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Table of Contents

Negotiation of Meaning: Students' Awareness of Their Mistakes in Using English for the Secondary School Level 1-5
Ferayani Ulrica

The Implementation of Jigsaw in Teaching ESP Speaking for Accounting Department in University of Muhammadiyah Lamongan..... 6-12
Naajihah mafruudloh

Enhancing Descriptive Paragraph Writing of Secondary Students through Shared Writing 13-18
Mutiara ayu, Zuraida

Implementing Powtoon to Improve Students' International Culture Understanding in English Class 19-25
Lulud Oktaviani, Berlinda Mandasari, Reynita Adlina Maharani

An Analysis of English Textbook in the First Grade of Junior High School 26-30
Tyas Desita Wengrum



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JORLE	Volume 1	Number 1	July	2020	Page 1 - 30
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NEGOTIATION OF MEANING: STUDENTS' AWARENESS OF THEIR MISTAKES IN USING ENGLISH FOR THE SECONDARY SCHOOL LEVEL

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Abstract

In traditional classes, teachers teach grammar in a deductive way with meaningless activities. The activities do not emphasize the uses of English in real life and lack of communication among teachers and students. Language awareness might give the students a challenge to pose questions and encourage them to explore themselves on how language works. The teachers might be able to encourage the students to participate to lead them to get communicative skills by using negotiation of meaning. This article is intended to explore and analyze the students' mistakes when negotiating meaning in the language learning process. The qualitative descriptive research was employed in this study with 33 students in senior high school as the subjects of the research. The data were from the students' interviews and recordings. The finding revealed that the students produced mistakes in grammar, pronunciation, and vocabulary. It showed that the extent of the students' awareness in responding to a mistake in the negotiation of meaning was low. It was only 16 incorrect utterances that might be corrected by the students. It was divided into two sides, willingness and unwillingness to correct. Factors were affecting the students not to be aware during interaction such as focusing on meaning, the same proficiency level, and condition of the class.

Keywords: negotiation of meaning, teach grammar, language awareness.

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INTRODUCTION

Language awareness refers to the action of sensitivity and conscious awareness of the nature of language and its role in human life. In a language learning process, students' language awareness plays an important role to help the students to construct their grammar mastery from their exploration and trial tasks. Language awareness might challenge students to pose questions and explore how language works. Thus, they enable to notice and learn how a grammar feature works. Language awareness appears due to the existence of an interaction between teacher and students or vice versa. Here, interaction gets an important role for creating successful interactive systems (Sari, 2018) to achieve communicative process by exchanging the thought and feelings (Brown, 2000) and sharing the information and knowledge in a language classroom (Rido & Sari, 2018).

During the interaction, the students are expected to achieve comprehensible input to improve their English skills. On the contrary, when the interaction process is running, the utterances express by one party of speakers often cannot be understood by the listener so a misunderstanding of information conveyed may consequently occur. To avoid repetitive situations, language instructors or teachers might encourage the students to use one of the communication strategies namely negotiation of meaning. By using the negotiation of meaning, it allows students to make communication more effective. Unfortunately, there is no guarantee that interaction between native and non-native speakers by using negotiation of meaning can be comprehensible. During the interaction, students focus more on meaning. In other words, they do not pay attention or aware of the accuracy at the language components, such as structure and vocabulary.

In the classroom, most students may use particular learning strategies and learning styles to reach language learning objectives (Ayu, 2018; Mandasari & Oktaviani, 2018; Lestari & Wahyudin, 2020; Wahyudin & Rido, 2020) to support language learning process (Putri & Sari, 2020). On the other hand, according to Ayu (2018), teachers' goal in the classroom is to deal with students by controlling the activities and provide their students a

widest opportunity to improve their skills and potentialities at the optimum level. As a fact that teacher’s style in teaching grammar mostly uses the traditional method such as an explanation in a deductive way by providing meaningless activities. The teacher does not encourage students to use English with proper communication skills in the class. As a result, the students have an inadequacy to use communication skills since they tend to train themselves to create the correct sentences with the right grammar rule without knowing the message conveyed (Lin, 2011). Thus, the purposes of this study are to explore the students’ mistakes when negotiating meaning and analyze the students’ awareness of the mistake when negotiating meaning in the language learning process.

RESEARCH METHOD

A case study was employed in this present study. By recording and interviewing 33 students, the writer explored the students’ awareness of mistakes in the negotiation of meaning. The information gap activity was implemented in the class to stimulate the students in producing the negotiation of meaning. The interaction of students was recorded, transcribed, analyze their mistakes based on three language components such as structure, pronunciation, and vocabulary. The mistake’s criteria made by the students were divided into five levels: 0%-20% indicates a very low level; 21%-40% indicates a low level; 41%-60% indicates average level; 61%-80% indicates high level; 81%-100% indicates very high level.

Semi-structured interviews with open-ended questions were used to interview students. The students were allowed to express their opinions on their terms. The interview process was based on the students’ utterances and their comprehensible input during the negotiation of meaning. Besides, the students’ awareness was observed and categorized into two terms, i.e., willingness to correct and unwillingness to correct. The writer valued the students’ comprehensible input based on the wrong utterance that could be corrected by the students during their talk.

FINDINGS AND DISCUSSION

The present study aimed at exploring and analyzing the students’ mistakes when negotiating meaning in the language learning process. The findings of this study were displayed into two sub-sections. First, the sub-section was about the students’ mistakes in the three language aspects, including grammar, pronunciation, and vocabulary. Based on the findings, most *students* were indicated making mistakes during the language learning process, especially in the language aspects – structure, pronunciation, and vocabulary. The detail was displayed in table 1, as follows:

Table 1. Students’ Mistake in the Language Aspects

Group	Language Aspects		
	Structure	Pronunciation	Vocabulary
1	2	1	0
2	1	0	0
3	1	1	0
4	3	1	0
5	1	1	0
6	7	1	1
7	8	0	3
8	2	2	0
9	5	0	0
10	1	0	0
11	5	0	0
12	0	1	0
13	2	0	1
14	0	0	0
15	0	0	0
16	2	1	0
Frequency	40	9	5
%	74%	17%	9%

Table 1 showed that the language aspect of the structure was the highest frequency of students’ mistakes with a total of 40 points or 74%. The language aspect of pronunciation was in second place with a total of mistakes 17% (9 points). The lowest frequent mistake was vocabulary with a total of 5 points (9%).

In the structure, the students made a lot of mistakes in using *to be* by omitting *to be* when there was no verb in the sentence. It was called the nominal sentence (non-verbal), for example: *How you opinion? What the film? How the price of the film?*, etc. Another extract showed the students’ mistake in structure, as follows:

- B “There is 4 movies show on this day.”
A “What are those?”

This incorrect utterance showed that the student was confused in using *is* and *are* in the plural sentence. The hearer was not aware of correcting the mistake during the interaction. There was no correction and he continued the conversation without paying attention to that mistake. From the interview in this group, it can be concluded that the hearer had the ability in giving an input to the speaker but he did not focus on the utterance so the speaker did not get any comprehensible input.

The students also made mistakes because their first language influenced the pronunciation of the target language. Some students had difficulty with English sounds because they were deeply influenced by similar Indonesian sounds. It could be seen from the examples; *Actually, it's my first time, I don't like the aktor, It's a good idea, etc.* Besides, in the language aspect of vocabulary, the students lacked vocabulary mastery, so they had a limited capacity to understand in other skills of English and could not communicate with others clearly in the English language. To avoid misunderstanding, they sometimes changed the word into Indonesian, for instance, *I really want because I'm penasaran.*

The second sub-section was about students' awareness. According to the data, the students' awareness in responding to the mistakes during the negotiation of meaning was low. The result was displayed in table 2:

Table 2. Students' Awareness

Group	Mistake	Awareness		Unawareness
		Willingness to correct	Unwillingness to correct	
1	3	1	0	2
2	1	0	0	1
3	2	0	0	2
4	4	0	0	4
5	2	0	1	2
6	9	1	0	8
7	11	4	3	4
8	4	0	1	3
9	5	0	1	4
10	1	0	0	1
11	5	0	0	5
12	1	1	0	0
13	3	0	1	2
14	0	0	0	0
15	0	0	0	0
16	3	0	2	1
Frequency	54	7	9	38
%	100%	30%		70%

Table 2 showed that the total mistake was 54 points. The students were aware of 16 incorrect utterances (30%). It was divided into two categories; willingness to correct and unwillingness to correct. There were 7 incorrect utterances that willing to be corrected by the students while 9 utterances were not corrected even the students knew the incorrect utterances occurred during the interaction. The rest, 38 utterances (70%) were not corrected because the students were not aware their interlocutor made mistakes during the interaction. After doing an interview, the researcher found that some students noticed the incorrect utterances but they were reluctant to correct them in the dialogue since they still got the meaning of the message.

To see the extent of student's awareness in a mistake during negotiation of meaning and their comprehensible input, it would be elaborated in the following extracts:

- A "Have you planning for tonight?"
 B "Hm... I think I don't have a plan."

 A "No no no. I don't like the action and I don't like the aktor."
 B "Do you mean the actor?"

From the extracts above, The ungrammatical utterance made by student A in this group was not be corrected by student B. The hearer responded the question correctly but she did not realize that the speaker's utterance was wrong. Based on the interview, student B could not correct the sentence because she also did not know the correct one. This utterance was corrected by the interlocutor. Students B got the meaning even though students A said in the wrong pronunciation. Based on the interview, the speaker knew how to say *actor*. She said *aktor* spontaneously because she was influenced by Indonesian sounds "aktor".

Based on the findings, there were two propositions: (1) the students made mistakes in structure/grammar, pronunciation, and vocabulary; and (2) students' awareness of their mistakes was low during the negotiation of meaning. It was found that most students participate and engaged actively during the language learning process. They created a pair of dialogues following the instruction from the teacher. They did group work tasks in which they work together with their partners, share their ideas, learn from each other, fell more secure and less anxious, and enjoy using English to communicate (Jones, 2007). The implication of why students were not aware of the

mistake is because the spoke spontaneously. The learners did not realize the mistake since they still got the message of the utterances. They were not aware of the language components of the sentence, such as grammar, pronunciation, and vocabulary. It also was difficult for many students to respond when they were asked to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup cited in Tuan & Mai, 2015).

A grammar form might be difficult to learn if (a) it contained non-essential communicative meaning, (b) its use was optional, and/or (c) its form meaning relationship was obscure. Learners learned a grammar form that fits any of these criteria may experience problems of form-meaning mapping. To illustrate, learning the English verb inflection particularly difficult for L2 learners whose L1s did not have an equivalent form. The students might have different proficiency levels. By language awareness, students could collaborate and helped each other to understand grammar. Language awareness aimed at helping learners to discover the use of language to acquire readiness for it, and to know about language instead of enabling them to perform a structure correctly (Tomlinson, in Restrepo, 2006).

Furthermore, the incorrect pronunciation was often caused by the lack of sound similarity between English and the students' native language. The learner's first language influenced the pronunciation of the target language and it was a significant factor in accounting for foreign accents. Samigan (2015) stated that Indonesian speakers of English had problems resulting from L1 (first language) interference. Some students in this research tend to have difficulty with English sounds because they are deeply influenced by similar Indonesian sounds. several factors needed to be considered to be potential obstacles for a foreign language learner through the acquisition of correct pronunciation. Those factors could be age factor, phonetic ability, lack of practice, motivation, personality or attitude, and mother tongue. (Riswanto & Haryanto, 2012). On the other hand, Learning pronunciation was difficult because, by the time the learners are introduced to the second language sound system, they had a fossilized sound system of their mother tongue, which hinders the acquisition of the L2 sound system. They were still difficult to differentiate between pronouncing vowels and consonants. It was caused by pronouncing vowels and consonants between Indonesian and English which were different, so sometimes it made them confused to pronounce vowels and consonants in English.

The more people master vocabulary the more they can speak, write, read, and listen as they want. Wilkins in Al-Khasawneh (2012) stated that without grammar very little could be conveyed, without vocabulary nothing could be conveyed. It meant that even someone had good grammar but it would be useless if they did not know many vocabularies. Besides, it was supported by Ur in Rohmatillah (2014) that vocabulary was one of the important things to be taught in learning a foreign language because it would be impossible to speak up without a variety of words.

Moreover, the students hopefully developed their awareness to get involved actively in the process of teaching and learning. They hopefully might notice the types and amount of differences between the languages they used and the language an interlocutor used, and notice their gap between their intended content of the speech and their ability in expressing it, due to their lack of language knowledge. So, the interaction could also draw learners' attention to something new, such as a new vocabulary, grammatical item, or pronunciation. Before doing the task, the researcher instructed the student to help their friend who faced the problem by giving correction. Kawaguchi (2012) claimed that the purpose of providing such corrective instruction was to draw L2 learners' attention to their non-target like production and assist their L2 learning. From the result, it could be concluded that many students in this research ignored the researcher's instruction to be aware of the mistake. In this study, students' awareness of mistakes that willing to be corrected during the negotiation of meaning was low. The research findings showed that most of the students in this research did not pay attention to his/her friend's mistake during the interaction. The majority of participants failed to notice half or more of the target language formulas in the interaction. These findings seem largely in keeping with the claim from Guz (2014) that learners had an underdeveloped and ill-conceived sense of collocation and were unaware of the strong lexical bonds that exist among many English words.

CONCLUSION

It can be concluded that all of the students actively involved the activity. During the interaction, they made many mistakes in language components, such as grammar, pronunciation, and vocabulary. Based on the observation from the task that had been done by the researcher, grammar became the highest frequency mistake with 74%. The second place was pronunciation with 17%. The last was vocabulary with 9%. The students hopefully developed their awareness to participate actively in the process of learning. However, the result of this research showed that students' awareness of mistakes that willing to correct in this research was low. Most of them did not pay attention to the mistakes. Students were aware of 16 incorrect utterances (30%). It was divided into two sides; willingness and unwillingness to correct. There were 7 incorrect utterances that willing to be corrected

by the students while 9 utterances were not corrected even the students knew the incorrect utterances occurred during the dialogue. The rest, 38 incorrect utterances (70%) were not corrected during the interaction because the learners were not aware of the mistakes made by their interlocutor. Then, from the utterances that corrected, only 4 utterances became an input for the students. It happened because of some reasons, such as the learners focused more on conveying meaning, and they were in the same language proficiency level. The condition of the class also influenced the result of this research.

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THE IMPLEMENTATION OF JIGSAW IN TEACHING ESP SPEAKING FOR ACCOUNTING DEPARTMENT IN UNIVERSITY OF MUHAMMADIYAH LAMONGAN

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Abstract

Speaking is a part of spoken and productive skills. In oral communication, the speakers and listeners are actively involved in the message. The speakers transfer a message in the appropriate language, and listeners have to interpret the message. Brown (2004) defines speaking as a productive skill that can be directly and empirically. In teaching speaking, lecturers should have a proper technique to enhance the students to be more active in the speaking class. Therefore, teachers need some appropriate techniques face that condition. Jigsaw is one of cooperative learning method that will help the students gain the information not only by reading the materials, but also sharing and discussing with their friends. Jigsaw consists of several groups, in which every group consists of several students who have various in ability, gender, religion and race. The purpose of this study was to describe the implementation of Jigsaw, the supporting factors in Jigsaw, and the teacher's obstacles in implementing Jigsaw. In conducting this study, the writer applied descriptive qualitative research as the research design because it described the phenomena that exist in the Jigsaw implementation. The data are collected in the form of words. The researcher used observation and interview to gain the data. Based on the result that concluded, there were 3 important points. First, choosing material, making lesson plan, organizing Jigsaw in classroom, giving quiz, and evaluating were the steps in implementing Jigsaw for speaking class. Then supporting factors were media, professional teacher, situation surround the class, material, student's motivation, and class management. Third, limited time and different level of student's comprehension were the obstacles that faced by the lecturer. In conclusion, Jigsaw was recommended for teaching Speaking, because it gained the students to be more active and interactive in teaching and learning process.

Keywords: Jigsaw, English for Specific Purposes, Speaking skill

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INTRODUCTION

It is well-known that lecturer as the important or knowledge sources in the class. It seems that the lecturers only give some explanations about the material, and the students listen to them. In fact, a lecturer is not always as a knowledge and information sources. Student's participation is needed in teaching and learning process, from this way the students will obtain knowledge from their lecturer, they will also develop their ability especially in speaking skill.

In Indonesia, English is taught as a compulsory subject. In non-English department, it is called as an English Specific Purposes (ESP). The lecturer should deliver a proper material related to the students' field of study while teaching ESP (Wahyudin, 2017). In a straightforward and pragmatic way, ESP is as the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular subject (Isani, Paltridge, & Starfield, 2013). It is a way of teaching and learning English for specialized subjects with some specific vocational and educational purposes in mind. Furthermore, Basturkmen (2010) adds that ESP courses are narrower in focus than general English language teaching (ELT) courses because the center is on the analysis of learners' needs. It concludes that, ESP can be defined as the branch of English learning where the material and the activity focus on the learners' specific needs.

In teaching speaking for ESP, the lecturers teach speaking based on the students' abilities in their subject-matter fields in order to improve their ability to acquire English (Wahyudin, 2017). Subject-matter knowledge gives them the context they need to understand the English classroom. Brown (2004) defines speaking as a productive skill that can be directly and empirically observed; those observations are consistently colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

In speaking class for ESP, students are shown how the subject-matter content is expressed in English. The lecturer can make the most of the students' knowledge for the subject matter, thus helping them learn English faster. Fiorito (2005) stated that ESP combines subject matter and English language teaching. Such a combination is highly motivating students because they are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

To motivate the students for their participation in speaking class, the lecturer should have a good method, teaching technique or teaching media to encourage students in learning. As Oktaviani and Desiarti (2017) said that both lecturer and students agreed that teaching speaking needs to use a unique and attractive way to improve the quality of learning. Moreover, Gillies and Ashman (2003) stated that Cooperative Learning is kind of group activity, it consists of some group members that have actively coordinate their efforts. It ensures that all of members in the group have the same opportunities to contribute, help, and support to encourage their friends or partner. The students who are joining as group members would be friendlier, cohesive, and motivated than their peers in competitive situation. Groups would be more productive as members demonstrate a willingness to listen to each other and work together to produce a group product that is qualitatively better than those who work competitively. The learning activity was well organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Lestari and Wahyudin, 2020).

Jigsaw is one of cooperative learning method. It consists of several groups, in which every group consists of several students who have heterogeneous in ability, gender, religion and race. Every member in Jigsaw group has same important role, because their contribution will complete the task. Every student in Jigsaw group also has same responsibility. The students also have to share their knowledge and information to other members in their group, to solve the problems that appear in the materials.

Based on the preliminary study that held by the researchers on 25 February 2020, it found that most of the students could not involve in the speaking actively, some of students said that they feel afraid in constructing the grammar structure. Some of them also stated that, they have no ideas and vocabulary to share. To solve the problem in Speaking, the situation in the class must be changed from a competitive atmosphere class into more cooperative one. It also will make the student's motivation and participation increase. Therefore, it is an important thing that lecturer will help the students more cooperative and active. The implementation of teaching speaking using Jigsaw also implemented by Utari (2013) and Dyna (2013), they stated that Jigsaw could be one of solution for encouraging the students to be more active in the class. In other hand, Rika (2017) found that when implementing the Jigsaw, some of the students still have difficulties in sharing ideas; because they have no proper and enough time. Then lackness of vocabulary also could be the problem found in her research.

Knowing the importance of Jigsaw technique, the researcher is going to know the implementation of teaching speaking for ESP students by using Jigsaw in Accounting Departement at Universitas Muhammadiyah Lamongan. Since Jigsaw is also one of cooperative learning method, it will help the students easier to gain vocabulary, share ideas, and discuss with their partner. Jigsaw also can change the class situation, from competitive class into more cooperative one. Considering the statement above, the researcher is intended to conduct a research with the research questions: (1.) How does the lecturer implements the Jigsaw for ESP speaking class? (2.) What are the obstacles faced by the lecturer in implementing Jigsaw on her/his ESP Speaking class? 3. What are the important factors that used in Jigsaw for teaching ESP speaking?

RESEARCH METHOD

There are several methods which are used for processing the data or solve some problems in this research. Therefore, this research used certain methods to make the data more systematic and get an accurate result of the discussion. According to Lodico, Spaulding, and Voegtle (2006) research method is the specifically on the proposed study and it describe the researcher's plans to carry out the study. The researcher used a qualitative descriptive research design. According to Ary (2010), qualitative research is employs words and images to answer the questions. It also investigates the

quality of relationships, activities, situation, and materials. It focuses on understanding the context and attempts to explain the intentionality of behaviors. Based on the explanation above, this research uses descriptive qualitative research design in nature, because its objective means to answer some questions naturally concerning with the current status of the subject of this study and the writer also described the implementation of Jigsaw teaching technique specifically in the real condition.

There was a lecturer who teaches English for Specific Purposes (ESP) speaking in Accounting Department at Muhammadiyah University of Lamongan as the research subject. The research held in four meetings to gain the data by using observation, and one meeting to have an interview with the lecturer. In this part, the researcher used observation for answering the first and third research question and interview for adding some important data that the researcher needed.

FINDINGS AND DISCUSSION

This part was to answer three research questions: (1.) How does the English lecturer implement the Jigsaw teaching technique for Speaking skill? (2.) What are the obstacles faced by the lecturer in implementing Jigsaw for Speaking skill? (3.) What are the important factors that support the Jigsaw teaching technique in Speaking skill?

THE IMPLEMENTATION OF JIGSAW FOR SPEAKING SKILL

In Jigsaw implementation, the researcher observed six aspects of the Jigsaw for Speaking skill, there were: the lecturer's reason, the steps of Jigsaw, the material for Jigsaw, the lecturer's role in implementing Jigsaw, the student's role in Jigsaw activities, the advantages, and weakness of Jigsaw.

1. The lecturer's reason

There are several reasons, why the lecturer implemented Jigsaw in her Speaking class. It shown by interview with the lecturer that Jigsaw is one of Cooperative Learning. Jigsaw was different with the other technique. In Jigsaw the lecturer encouraged the students to comprehend the whole of materials. From expert group the students understood and discussed about their material in their own group. After that, they regrouped into Jigsaw group. Jigsaw group gave the students main responsibility as a tutor to their friends in their own Jigsaw group. They would share the material that they had in expert group. They also had to ask and shared each other. They had to know their friend's material. Then the students came back to the first group, expert group. In the last group, they had to discuss and share the whole of materials that they had. Each person in the group had to spoke up and shared what they had. Jigsaw was one of interesting technique. The students shared and moved from one student to another group. It also made the students try to be responsible with their task. Even though, the students worked with their group, they had to understand the material, because for evaluating the activity, the lecturer would ask question to the students randomly and they have to answer it. Third, Jigsaw also motivated the students to be more active in the class. They had to be active by saying or telling the material. Jigsaw should apply in seldom time, because if it applied often the student would get bored easily.

2. The steps of Jigsaw

According to the class observation (See appendix 1), there were 5 steps in implementing Jigsaw for Speaking class by the English lecturer:

- **Choosing the material and Topic**
Before implementing Jigsaw, the lecturer choosed some appropriate materials according to the semester, field of study, etc. The lecturer also made different material and quizzes, because Jigsaw needs various materials for different groups.
- **Making Lesson Plan**
Lesson plan was common important for learning activities in the classroom. It was as the handle of the lecturer when he/she was teaching. In implementing Jigsaw, the lecturer made the lesson plan for planning the schedule, dividing the time, making group, giving quizzes, etc.
- **Organizing Jigsaw in the classroom.**
Jigsaw classroom was one of type of Cooperative Learning method. The students not only done the task by themselves, but also they had to do the task together with their group. One students and other student in every group were a partner. They had to trust and help each other. There were some stages for organizing Jigsaw in the classroom, they are:
 - a. **Dividing the students in some groups (Expert group)**
The lecturer divided the students in 6 groups and each group contained of 5 students. In the expert group the lecturer gave different material or topic for every group. The lecturer also gave the

students time to make discussion with their group. The lecturer also made sure to the student that the students had to understand about their topic. While the students had discussion with their group, the lecturer goes around in every group. The lecturer also invited the students to discuss actively. Every student had a change for asking, answering, and giving opinion according to the topic that they had.

b. Regrouping the students in Jigsaw group.

After they discussed in expert group, the lecturer regrouped the students in Jigsaw group. Jigsaw consisted of several students that had different topic. Each student in Jigsaw group had already understood about their topic in Expert group. So, in Jigsaw group the students shared each other what the topic that they have got in expert group. In this group the lecturers also gone around the class, while the students discussed with their group. So, in Jigsaw group all of the students in the classroom had to understand the whole of the topic. In this part the students asked to be more actively, even some of the students faced difficulties in constructing words, sharing ideas, because the lack of their vocabulary. The lecturer's role is important. She facilitated and guided them to produce more vocabulary, even they still mixed their English and *Bahasa*.

c. Grouping in the home group (Expert group)

The lecturer asked students to come back to their first group or home group. In the home group the lecturer asked the students to make a short discussion about the whole of the topics that they got from the other group.

- Giving quiz to the group and writing summary.

In this step, the lecturer gave the students some spoken questions and asked the students to present orally in front of the class. The questions were related to the whole of topic. But, in this step the lecturer gave question and also pointed the student randomly.

- Evaluating

The lecturer evaluated after the learning process done. The lecturer also explained the material and the topic and gave the students some simple questions. The lecturer also motivated student in doing Jigsaw. To minimize the students' anxiety, sometimes the lecturer said in *Bahasa* and gave some jokes.

3. Material in Jigsaw

The material used by the lecturer was related the students' field of study, such as promoting products and giving instructions. The materials for Speaking were taken from text book and the other sources such as internet related to the material. The questions for each material are made by the lecturer and some of them were taken from the text or other sources. The lecturer used advertisement and procedural for the material. She also gave the group same material but in different topic or title.

4. The lecturer's role in Jigsaw for Speaking class.

- Lecturer as facilitator

In implementing Jigsaw, the lecturer became a facilitator, because the lecturer prepared the materials and the topic. Besides, the lecturer also guided the discussion process. For example, the lecturer guided the students to discuss and share with their group by asking them, "What does the topic tell about?". The lecturer not only becomes a facilitator in one group, but also to another groups. After the students done with their discussion in first group or expert group, the lecturer asked them to make new group "Jigsaw group". The lecturer also remained that in discussing the materials, one student to other students were important, because if one student did not understand the material, the other students would not understand too. She remained the students by saying, "Make sure that every student in your group understand the whole of materials!"

- Lecturer as motivator

The class consists of 25-30 students that had different knowledge and background. The students also had different motivation in learning English. Some of them were active. They discussed and spoke up actively in their group. But, some of them were also passive. They only depend on their friend who had upper level of comprehension. So they did not understand the material. In this case, the lecturer motivated the entire students to speak up. Motivational words were also important for the students who were not active. It would make them more spirit to do their task. In the end of the class, the lecturer gave them motivation to study hard. Besides, the lecturer also motivated the students to discussed, asked, and answered in Jigsaw process.

- Lecturer as source of knowledge and information

In learning process, sometimes the lecturer was a main source of knowledge and information for the students. The lecturer explained and shared the whole information and knowledge related to the topic and material. Before applied Jigsaw, the lecturer gave the students directions and role in Jigsaw. The

lecturer also made correction in student's error. Then after Jigsaw end, the lecturer explained and shared the information related to the material.

- Lecturer as Evaluator

In the end of Jigsaw implementation, the lecturer gave some tasks or questions related to the material. It was for evaluating and reflecting the teaching and learning process. The lecturer also gave the students clarification and feedback in every part (Wahyudin, 2018).

5. The students' role in Jigsaw implementation.

- Student as a tutor or as deliverer of information

In Jigsaw, the students should know and understand the whole of information in those different topics. To get the information, they shared each others. It can be shown by the interview with the lecturer and also the observation that students had to deliver and share the whole of information spoken. The students also explained the information related to the materials until their friends understand.

- Student as a helper to their friend

Cooperative way was really needed in Jigsaw. First, Jigsaw has several groups that consist of various levels of students. In every group also consist of some students who have different background of knowledge and level of comprehension. It can be shown by interview with the lecturer. She said that students who had upper level of ability would help their friends who had lower level of comprehension. By this way, the students in each group got new knowledge and shared each other. The lecturer also said that by Jigsaw the students would not shy or afraid to ask their friends in sharing the materials orally.

6. The advantages and the weakness of Jigsaw.

Based on the observation and interview as an additional instrument, the researchers concluded that there were some advantages and weaknesses in implementing Jigsaw for speaking skill. First, Jigsaw was an alternative to encourage the students for having interactive interaction and communication among the students in the class. It helped the students to be more active and added some new vocabularies. It meant that Jigsaw could be a way to develop the student's social language.

Then, there were also some weaknesses in Jigsaw. It could not apply in difficult material and the students who had low in English skill also had low attention on it. In Jigsaw, the students had to have a knowledge and basic information. When it applied in the students who had low attention, they could not follow the procedures and instructions effectively. It also could be make the class bored and need more time, if it applied in difficult materials.

THE OBSTACLES IN JIGSAW IMPLEMENTATION

Base on the interview, there were two obstacles that faced by the lecturer. First, limited time was one of the obstacles that faced by the lecturer. Because, in implementing Jigsaw she needed more time to introduce the material and the rule of Jigsaw. The Jigsaw implementation also need more time, because the students need to discuss one group to another group. The second obstacle is different Level of Student's ability. In Jigsaw groups consist of several students that had different level of ability. Sometimes some students did not respect the material, certainly the other students would get the impact. Their friends would not know about the material, because one of the students in that group did not respect and responsible in her/his task

THE TEACHING AIDS THAT SUPPORT JIGSAW IMPLEMENTATION

Jigsaw was cooperative learning technique. In implementing Jigsaw, there were some aids that support Jigsaw implementation. There are six factors that support Jigsaw implementation in speaking class. The first was structure. In this part structure meant material, media, and professional teacher. Materials in Jigsaw have the same length, difficulties, and level. The material could be influenced the student's comprehension. One group and other group got different material but in same level. It would help them to comprehend the materials easily. Media was also important for Jigsaw implementation. Without appropriate media, the class would be boring. The lecturer used short functional text (advertisement) and real media such as product to promote, etc. Because of some attractive media, the students were more motivated (Sari and Wahyudin, 2019a; Sari and Wahyudin, 2019b).

The second part is coming from students' management. In management includes class management and the situation surround the class. In Jigsaw for accounting class, Dividing the students in some groups is one way to manage the class. The lecturer divided the student randomly by asked them to count 1 – 4, then the students

met the same number, because in the class consists of different level of comprehension's students. After that the teacher regrouped the students in Jigsaw group. The students were one factor of the class management. So, in this factor the teacher had to have some good ways to manage the students. Then the situation surround the class also influenced to support the Jigsaw implementation. The student's motivation sometimes came from the class situation. The students would have high motivation when Jigsaw implemented in the beginning of the class (in the morning). But, some students had low motivation when Jigsaw implemented in the end of the class. Hence, it depends of the time when the jigsaw is implemented.

The last was social skill. In social skill came from the team member or the students itself. Social skill includes students motivation and different level of students ability in speaking. Student's motivation also could be one of the supporting factors in implementing Jigsaw, because the students were the center and the main role in Jigsaw implementation. In this case, the students had different motivation. However, the good motivation that the students had, the better implementation would be got.

Aronson stated Jigsaw is a cooperative learning technique that reducing racial conflict and increasing positive educational outcomes (2000). In this teaching technique, the students in a small of "mastery group" or "expert group" had a material that given by their teacher or "expertise area". The materials were different with the other expert groups. The student must comprehend the material by reading it and discussing it with their group members. After sharing the material in their "expertise area", the "expert" from different group met to discuss their topic in mix group or it called as Jigsaw group, and they returned to their groups, and took turns to teach their topics to their group mates. According to Kagan (2009) about variations or types of Jigsaw, they are Jigsaw I the original, assign different material to the students, Jigsaw II assign different tasks based on the same material, and Jigsaw III emphasizes social skill activities and use bilingual learning. In this research the lecturer used Jigsaw I as the technique for speaking skill, because the lecturer used same topics but different material. The lecturer used different text, title, and task but the same topics for the students.

The students who had different level of comprehension would be one of the lecturer obstacles. The participation of one group with another group was different. Every group consists of various levels of comprehension students. Some of them were active and answered the questions correctly, but some of them were not. Sometimes, it would give the other students unsatisfactory impact. But, here the teacher solved it by guiding them in one group to another groups. So, the students asked the lecturer about the problem faced in learning process. Besides the students who had different level of comprehension, Jigsaw needed more time, especially for difficult or unfamiliar material. The teacher solved it by selecting material that has easy topic to discuss. So, the teacher only shared and explained the rule of Jigsaw implementation. Murniati (2014) also found that in implementing Jigsaw the teacher got difficulties in preparing the material. In this part, the teachers/lecturers should make a proper material. It related to the students' ability and field of study.

In Jigsaw implementation, there were some aspects that support it. One aspect to another aspect were related each other. The teacher in Jigsaw was not as the centre or the main role. The teacher only shared and explained the rule, motivated the students, facilitated the students, and also evaluated the students. In Jigsaw, the main role was the students. They moved one group to other group for discussing and sharing with their group, also solving the problems together with their group. In Jigsaw the student's motivation and student's level comprehension were also important. It was related to Putri (2014) said that Jigsaw trained the students' ability to think in particular reasoning. Therefore, if at the end of the lesson the students are given the conceptual understanding tests, they will have no difficulties in answering such questions. All of these are because they are already trained about their reasoning abilities when learning to use this Jigsaw cooperative learning model. In the end, the implementation of the Jigsaw cooperative learning model could improve the students' learning activities and improve the students' learning outcomes in the cognitive domain which can be said to be successful.

CONCLUSION

Based on the Jigsaw implementation in English for Specific Purposes (ESP) for Speaking class, there were some important conclusions that can be concluded by the researcher. First, the lecturer implemented Jigsaw using some steps. There were choosing material and topic, making lesson plan, organizing Jigsaw in classroom, giving quiz, and evaluating. The teacher also encouraged the students to comprehend the whole of material. From expert group, the students understood and discussed about their material in their own group. After that, they regrouped into Jigsaw group. Jigsaw group gave the students main responsibility as a tutor to their friends in their own Jigsaw group. They would share the material that they had in expert group. They also had to ask and share each other. They had to know their friend's material. Then the students came back to the first group, expert group. In the last group, the also had to discussed the whole of material that they had. Each person in the group had to spoke up and shared what they had.

Then there were also seven supporting factors in jigsaw implementation. There were media, professional teacher, situation surround the class, material, student's level of comprehension, student's motivation, and class management. Material in Jigsaw has the same length, difficulties, and level. The material

could be influenced the student's comprehension. One group and other groups got different material but in the same level. It would help them to comprehend the material easily. The teacher gave same material to the students. It has same length and theme, but different title.

The last lecturer's obstacles, there were limited time and the different level of student's comprehension. In this case, the lecturer solved those obstacles by giving the student short material. The lecturer also made the material in same length, difficulties, and theme. She also solved the different level of student's comprehension by applying the Jigsaw in the end of semester. If the teacher applied Jigsaw in the beginning of the semester, she would make the material more easily and simple.

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ENHANCING DESCRIPTIVE PARAGRAPH WRITING OF SECONDARY STUDENTS THROUGH SHARED WRITING

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Abstract

The objective of the study is to find out whether or not there was a significant difference in descriptive paragraph writing enhancement of secondary students who were taught through shared writing and those who were not. This study was conducted by using an experimental method. The sample of the study was 35 eighth grade students taken by using convenience sampling technique, 18 students belonged to experimental group and 17 students belonged to control group. The data were collected through pretest and posttest. In order to maintain validity, content validity was applied. Then, two raters were used to maintain reliability of the result. The experimental group was taught for twelve meetings by using Shared Writing. The result showed the students in the experimental getting the mean 14.67 with standard deviation 2.058 and control group getting the mean 12.00 with standard deviation 1.414 got a significant improvement in the posttest. There was a better significant improvement in descriptive paragraph writing in the experimental group who are taught by using Shared Writing if compared to the students in the control group.

Keywords: Shared writing, descriptive paragraph writing

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INTRODUCTION

Writing is one of the important language skills that has got to be taught in schools. Writing is the language skill which will neither be neglected nor omitted from communicative pedagogy and learning. If teaching of English writing doesn't involve the abilities that has to be taught, it means the teacher doesn't fulfill what the curriculum requires. Doing writing is doing variety of activities that relate to every other like the method of setting objectives, generating ideas, making a draft, and so on. These activities must be managed well to attain the goal of writing itself. Hedge (2000) states that writing is that the results of employing strategies to manage the composing process, which is one among gradually developing a text. It involves variety of activities, such as setting goals, generating ideas, making a draft, reading and reviewing it, then revising and editing. The students must learn the way to compose sentences, build paragraph and express idea within standards of written English.

Learning to write down could be a challenging, because it is multi skilled process. Students must find out how to spot, analyze, and develop ideas. Therefore, the teacher needs to include writing collectively of the abilities that has got to be taught within the teaching and learning activities. Writing can give the chance to the students who don't want to talk directly. By writing, they will express their feeling. This statement is supported by Chin (1990). He states that through writing someone brings information and expresses his/her thoughts, ideas and feeling to others. As Leo (2007) states that writing is as a process of expressing ideas or thoughts in words should be done at our leisure. To start writing, the students must ask themselves whether or not they have enough time to write down and whether or not they enjoy it. How the students can write if they're not provided enough time to put in writing in class.

For EFL students, the more they think, the more they trap unsure to start writing. There are some reasons why students hand over in completing their assignment. In line with Carolan and Kyppö (2015), the

students take an extended time to master the writing skill thanks to several reasons. First reason is words in thousand; the vocabulary mastery of students is different among one another, because their capabilities are different. Younger students have difficulties to rearrange the words to form a sentence thanks to their vocabulary limitation and inability to precise their idea into communication. Second, they are doing not know the way to correct mistakes. The last is main purpose of writing activity is to catch grammar, spelling and punctuations errors.

Despite the importance of writing ability, many students complain that they are doing not have a decent competence in writing. Hedge (2005) indicates that writing has cared-for a far more neglected a part of the language program both in first and foreign or second pedagogy for a few years. Many students don't realize two things. First, as a matter of fact, writing is complicated for nearly everyone. In classroom activities, students believe that developing writing skill is more complicated than developing other language skills so most of the student dislike writing.

To solve this problem, it is believed that teaching strategy used by teachers can help students in writing English in the classroom. One of the effective strategies is shared writing. Shared writing involves the teacher and a gaggle of scholars – often the entire class – in planning and constructing a text together (Gibson, 2011). The teacher models, talks through the method of constructing a text or a part of one and offers explicit instruction in a way to use writing strategies during the shared writing process. the scholars contribute their ideas and expertise to the method of constructing the text. Through shared writing, students can participate in constructing a more complex text than they might be ready to pen their own. Every student employs certain strategies and designs to support the attainment of learning objectives (Ayu, 2018; Mandasari and Oktaviani, 2018; Aminatun and Oktaviani, 2019).

In shared writing, the teacher and students compose collaboratively, the teacher acting as expert and she or he demonstrates, guides, and negotiates the creation of meaningful text. Modeling will be used as an instructional strategy to indicate students, step by step, the look, shaping, and structuring of a text for a particular purpose. Wang (2016) states in their article that carefully planned questions can help the scholars to give some thought to how a selected text may well be organized. The teacher may prompt by showing them similar familiar material or by reviewing with them the features of a selected form of text. This approach enables the teacher to show students to new, rich language, adding to the range of vocabulary and language structures that they'll use in their personal writing. Shared writing reinforces positive attitudes towards writing by making it an agreeable and inventive activity. the aim of shared writing is to model the thought process involved in writing and permit students to have interaction in and target the method.

Bjorn (2009) explains in his article entitled “Using Shared Writing to show Children” that the teacher, acting as scribe, frees students from that aspect of the writing process in order that they'll focus exclusively on the thinking involved in writing. Shared writing is additionally a robust method for direct teaching of key skills and ideas needed within the writing process. Moreover, shared writing could be a step within the process of moving students toward independent writing. consistent with Ware and Warschauer (2006), shared writing is another level within the scaffold that offers students support as they learn the mechanics, conventions, and processes of writing. The strategy allows students to realize competence and confidence in their writing skills while it allows the teacher to demonstrate the usually internal thinking process that takes place because the writers write. The text can serve a particular purpose governed by what's happening currently within the classroom or the teacher and students can brainstorm and negotiate these decisions together. Therefore, the writer's aim of this research is to find out significant difference in descriptive paragraph writing enhancement of secondary students who were taught through shared writing and those who were not.

RESEARCH METOD

The method which was used by the writer in conducting this study is experimental method. The writer used one of quasi-experimental designs: pre-test post-test non equivalent group design. This study was done in SMP Negeri 41 Palembang. The writer used convenience sampling technique. The treatment was done in the VIII.6 that consisted of 35 students, they were divided into two groups randomly, that is, the odd numbers belonged to experimental group and the even numbers belonged to control group.

The writer gave the tests twice (pretest and posttest) by using the same instruction in order to know whether the students' descriptive writing achievements increase or not. The first test or pretest was administrated before the writer started the experimental teaching and the second test or posttest was administrated at the end of the experiment. In the pretest and posttest, the tests were assigned to write a descriptive paragraph of 75-100 words in length 45 minutes.

FINDINGS AND DISCUSSION

The result of both pretest and posttest in the experimental and control groups were analyzed by using t-test. The analysis was done by using SPSS program.

THE RESULT OF NORMALITY DATA OF PRETEST AND POSTTEST IN EXPERIMENTAL GROUP

Before doing the statistical analyses, first of all, the writer measured the normality of the data. In the analyzing the normality data, kolmogrov-smirnov test was used. The kolmogrov-smirnov test of the pretest of the experimental group showed Asymp. Sig. (2-tailed) was 0.226. Since 0.226 is higher than 0.05, so it can be concluded that the data obtained was considered normal. The kolmogrov-smirnov of the posttest of the experimental group showed that Asymp. Sig. (2-tailed) was 0.563. Since .563 is higher than 0.05, so, it can be concluded that the data obtained was considered normal. The complete result of the kolmogrov-smirnov test can be seen in table below.

Table 1. Test of Normality Pretest-Posttest of Experimental Group
One-Sample Kolmogorov-Smirnov Test

		Pretest Experimental	Posttest Experimental
N		18	18
Normal Parameters ^{a,b}	Mean	12.39	14.67
	Std. Deviation	1.944	2.058
Most Extreme Differences	Absolute	.246	.186
	Positive	.246	.092
	Negative	-.126	-.186
Kolmogorov-Smirnov Z		1.043	.789
Asymp. Sig. (2-tailed)		.226	.563

- a. Test distribution is Normal.
b. Calculated from data.

THE RESULT OF NORMALITY DATA OF PRETEST AND POSTTEST IN CONTROL GROUP

Before doing the statistical analyses, first of all, the writer measured the normality of the data. In the analyzing the normality data, kolmogrov-smirnov test was used. The kolmogrov-smirnov test of the pretest of the control group showed Asymp. Sig. (2-tailed) was 0.779. Since 0.779 is higher than 0.05, so it can be concluded that the data obtained was considered normal. The kolmogrov-smirnov of the posttest of the control group showed that Asymp. Sig. (2-tailed) was 0.467. Since 0.467 is higher than 0.05, so it can be concluded that the data obtained was considered normal. The complete result of the kolmogrov-smirnov test can be seen in table below.

Table 2. Test of Normality Pretest-Posttest of Control Group
One-Sample Kolmogorov-Smirnov Test

		Pretest Control	Posttest Control
N		17	17
Normal Parameters ^{a,b}	Mean	11.06	12.00
	Std. Deviation	1.853	1.414
Most Extreme Differences	Absolute	.160	.206
	Positive	.160	.206
	Negative	-.134	-.147
Kolmogorov-Smirnov Z		.659	.849
Asymp. Sig. (2-tailed)		.779	.467

- a. Test distribution is Normal.
b. Calculated from data.

STATISTICAL ANALYSIS ON THE RESULT OF PRETEST AND POSTTEST IN EXPERIMENTAL GROUP

The mean of pretest in experimental group was 12.39, the standard deviation was 1.944, and the standard error mean was 0.458; the mean of posttest in experimental group was 14.67, the standard deviation was 2.058, and the standard error mean was 0.485. Table 3 presents the statistics of experimental group.

Table 3. Paired Samples Statistics of the Experimental

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest Scores in Experimental Group	14.67	18	2.058	.485
	Pretest Scores in Experimental Group	12.39	18	1.944	.458

Table 4 shows the result of the paired sample t-test of the experimental group.

Table 4. The Paired Sample Test of the Experimental Group

		Pair 1
		Posttest Scores and Pretest Scores
Paired differences mean		2.278
Std. Deviation		1.841
Std Error Mean		0.434
95% Confidence Interval	Lower	1.362
Of the Difference	Upper	3.193
t		5.250
df		17
Sig. (2-tailed)		.000

It means that there was significant difference between pretest and posttest scores in experimental group. On the other hand, the improvement happened in experimental group.

STATISTICAL ANALYSIS ON THE RESULT OF PRETEST AND POSTTEST IN CONTROL GROUP

Based on paired sample statistics (Table 3), the mean of pretest in control group was 11.06, the standard deviation was 1.853, and the standard error mean was 0.449; the mean of posttest in control group was 12.00, the standard deviation was 1.414, and the standard error mean was 0.343. Table 5 presents the statistics of control group.

Table 5. Paired Samples Statistics of the Control

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest Scores in Control	12.00	17	1.414	.343
	Pretest Scores in Control	11.06	17	1.853	.449

Table 6 shows the result of the paired sample t-test of the experimental group.

Table 6. The Paired Sample Test of the Control Group

		Pair 1
		Posttest Scores and Pretest Scores
Paired differences mean		0.941
Std. Deviation		1.345
Std Error Mean		0.326
95% Confidence Interval	Lower	0.250
Of the Difference	Upper	1.633
t		2.885
df		16
Sig. (2-tailed)		.001

Paired sample difference in mean between pretest and posttest in control group was 0.941 with standard deviation 1.345, standard error was 0.326 and t-obtained was 2.885. Since the Sig. (2-tailed) pair 1 was 0.001 that was less than the value of probability 0.05. It means that there was significant difference between pretest and posttest scores in control group. It means the improvement also happened in control group. However, the data

showed that the students in experimental group got more improvement than that of control group. The average scores of posttest in experimental group was higher with score 18 than the posttest in control group with score 16.

INTERPRETATIONS

Based on the findings, the writer finally comes to the interpretations. The students in the experimental group showed improvement in their descriptive paragraph writing. The significant difference between the mean score of pretest and posttest was assumed to have been influenced by shared writing. The mean of the students' score in the experimental group was 14.67 with standard deviation 2.058 and the mean of students' score in the control group was 12.00 with standard deviation 1.414. The students in the experimental group with the mean 14.67 made a better improvement in descriptive paragraph writing compared to those of the students in control group with the mean 12.00 after the treatment given. It might be because the students in the control group were lack of practice in writing.

The writer assumed that shared writing allows the students in the experimental group to participate in the writing process by contributing ideas and knowledge without the pressure of having to write their own at the first few meetings. The writer talked through the process of constructing a paragraph and gave instruction in how to use writing strategies during the shared writing process. The students contributed their ideas to construct the paragraph. Through shared writing, students could take part in constructing the paragraph.

Moreover, shared writing involves the teacher and students collaboratively composing a paragraph. Shared writing is an effective way to improve students' writing skill. Fischer (2002) states that by using shared writing, the students can see the text growing slowly and carefully as the teacher scribes, and they can be encouraged, in this supportive environment, to contribute ideas. This is very valuable for students who are experiencing difficulties in writing, including those who lack of confidence or motivation. The teacher also provided materials related to the topics discussed through online. Most of the students perceived the various e-learning materials provided to be rather helpful because teaching materials or materials were easily accessed online and were relevant for use (Ayu, 2020).

The writer could interpret the students in experimental group applied this strategy. The writer introduced the students how to apply shared writing in writing descriptive paragraph in the second meeting. In this meeting, the writer found that the students were not accustomed to using this strategy because they usually write individually than corporately or write together. However, the students were gradually accustomed to apply this strategy since the fourth meeting. During the experiment, the writer and students negotiated and decided topics in the previous meeting.

In the next meeting, the writer applied the process of peer writing and editing in the class. The students did peer editing with their friend sitting next to them while the writer was monitoring them. Once the students received comments and feedbacks from their peers, they were required to revise and edit their work. At the end of the revision session, they were given a week to continue commenting on their peers' drafts. It helped each other to eliminate simple grammar mistakes, spelling and typo errors, as well as correct format, organization of ideas within each sentence (Wahyudin, 2018).

According to Murau (1993), with regard to peer review, the students asked peers to check their papers, and even then, most felt anxious or embarrassed, but found it helpful and necessary to get someone else's feedback. It helped them to get along with others and gave them an opportunity to get to know their classmates better. This interactive activity can motivate and engage students with learning activities and create their interest in learning English in classrooms. Promoting interactive activities such as forcing students' engagement in pairs, group discussions and presentations can be alternative ways to aid students to learn English in a meaningful way and make them communicate effectively in English during the teaching and learning process (Ayu, 2018).

The result showed clearly that shared writing enabled some students create richer body of content. They developed the topic from different points of view, thus strengthening the quality of their descriptive paragraph. Shared writing also helped the students organize and edit papers well through peer editing. It is also proved by Mulligan & Garofalo (2011). They state collaborative writing assignments and peer editing, as done in pairs or small group, can have numerous effective benefits for the learners. The process of peer writing and editing can be effective in raising students' awareness of important organizational and syntactical elements that they otherwise might not notice on their own.

Finally, it can be interpreted that shared writing strategy contributed to the students' improvement in descriptive paragraph writing. It can be seen from the students' results in the experimental group. The students in the experimental group got a better achievement in descriptive paragraph writing compared to the students in the control group

CONCLUSION

Based on the result of the findings and interpretations, it can be concluded that the teaching of writing by shared writing improved the students' descriptive paragraph writing. The experimental group students were able to obtain higher scores than the scores of control group students. Although these two groups of students made in progress, but the progress of control group in writing achievement was not as high as the progress of experimental group students was. In other words, there was a significant difference between the students who were taught by Shared Writing and the students who were not. Therefore, the writer assumed that shared writing has improved the scores in students' descriptive paragraph writing of the experimental group.

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IMPLEMENTING *POWTOON* TO IMPROVE STUDENTS' INTERNATIONAL CULTURE UNDERSTANDING IN ENGLISH CLASS

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Abstract

The use of technology has increased rapidly in our daily activities since first industrial revolution and its features also becomes more and more enchanting from time to time. Thus, people are used to work with it to lighten their jobs, including education, such as delivering/learning material through multimedia, online teaching and learning, etc. It is line with the result of preliminary study that 56% students of English Literature at Universitas Teknokrat Indonesia (UTI) said their lecturers used more technology in class. Thus, the researchers used classroom action research in order to know whether the use of technology does not only help the lecturer in delivering material in a class but also improve students' international culture understanding in English class. To collect the data, the researchers used observations, tests, and questionnaires. The subjects of this research were second semester students of English Literature at UTI. The finding showed that students' international culture understanding improved after each cycle. Improvement was also seen based on the result of observations that students showed positive behaviour during the teaching and learning activity.

Keywords: English class, International culture, web-based medium

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INTRODUCTION

Technology is a part of human life. It contributes to the development of the society and helps human lives day to day basis. However, technology did not instantly begin as advanced as it is nowadays. It has history of its own growth or development throughout the centuries. Starting from steam engine until artificial intelligence, the use of technology and its features has increased from time to time. Technology really helps human daily activities, such as transportation, company production, limitless-place communication, and even in learning knowledge—education. The growth and features of technology itself can be seen from the four-stage of revolution industry as follows:



Figure 1. Phases of Industrial Revolution (Sharman, 2018)

The diagram above showed that features of technology has growth from time to time, it starts with the invention of practical of steam engine by James Watt in the first industrial revolution that began from 1760s until 1830s and as a result of the steam engine invention, human lives were helped by its existence. In the second industrial revolution that span from 1840s until 1870s, a telephone was invented by Alexander Graham Bell in 1876 that helped humans to communicate with each other with a distance that separated them. It created a limitless place and boundary. Next, in the third industrial revolution that began in 1960s and also known as the digital revolution, technology of the world increased in digital sense. A home computer was available in the 1977 and the users of the computer were able to do some works and even play some games. Then, the fourth industrial revolution which is the era we live in. The fourth industrial revolution was firstly mentioned by Bosch at Hannover Trade in 2011 and technology was developed rapidly and it is still developing in this era. Year by year, humans find new technology that able to ease the burden of their daily activities and online schools are also available in this era which means the education is conducted with the help of internet connection.

Internet connection and technology are two things that cannot be separated nowadays, especially in education system. Many lecturers and researchers try to apply them in their teaching and learning process because their benefits. Dogruer et.al (2011) conducted a research about the use of internet in education purposes and it showed that 80% of participants like to use internet more in learning because its efficiency and easiness to find and share information. Moreover, Dabas (2018) found that technology usage in education system can give several benefits, such as improving the quality of teaching and learning, creating effective teaching and learning process, and many more. Sari and Wahyudin (2019) also said that using technology in learning can influence students' motivation, attitude, and engagement. Thus, applying internet and technology may also be beneficial for education, especially teaching and learning process in Indonesia.

Universitas Teknokrat Indonesia (UTI) is one of campuses in Lampung which encourages the lecturers to use technology and internet in teaching and learning process. This campus also provides internet connection and computer in every classes to support this policy. Moreover, in a second semester, the English Literature students need to learn about international culture. It would be very difficult to study this material without pictures or any kind visualization for the students to see because everyone has their own way of imagining things. Fortunately, the era has developed into such a modern era in the fourth industrial revolution with its advanced technology and there are applications that are very helpful to help students' education, *Powtoon*. It helps students to study a material beyond a class.

Powtoon is an application that enables students to explore their creativity in making animated presentations. Moreover, when the animated presentations are shown to the other students they will be able to engage the students' attention at once because of the uniqueness of the presentations and the students will also be able to improve their knowledge related to the material at the same time by listening to the friends' explanation and also the images they see on the animated presentations. Thus, the researchers conducted this research to find out that *Powtoon* was able to help the improvement of students' understanding in international culture for English Literature students since the researchers have conducted a research in using *powtoon* in reading class and has successfully done (Oktaviani and Mandasari, 2019). Ayu (2020) also said that technology in higher education especially e-learning can enhance students' learning experiences.

RESEARCH METHOD

To collect the data, the researchers used observations, tests, and questionnaires. The subjects of this research were second semester students of English Literature at UTI. The finding showed that students' international culture understanding improved after each cycle. In this research we used Classroom Action Research (CAR) method. CAR is a method of finding out what works best in your own classroom so that you can improve student learning (Mettetal, 2001). The goals of this method are to improve teacher's teaching in his/her classroom, department, or school and also to improve students' understanding. There are some ways that should be done before attaining the result of the research. They are:

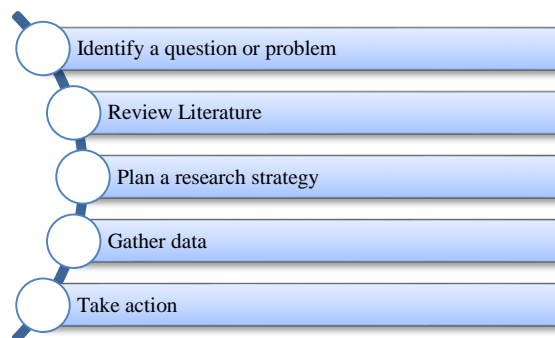


Figure 2. Stages to conduct CAR

- Identify a question or problem

In identifying a problem, the researchers gave a questionnaire to students and found that technology really impacted students' ways of learning as it seemed in the table below.

Table 1. Result of Preliminary Study

No.	Statements	Sangat Tidak Setuju (%)	Tidak Setuju (%)	Setuju (%)	Sangat Setuju (%)
1.	My lecturers always use teaching media in a class.	8	8	36	48
2.	My lecturers always use white board in teaching.	4	24	56	16
3.	My lecturers often use visual media non computer in teaching, such as picture, poster, printed diagram, etc.	12	24	48	16
4.	My lecturers often use audio media in teaching.	12.5	12.5	41.7	33.3
5.	My lecturers always use power point in class.	8	8	44	40
6.	My lecturers always use many kinds of media in one semester, so students do not get bored.	12	16	16	56
7.	My lecturers often notice the same media and material to teach parallel classes.	4	24	48	24
8.	I want my lecturers to use different teaching media for the same subject.	12	24	16	48

Table 1 showed that the use of media and technology were high and above 50%. Besides, the students also expected that their lecturers used different teaching media for teaching a subject in one semester. Thus, the researchers wanted to identify that technology could improve students' understanding toward a material given, especially tourism.

- Review Literature

After decided the problem to be investigated, the researchers also found that technology can improve students' academic performance. It is in line with Sheldon (2007) that technology can improve academic performance in Elementary classroom. So, the researchers were highly intrigued what the result would be for university students.

- Plan a research strategy

The researchers planned all the research strategies, how to get our hands on the result of the research, and made a conclusion that would do the research through Pre-test and Post-test to see the improvement of the students' understanding in International Culture.

- Gather data

The data were gathered from English Literature of B class in second semester at Universitas Teknokrat Indonesia. The researchers encouraged the students to use

- Take action

In the last, the researchers executed the best decision in order to apply technology in English class based on the data that had been gathered.

After finishing all of those steps that are written above, the researchers get the result which also lead us to determine the best decision regarding applying technology (*Powtoon*) in English class in Universitas Teknokrat Indonesia.

FINDINGS AND DISCUSSION

The researchers applied *Powtoon* usage in English Literature of B Class for four cycles. The data of Pre-test and Post-test were provided in the table below:

Table 2. Data of Pre-Test and Post-Test

No	Name	Cycle 1 (International Event)		Cycle 2 (Cuisine)		Cycle 3 (Tourism Place)		Cycle 4 (Traveling)	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1	Subject 1	40	80	45	80	80	100	0	0
2	Subject 2	0	100	40	80	20	100	0	0
3.	Subject 3	40	80	50	100	50	100	75	100
4.	Subject 4	40	80	30	30	60	100	65	65
5	Subject 5	80	100	35	100	60	100	60	100
6	Subject 6	40	60	40	80	70	80	75	100
7.	Subject 7	80	100	45	100	60	100	60	80
8	Subject 8	0	80	30	100	80	100	60	100
9	Subject 9	70	100	50	100	50	100	75	100
10	Subject 10	40	80	25	80	60	100	75	100
11	Subject 11	0	80	50	80	40	100	75	100
12	Subject 12	20	100	40	80	50	100	65	100
13	Subject 13	0	100	65	80	30	80	45	100
14	Subject 14	0	0	50	100	80	100	65	100
15	Subject 15	100	100	85	100	100	100	0	0
16	Subject 16	90	100	85	100	0	100	80	100
17	Subject 17	70	85	85	100	90	90	80	100
18	Subject 18	80	100	85	100	0	0	78	100
19	Subject 19	0	0	70	80	40	100	70	100
20	Subject 20	20	100	65	100	50	100	65	100
21	Subject 21	20	100	60	80	50	100	80	100
22	Subject 22	0	0	80	100	60	100	95	100
23	Subject 23	40	100	60	80	50	100	60	100
24	Subject 24	20	100	70	80	30	100	80	100
25	Subject 25	70	100	65	100	80	100	80	100
26	Subject 26	35	100	60	100	75	100	80	100
27	Subject 27	0	0	20	80	20	100	80	100
28	Subject 28	20	40	60	100	80	80	0	0
29	Subject 29	0	60	40	80	0	0	60	100
30	Subject 30	0	0	60	40	60	100	0	65
31	Subject 31	20	100	80	90	50	90	70	100
32	Subject 32	0	0	80	100	0	0	60	100
33	Subject 33	20	100	80	100	80	100	60	100
34	Subject 34	80	100	80	80	100	100	80	80
35	Subject 35	0	100	30	100	80	80	60	100
36	Subject 36	0	0	80	100	0	0	80	100
37	Subject 37	80	80	60	60	60	80	60	80
38	Subject 38	85	100	35	65	0	0	75	100
39	Subject 39	0	0	65	100	20	100	55	100
40	Subject 40	90	90	60	100	0	100	0	100
41	Subject 41	0	0	0	0	60	100	60	100
42	Subject 42	0	0	0	0	0	0	65	100
43	Subject 43	0	100	0	0	80	80	85	100
44	Subject 44	0	0	0	0	0	0	60	100
45	Subject 45	20	100	0	0	50	100	65	100

Based on Table 2, there were 45 students in English Literature of B class who joined four cycles with four different materials. After four cycles, the scores of post-tests became higher as it was shown in the Figure 2 below.

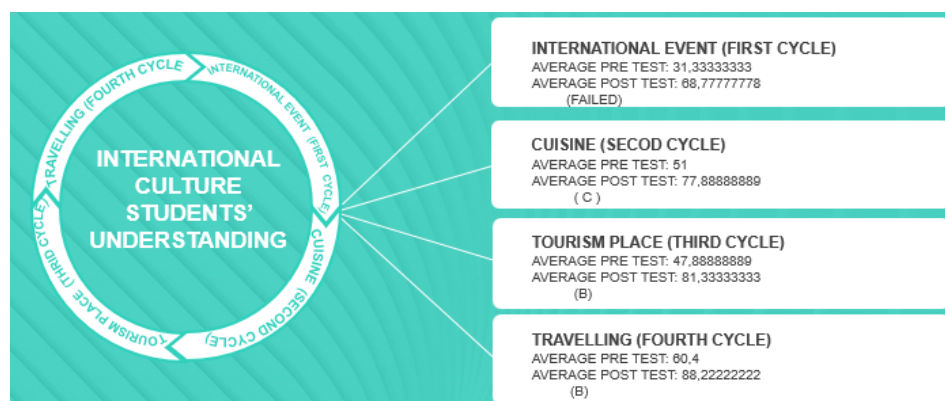


Figure 2. Result of Pre-Test and Post-Test

Figure 2 showed that in the first cycle, average score of post-tests was 68,78 which belonged to D. In the second cycle, the students’ average post-tests score became higher which was 77,89. Fortunately, in the third and fourth cycles, the students’ average post-tests score reached 81,33 and 88,22 which belonged to B. The reason of conducting this research until four cycles was because tourism material is given in Basic Reading class or skill class. In skill class, the students can only pass the class if their score are either A or B. Thus, after the third cycle, the researchers wanted to conduct on more cycle to make sure that technology can really make students improve their understanding in learning.

Beside using test, the researchers also used a questionnaire to see students’ opinion toward *Powtoon* usage as it was shown in the Table 3 below:

Table 3. Students’ Opinion toward *Powtoon* Usage

No.	Statements	Sangat Tidak Setuju (%)	Tidak Setuju (%)	Setuju (%)	Sangat Setuju (%)
1.	I enjoy using technology.	0	0	27.3	72.7
2.	I avoid technology as I can.	40.9	31.8	13.6	13.6
3.	Using technology in learning languages is not necessary.	63.6	22.7	9.1	4.5
4.	I think using technology in class help me more in understanding material because I find information about the material.	0	0	45.5	54.5
5.	I know that technology can help me to learn many new things.	0	0	22.7	77.3
6.	As a student, I should know how to use technology in class.	0	0	22.7	77.3
7.	I would be a better learner if I knew how to use technology properly.	0	4.5	36.4	59.1
8.	I am very confident when it comes to working with technology at home/at university.	4.5	9.1	50	36.4
9.	I want to learn more about using technology at home/at university.	0	0	45.5	54.5
10.	I believe that I can improve my language skills using the benefits of the technology and internet.	4.5	0	40.9	54.5
11.	I prefer write/read the material in my phone/laptop.	4.5	18.2	45.5	31.8
12.	I prefer learn the material from my phone/laptop to books.	9.1	4.5	59.1	27.3
13.	I prefer having a presentation in class by using white board to technology.	27.3	31.8	31.8	9.1
14.	Technology helps me in having presentation.	4.5	0	40.9	54.5
15.	I enjoy having presentation by using Powtoon.	4.5	13.6	50	31.8
16.	Powtoon makes my presentation become more interesting.	4.5	4.5	40.9	50
17.	Powtoon helps me delivers/remembers the material better.	4.5	13.6	59.1	22.7
18.	Powtoon maximizes my presentation because it combines video, animation, text, and graphic.	4.5	4.5	59.1	31.8
19.	Powtoon makes my friends pay attention more compared to another tool of presentation.	4.5	9.1	45.5	40.9
20.	Technology intimidates and threatens me.	40.9	40.9	13.6	4.5

The result showed that students enjoyed using technology for learning and they thought it was really helpful (statement 1-5). It is in line with Oktaviani and Desiarti (2017) that sudents who are even in university freshmen really enjoyed using technology in teaching and learning process since it visualized their abstract

thinking. Next, more than 50% students were confident in using it, wanted to learn it more, and felt it can improve their understanding (statement 6-10) because they are mostly digital natives who have high enthusiasm in using technology (). More than a half student also liked using technology in learning in their learning activities (statement 11-14) because they can learn anytime and anywhere without having a limitation time and places (Aminatun and Oktaviani, 2019). Toward the *Powtoon* usage, more than 80% students taught that it helps them delivering/remembering/maximizing their presentation, made the presentation became more interesting, and could attract their friends' attention (statement 15-19). Furthermore, as Oktaviani and Mandasari (2020) said technology in teaching and learning has at least two functions, they are improving students' ability in learning and students' ability in using technology it self since nowadays the students need to know or use more technology in teaching and learning process.

CONCLUSION

It is obvious that using *Powtoon* in learning English can improve students' understanding. As technology and internet are part of students' life, they are can be applied and accepted by the students easily. Its features were really attracted students' attention to learn. So, this application may also be used to teach another material for university students or even in different level of students.

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BIOGRAPHIES OF AUTHORS

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AN ANALYSIS OF ENGLISH TEXTBOOK IN THE FIRST GRADE OF JUNIOR HIGH SCHOOL

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Abstract

This research is attempted to analyze text reading from two different textbook publishers, Erlangga and Yudhistira Ghalia in the first grade of Junior High School. Those two textbooks are designed based on Curriculum 2013. The analysis is focused on the three aspects of Systemic Functional Linguistics; ideational meaning (transitivity), interpersonal meaning (mood structure), and textual meaning (theme-rheme). Those three aspects are used to analyze the contents of text reading in those two textbooks. In addition, clause complex, nominal group and lexis are used to find out the readability of those two textbooks that used by Junior High School students. These data analyzed by triangulation method. To analyze the data, the researcher used domain analysis, taxonomy analysis, componential analysis, and theme- culture analysis. The finding showed that content of reading text in Erlangga's book is more detail in describing an object than Yudhistira Ghalia's book. It can be concluded that Yudhistira Ghalia's Book is more difficult and complicated for students of Junior High School than Erlangga's book.

Keywords: text reading, textbook, systemic functional linguistics

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INTRODUCTION

The theory of Systemic Functional Linguistics (SFL) is selected as it approaches discourse analysis in this research. It is based on the thought that this approach is proven to be able to answer many language problems, either by micro and macro level. This opinion supported by direct revelation given by Eggins (2004: 2-3), SFL is considered quite reasonable and useful to study the text dealing with language education, child language development, computational linguistics, media discourse and casual conversation. Halliday (1994) recommend 21 grains relevant application of SFL. Besides, the strength of SFL there is on its holistic view to language that considers language as semiotic social.

According to Teich (1992) and Eggins (2004) language is a tool to establish and maintain social relationship. Each text has the difference characteristic of linguistic and social fact. It can be seen from the structure and texture which built the text. In this research that is explained about analysis of the text to prove, how to build a text that good and intact. The text used in the analysis is reading text from two book publishers (Erlangga and Yudhistira Ghalia), based on Curriculum 2013 that used by Junior High School students.

Previously, school students in Indonesia usually used students' workbook because it could give beneficial impact and as a source for students (Utami, et al., 2020). However, day by day, the advancement source for curriculum 2013 has improved, especially in a form of textbook (Qodriani and Kardiansyah, 2018). Thus, in this research, the researcher chooses reading text from two books publishers, Erlangga and Yudhistira Ghalia in the first grade of Junior High School to compare the book which is easier to understand for students. Those two text books are designed based on Curriculum 2013. Erlangga's book is well known by almost all students in Indonesia, also educators who involved in educational processes. Erlangga's book is known as the best quality in printing. Next publisher is Yudhistira Ghalia. This publisher is always maintaining the quality of books by designing the layout in maximal quality. So, the pages of books do not only contain the subject matter, but also with consideration due to esthetic aspects. The aim of this research are ideational meaning, interpersonal meaning, and textual meaning that realized in reading text from two book publishers (Erlangga and Yudhistira

Ghalia) and readability in a reading text in English book from two books publishers (Erlangga and Yudhistira Ghalia).

Previous research on the analysis of textbooks was conducted by Nurdaeni (2013) entitled "Analysis of Elementary School English Textbooks Based on Writing Textbook Standards in the Third Grade of Layungsari State Elementary School". Furthermore, the research tends to discuss language skills and media use. Textbook research has also been carried out by Muqoffi (2013) entitled "Analysis of the Ta'lim Al-Lughah Al-'Arrabiyyah Arabic Language Education in the First Grade of Muhammadiyah Junior High School/ MTs". This study focuses on the theory of the preparation of textbooks, namely the selection, repetition, gradation, and presentation. Both studies have not yet discussed transitivity, themes, mood structure, complex clauses, nominal groups, and lexis.

Naz, Alvi, and Baseer (2012) in an article entitled "Political Language of Benazir Bhutto: A Transitivity Analysis of Her Speech 'Democratization in Pakistan'", analyzing the linguistic form and function and language manipulation that Benazir Bhutto used by using transitivity. Furthermore, Ariana and Asi (2014) in their article entitled "An Analysis of Linguistic Competence in Writing Texts by Teacher in Palangkaraya ", discusses the transitivity used to analyze Cinderella's narrative texts from 4 high school English teachers in Palangkaraya. The type of processes that dominate in the research are material processes, relational processes and mental processes. Junlin Wang (2010) in his article entitled "A Critical Discourse Analysis of Barack Obama's Speeches", examines Barack Obama's presidential speech using the Functional Systemic Linguistic approach, but only in terms of transitivity and modalities.

There are moreover other researchers conducting such a transitivity analysis two of them are Afrianto and Inayati (2016), who applied transitivity analysis to existential process in a novel (Harry Potter and the Chamber of Secret) and Sujatna (2013) who employed regional and national airline slogan to find the mood and the types of processes. Based on the results of previous research, it can be concluded that research analyzing transitivity, themes, mood structures, complex clauses, nominal groups and lexis has never been done in the form of reading texts in English textbooks in the first grade of Junior High School.

RESEARCH METHOD

This research is qualitative, using triangulation method to analyze validity of the data. To analyze the data this research uses domain analysis, taxonomy analysis, componential analysis and theme-culture analysis. The analysis is focused on the three aspects of Systemic Functional Linguistics; ideational meaning (transitivity), interpersonal meaning (mood structure), and textual meaning (theme-rheme). In addition, clause complex, nominal group and lexis are used to find out readability.

FINDINGS AND DISCUSSION

In ideational component, language has the functions of representation. Language is used to send messages, or represent the human experience about the world (reality). Language is used to bring a sense of reality in the world. Ideational function is related to how language expresses human experience (place, objects and activities that create human psychological and physical environment). The first that has been analyzed in this research is transitivity. At the level of lexico-grammatical ideational meaning is manifested in the language through transitivity. Transitivity deals with selection of the process and the role of participants who embodied in reality experience (Eggins, 2004: 205). Transitivity can show how a creature described the experience of life based on the fact that happened around them and themselves. Based on the aspects of experience those realities consist of doing, happening, feeling and being (Halliday, 1985: 101). Table 1 shows the differences result of transitivity between two different reading texts from two different publishers that used by Junior High School students.

Table 1: Transitivity Analysis of Erlangga and Yudhistira Ghalia's Book

Transitivity	Erlangga	Yudhistira
Material	4	14
Mental	-	-
Verbal	-	-
Behavioral	3	-
Relational	-	-
Existential	-	-

The transitivity analysis shows that Erlangga's book is more clearly describing the object of discussion in reading text. This is evidence of analysis data that Erlangga's book is used two processes (material and behavioral) than Yudhistira Ghalia's book which is only used one process (material). Material process is process of doing an act. Then, behavioral process has two types of process, verbal behavioral process and mental

behavioral process. Verbal behavioral process is only containing verbal process, without any further acts. Mental behavioral process is combination both mental process and material process.

The second is structure mood analysis. Structure mood is a form of interpersonal meaning. Interpersonal function is to form social relationship and represents the potential meaning of speaker as participant in the process of interaction or as a speaker and hearer or between writers with the readers. Halliday (1985, 68-69) illustrate when two people use language to interact, one thing that they do is take a relationship between them. Furthermore, in table 2, the analysis shows the differences of structure mood between two different reading texts from two different publishers that used by Junior High School students.

Table 2: Structure Mood Analysis of Erlangga and Yudhistira Ghalia’s Book

Structure Mood	Erlangga	Yudhistira Ghalia
Preposition	8	14
Proposal	-	-

It shows that Erlangga’s book is used 8 prepositional meaning and Yudhistira Ghalia’s book is used 14 prepositional meaning. Prepositional meaning is used to explain a text that described an object.

The third is theme-rheme analysis. Theme-rheme is representing textual meaning. The function of textual language is an interpretation of language in its function as a message, namely the function in forming the text in language. The message is delivered as systematic. This indicates that language has rules in order to convey a good arrangement and organization in constructing text. Table 3 shows the differences of theme-rheme between two different reading texts from two different publishers that used by Junior High School students.

Table 3: Theme-Rheme Analysis of Erlangga and Yudhistira Ghalia’s Book

Theme-Rheme	Erlangga	Yudhistira Ghalia
Textual	6	12
Topical	2	2
Interpersonal	-	-

Table 3 shows that Erlangga’s book is used 6 Textual Themes and 2 Topical Themes. Then, Yudhistira Ghalis’s book is used 12 Textual Themes and 2 Topical Themes. The result of the analysis indicates that the clause development pattern of the two texts is good enough. Both of texts use Textual Theme and Topical Theme. Textual Theme is used to connect previous sentence. Topical Theme is a theme that develops a topic in discourse.

The last are clause complex, nominal group and lexis. Clause can be defined as the biggest grammatical unit, and clause complex are two or more clauses which connected in logical (Gerot and Wignell, 1995:82). Clause can be divided into major clause and minor clause. Major clause can be divided into two clauses, clause simplex and clause complex. Clause simplex is one process and clause complex are two processes. Which is called by nominal group is the expansion meaning of the word meaning itself. Nominal group is ‘word complex’, consist of main meaning (pre-modifier) and element of explanation (post-modifier) (Halliday, 1994). Lexis is the realization of ideational meaning, interpersonal meaning, textual meaning or the level of word. Word in textual meaning described the process of physical reality or social into the world language that is discussed in the realization of congruent and incongruent. Then, descriptive lexis describes experiential reality in the absence of opinion or opinion of describing. In the science world, descriptive lexis is used to keep objectivity in writing or talks. In addition, attitudinal lexis describes experiential meaning but implied the opinions, taste, and attitude toward the reality. Lexis attitudinal indicates the meaning of word. Those three aspects are used to find out the readability of those two textbooks. Table 4, 5 and 6 shows the differences result of clause complex, nominal group and lexis between two different reading texts from two different publishers that used by Junior High School students.

Table 4: Clause Complex Analysis of Erlangga and Yudhistira Ghalia’s Book

Clause Complex	Erlangga	Yudhistira Ghalia
Complex	11	8
Simplex	1	6

Table 5: Nominal Group Analysis of Erlangga and Yudhistira Ghalia’s Book

Nominal Group	Erlangga	Yudhistira Ghalia
Pre-Modifier	13	14
Post-Modifier	-	-

Table 6: Lexis Analysis of Erlangga and Yudhistira Ghalia's Book

Lexis	Erlangga	Yudhistira Ghalia
Incongruent	-	8
Congruent	-	-
Descriptive	21	29
Attitudinal	4	10

The table (the clause complex, nominal group, and lexis analysis) shows that Yudhistira Ghalia's book tends to use three components in reading text than Erlangga's book. When the three components are increasingly and often used in text, they are signifying the use of many difficult words in the text. It implies that the text is more difficult to understand for students of Junior High School. This proves that reading text in Yudhistira Ghalia's book is more difficult and complicated for students in Junior High School than Erlangga's book.

The theme-culture analysis shows that Erlangga's Book is more "highly regarded" in Indonesia than Yudhistira Ghalia's Book. It was proven from the number of books which has been sold out. Erlangga's Book has been published around 1800 title of books from the level of pre-school, elementary school, junior high school, senior high school until university and also publics. The data obtained in official website of Erlangga Publisher, www.erlangga.com. Meanwhile, Yudhistira Book's has been published around 382 title of the book from the level of elementary school, junior high school and senior high school. The data is obtained in official website of Yudhistira Ghalia Publisher, www.yudhistira-gi.com. Reviewed in terms of its language, and its relation to economic purposes, the use of the easier language in Erlangga's Book is related to the published number of the books that higher than Yudhistira Ghalia's Book. The minimum use of clause complex, nominal group and lexis in the book is more suitable for the Junior High School students.

In addition, for transitivity analysis Erlangga's Book used two processes (material and behavioral) and Yudhistira Ghalia used one process (material). The issue here is that the behavioral process can help to describe the objects more clearly in reading text. It can be presuming, from the above analysis that Erlangga's Book is more accepted by publics and is more helpful in maintaining the purposes of Curriculum 2013—in term of character building.

CONCLUSION

The analysis of ideational meaning in Erlangga's book and Yudhistira's book can be determined by transitivity analysis. Element of transitivity that makes the difference of those two text books is its process. In Erlangga's book there are two processes (material and behavioral). Meanwhile, in Yudhistira Ghalia's book there is only one process (material). Then, analysis of interpersonal meaning in reading text from two books publishers can be seen from mood structure. It shows that both of text used preposition meaning. In textual meaning, it analyzes from theme-rheme analysis. Theme-rheme analysis shows that both of texts used theme topical and theme textual. These results of analysis data lead to the assumption that content of reading text in Erlangga's book is more detail in describing an object than Yudhistira Ghalia's book.

Likewise, the research also shows that reading text in Yudhistira Ghalia's book is dominated by the uses of clause complex, nominal group and lexis. It can be concluded that reading text in Yudhistira Ghalia's book is more difficult and complicated for students of Junior High School than Erlangga's book.

Additionally, it is also recommended for the next researchers who are concerned with such a kind of study and are more experts in generalizing and updating this research, to do further research related to this topic (in different publisher's books and different texts) through Systemic Functional Linguistics approach. However, whatever the samples and the instruments will be used, hopefully they can give more implication to the development of linguistic study and education processes.

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INFORMATION FOR AUTHORS

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