questionnaire. It is shown how, from the positive statements given to the items, it is shown how the Agree and Strongly Agree columns show high scores, especially in the total column of the Agree section which shows the number 125 and the Strongly Agree column which shows the number 57. This shows how students have perceptions positive to the given positive statements.

In item 2, in particular, it states that, "I speak English during English class" which received the largest number in the Agree section when compared to other items, namely 18 data (60%) and 5 data (16.7%) on Strongly Agree. This shows how active students are in using English in the classroom which supports the existence of the English Day program because speaking English is one of the requirements. This is also evidenced from item 4, which states that, "I communicate in English on English Day" emphasizes how students use English specifically on that day, which receives the second largest number in the Agree section, which is 16 data (53.3) and Strongly Agree on 2 data (6.7%), emphasizing how students are actively using English in class and in the program. An interesting result is shown by item 8 which states "I'm confident to communicate in English on English Day" which shows that Agree (36.7%) is the column most chosen by students. However, the neutral section is only 1 point different (33.3%), indicating that almost a third of students still feel doubtful and another third are confident. However, it can be seen that 5 students Strongly Agree (16.7%), indicating that half of all students studied showed that they were confident in communicating using English.

In the case of the English Day program as the focus of the research, it is known how students also show positive perceptions in it. In item 9, which states "I support the English Day program at my school", it is shown how 12 (40%) students agree that they support the program and 11 (36.7%) students Strongly Agree in their support for the existence of the program. Furthermore, students' support regarding the program in their speaking development is shown in item 10, which states, "The English Day program at my school is going well" where 14 (46.7%) students agree and 10 (23.3%) students neutral.

The results of this study are supported by research conducted by Mudyanita (2011) who found how EDP is known to be able to improve students' speaking skills. However, the difference is that his research uses tests, while this study uses students' perception directly, so that their opinions are known directly in the use of EDP in the classroom. Differences were also found from how the previous research used teachers as research objects. This study also has similar results to what was found by Khikmiah (2010) which is where there is an increase, although the difference is shown from how Khikmiah's research uses English Club instead of EDP, even though both are similar. Another difference is how the International Standard School was used in the previous research, while this study uses a school that has lower standards and is not an

international school. Hinkel (2005) mentions how students in this context still emphasize how speaking skills are the most difficult and complex skills and this is evidenced in this study which found that students still find it difficult to communicate and choose to remain silent when they have difficulty communicating using English.

In general, it can be concluded that the students showed their positive perception towards their speaking skill, emphasizing how their skill will improve. Furthermore, it is also shown how students give their support to the use of the English Day program as a way of how they improve their speaking skills. From there, it is known that there is a positive perception shown by students towards the English Day program in speaking skill development.

3.2 Negative Perceptions

Table 3. Negative Statements of Students' Perception

No.	Statement	SDS	D	N	A	SA
6.	I choose to be silent when I can't communicate in English on English Day.	3	7	7	10	3
7.	I don't have motivation to speak English on English Day.	4	16	5	4	1
11.	The English Day program at my school needs improvement.	-	-	8	13	9
Total		7	23	20	27	13

The table above shows negative statements that refer to the negative perceptions given in the 3 items in the questionnaire. It is shown how, from the negative statements given to the items, it is shown how the Agree and Disagree columns show high scores, especially in the total column of the Agree section which shows the number 27 and the Disagree column which shows the number 23. This shows how students have perceptions negative to the given negative statements.

In item 6, specifically, which states "I choose to be silent when I can't communicate in English on English Day" shows how 10 (56.7%) students agree and 3 (26.7%) students Strongly Agree, emphasizes how they prefer to be silent rather than trying to communicate when they are in trouble. In this case, students did not show any effort and chose to remain silent when they did not understand the conversation or were not good at speaking English, especially in the English Day program. In another example, in item 11, which states "The English Day program at my school needs improvement" emphasizes how students feel that the English Day program at their school still has shortcomings, especially in improving their speaking skills. It is shown how 13 (43.3%) students agree in their choice and 9 (30%) students feel that they Strongly Agree in the need for the improvement. However, an interesting result is shown in item 7, which states "I don't have motivation to speak English on English Day" where the biggest result is Disagree which gets 16 (53.3%) students and Strongly Agree which get 4 (13.3%) students. This result shows that, in the negative statement, students still stated that they were motivated by improving their speaking skills, especially in trying to speak, in the English Day program. It stated how, even though they were silent when they could not communicate in the program and how the program still needed

improvement in improving their skills, students felt that the English Day program increased their motivation, especially in speaking English.

In connection with previous research, it is known how Hinkel (2005) mentions how students in this context still emphasize how speaking skills are the most difficult and complex skills which is shown from how students show negative perceptions of how they refuse to practice English in speaking when they are not very understand the communication material or the meaning of the communication as a whole. This is also what is found in the key problems of students who refuse to learn or practice English proposed by Tuan and Mai (2015), which is based on low participation, which is, when students do not participate or refuse to participate, it means they refuse to practice speaking which would make it acceptable to minimize language use in their hearts. In this study, EDP is emphasized as a strategy that can be used for increasing participation, where the main purpose and activity is to communicate without using the mother tongue, as a way to suppress problems in speaking skills, one of which is the use of mother tongue. Thus, in the negative perception shown, it is known how difficult the students are in their perception in the use of English in their communication.

In general, it can be concluded that students have a negative perception in their refusal to try to practice when they cannot communicate in English, or in a situation where they find it difficult to communicate. Negative perceptions are also shown from how the English Day program still needs to be improved, especially in the speaking development of students. Finally, an interesting result was shown of how, even though they had difficulty communicating, it did not mean that they had reduced motivation. Students showed an inverted perception and stated that they remained motivated in their speaking development by using the English Day program.

3.3 Students' Perceptions Towards English Day Program

Table 4. Total of Positive and Negative Perception

No.	Statement	SDS	D	N	A	SA
1.	Positive Perceptions	8	23	57	125	57
2.	Negative Perceptions	7	23	20	27	13

The table shows that positive perceptions show that more students agree and strongly agree than negative perceptions. In addition, it is also shown that the number of Agree and Strongly Agree is much higher when compared to Disagree and Strongly Disagree. This shows that, overall, students show a positive perception in the use of the English Day Program (EDP) in improving their speaking skills. Of the 12 items, it was determined that 10 positive perceptions were shown by students in the Agree and Strongly Agree columns the most and 2 negative perceptions were shown by students in the Agree and Strongly Agree columns the most. It is known that the 10 positive perceptions are regarding: learning inside and outside the classroom (item 1), speaking English during class (item 2), speaking English outside the class (item 3), communicating English on English Day (item 4), communicating English on English Day by perforce (item 5), having motivation to speak English on English Day (item 7), being confident to communicate in English on English Day (item 8), supporting the English Day program at my school (item 9), The English Day program which is going well (item 10), and The English Day program helping in improving speaking skills (item 12). In contrast, it is known that there are 2 perceptions shown by students: choosing to

be silent when not communicating in English on English Day (item 6) and The English Day program needing improvement (item 11).

The results of this study support several previous research results which voiced how EDP was successful in improving students' speaking skills, which meant that EDP was indeed effective in improving students' speaking skills. However, the difference is shown in how this study includes students' perception rather than trying to do a test on how it improves students' speaking skills. Thus, this study also emphasizes the findings to find out why there is a negative perception which is related to the problems experienced by students in their difficulty in communicating, which is known to be because they are silent when communication in English is carried out. EDP is known to be a strategy that gets positive perceptions by students where 10 items indicate approval from students emphasizing that there are 10 positive perceptions compared to 2 negative perceptions, making students' perception towards English Day program positive.

In general, it can be concluded that students' perception towards English Day program in students' speaking skill development is positive perception. However, apart from that, improvements can be given to the program to encourage students to communicate in English more specifically in the English Day program even though they have difficulty in conveying their ideas, so they can try. In addition, the English Day program can also be further improved in the course of the program so that students can receive more information and knowledge in improving their speaking skills.

4. CONCLUSION

Based on the results of research regarding students' perception towards English Day program in developing their speaking skills, it can be concluded that: a) the students showed their positive perception towards their speaking skills, emphasizing how their skills will improve, which was shown from 10 positive statement items indicating the total column of the Agree section which shows the number 125 and the Strongly Agree column which shows the number 57, b) students have a negative perception in their refusal to try to practice when they cannot communicate in English, or in a situation where they find it difficult to communicate, where 2 items show the total column of the Agree section which shows the number 27 and the Strongly Agree column which shows the number 23. In general, it can be concluded that students' perception towards English Day program in students' speaking skill development is positive perception. However, apart from that, improvements can be given to the program to encourage students to communicate in English more specifically in the English Day program even though they have difficulty in conveying their ideas.

This research contributes to English teaching and learning in the strategies/media used to teach or learn English. A suggestion was given for further researchers to be able to use this research as a comparison or support, filling in research limitations caused by limited time and resources. This research is also expected to contribute to institutions and classrooms to be able to implement English Day as a need to improve students' speaking skills because positive results are shown in motivation and improvement.

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Effect of Jigsaw Reading in Enhancing Students' Understanding at UIN Sunan Ampel Surabaya

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Abstract: The focus of this study is to investigate the effect of jigsaw reading in enhancing students comprehension, generally in all materials. Survey research was used as the research method, and for the research design, the researcher used quantitative research. The research subjects were 31 fifth semester students of UIN Sunan Ampel Surabaya who were picked randomly, and considered to have been experienced online learning for 2 years. Questionnaires consist of sixteen questions were used as the instruments which dealing with students' perspectives in having online learning. After distributing questionnaires and analyzing the data, it has been found out that there were fierce battle going on between neutral students and agree students since they are still unsettled in choosing online or offline learning since both of them have their own characteristics. In conclusion, this study found that most of the students agreed that having online learning can upgrade their materials understanding.

Keywords: *Jigsaw, Reading, Understanding*

1. Introduction

Online is one of the best inventions that can help people's work easier. It can be proved by just looking at our environment. We can do almost whatever through online from ordering something, working, or even see each other and communicate via video call. Nowadays, the use of online is even more since people are required to not meet each other in person due to social distance policy. That is why one of the best solution now is using online as the media of communication. It can even connect people from the whole world no matter how far between each others are. It can provides advantages for online conference such as learning, meeting, seminars, etc. As Arora (2019) says that she approved that online learning is a great choice, especially when there are challenges in having offline learning. The reason is online learning can connect learning process through face-to-face no matter the place or time is.

Jigsaw reading is one of common techniques as a strategy to deliver material through group discussion. The students are required to work together, so they can understand the material together as well. As Sofyan, Hasanah, Haryudin (2019) said in their journal that jigsaw is cooperative learning to get activities in classroom learning process. They also stated that the focus of their study is to gain information whether jigsaw reading could enhance students' reading skill. Furthermore, Silalahi (2019) also conducted a quite similar topic. She states that jigsaw reading can help students' reading skills progressively, and jigsaw reading can enhance students' awareness more efficiently through attractive ways. She also add that the study focused on the use of jigsaw reading to upgrade students' reading skill. It also similar to the research of Larasati (2009) which she says that the reason why it called jigsaw method is that it same as puzzle game, so the materials are scattered to students and they are required to understand each materials that they got. Moreover, jigsaw reading classified as students-centered learning since the teacher play the role as fasilitator, and students can teach each other. In addition, she also says that she focused on finding out whether jigsaw reading technique is better than regular technique for improving students' reading understanding.

Apparently, some previous studies that has been mentioned above are focusing on similar topics which is increasing students reading skills through jigsaw reading. Furthermore, those topics can be explore more particularly on students' understanding about the materials generally. It includes not just reading skills but also vocabulary building, grammar, pronunciation, and other language skills.

Therefore, a study about the effect of jigsaw reading in enhancing students' understanding at UIN Sunan Ampel Surabaya has been decided by the researcher. This research particularly discusses about the impacts of having jigsaw reading on increasing student' materials comprehension, and find out the students' responses in having jigsaw reading through online.

2. Method

Survey research method applying quantitative for data collection technique was adopted for this study. According to Ary, Jacobs, and Sorensen (2010) survey technique is perfect for collecting informations from a huge amount of data sample quickly and efficiently. Therefore, questionnaires were used for the instrument of the research. The questionnaires were spreaded throughout 31 participants of the 5th semester students of Public Islamic University of Sunan Ampel Surabaya. The sample of the research was took randomly selected using random sampling among Public Islamic University of Sunan Ampel Surabaya students. The 31 participants were taken in considering they have been encountered online learning for almost 2 years. Sixteen questions which emphasizing on students' point of view on learning grammar through online course was involved in the questionnaire. Those questions contain, such as, number 1-5 how to learn grammar, number 6-10 the media is used for teaching grammar, and number 11-16 the students' perspective on learning grammar through online class. After the data were obtained then it is time to analyze the data. The instrument was used for data analysis is SPSS 22. Descriptive analysis was used for analyzing the data which is taken from the questionnaires that have been distributed to all the participants of the research by utilizing statistical procedure that involves nominal, ordinal, interval, and ratio as the scales of measurement (S. S. Stevens). In order to know the data distribution, the data were tabulated using descriptive statistics. By tabulating the data, the result and conclusion will appear.

In this part, we will discussed about the result of data analysis. After the data analysis, the instruments of research were tested. In this case questionnaires were used for the data instrument. There are two types of test which is validity test and reliable test. The purpose of the tests is to know whether the instruments were valid and reliable or otherwise. After the first test that is validity, the result showed there is one question of the questionnaires were invalid. This question was sidetracked from the rules of the research. The sum of 15 questions out of 16 questions is valid. This could be known from the r-table score which is more than 0,355. On the other hand, the one invalid question have less than 0,355. This invalid question is number 13. N were obtained for the r-table score. N is the symbol of participants of the research. Because of N, we know that the difference of 0,355 from 31 is 5%. After the validity test, we move to reliable test which is required in order to know the

research instrument can be rely on or not. The Cronbach Alpha's reliable test that were taken from reliable statistics table appeared to be at 0,797 which is more than the criteria score of the reliable test. An instrument can be called reliable if it is pass 0,7. Thus, it appears that the research instrument is reliable. The fact is, there is an invalid question in the questionnaire. However, if an instrument is labeled as reliable. The instruments is maintain ideal for the research.

3. Results

The result of research has been discovered which consists of students perspectives on using online to learn grammar, as following table:

Table 1.1. Students' perspectives of UIN Sunan Ampel Surabaya.

NO.	ITEMS	X	\bar{X}
1.	I managed to learn various grammar topics effektivly during the online education process using Google Meet	14	3,77
2.	I improved my English grammar knowledge as a consequence of online lectures	12	3,87
3.	The amount of repeton for grammar topics was enough for my proficiency	14	3,48
4.	The materials used for grammar teaching have enough quality for me	14	3,55
5.	I was able to ask questions about grammar topics learned during the online lectures	17	3,68
6.	The software (Google Meet) used to teach grammar was practical for me	10	3,71
7.	The lecturer made enough effort to teach me grammar during online lectures using Google Meet	13	3,77
8.	The instructor provided extra materials to improve my grammar knowledge	15	3,77
9.	Online grammar lessons made me curious about learning more grammar topics	17	3,97
10.	I felt satisfied after the online grammar lectures	12	3,13

11.	Learning English grammar using Google Meet online improved my motivation to learn English	11	3,65
12.	I really enjoyed studying grammar in an online atmosphere using Google Meet	11	3,26
13.	The grammar lectures were hard to follow online for me	9	3,29
14.	I think I can learn English grammar online using Google Meet at anytime and everywhere	14	4,13
15.	The online grammar lectures using Google Meet were tedious and timeconsuming	10	3,10
16.	Online grammar learning using Google Meet is better than face-to-face grammar learning	8	2,84
	SD	2,57	3,56

Description:

X: Value

\bar{X} : Mean

SD: Standard Deviation

There are total of sixteen questionnaires deal with students perception taken from 31 participants on learning grammar through video conference. Likert scale was utilized in order to analyzed the result of research. Based on Likert scale there are 5 level to measure the range of values. Start from 1 until 1.8 is strongly disagree, from 1.81 until 2.60 is disagree, from 2.61 until 3.40 is neutral, from 3.41 until 4.20 is agree, from 4.21 until 5 is strongly agree.

The first question mean is 3,77%. So, it is considered as most of students agreed that they can learn various grammar efficiently via video conference. The average of the second question is 3,87% which means most of students agreed that they improved their grammar knowledge. The mean distribution of third question is 3,48%. That way, it is concluded that students mostly agreed that the drilling. The fourth question range is 3,55%. As the result, Most students agreed that the weight of materials were good enough. The fifth question mean distribution is 3,68%. Therefore, most students agreed that they can ask about materials of grammar during online class.

In video conference students can join, receive information, and ask the other participants from different places. Also, video conference use video digital images, and any other technologies than just use textbooks as media for learning (Gladovic, Deretic, Draskovic: 2019). This statement is related with the result above which most students agreed that having online learning grammar flexible and enjoyable, and they still be able to comprehend materials well, although learning via online class.

Moreover, the sixth question average is 3,71%. To sum it up, students mostly agreed that using Google Meet as the media for video conference is quite effective. The seventh question score average is 3,77%. Thus, it means that most students agreed that the lectures have put enough effort and tried their best in teaching grammar while having online course through Google Meet. The eighth question mean is 3,77% meaning that students mostly agreed that the lecturer gave additional materials to increase students' knowledge of grammatical skills. The ninth question average is at 3,97%. It can be concluded that most students agreed that they intrigued in studying more grammar materials by online learning. The tenth question mean is 3,13%. It comes to the conclusion that students mostly neutral that learning grammar through online could fulfill the students' need in studying grammatical knowledge.

The result above shows that students mostly agreed since they were be able to operate Google Meet as media for online quite well, despite it could be the first time for them to experienced online learning. Based on Harmer in his book he stated that the good things that video conference have are it can have an ideal materials which can be accessed by individual tutors, and the students can take many different

informations and have ranged task based exercises. Therefore, because basically video conference is open distance learning media, so it could be flexible enough to fulfill the students need in it's own way by connecting and assessing students with different places and time in real-time situation.

Furthermore, The eleventh question is 3,65%. So, the conclusion is most students agreed that learning grammar via video conference can upgrade their motivation to study English. The twelfth question distribution average is 3,26%. At last, it considered as neutral since most students felt neutral when they encountered the vibes of video conference for online learning. The thirtieth question average is 3,29%. It concluded at neutral the gap of values is close to each other meaning that the difficulty for having grammar learning through online is relative. The fourteenth question range is 4,13% which means most students agreed that learning grammar via online is flexible, especially in case of place and time. The fifteenth question mean is 3,10%. As the result, students mostly neutral regarding to having online grammar learning through Google Meet is boring and waste of time. The sixteenth question average is 2,84% meaning that most students neutral that whether online grammar learning via Google Meet is better than offline class.

According to Gladovic, Deretic, Draskovic (2019) that video conference is one of they way which utilized technology as range teaching media that called by online learning. Also, video conference is one of the most used open distance media which uses internet to connect and teach students through online, and it is more flexible compare to traditional class. They also stated that when video conference is fully utilized, then it will fulfill new targets and produce maximum advantages. Thus, the result above indicates that most students were at neutral since they still uncertain whether learning grammar through online is suitable for them. Hence, they need to adapt with the atmosphere of online learning. Ideally, in order to improve their grammatical skill while having online learning.

To sum it up, this study was essentially conducted to get information regarding to the students perception of using jigsaw reading to increase students' comprehension through online class. An outcome has been found out, and the result above showed that the perspective of most students were agree about using jigsaw as an upgrade of grammatical skill via online. They were know that online as the media of learning grammar is efficient which they can do it whenever, wherever, or even whatever they want. Thus, when they were asked to fill the questionnaires,

most of their responds were agreed that online learning grammar could effect their understanding of the materials given, especially when using jigsaw reading method.

4. Conclusion

In conclusion, this study have difference among similar research topics. This study is mainly deal with the influences of jigsaw reading on students' comprehension about the lesson broadly whether it is pronunciation, grammar, writing, and other language skills. As the result, many of students agreed that having online learning could improve their understanding. However, there were also plenty of them who still neutral. This indicates that they are still confuse whether they prefer online or offline learning since each of them possess their own advantages and disadvantages. However, this study still needs to be refined in the future since the research were conducted during pandemic era. Thus, collecting data could not be conducted to support the data.

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AUTHENTIC MATERIALS IN EFL CLASSES: FROM PAST TO PRESENT

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Abstract: This study attempts to explore the types of authentic materials used in EFL classes from past to present. The researcher collected 120 previous studies from 2012 to 2021 to analyze the types of authentic materials used in EFL classes from time to time. The finding of this study shows if the types of authentic materials used in 2012 to 2015 are public announcements, radio news, movies, magazines, newspaper, and songs. While for 2016 to 2021, there are new types of authentic materials used, namely podcasts and YouTube videos. The most popular authentic materials are songs and movies. Previous studies that have been collected from year to year have concluded that of the many types of authentic materials, there are some authentic materials that are more popular than others. This is due to several factors, namely the changing times which have made changing a trend in the world of education, the easier access to certain materials, and students' interest for certain materials.

Keywords: *English learning Authentic Materials, EFL Classes*

1. INTRODUCTION

The instructional materials applied to students who study English as a foreign language vary greatly from time to time. The use of authentic materials is one of the options that is considered effective for the students' English learning process. By using authentic materials in the classroom, it is expected that the students will get a direct contact to how language is used in reality so that it will increase students' motivation in learning (Primadona. & Prastiyowati, 2018). With the help of authentic materials to support English language learning in the classroom, students can acquire real experience of how the target language is used in reality (Berardo, 2006). Students are tend to lack of learning motivation and enthusiasm and this problems are caused by the learning materials which are not really interesting. Authentic materials offer interesting materials for English language learning activities and students are more motivated to learn by using authentic materials (Primadona. & Prastiyowati, 2018). Another important thing about the use of authentic materials is to allow English learners become familiar with different accents, native speakers' speaking pace, and

the meaning of what people say in different circumstances, it is essential to understand how the English language is used naturally in daily life (Richards & Renadya, 2002). Richards and Renadya also recommended that teachers expose students to authentic materials at a young age since it will help them gain experience and familiarity with language use in a natural way. Students will not use the language from the textbook often when they communicate in their daily life by using the target language (Airlangga, 2011). Therefore, exposing them to real life language through, for example, authentic materials should be implemented.

There have been many studies on the use of authentic materials for students learning English as a foreign language in the classroom. The previous studies which are found about the use of authentic materials in EFL classes have different types of research, such as Classroom Action Research, experimental study, and descriptive qualitative. From the data taken through previous studies that discuss the use of authentic materials in the classroom, the researcher tries to obtain information and make a conclusion about pattern of implementing authentic materials in EFL classes through the year. There are slight differences in terms of the tendency to use certain types of authentic materials from past to present time. This is influenced by the changing times and trends. In 2012 to 2014, the authentic materials which are used are public announcement (Giyarta et al., 2012) (Kendal, 2014) (Desitarahmi, 2013), movies (Aeni & Arini, 2015) (Kusumaningrum, 2015) (Sabouri et al., 2015), songs (Aini, 2013) (Setyaningrum et al., 2014) (Zahra, 2013a) (Mellasari, 2015) (Rezaei & Ahour, 2016), radio news (Giyarta et al., 2012), magazines (Kozhevnikova, 2014) (Kusumaningrum, 2015), and newspaper (Ghanbari et al., 2015) (Kusumaningrum, 2015). However, in 2016 to 2021, the researcher found previous studies which discussed new authentic materials for EFL classroom, such as podcast (Abdulrahman et al., 2018) (Islami, 2021) (Nugrahini & Rahmadhani, 2021) (Basri, 2021) (Gumilang & Pd, 2020) (Atmowardoyo & Salija, 2018) (Abdulrahman et al., 2018) (Yoestara & Putri, 2019), brochure (Artha et al., 2020) and YouTube videos (Fadhil Abbas & Ali Qassim, 2020) (Almurashi Wael, 2016) (Anggraini, 2021) (Cahyana, 2020) (Shlowiy & Lidawan, 2019).

This study focuses on exploring the types of authentic materials which are used in EFL classroom from past to present. The researcher collected the existing previous studies as resources to obtain information about what kind of authentic materials used by teachers in EFL classes in the certain year. Adopting authentic materials is not easy for teachers because it needs creativity to choose the appropriate authentic materials to be used for classroom activities. This study is conducted as a contribution to give information about types of authentic materials so that teachers can use it as a reference and motivation in designing activities in the classroom. The purpose of this study is to explore the types of authentic materials in ELT used from year to year.

2. RESEARCH METHODOLOGY

This study used a content analysis method. This method is used because this study observed about documents in a form of previous studies about authentic materials used in EFL classes from year to year to get the data. The researchers collected 120 previous studies from 2012 to 2021 to analyze the types of authentic materials used in EFL classes from time to time. The data of this study were interpreted descriptively the types of authentic materials that have been used every year and the trends of the types of authentic materials used from year to year.

3. RESULT AND DISCUSSION

3.1. Result

The researcher grouped several previous studies that had been analyzed based on the year, the type of authentic materials, and how many articles used these types of the authentic materials. As seen in the table below, there are many different types of authentic materials used in ELT every year.

Types of Authentic Materials	Year and Frequency									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Public Announcement	1	1	1		1					
Radio news	1						1			1
Movies	2	2	1	6	4	7	8	6	3	2
Magazine			1			1				
Podcast						1	3	1	7	4
Youtube videos					1	1		1	2	1
Newspaper				1		1		1		
Songs	2	3	1	2	5	6	6	11	5	9
Brochure									2	

Table 1. Types of Authentic Materials Used Every Year

3.1.1 Authentic Materials in the Past (2012-2015)

From the table above, we can observe that there are slight differences from the authentic materials used year by year. In the past, which is between 2012 and 2015, the instructional materials used based on the research articles found were movies, songs, public announcements, radio news, magazine, and newspaper.

The most used authentic materials to be implemented in the classroom are movies. The researcher found 11 studies about utilizing movies for EFL classes in 2012 to 2015. The use of movie was increased in 2015 and there are many studies that discussed movies for learning English. Movies are often used because students can be more motivated in learning English through movies. In this context, not all kinds of movies can be used for English learning materials. The movies which were used for learning English are movies which used English as the language to communicate. The movies were also chosen based on the topic materials which are being learnt so they can be appropriate. The example of the existing study is a study in 2015 about improving Chinese college students' English oral skill. The result shows if Chinese college students can expand their vocabulary, develop better pronunciation and intonation, improve their speaking and listening abilities by employing movies in their English classes (Li & Wang, 2015). Another study about movies to improve students' speaking skill was also conducted in 2015. The subjects of the research were 11th grade Indonesian students at SMAN 1 Seyegan. The results of the study indicated that with the use of movies, students are more engaged in the learning process. It was

known by the students who became more active and confident in the English learning activities. The students' score of speaking skill was increased by the help of movies. It could be said that using English movies as an alternate teaching and learning medium to hone students' English-speaking abilities is successful. Therefore, it is advised that English teachers employ English movies to enhance students' acquisition of the language in terms of both speaking and other skills (Aeni & Arini, 2015).

The same result on the media that facilitate language acquisition goes to songs which become the most used authentic materials to use in English as Foreign Language classes. If we observe from the data in the table, songs were used as a topic for research studies from time to time. Many different types of research were applied. The example of a study about the implementation of songs in EFL classes is a case study about the use of song lyrics for English listening was conducted. This study tried to explain the process of a listening activity with the use of songs. Students listened to the songs and they were asked to fill the blank space of a song lyrics. The results of this study demonstrated the effectiveness of song lyrics as a learning aid for listening. It is noteworthy to mention that the students claimed to like their listening exercise. As a result, students accepted the lesson with positivity and enthusiasm and participated readily in the entire learning process (Mellasari, 2015). Another study about songs was conducted in 2013. This study attempted to know the effectiveness of using English songs to improve students' motivation and pronunciation skill in English. The finding of the study indicated that the students' score who were taught with songs were higher and improved which means that using songs is effective to improve students' pronunciation skill (Zahra, 2013).

Research studies on the use of public announcements in class for EFL students were found 3 times in the period 2012 to 2015. For example, there is a research which studied about the attempt to improve students' writing skill in announcement text with gallery walk technique. In this study, announcement text was used. In teaching how to write announcement text, it is a crucial thing to show students the example of the real public announcement. By using a gallery walk strategy and with the use of real public announcement, the students' score was increased (Kendal, 2014). As in 2017 to 2021, there is no research that discusses and examines the use of public announcements

For radio news, it is rarely used in the classroom. Radio news was utilized to support listening activities. There are only few studies that discussed radio news for authentic materials. The example of a study that discussed the implementation of radio news in the classroom is a study in 2012 about using several authentic materials for improving students' listening skill. Radio news was one of the authentic materials used in this study. The result shows if authentic materials can successfully improve students' listening skill as the students' listening score increased (Giyarta et al., 2012). Other instructional materials which are also rarely used were magazines and newspaper. Not many researchers discuss these authentic materials for classroom activities.

3.1.2. Authentic Materials in the Present (2016-2021)

And for the present time which is around 2016 until 2021, the existing authentic materials that are found from previous studies are songs, movies, podcasts, YouTube videos, brochure, newspaper, magazine, radio news, and public announcement.

There are several new authentic materials which are used and being discussed in the research articles for present time. Those new materials are podcasts, YouTube videos, and brochures. Podcast itself is an application which provides audios spoken by people with various topic and it is very accessible now. Teachers can find audio spoken by native speakers from podcast to be used in the classroom for learning English. The content in the podcasts is made not for educational purpose so it is about real world problems that can interest students. The example of the study which discussed podcast use in English learning is a study about the implementation of podcasts to improve students' speaking skill. The result shows that podcasts is proved to be able to improve the students' speaking skill in terms of their pronunciation, grammar, accuracy, and fluency (Islami, 2021). Another study was done whether podcasts can have influence on students' listening skill. And the result of the study reveals that students' listening skill is increased after getting a treatment with podcasts in listening activities (Abdulrahman et al., 2018). A brochure is a piece of writing that provides detailed information about a product to the general audience. The use of brochure to teach English in the classroom was found from previous studies in 2020.

In addition to podcasts and brochure, several studies that discuss the use of YouTube videos for learning English in class are also starting to be found nowadays. YouTube is a platform where we can find various videos uploaded by people from around the world. In terms of authentic materials, there are some YouTube videos which contain of people who speak English in the video and not for pedagogical purposes. The examples of that kind of video are daily *vlog*, documenter, sharing tips videos. Teacher can find the appropriate videos for students based on the topic materials being taught. The example of research that discussed about the use of YouTube videos in the classroom was conducted in 2021. This research is about the use of YouTube videos as a way to improve the speaking skills of students who are still lacking. From the result, it is shown that there is an improvement of the students' speaking skill by using YouTube videos (Anggraini, 2021). Another study about the implementation of YouTube videos for EFL classes was done in 2020. This study observed about the implementation, students' perception, and the challenges when using YouTube videos for English learning. The result shows if students were pleased with the progress they had made in their English learning after using YouTube videos for materials. The use of this strategy, according to the students, was able to lessen tedious instruction and boost interest in learning English (Cahyana, 2020).

Although the previous studies which discussed about the use of magazines and newspapers are few, but the researcher still found some studies that discussed about those materials. A study was conducted in 2019 to observe the roles of newspaper and magazines to be used for English language learning materials in the classroom. In the research articles, the researcher stated that local, national, and worldwide news are published daily in newspapers. Consequently, the vocabulary used in newspapers is quite different from that used in textbooks. The language used in textbooks is standardized, and it cannot be changed until the end of the course. In contrast, the language used in newspapers is not constant; it varies from day to day because newspapers are published every day. And for magazines, they appeal to young learners because they are learner-friendly and are packed with images and color. They spark interest among the students and are a powerful tool for encouraging reading proficiency (Parupalli Srinivas Rao, 2019). Additionally, the language used in publications varies from day to day. It allows English teachers the chance to choose the pertinent materials that are helpful for their lessons.

Radio news is considered not modern anymore but there are still studies in the present time that discussed about the use of radio news for English learning in the classroom. The researcher found an experimental study that discussed the effectiveness of radio news for listening comprehension. The results demonstrated that listening to the news on the radio as auditory media improved the students' listening comprehension abilities (Budyana et al., 2018).

Public announcement was rarely used as a topic in research articles. For present time, the researcher only found one article that studied about the use of announcement text. This study was conducted in 2016 about the analysis of students' ability in speaking announcement text orally (Budyana et al., 2018).

In the present time, the most used authentic materials are also movies and songs. There are many previous studies which were published in 2016 to 2021 that studied about the use of movies and songs in EFL classes. The example is a study about movies in the aspect of improving pronunciation. The result reveals if the use of western movies which use English language in the class can make students' pronunciation skill better (Hidayatullah, 2018).

3.2. Discussion

This study resulted that the majority of authentic materials which are found in previous studies from past to present are movies and songs. Both songs and movies were used for various English learning activities, such as listening, speaking, vocabulary, and pronunciation practices. This finding is similar to what was stated by Murphey in his journal if in recent decades, songs used in the classroom for EFL learners have gained popularity. Songs are widely used by English teachers for a variety of reasons. Many language teachers and academics from across the world study the use of songs in the teaching and learning of languages, especially English. Numerous studies have shown that listening to music are able to help with language learning's affective components and language development (Murphey, 2010). The previous study which stated similar thing about the popularly used of movies in English learning for EFL classes was also found. The use of authentic resources, such as movies that depict real-life practices that students may not have encountered, is one of the most popular and well-liked strategies for teaching English (Thi & Huyen, 2015). One of the reasons of why songs and movies are popularly used since then and now is because they are interesting for the students and can motivate them in learning English. Movies provide fun stories and visual that can be functioned as English learning materials. This argument is supported by a study about whether watching movies with subtitles can make students' motivation increased in doing listening. The finding shows if the students' motivation in practicing listening activity had increased after given subtitled movies (Azizah et al., 2018). The teacher's confidence in using English movies as an engaging method to teach English is bolstered by the notion that everyone enjoys watching movies (Kusumaningrum, 2015). Not only movies, other previous studies which used different types of authentic materials also showed good results about EFL students' English improvement. This is can be a proof that authentic materials are effective to be implemented in the classroom for English learning.

Despite the good advantages that authentic materials have, there are also studies which discussed about the disadvantages of authentic materials. The findings in previous studies collected have shown that by utilizing authentic materials in the classroom, students can have more fun in learning because the content and language used in authentic materials are reflecting real world situation. However, authentic inputs might be too complex for students of foreign languages, especially for students

who have a lower level of English proficiency (Shabunts, 2011). The finding of one of the previous study about podcast as authentic materials to teach listening shows the students' listening score was higher after getting treatment which indicated that podcast is effective to be used for listening activity (Atmowardoyo & Salija, 2018). However, there is an argument if real authentic materials are frequently excessively long and divided into too many unrelated parts, which can make it difficult for students to understand the core idea of the spoken language they are exposed to. He also stated that the teacher might need to spend more time considering how to use authentic materials (Haines, 1995).

Previous studies that have been collected from year to year have concluded that of the many types of authentic materials, there are some authentic materials that are more popular than others. This is due to several factors, namely the changing times which have made changing a trend in the world of education. Or it is because of the access to materials that are easier to reach. Research results from previous studies show that authentic materials are very helpful in the learning process in English class. However, there are several opinions of experts or researchers who state that authentic materials have several weaknesses. As a teacher we must be able to sort out and adapt the material to make it more acceptable to students.

4. CONCLUSION

From year to year, the development of the use of authentic materials is growing. In the past, namely around 2012 to 2015, there were several types of authentic materials used for public announcements, radio news, movies, magazines, newspaper, and songs. In the 2016 to 2021, new types of authentic materials namely YouTube videos and podcasts appeared and often discussed in research articles. The emergence of new types of authentic materials in the world of English language education is caused by the trend of increasingly sophisticated times. There is already a lot of content that can be adapted as learning material for English through YouTube and podcasts. However, of the many types of authentic materials, the most frequently used in English classes are songs and movies. No matter how the time has passed, songs and movies are still often used by teachers in EFL classes.

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HARNESSING TEACHER'S OWN MATERIALS: THE EFFECT AND ITS BENEFIT

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Abstract: This study reviews some research articles selected from several journals in ELT. The range of year of articles selected is published between 2000 – 2022 related to English materials created by the teacher. Fifteen research articles from selected journals are classified based on the classification of the effect and the benefit of creating teacher's own materials. The study has found that the material that is created by teachers can increase student's achievement. It also has a lot of benefits for students, teachers and teaching-learning in the classroom. Students can be motivated and get an understanding easily regarding the materials. The study also mentions some considerations and principles to create good materials for learners.

Keywords: *Material development, the effect, the benefit*

1. INTRODUCTION

One of the key successes of the teaching learning process in the classroom is determined by availability of materials used by the teacher. Tomlinson (2011) states that materials refer to anything which is used by teachers or learners to facilitate the learning of language. It could be a YouTube, magazine, textbook etc. The material provided by the teacher should be suitable for learners, teachers and situations. The material must be able to meet the needs of students. Therefore, there are also many teachers who create their own materials in order for students to get more understanding in the teaching learning process. Creating your own materials is the last effort to develop learning materials instead of adapting the existing textbook. There should be fundamental bases in order to create materials, among others, teaching objectives or instructional goals (Dick and Carey, 1990). Creating a teacher's own materials is very necessary, since the teacher is the only one who knows the student's ability well. In order to know what the student needs, the teacher must

do analysis. (Hariyadi & Yanti, 2019) argues that through need analysis will help the teacher to gather the information that will serve as the basis for the developing curriculum that will meet learning needs of students. Teachers can find out what learning materials are effective to use and can attract students' attention. Teachers also can provide a good example and appropriate language used in the material.

Concerning the functions of material which is crucial in the teaching-learning process. The material that will be created by the teacher should have the characteristics such as the topic chosen should be familiar and appropriate with students, the language provided should be easy to understand by the students and suitable with the student's level proficiency. According to (Barnard and Zemach, 2003) in creating materials, there are some considerations such as the material have to more focused the course, the students will very often to know more about the topic area rather than teacher. Regarding the source that the teacher takes for creating a material, the sources must be reliable when teacher was doing adaptation and adaptation the materials in order to the content can be trusted. Creating teacher's own materials brings a lot of effects for students, especially for student's academic achievement. If the material is created by the teacher, definitely students will understand easily the content of material that students learned about. Because the material both the language and the situation, are suitable with the students' condition. Therefore it helps students to learn and understand the material and to accomplish their examination. By taking more control over material production, teachers can choose the topic, function, situation, skills, etc as starting points to develop a variety of materials that focus on developing the needs of learners. (Tausif & Assistant, 2015).

The paper discusses the effect of the materials which were created by the teacher related to the students' academic achievement. Then also discuss the benefit of the teacher's own material for students.

2. LITERATURE REVIEW

Selecting suitable material of relevant topics is a requirement for teachers to help students in achieving the learning objectives of the course. Then, it will encourage the students to take part in the process of communication. The material should provide specific content, (Richard and Rogers, 1986). In addition (Ellis, 1985) states in (Hapsari et al., 2019), successful language learning depends on the interaction occurring in the classroom where a certain method is being applied and it has many benefits for students and teachers. In line with the benefit obtained, Block (1991) states that one of the advantages is contextualization. It provides teachers a platform to take into account their particular learning environment. By taking more control of the material, teachers can select the range of possibilities such as a topic, focus, situations, etc. (Tausif & Assistant, 2015). The other advantage is personalisation which means teachers can emphasize the importance of identifying and teaching to the individual needs of learners.

Materials which were created by the teacher are believed to have some effects especially for student's achievement since the teacher is the only one who knows the student's needs and wants. (Harsono, 2015) states that by having the objectives of the teaching/learning or being familiar with the needs of the learners, the teachers can develop their own materials for the learners to achieve the objectives or to fulfill the needs of the learners. (Edge, 1993; Pinter, 2006) states that materials in order to support

learning/teaching, so they should be designed to suit the people and the processes involved and basis of the student's need. It also can increase the student's motivation by providing several activities in the material that make students feel enjoyable and comfortable which will lead to an increase in the student's achievement. Students will go diligently if the learner has a willingness to learn. It will emerge the student's feeling that they need too (Gitawaty, Dwi, 2010). (Kodriyah et al., 2020) states that the use of materials provided by the teacher provides an interesting and compelling platform for conveying information since they motivate learners to learn more (Okobia, 2011)

Regarding some of the considerations in creating a good material for students, (Tomlinson, 1998: 7-21) summarizes several considerations of a good material: (1) Materials should achieve impact. Impact in this context means when materials have a noticeable effect on learners. It can happen when the learner feels motivated, interested and curious about the materials. (2) Materials should help learners to feel at ease, for example providing both texts and illustrators that relate with the current issue or their own culture, (3) materials should help learners to develop confidence. Learners feel confident if they think the materials are not too difficult to understand, (4) materials should expose the learners to language in authentic use and so on. While supporting the idea about considering a good material, (Howard & Major, 1995) present a set guidelines for designing effective materials for teaching and learning English: Materials should stimulate interaction and be generative in terms of language, English language teaching materials should encourage learners to develop learning skills and strategies, allow for a focus on form as well as function, offer opportunities for integrated language use, link to each other to develop a progression of skills, understanding and language items, should be attractive and flexible.

3. METHOD

3.1 Data Collection Technique

Several articles were compiled for analysis: the effect and the benefit of creating or developing teacher's own materials. 15 research articles were selected from different journals. Those articles were classified based on the kind of effect and benefit of creating and developing materials. The articles are filtered and selected based on the suitability with the current research. The selected articles were written by authors in the various countries to enrich and obtain the valid data. Content analysis can be divided into "meta-analysis, metasynthesis and descriptive content analysis" (Calik & Sozbilir, 2014). Meta - analysis is used in the current study which has the purpose to combine a review and summarize the previous studies to be classified in the certain classification which are the effect and the benefit of creating teacher's own material. Content analysis to describe the analysis among several articles which were taken from some selected journals. The result will be written narratively and will be shown in the percentage table.

3.2 Data Analysis

The writers choose several articles which related to the current study. Articles chosen were filtered based on the suitability and appropriateness with the study. The writers highlight the important things from each previous study related to the effect and benefit. Several articles chosen are classified become two parts that each of those are discussed about the effect and benefit of creating teacher's own material which will be explained in the percentage table which will be written the frequency (f) and in the form of percent.

4. FINDING AND DISCUSSION

The data obtained from the analysis of 15 articles which were mostly published from 2000-2022 about materials development, especially the effect and its benefits. Here the researcher will show table 1 that contains what are the kinds of effects for students of creating teacher's own materials.

Table 1: The effect of creating teacher's own materials

Aspects	Frequency	%
Increasing student's achievement	4	66,66
Increasing student's motivation	2	33,33
Total :	6	100

From the table we can see that there are 6 articles which discuss the effects of creating teacher's own materials from articles which are published from 2000 - 2022. We can see from the table that creating teacher's own materials has some effects which can increase student's achievement ($f=4$) and it can increase student's motivation ($f=2$). Moreover the researcher will classify those articles based on the benefit of creating the teacher's own materials.

Table 2: The benefit of creating teacher's own materials

Aspects	frequency	%
Relevant with the learner's life	3	33,33
Deepen understanding of the material	3	33,33
Suitable with student's need	3	33,33
Total:	9	100

From the table we can see that there are 9 articles which discuss the benefit of creating teacher's own materials from articles which are published from 2000 - 2022. We can see from the table that creating teacher's own materials has some benefits which can make materials relevant with the learner's life so it can understanding easily by learners ($f=3$), Then it can deepen understanding material such as the content and the topic for students

(f=3) and the other benefits is the teacher can create the materials that suitable with student's need (f=3).

Material development might not be a new phenomenon in the education context, but it still becomes a crucial issue if we discuss materials development since it is really important for students. In terms of materials development, some teachers don't realize how important materials created by teachers themselves can have an effect on students' achievement. One of the aspects that can determine the success in the learning process is material. Teaching materials is an important part of English. All of the learning materials such as textbooks, course books, worksheet, and video so on bring a lot of impact for students. Most teachers take a lot of time to consider the material that they are going to use in the classroom starting from finding or creating materials, selecting, evaluating, adapting and so on in order to increase student's achievement. Thus many English teachers for many reasons try to create their own materials based on the students and to overcome the lack of a course book. (Tausif & Assistant, 2015; Duarte & Escobar, 2008; Krismawati, 2020; Kusmartini, 2019)

Data from the 15 articles reporting on teacher-developed material highlight that there are several benefits from developing their own materials for ELT. These benefits include relevancy, understandable, suitability. The first benefit relevant to the learner's life is highlighted by studies conducted by (Devi et al., 2021; Harsono 2015, Hapsari et al. 2019). By utilizing relevant materials will help teachers to achieve the learning objective of the lesson, deliver the lesson and communicate with students. Teachers can rearrange material based condition. Then, the teacher has the opportunity to put the moral value inside of the material. Even though creating a material might face some difficulties, most teachers try to face them and give a big effort to create a teacher's own materials. The second benefit is a deeper understanding of the material. It is supported by several studies by (Nikoopur & Farsani, 2011; Kusuma & Apriyanto, 2018; Hariyadi & Yanti, 2019). The previous study found that creating a teacher's own materials can help students to better understand because the content of the materials is from the teacher itself so the teacher can create the materials which are suitable with the student's condition. The third benefit is suitable for a student's needs. These are relevant to several studies by (Beilousova, 2017; Puranamasari, 2015; Tausif & Assistant, 2015). The materials used are suitable with what student's need, student's want, and student's lack. If the teacher creates their own materials, definitely the teacher will make the materials based on the need analysis and it will be suitable with the student's need.

Regarding the effect of creating a teacher's own materials. These effects include student's achievement and student's motivation. The first is increasing student's achievement. It is relevant to several studies conducted by (Mukhaiyar et al., 2018; Devi et al., 2021; Krismawati, 2020; Kusmartini 2019). The students will understand the material or the topic that is given by the teacher easily and they will get a better understanding of it. Therefore it can also influence their score in midterm or final examinations then can improve student's achievement. The second is the student's motivation that is also relevant with several studies conducted by Rohimajaya et al, 2021; Gita, Dwi, 2010) Teachers can modify the materials based on the current situation and based on the student's level. For example, teachers provide many pictures that are relevant to a student's level. It definitely improves student's motivation in learning English. Therefore, creating teacher's own materials will increase student's motivation.

CONCLUSION

The findings of several articles that are taken from various journals are published in the range of year 2000 - 2022. The articles selected are related to the title of the current study which is about utilizing the teacher's own material. This topic is crucial in the terms of education especially in English Language Teaching. This current research discusses about the effect of creating teacher's own materials and the benefits for students.

The current research does classification based on the kind of the effect and benefit. Regarding the effect of creating teacher's own materials which article often discussed is about the effect of student's achievement. Moreover regarding the benefit, the amount of articles covering all of them are the same. For further research, it is suggested that more do classification and exploration based on some aspects that haven't been covered in the current research related to harnessing teacher's own materials.

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ORAL FEEDBACK FOR LEARNER'S LANGUAGE DEVELOPMENT

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Abstract: In ELT there are many types of oral feedback that can be used by teachers to respond and correct the mistakes of language learners. However, there are still many teachers who have difficulty or less reflection in choosing the appropriate feedback for students. Therefore, this study aimed to identify the important role of the types and ways in giving oral feedback by an English teacher in language learner development. This study uses a content analysis method using secondary data taken from the previous study in the form of journal articles and thesis published in Indonesian and International journal sites in the past two decades. The result of this study revealed that from 2009 to 2021 there were many changes regarding the application of oral feedback. However, it was found that corrective feedback always be used continuously from year to year, while one of the most dominant types of oral feedback used was explicit feedback.

Keywords: Oral Feedback, Language Learner, Language Development

1. INTRODUCTION

Feedback plays an important role in language development. This is because through feedback, learners can understand how well they are doing. Feedback can also help either improve learner specific points or help to make a plan for their learning. In English language teaching context, feedback is also a consideration used by teachers to manage learners' mistakes when using English as a target language. This is because learners may not have a complete knowledge, skills and a context on how the language is used. Harmer (1998) noted that in the learning process, the teacher needs to manage the learners' mistakes and give appropriate and relevant feedback in teaching and learning. Therefore, feedback plays a strong role in ELT especially in language development. This important role of feedback has been highlighted by previous research findings (see Klimova, 2015; Hattie & Timperley, 2007; Herra & Kulińska, 2018) among the roles of feedback signified by previous findings are facilitating students' understanding in learning English as a foreign language (see (Ha Ha, X. Van, Nguyen, L. T., & Hung, B. P., 2021; Lochtmann, 2002; K, Rudzewitz, B., Ziai, R., De Kuthy, K, 2018; Tesnim, 2019). Another role is the use of oral feedback for mediating language development as previous study by Hoff (2009) and Mashrah (2017). There is also

another important benefit students get from feedback as explained from the previous study by (Bajaj, Kaur, Arora & J. Singh 1 | **IJET**| Volume. 7, Issue 2. December 2018

2018; Mamoon-Al-Bashir, 2016; Race, n.d. 2022) In language development, feedback is widely used as an evaluative approach that indicates the effectiveness of teaching strategies as well as the level of learners' understanding. This has been confirmed by findings in the previous study from K. Hyland & F. Hyland (2006) which discussed feedback on second language students. It is stated that giving feedback will facilitate a learner's better understanding of the meaning, the context, the language construction itself and the learner's self-confidence. Lewis states that feedback is one of the best ways of telling the students or language learner mistakes, then it can show the learning progress and facilitate them in improvement.

Several studies have discussed oral feedback in the classroom context, both oral feedbacks given by the teacher or by peers. The results of several studies revealed that teacher's oral feedback facilitate classroom interaction (Irawan & Salija, 2017; Sahyoni, 2018; Siti Saleha, 2019; Yulia & Zainil, 2021) in the classroom. Based on those previous studies, there are a lot of types of oral feedback that is used to correct students' errors. However, only a certain type of oral feedback is used by the teacher. In addition, those studies also discussed the response of the students when the teacher applied oral feedback, mostly students perceived positively because the students realize that oral feedback gives positive effects to improve their achievement in learning language. Other research from Abdulmuhsen ayedh (2011) and Asmayana (2015) discussed teachers' perspectives in giving oral feedback. From that study, it is stated that there is a significant difference in the students either in writing or speaking skills between after and before the teacher provides oral feedback. Meaning that oral feedback can give a direct impact to the teaching result as it can improve the student's skills.

The researchers collected findings from previous studies that are relevant to this topic which contain how teachers give oral feedback for their students or language learner development. Based on the previous study by Lyster & Ranta (1997) there are six types of oral feedback; those are recast, clarification request, metalinguistic feedback, elicitation, repetition of error and explicit correction. Another perception from Tunstall & Gipps (1996) noted that there are 5 types of oral feedback, those are evaluative feedback, descriptive feedback, corrective feedback, interactional feedback and motivational feedback. Therefore, from those previous studies, the researcher found 11 types of oral feedback which means that oral feedback can take several forms. In addition, there are many studies who discuss feedback, especially in the context of oral feedback. However, based on Black & William (2018) it is noted that teachers still have less reflection on how to assess or correct the learners' errors. Therefore, this study focuses on identifying the important role of the types and ways of oral feedback used by the English teachers in giving oral feedback for the students in the context of developing students in learning English as a foreign language. The researchers will get the results by analysing the data taken from the previous study of the past two decades. Thus, the findings in this study are valuable to be considered by not only teachers but also for practitioners and experts in education as a model in providing effective oral feedback in the classroom.

2. METHOD

This study used a content analysis method using secondary data from previous studies. According to Cresswell (2005) as cited in Martono (2014) content analysis is

a research method applied to written or visual materials for the purpose of identifying specific characteristics of the materials. The materials analysed in this research were journal articles and these taking the topic of oral feedback in ELT context. The researchers collected 30 documents from previous studies that consist of journal articles and thesis published in Indonesian and International journal sites in the past two decades. Each document consists of several categories such as oral feedback for ELT, oral feedback for young learners, students or teacher perspective about the oral feedback used, and correlation between oral feedback and language development. The data of this study were interpreted descriptively to describe the differences and the similarity among the types, the preferences and to elaborate the importance of selecting and applying oral feedback for language learner development.

3. RESULT

By analysing and categorizing oral feedback used by the teachers in teaching English as a foreign language in the language learner development. The content of some previous studies, it highlights the following findings on the important role of the types of oral feedback used by the teacher in developing students' skill in learning English as a foreign language. The data gathered from the analysis in the articles of oral feedback given by the teacher in ELT from the past two decades. Table 1 shows the types of oral feedback from the previous studies published articles between 2009 and 2022.

Table 1. Types of Oral Feedback

Types of oral feedback	Year and frequency								
	2009	2013	2014	2015	2017	2018	2019	2020	2021
Explicit	1	1	2	1	2	4	2	1	
Metalinguistic	1		1	1	2	2	1		1
Recasts			2	1	2	2	1		
Repetition			1	1	2	2	1	1	
Elicitation			1	1	2	3	1		1
Correction			1						

Clarification requests	1	2	2	1	1
Paralinguistic signal	1		1	1	1
Evaluative Feedback		1			
Immediate				1	
Descriptive feedback		1			
Interactional feedback		1			
Motivational feedback		1			
Body Language		1			
Combined strategies				1	
Praise Maker	1	1			

From the table above, there are some significant differences between the selections of types of oral feedback from year to year. From 2009 to 2013, the oral feedback that was mostly used found by the researcher was corrective feedback. However, it is only explicit feedback and praise makers, some of them also used metalinguistic and paralinguistic signals. It is supported by the reason from the previous study conducted by Amalia, Fauziati & Marmanto (2009) in the speaking class at the student level, regarding student preferences, it is explained that explicit feedback and metalinguistic feedback are the easiest types of oral corrective feedback, because it can make students quickly recognize their mistakes in speaking practice, while clarification request is the most ambiguous way.

Then moving on to 2014 to 2015, the use of oral feedback became larger by using all types of corrective feedback ranging from explicit, metalinguistic, recasts, repetition, elicitation, etc. It is shown by the previous study conducted by Rieny. A,

Anasthasia & Mardijono (2016) found that five out of seven types of oral corrective feedback were used by the teacher, which are Recast, Metalinguistic Feedback, Elicitation, Explicit Correction, and Repetition. Furthermore, types of learners' uptake following the teacher's corrective feedback were Self Repair, Peer Repair, Repetition, Same Error, Different Error, Partial Repair and Hesitation. From that previous study it can be concluded that oral corrective feedback may lead the students to show signs of learning or understanding implied in the students' reaction to the teacher's oral feedback.

Then continued from 2017 to 2019 the use of oral feedback was increasingly varied, not only focusing on corrective feedback but also evaluative, descriptive, interactional and motivational feedback. Proven by the previous study conducted by Irawan & Salija (2017) there were two new ways of oral feedback found in that research. They were praise and correction in corrective feedback and giving help in motivational feedback. There is oral feedback that was already found by that study which hasn't been discussed yet in the theory from another previous study, those are questioning and giving help in interactional feedback as well as expectancy in motivational feedback. The teachers give that feedback because it is their responsibility and obligation to provide it to students. This shows that in this era, English teachers are starting to realize how important oral feedback is in language learning. However, when it moves to the range of 2020 to 2021, the use of oral feedback begins to change slightly, meaning that it is not as varied as it used to be. This indicates that the English teacher is starting to choose and sort out which oral feedback can be used and appropriate to the needs and characteristics of students.

As an educator, it is suggested that foreign language teachers should expect their students to make a lot of mistakes, because this can be used as part of the language learning process. Even most students agree if they get feedback and if their mistakes are corrected. However, some students do not want to be given explicit feedback, this is because they feel afraid, embarrassed and depressed. Then, by looking at the previous studies that have been collected by the researcher regarding oral feedback, there are many types used by every teacher. However, there is a change in the use of feedback almost every year, even though there is one type of oral feedback that is still used from time to time, namely explicit feedback. From the past two decades it is shown that corrective feedback with an explicit type of feedback which is highly implemented for language learners at the young learner, secondary to college level. This is supported by a previous study by Maolida (2013) regarding the use of explicit feedback as negative feedback which not only serves to justify student mistakes but also expands conversations, scaffold learning and negotiating meaning and form. This is also supported by research from Nur Fajriah (2018) which states that in the past, many teachers failed to develop language learning because they did not find the right type of corrective feedback, and from this problem, it was found that explicit feedback was given after students finished speaking is one of the most effective ways to be used in correcting errors made by students. Also supported from the previous study conducted by Amalia Fauziati & S. Marmanto (2009) about the preferences for the types of oral feedback in the speaking classroom, there are two types, the first one is explicit feedback because the students wanted the teacher to correct their error immediately as well as correct it clearly so it doesn't need much time to think about the error part and it is easy to be understood, comprehended and recognized. Another type is Metalinguistic feedback, where the teacher gives a clue then the student's recall what their mistakes were. This may take a longer time

because students have to do self-correction. However, it can be shown that learning is more meaningful.

The results of this study was also analysed based on the theory of Elis (2009) which states that there are seven kinds of oral feedback, namely positive feedback, metalinguistic feedback, recast, repetition, elicitation, paralinguistic signals and requests for clarification. Furthermore, there is also a theory from Lyster & Ranta (1997) which states that there are six types of oral feedback, including recasts, elicitation, requests for clarification, metalinguistic feedback, and explicit correction. Meanwhile, based on the results of collecting data from previous research on the types of oral feedback used by teachers in the last few decades as shown in the table above, the researchers found that in total there were 16 types of oral feedback. From the several types found, the oral corrective feedback was mostly used by the teacher. However, there were also types that were rarely used, including: Immediate, descriptive feedback, evaluative feedback, interactional feedback, motivational feedback, body language, and combined strategies.

Meanwhile, from previous studies which can be seen in the table above, it has been found that most of them use corrective feedback and it shows that explicit feedback is the most frequently used. However, this finding is different from previous study conducted by Lyster & Ranta (1997) which stated that recast is the type of corrective feedback that is most often used in second language teaching. Meanwhile, only a few studies have addressed the effectiveness of recast oral feedback used in second language teaching especially in the Indonesian context. This is because most of the research conducted internationally uses an interactional approach, which in Indonesia mostly focuses on corrective feedback in general.

Therefore, by looking at the previous studies that have been collected by the researchers regarding the oral feedback and also the findings. It means that there are many types of oral feedback used by every teacher. Still, the results from the data collected by the researchers certainly cannot be generalized as a whole. Since the researchers only took a few samples from several journals and articles. Although, this research is sufficient to provide an overview related to the frequency of the use of oral feedback from year to year, and what are the considerations of the way in applying the correct oral feedback to learning English. With many oral feedbacks, every teacher has different preferences. However, the effective strategies undertaken by teachers to provide corrective feedback for students are the correct forms obtained and greatly affect student learning outcomes. It can be said that feedback is not only an answer, as the power of feedback is greater than just an answer. On the use of oral feedback in language learner development, its better if the teacher provides elaboration through clear instructions rather than just giving feedback that poorly understand concepts, if feedback is applied at the correct level then it will lead language learners to engage, comprehend and develop effective strategies to process the information intended that is learned. Not only that, providing feedback can also help language learners to develop their own linguistic accuracy. Therefore, strategy in the selection of corrective feedback chosen by the teacher found in this study was to facilitate students through the process of language development.

4. CONCLUSION

From the findings above it can be revealed that in the articles published regarding oral feedback between 2009 and 2022 it can be said that the types of oral feedback are not too different from year to year. In this case, the teacher still uses

corrective feedback in ELT, and the types of oral feedback that are often used are elicit, explicit, repetition, metalinguistic, recasts and clarifications. While, the explicit type is the most dominant. However, to make the teaching and learning process can be carried out meaningfully, teachers should consider student preferences, especially in providing corrective feedback on student errors, as it can minimize the discrepancy between student perceptions and teacher perceptions in the teaching and learning process. Besides that, student knowledge also needs to be taken into consideration. Hopefully with these considerations in implementing feedback, it can help students to make corrections for their mistakes and have meaningful learning that can be very useful for language learner development. The researchers hope that in the future, there will be a further research that can explore in depth about the impact of oral feedback on language learning from time to time.

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THE USE OF INFORMAL LANGUAGE IN THESIS PROPOSAL: AN ANALYSIS OF EFL UNIVERSITY STUDENTS' WRITINGS

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Abstract: Informal languages are often used in ordinary and casual communication in both written and spoken forms, but it is inappropriate if individuals use informal language in academic writing. In some cases, students still use informal expressions in academic writing such as thesis proposals. This study identified the use of informal languages in students' thesis proposals. Specifically, the study examined the elements of informality and types of informal languages that students frequently use when writing a thesis proposal. By using a qualitative method, this study analyzed 15 students' thesis proposals. The findings found that there are seven elements of informality covering pronouns, conjunction, listing expressions, contraction, adverbs, segment fragment, and direct questions. The types of informal language that students frequently use are pronouns, conjunctions, and listing expressions. The findings further indicate that the use of informal language is not only at a morphological but also syntactic level.

Keywords: *Writing, Informal Words, Thesis Proposal, University Students*

1. INTRODUCTION

Academic writing is linked to students' language learning and other instructional processes; it is supposed to address an intellectual community in which students actively participate in their learning. Some rules must be established, which are formal and impersonal. The writing must be concise, clear, and professional. Using knowledge to gain new insights and perspectives is an important aspect of learning. One of the elements that characterize academic writing is the formality of the language. As written in the writing handout from the University of Leeds that it is expected to use formal language in academic writing.

Students' capability to obtain, examine, and integrate the viewpoints and ideas of others to build the input of their academics is critical for the success in postgraduate study. When students present the knowledge that they have acquired, they must be able to distinguish between what they have acquired from others and acquired on their own (Bristol Business School, 2006, cited in Fadda, 2012). In addition, the students must also consider some aspects regarding audience, purpose, strategy, organization, and style. David (in Khadijah, 2020) explains that some of the obstacles students have when writing an academic paper or proposal are grammatical errors, plagiarism, lexical difficulties, and insufficient planning. Thesis proposal, as one of academic writing products, best reflects the students' use of language. In fact, most students have shared common concerns and difficulties when completing their thesis proposals, either in the content or in the language construction.

A learner should consider numerous aspects when creating a thesis proposal. One of the factors to consider is the language used. When creating a thesis proposal, students must follow the criteria of a good thesis proposal. Using formal language is one of the qualities. The purpose of engaging in formal language is to help others be aware and abstain misunderstandings. According to Heylighen and Dewaele (1999), formality is the avoidance of ambiguity and impersonality. Formality helps the opinion stated to be objective, explicit, and less twisted (Heylighen & Dewaele, 1999, pp. 2-9 cited in Riaz & Akhtar, 2019). Furthermore, Hyland and Jiang (2017) define formality as an essential characteristic in thesis proposals in order to protect written content from ambiguity, personal opinion, and misinterpretation that conceivably cause the less objectiveness of the written content (Alipour & Nooreddinmoosa, 2018). As a result, the lack of formality in thesis proposals can be destructive to both the author and the topic of the writing.

Several studies have found a trend of informality in scientific English in thesis proposals. According to Hundt and Mair informality has affected thesis proposals, whereas Hyland and Jiang report a small enlargement of informality features in academic work, such as pronouns, conjunctions, listing expressions, contractions, adverbs, segment fragments, and direct questions. These studies indicated formality of thesis proposals has decreased or is rarely used because nowadays students tend to use many informal words for academic writing. By the different words, academic writing particularly in the middle of English native speakers has continuously become less formal (Praminatih et al., 2018).

Reflecting on the previous study discussed earlier, it is shown that students now tend to use informal languages in their thesis proposals. Previous research by Hundt and Mair or Hyland and Jiang focused exclusively on the decrease of formality in thesis proposals. On that matter, this study is focused on the elements of informality and common informal words that are frequently used in students' thesis proposals.

2. METHOD

This study discusses the students' informal language as reflected in their proposals. Furthermore, a descriptive qualitative design is employed to explore further the types of informal language as well as its frequent occurrence in their writing. Trochim (2002) views that descriptive qualitative is generally used to express what exists or what is happening and it is to explore the thesis proposals by the students.

2.1 Subjects

This study reviewed 15 thesis proposals to identify the informal language. The thesis proposals were selected from three classes (A, B, C) of the academic writing course and 5 thesis proposals were selected in each class based on the teacher's recommendation and students' permission. This study involved the thesis proposal in the academic year of 2015-2016. The documents were then classified by the researcher based on the classes chosen as the sample.

2.2 Data Collection Procedure

The study used content analysis to explore the element of informal language used in the students' thesis proposals. The informality elements analyzed in students' academic writing are only restricted to the elements of informality by Christine B Feak and John M Swales. Through observing proposals, the use of informal language in the thesis proposals of the students in this study is analyzed. There are 7 elements of informality that are examined in this study including pronoun, conjunction, listing expression, contraction, adverb, segment fragment, and direct question. Through the elements, this study also examined the example of informal words in the thesis proposals. The thesis proposals chosen are in the academic year of 2015-2016 with several topics made by students. The documents were categorized based on the classes chosen as a sample which are three classes (A, B, and C). The data is assessed after categorizing the document.

2.3 Data Analysis Technique

The data is obtained by evaluating the students' thesis proposals. After gathering the students' thesis proposals, the process of analyzing the thesis begins. The steps for conducting the analysis are as follows:

1. Categorizing The Data
Examining and classifying the data depending on the assigned class.
2. Reading The Content
All through the document analysis, read the students' thesis proposals in order to identify the informal words they use.
3. Coding The Elements
Prior to assessing the data, the code of the elements is chosen by using colors to make it uncomplicated to categorize the informality elements. The colors are divided below:
 - a. Pronouns are marked in yellow.
 - b. Conjunction is marked in red.
 - c. Listing expressions are marked in green.
 - d. Sentence fragments are marked in blue.
 - e. Construction is marked in orange.
 - i. Direct question is marked in purple.
 - j. Adverbs are marked in gray.
4. Analyzing Each Element of Informality
Each element of informality is investigated in each student's thesis proposal after categorizing and coding the data.
5. Summarizing The Coding

After analyzing each element in the thesis proposals, the elements discovered are displayed in the form of a table.

6. Drawing The Conclusion

After the sample has been analyzed, the conclusion is drawn and given in the form of a table.

3. FINDING AND DISCUSSION

The findings illustrate the result analysis on the informality elements used in the thesis proposals of students, the elements of informality that are frequently used by students in academic writing, and examples of informal words and sentences.

3.1 Finding

The result of the review of 15 thesis proposals indicated that students use 7 elements of informality in their writing. They are pronoun, conjunction, listing expression, contraction, adverb, sentence fragment, and direct question. Table 1.1 highlights the elements of informality that are found in the students' thesis proposals. Table 1.1

The Informality Elements in Students' Thesis Proposal

Informality Elements	Data
Pronoun (<i>"I", "we", "our", "it", "this"</i>)	<p>"In this paper, I argue that small incentives can lead to a greater participation in the survey".</p> <p>"You carry a more encompassing meaning than rhetorically focusing on an individual reader, seeking instead to engage...".</p> <p>"Writing is as a tool to express our unspoken ideas that need to be completed".</p>
Conjunction (<i>"but", "and", "so", "because" and "then"</i>)	<p>"And the students will get the result"</p> <p>"But, the difficulties to develop a paragraph or essay are still found in undergraduate students..".</p>
Listing Expression (<i>"etc", "many more", and "and others"</i>)	<p>"The second is unwritten material, such as video, picture, and others".</p> <p>"These semiconductors can be used in robots, CD players, etc."</p>
Contraction (<i>"it's", don't", "can't", and "couldn't"</i>)	<p>"Mobile became the most important thing when the lecturer can't attend..."</p>

Adverb (<i>“actually”, “usually” and “unfortunately”</i>)	<i>“Actually it contains questions that are given to students to get the students’ answer”.</i>
Sentence Fragment	<i>“A sequence instruction to do something”.</i>
Direct Question	<i>“Why does the teacher need to use it in teaching activities?”</i>

Table 1.1 presents the elements of informality and provides the data to support it. The majority of students used pronouns, conjunction, and listing expressions in their thesis proposals.

The pronoun used refers to the author, the readers, personal experience, or unfinished story from the previous sentence or paragraph. The examples of pronouns that students used are *“I”, “you”, “we”, “our”, and “this”*. This element can be shown from the following data:

1. *“In this paper, I argue that small incentives can lead to a greater participation in the survey”*
2. *“**You** carries a more encompassing meaning than rhetorically focusing on an individual reader, seeking instead to engage...”*,
3. *“Writing is as a tool to express **our** unspoken ideas that need to be completed”*. It can be highlighted from the data that the students tend to use personal pronouns that indicate personal experiences. In fact, personal experience which leads to the possibility of personal judgment needs to be avoided in academic writing. Therefore, omitting pronouns is able to establish an impersonal position. This is also done to avoid personal experience, independent argument, and the creation of a sense of closeness in academic writing. Moreover, it is able to make the information easier to understand for the reader and to show the professionalism and authoritativeness of the writer.

Another informal language found in the students’ thesis proposals is conjunction. The conjunction is used to connect the words, phrases, or clauses. The data showed that the majority of the conjunction is used at the beginning of the sentence functioning as the transition between one idea to another. The examples of conjunctions that students used are *“but”, “and”, “so”, “because”, and “then”*. These conjunctions can be shown in the following data:

1. *“**And** the students will get the result”*
2. *“**But**, the difficulties to develop a paragraph or essay are still found in undergraduate students..”*.

As can be observed from the data, the conjunctions are not appropriately used. The coordinating conjunctions should connect similar parts of sentences within the sentence (Dalrymple, 2001). However, the data has shown the opposite practice. The inappropriateness of the conjunction could possibly indicate the informality. Although the readers are still able to manage the meaning without encountering significant difficulties, the inappropriateness of the use of conjunctions is not common and considered informal.

Other elements of informality found are listing expressions, contractions, and adverbs in initial and final positions. For listing expressions, students use “*etc*”, “*many more*”, and “*and others*”. It can be found in the following data:

1. “*The second is unwritten material, such as video, picture, **and others***”
2. “*These semiconductors can be used in robots, CD players, **etc.***”.

The sentences containing listing expressions require the reader to deduce the rest of the information individually. It signifies that the sentence is ambiguous. Listing expression is unspecific and forces readers to discover the details. According to that matter, the use of listing expressions leads to multiple interpretations.

Contraction is also found in the students’ thesis proposals. Contraction is defined as the process of integrating two words to construct it briefly. Moreover, it is a strategy to make the written paper appear more conversational and to make the reader feel as though they are a part of the writing. Contraction is often used in everyday discourse, using contractions in academic writing makes the text more informal. The students use contractions such as “*don’t*”, “*couldn’t*”, “*can’t*” and “*it’s*”. This practice can be looked at from the data “*Mobile became the most important thing when the lecturer **can’t** attend...*”.

Another informality element found in the students’ thesis proposals is the adverb. The adverb is considered informal if an adverb is found in the beginning of the sentence or at the end of the sentence, because the formal use of the adverb is in the middle of the sentence. The examples of adverbs used by students are “*usually*”, “*actually*” and “*unfortunately*”, found in the data “***Actually** it contains questions that are given to students to get the students’ answer*”.

Furthermore, there are other informality practices found in the students’ thesis proposal, that is sentence fragments and direct questions. The sentence fragment is a bit of information that has the same structure as a sentence but lacks some of the features of a proper sentence. A sentence fragment is defined as missing one element of the sentence, which can be the subject, predicate, or object. Meanwhile, academic writing should provide comprehensive data. The example found in the writing is “*A sequence instruction to do **something***”.

The last informal language feature found in the students’ thesis proposal is direct question. A direct question could be a constructive way to bring attention of the reader to a point, but it is valuable when outlining research questions or an argument to be answered. However, it is infrequent in the middle of a paragraph to have a direct question. An example of direct questions used by students is “***Why** does the teacher need to use it in teaching activities?*”. To put direct questions in the middle of a paragraph, the construction should be transformed into indirect ones.

3.2 Discussion

The result of the study showed that students utilized seven elements of informal language in their thesis proposals. They are pronouns (*I, we, it, this, and those*), conjunction (*but, and, so, because, and then*), listing expressions (*etc, many more, and and others*) , contraction (*can’t, couldn’t, don’t, doesn’t, didn’t, haven’t, i’ll, it’s, that’s, won’t, and we’re*) , adverbs in initial or final position (*basically, critically, crucially, importantly, remarkably, significantly*), segment fragment (“*A sequence instruction to do something*”), and direct questions (*What can be done for?*).

Following the data, it can be concluded the informality elements have been used frequently in the thesis proposals of the students. As stated by Ken Hyland and Fang (Kevin) Jiang (2017), the informality that has infiltrated a wide scale of previously formalized spoken and written realms (business association, journalism, organizational papers, etc.) has now expanded to academic work. There are several things academic writers might pay attention to while the process of writing. As expressed by Swales and Feak (2012), the communications are written in the proper style and academic writers must make certain of that. The style of a specific work has to be coherence and appropriate in the information delivered and the audience aimed. Even if the ideas or data are difficult, the conversational English used in academic writing that is written informally might be regarded as extremely simple.

The data also indicates that the elements of informality are found both in morphological and syntactic aspects. The morphological form of the use of personal pronouns, listing expressions, and contractions implies the subjective position which in turn leads to the personal judgment. In addition, the inappropriate use of adverbs in terms of its position in the sentence also proves the informal tone of the students' thesis proposal. The informal use of language is also found in the syntactic level. Omitting one of the sentence elements may be acceptable in oral communication, specifically in an informal conversation. However, in academic writing, this practice is considered inappropriate and informal. Another informal language use in the syntactic level is also found by the direct questions used. To put the direct questions as a part of a sentence, it must be transformed first into indirect ones.

Among ESL and EFL students' academic writings, several studies on informality have also been conducted to discover the elements of informality that students used frequently. McCrostie (2008) conducted a study of Japanese students in English major. According to the findings of the study, freshman students utilized unessential oral variation, singular and plural first-person pronouns, and uncertain vocabulary in their works. Nevertheless, the study found that second year students decreased repetition in employing oral variation, incomprehensible words, and first person pronouns. This minimization was influenced by the writing experience of the students and the writing curriculum of the university. Leedham and Fernandez-Parra (2017) conducted a study of undergraduate and graduate engineering students (Chinese, Greek, and British) at five different universities in the UK, employing data from the BAWE corpus. According to the study, the use of the first-person pronoun *we* in their writings was preferred by Chinese and Greek students, but the use of the first-person pronoun *I* was preferred by the English students. The study also discovered the use of the first-person pronouns *we* and *I* in academic paper was influenced by student's social and cultural backgrounds. These previous studies across different languages support the recent research finding that highlights a similar issue regarding the use of personal pronouns in the students' thesis proposal, which in turn leads to informality. Moreover, personal pronouns are the most frequently found in the students' thesis proposal.

4. CONCLUSION

By observing the students' thesis proposal, seven elements of informality are found. They are pronouns, conjunction, listing expressions, contraction, adverbs, segment fragments, and direct questions. The informal language in the students' thesis proposal is found both at the morphological and syntactic level. The informality has been structured into

the elements of informality by John M Swales and Christine B Feak (2012). It is previously applied in structured written and spoken realms (journalism, business correspondence, administrative papers, and so on) and has now been used widely in academic writing.

The findings implied that the students' language awareness and sensitivity should also be emphasized during the teaching and learning process. To write academically does not only put words into a well-grammatical sentence but also an appropriate tone and style of the language use. In relation to the pedagogical context, teachers could consider it in their teaching.

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