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Listening Difficulties and Strategies in Preparing for IELTS Listening Test Using Online Learning: A Case Study of Intensive English Learners

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Abstract

Listening is one of the significant roles in the educational process of English language learning. Despite its importance in our daily communication, it is a skill where most EFL learners struggle with during online listening comprehension practice. This study examines the listening difficulties faced by the EFL learners (i.e., Intensive English learners) in preparing for the IELTS listening test. In this paper, the researchers reviewed the terms listening and online learning, including their significance, process of listening comprehension, learners' difficulties based on the content of the listening text, failure to concentrate, listener, speaker, and environment, as well as strategies to overcome the issue. The participants were 16 international learners undertaking an Intensive English Course in Universiti Utara Malaysia (UUM). A questionnaire was employed to elicit the participants' listening difficulties and strategies used in the Intensive English classes. The data were analysed and reported using the descriptive quantitative method (mean value, standard deviation, and percentage). The results of this study on learners' difficulties and the strategies to overcome the problems in listening in the intensive English classes are also discussed. Findings on understanding learners' issues would enable the English instructors to help learners develop effective learning strategies and improve their listening comprehension abilities.

Keywords: IELTS Listening Test, Intensive English Learners, Listening Difficulties, Listening Strategies, Online Learning

Introduction

The emergence of information and communication technologies (ICT) has been deemed crucial, where its role in education has been of great interest to many practitioners. The integration of ICT in education supports the enhancement of teaching methods, allowing a more active and collaborative learning environment among the learners (Bindu, 2016; Mafuraga & Moremi, 2017; Sangrà & Sanmamed, 2010). With the current state of the Covid-19 pandemic, ICT – precisely distance education of online learning - has gained popularity due to the closure of educational institutions worldwide. Students are no longer confined to traditional physical classes and can now be anywhere (independent) to learn and interact with instructors and other students (Singh & Thuman, 2019). This shift has forced the need to teach and learn English in Malaysia to be conducted on the medium of online learning for English as a Foreign Language (EFL) learners.

According to Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi (2011), out of the four primary communication skills of listening, speaking, reading, and writing, listening is remarked to be the most important of all. Pourhosein Gilakjani and Mohammadreza Ahmadi (2011) further expressed that listening has a vital role in communication. Although listening

has long been neglected as it is regarded as a passive and challenging skill for EFL speakers to master, people now realize that it is prominent in learning the language (Ummi Umara & Ika Lestari, 2020). In fact, according to Mendelsohn (1994), listening takes up around 40-50% of the total time spent on communication, speaking between 25-30%, reading between 11-16%, and writing about 9%. This proves that listening is not a passive skill because communication occurs when listening and speaking are involved. So, why do EFL learners still find it challenging to be a good listener?

Hamouda (2013) notes that EFL learners have crucial problems in listening comprehension due to the lack in focus as universities and learners often pay more attention to grammar, reading, and vocabulary. Furthermore, he emphasized that comprehending speech is a very complex activity for students. EFL learners face many problems when they listen to an unfamiliar language, especially in a stressed environment such as an examination setting of a listening test. These problems might arise from the aspects of the content, the speaker, the listener, or even the EFL learners' environment (Azmi, Celik, Yidliz, & Tugrul, 2014; Boyle, 1984; Teng, 2002; Yagang, 1994).

Furthermore, the technology-driven setting of online learning is particularly difficult when addressing individual differences as it may directly facilitate or even inhibit their overall learning experience (Russell, 1997). This misunderstanding may also stem from the fact the learners' perspective of passive learning of only sitting through the online class and completing tasks without caring much about the content and correct answer to the questions. There are undoubtedly various factors in play that may affect learning performance (Martinez, 1999), and overlooking these key psychological aspects would make learning ambiguous and isolated from reality (Snow & Farr, 1987). To address this, the three dimensions of metacognitive knowledge of person, task, and strategy by Flavell (1976) are argued to be relevant. If learners themselves change their perception towards learning the listening skills, they will improve their listening comprehension strategies to solve their listening comprehension problems.

In this paper, the researchers aimed to investigate the listening difficulties and strategies encountered by Intensive English learners at Universiti Utara Malaysia (UUM) in preparing themselves for the listening part of the English language test, International English Language Testing System (IELTS).

Theory and Method

Definition of Listening and its Significance

According to Nunan (1998), listening refers to the active process of deciphering and constructing meaning from verbal and non-verbal messages. It involves comprehending spoken speech in a dynamic, complex, and wise process consisting of perception, language, and pragmatic skills. The listeners need to recognize speech sounds, word meanings, structures, stress, and intonation patterns, and further decode the sound waves into understandable meanings, and finally interpret and construct the meaning of spoken messages heard from the speakers into a meaningful message to respond (Underwood, 1989; White, 1998; Byram, 2004). If the listener learns through the comprehension texts, they will understand what they heard and make it significant for their purpose. To listen well, listeners must use their ability to decode the message they hear or listen from the speaker and apply various listening strategies to make sense of their study context.

Definition of Online Learning and its Significance

The Covid-19 pandemic has transformed all education systems from traditional teaching and learning to a new digital ecosystem named e-learning. The pandemic led to a

massive classroom shutdown in 2020, forcing over a billion learners and millions of teachers worldwide to adopt digital learning (NurHaiza Nordin & NurNaddia Nordin, 2020). Relatively, it is seen as the best method to continue the education system; or else everyone will be left behind. The concept of e-learning, commonly known as online learning, is a form of education facilitated through the Internet to assist the instruction and delivery of the course content (Fahmeeda Adib Azhari & Ming, 2015). Precisely, it is an approach of teaching and learning using Internet technology to communicate and collaborate in an educational context. Students will be using a web-based learning website where the learning process is carried out online.

Following the Movement Control Order (MCO), the Malaysian government had enforced the closure of all educational institutions since 18 March 2020 to curb the spread of COVID-19. Being a provider of Malaysian tertiary education, Universiti Utara Malaysia (UUM) participates in the government's initiative to promote the learners' online learning environment. International learners who wish to study at UUM must fulfill a certain level of English requirement. Those who cannot achieve or meet the specified needs are given conditional offers. They must take the Intensive English course offered by the University and sit for the International English Language Testing (IELTS) at their hometown. The Intensive English course runs daily through online learning and exposes learners to all the skills in the IELTS examination consisting of listening, reading, writing, and speaking.

As technology advances, so does the popularity of online learning. It has proven that online learning is a thriving learning method and offers many benefits than traditional education as it offers meaningful learning experiences and opportunities to collaborate with peers (Costley, 2014). Some of the most important ones are connecting learners and teachers internationally, offering flexible learning hours, considering individual learning patterns, and allowing learners to create their learning environment (Coman et al., 2020). What has received most of the attention is providing students with more control over their learning. Unlike traditional learning methods, online learning offers more flexibility in learning. Learners have more freedom to learn at their own pace, build their understanding of the learning content and simultaneously improve their learning experience.

Listening Comprehension and Listening Difficulties

Listening entails special attention as the input was given in a setting and where the input is presented to the listener. Renukadevi (2014) denotes "listening tasks were fundamental to improve language competence in an EFL language" (p. 61). The task allows the learners to expand their knowledge of the language through developing activities. Kim (2004), Holden (2008), and Jin (2002) stated that listening tasks are vital to assist learners in becoming knowledgeable in grasping the auditory language. In addition, Kim and Maeng (2012) and Benson and Voller (1997) believe that fluency tasks allow learners to experience different audios of the target language input, leading them to understand the message being conveyed.

Azmi, Celik, Yidliz, and Tugrul (2014) argue that learners may face several significant problems when dealing with a listening comprehension task. Yagang (1994) summarised the four sources for listening comprehension problems as 'the message', 'the listener', 'the speaker', and 'the physical environment'. Although these may be termed slightly differently by other scholars, the gist remains the same for Boyle (1984) and Teng (2002); though they have used terms such as 'medium', 'stimulus factors', and 'context factors'.

Relating to the content of the listening text, familiarity with the meaning of the words (i.e. vocabulary) can arouse their interest and motivation, which will positively impact the student's listening comprehension ability (Azmi et al., 2014). Factors such as restricted

vocabulary, poor grammar, and misinterpretations about listening tasks are also argued by Graham (2006) to be among the listening comprehension problems.

Next, the failure to concentrate might hinder lower-level EFL learners as they are required to process rapidly and listen to oral passages in real time while leaving a mental representation of the information when the text is over (Vandergrift, 2004; Walker, 2014). Looking into the duration of the spoken text, students can often become bored and unfocused. They will not be able to stay focused to attentively listen to the keyword as they answer the questions or attempt to get the gist of the text.

The level of the listeners can have a significant role when they listen to long parts and keep all information in their mind (Azmi et al., 2014). Underwood (1989) notes that speed can make listening difficult. If the speakers in the listening recording speak too fast, EFL learners may struggle to understand the L2 words being uttered as they are unable to control how quickly they are being said. This is even more, a struggle for EFL learners when the pronunciation of words is different from how they appear in print (Bloomfield et al., 2010; Walker, 2014).

On the other hand, the problem may also arise from the unfamiliarity of the speaker's accent. Goh (1999) found that 66% of learners in his study mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. This is evident in a study by Buck (2001) where EFL listeners who were studying only American English in his study encountered critical difficulties in listening to an unfamiliar accent such as Indian English for the first time.

The last difficulty faced by the learners may be the quality of the recorded materials, in this case relating to the environment and surroundings of EFL learners at the time. The lack of quality of some recorded materials or sound system used during the classes may impact the learner's listening abilities (Azmi et al., 2014). The listening quality may include the background noise on the recording, which resulting in poor-quality audio recording.

Strategies of Listening Comprehension

Past studies have often overlooked the psychological factors that address an individual's learning differences (Martinez, 2001). As learners shift to online learning, it is essential to consider how learners may want or intend learning differently, including study independence or accomplishing specific learning goals. This is particularly difficult as individual differences in a technology-driven setting may directly facilitate or inhibit their overall learning experience (Russell, 1997). Dismissing diverse factors, such as passion, striving, competition, desires, learning enjoyment, frustration, and need for independence may directly affect learning performance (Martinez, 1999), and overlooking these key psychological key psychological aspects would make learning ambiguous and isolated from reality (Snow & Farr, 1987).

The current study takes on helping learners develop their metacognitive knowledge and strategies on learning *how* to listen, rather than just what to listen for (Goh, 2008; Goh & Taib, 2006). Metacognition is understood as an awareness of one's processes in learning and the appraisal and regulation of these processes. In other words, it refers to the "active monitoring and consequent regulation and orchestration of these processes concerning the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective" (Flavell, 1976, p. 232). This is important to increase and develop practical skills regarding their self-regulating listening comprehension and overall listening development, especially in a distant online learning platform that the learners are involved in.

Flavell (1976) asserts three dimensions of metacognitive knowledge: person, task, and strategy (see Table 1). A person's knowledge includes the knowledge of our perception, beliefs of our abilities, and factors that affect the success or failure in our learning. This involves age, aptitude, personality, gender, and learning style. Meanwhile, task knowledge concerns knowledge on the purpose, demands, and nature of the learning tasks. And strategy knowledge involves knowledge on which strategies are deemed helpful in achieving learning goals. This includes having the ability to choose which strategies are ineffective and to be avoided.

Table 1: Metacognitive knowledge

Metacognitive knowledge	
Person knowledge	Self-concepts and self-efficacy about learning Specific listening problems, causes, and possible solutions
Task knowledge	Mental, affective, and social processes involved in listening Skills (e.g., listening for details, gist) needed for completing listening tasks Factors that influence listening (e.g., text, speaker) Ways of improving listening outside class
Strategy knowledge	Types of cognitive and metacognitive strategies General and specific strategies to facilitate comprehension and cope with difficulties Strategies appropriate for specific types of listening task Ineffective strategies

Objectives and Research Questions

This study aims to examine the listening difficulties that Intensive English learners face in Universiti Utara Malaysia in preparing for the IELTS listening test using an online learning approach and the strategies used to overcome the issue. For this study, the following research questions were addressed:

1. What are the listening difficulties of intensive English learners preparing for the IELTS listening test in online learning?
2. What are the strategies used for intensive English learners in preparing for the IELTS listening test using an online learning platform?

Respondents

The population for the study was selected based on simple random sampling, where each member of the population has an equal chance of being selected. The sample comprised 16 international learners (8 males, 8 females) undertaking an Intensive English course in Universiti Utara Malaysia. 11 learners were from Indonesia, while the remaining five learners were from China, Iraq, Jordan, Malaysia, and Somalia, respectively. In terms of personal experience in learning English, 4 (25%) have 0-5 years of experience, 5 (31.3%) within 6-10 years, and 7 (43.8%) have more than ten years of exposure in learning English.

Table 2: Respondents' Demographic Information

Variable	Category	Count	Percentage
Gender	Female	8	50%

	Male	8	50%
Years of learning English	0-5 years	4	25%
	6-10 years	5	31.3%
	above 10 years	7	43.8%
Country of origin	China	1	6.3%
	Indonesia	11	68.5%
	Iraq	1	6.3%
	Jordan	1	6.3%
	Malaysia	1	6.3%
	Somalia	1	6.3%

Data Collection Method

Due to the Covid-19 pandemic, the online questionnaire has been used as the main instrument for this study. The questionnaire was sent as a link to the respondents during the first semester of the 2020/2021 academic year. Before conducting the data collection, this study received approval from the Dean of School of Languages, Civilisation and Philosophy (SLCP), UUM, and Professional Development Unit, SLCP. The average time needed for respondents to answer the questionnaire was approximately 15 minutes. *Research Instrument and Data Analysis*

The main instrument for the study is an online questionnaire that included items corresponding to the two research questions; (1) learners' difficulties based on the aspects of the content of the listening text, failure to concentrate, listener, speaker, and environment; and (2) strategies to overcome the issue. The items of the questionnaire were adapted from Ali (2020). Some modifications were made accordingly by rephrasing them to cater to the purpose of this study. The questionnaire consists of three parts, as illustrated in Table 3 below.

Table 3: Parts of the Questionnaire

Part	Scale	No. of questions
Part 1: Demographic profile		
Gender	Male, Female	3
Years of learning English	Open-ended question	
Country of origin	Open-ended question	
Part 2: Learners' difficulties		
A) Problems related to the content of the listening text	5-point Likert scale: Strongly Agree, Agree,	12 4
B) Problems caused by failure to concentrate	Natural, Disagree and	9
C) Problems related to the listener	Strongly Agree	8
D) Problems related to the speaker		4
E) Problems related to the environment		
Part 3: Strategies to overcome the problem	Open-ended question	1

For data analysis, descriptive statistics were made by recording the mean values, standard deviations, and percentages of the results. These were then reported and discussed with relevance to past literature.

Findings and Discussion

What are the listening difficulties of intensive English learners preparing for the IELTS listening test in online learning?

Problems Related to The Content of the Listening Text

The first research question concerned with the problems related to the content of the listening text. As shown in Table 4, the results depicted that the highest mean score is 5.33 where most students agree that long-spoken text makes them tiring to listen, and they get distracted easily. In the meantime, the unfamiliar words and jargons scoring 3.20 mean indicated the students are not in the agreement that those factors are affecting their listening comprehension. The calculation shows that:

Table 4: Content of the Listening Text

Components	M	SD
Unfamiliar words	3.20	3.03
Jargon	3.20	2.59
Idioms	4.00	2.45
Slang	4.00	2.94
Complex grammar	4.00	0.82
Long spoken text	4.00	2.83
Tired long spoken text	5.33	2.52
Distracted long spoken text	5.33	3.79
Unfamiliar topic	4.00	2.45
Cannot understand a single word	4.00	1.83

Being not familiar with the words or jargons used in the listening text hinders the students from answering the questions in their listening. According to Azmi et al. (2014), as listening text comprises words that are within the students' vocabularies, it will be much easier for them to comprehend. The finding of the current study is in line with the study conducted by Demirkol (2009) who found that the length of the text is the most common comprehension problem in listening.

Problems Caused by Failure to Concentrate

Table 5 indicated the problems caused by concentration. The highest mean score of 5.3 shows audio quality as the highest contributor that hinders the students to concentrate. Long audio again in this section also influences the students' comprehension with listening with $\mu= 3.6$.

Table 5: Failure to concentrate

Components	M	SD
Answer and look at the question	4	2.4
Audio too long	4	3.6
Poor audio quality	5.3	3.1
Lose flow because of being too focused	4	4.1

Most of the students stated that the poor quality of audio affected their concentration level when answering listening questions. Some materials used are not of good or high quality. Azmi et al. (2014) signified that the quality of the sound system might influence the learners' comprehension in listening. The length of audio, being too long as identified by Brindley and Slatyer (2002) is a factor leads to difficulty in listening and a barrier for students to utilise the listening strategies they learnt.

Problems related to the Listener

The following table (Table 6) depicted the problems related to the listener. Most respondents agree that they will stop listening once they are unable to comprehend the audio ($\bar{x} = 3.2$). Meanwhile, the lowest $\mu=1.15$ being not interested to listen to the audio.

Table 6: Problems Related to Listener

Component	M	SD
General understanding from first listening	6.00	1.41
Predicting what's next	4.00	4.76
Stop when do not understand audio	3.20	2.59
Recognizing words differently pronounced	4.00	2.16
Unable to tell word beginning / end.	5.33	3.06
Anxious	4.00	4.24
Not interested	5.33	1.15
Fear not able to understand	4.00	3.56

Pronunciation is one of the obstacles in listening as the pronunciation may differ significantly from the way they appear in the question paper (Bloomfield et al., 2013). The spoken language varies dramatically from the written language. Hence, the students do not have the luxury of regular spaces signaling where the words begin or end (Vandergrift, 2007). This is difficult enough for the students as they were also at the same time try to decipher the definition of the word according to its prosodic characteristics of spoken discourse to understand the played audio.

Problems related to the Speaker

Students mostly have trouble to recognise the stress and intonation of the audio as the result yielded highest value of $\mu=3.79$ whereas short pauses as the lowest value of μ at 1.83. On the other hand, not being able to understand the meaning without seeing the body language, unfamiliar accent, speaking pace, and short pauses have the lowest mean of 4.00. As displayed in Table 7:

Table 7: Problems Related to Speaker

Component	M	SD
Unable to understand natural speech	5.33	2.89
Unable to understand meaning due to pronunciation	5.33	3.51
Unable to understand meaning without seeing body language	4.00	3.56
Unfamiliar accent	4.00	2.94
Speaking pace too fast	4.00	2.00
Audio not repeated	5.33	3.51
Short pauses	4.00	1.83

Unfamiliar stress and intonation	5.33	3.79
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The pace is another issue that requires attention as “oral texts exist in real-time and need to be processed quickly; when the text is over, only mental representation remains” (Vandergrift, 2004:18). During listening, students must process the input instantaneously. However, they are not capable of controlling the speed of the speaker, pressuring them with structural and grammatical challenges as they try to decipher the spoken texts in the audio. This is supported by Ghaderpanahi (2012), saying although students are competent in speaking and reading, they might encounter problems when listening to the quick audio recording. Unfamiliarity with the accents hinders listening comprehension as it makes it impossible for the students to grasp the listening.

Problems related to the Environment

In relation to the environment, students are in agreement that noise, audio quality, conditioned room, and surrounding affect their listening ($\bar{x} = 4.00$). However, poor surrounding has the most effect with $\mu=3.37$ while conditioned room with the lowest effect $\mu=2.58$.

Table 8: Problems Related to Environment

Component	M	SD
Noise	4.00	2.94
Poor audio quality	4.00	3.16
Room not conditioned	4.00	2.58
Poor surrounding	4.00	3.37

Based on table 8 above, it can be seen that the room with no air conditioner may affect the students’ ability to listen. A room temperature without good air circulation – too warm or too cool can raise discomfort to the extent of distracting the students from listening.

What are the strategies used for intensive English learners in preparing for the IELTS listening test using an online learning platform?

After gathering the feedback from the participants, some suggested strategies are found to be beneficial for intensive English learners in preparing for the IELTS listening test. A summary of this is based on the Flavell’s (1976) three dimensions of metacognitive knowledge; namely person, task, and strategy.

Person knowledge

As a person's knowledge involves our perception, beliefs of our abilities, and factors that affect the success or failure in our learning, learners should try to improve on their English vocabulary knowledge. Learners should individually be able to realise the concepts that seemed foreign to them since their lack of vocabulary familiarity becomes a significant obstacle for them to understand the text during the listening activities. The awareness on the attainment of new vocabulary knowledge is an active monitoring of the learner’s perception and personal abilities.

Task knowledge

Task knowledge deals with knowledge on the purpose, demands, and nature of the learning tasks. Therefore, learners should try to take notes while listening. This strategy

could help learners to organize their answers, and it is a key affecting the quality of listening skills. Secondly, learners should be familiar with the accents of different native speakers such as American, British and Australian accents. This is in agreement to Ghaderpanahi (2012), as learners will find it difficult to grasp and comprehend the quick audio recording with unfamiliar accents.

Strategy knowledge

As strategy knowledge involves knowledge on which strategies are deemed helpful in achieving learning goals, learners should do lots of listening practices with different input and using authentic materials. This includes listening to BBC podcasts, announcements, documentaries, lectures, news, radio, TV, English songs, and everyday conversation. Moreover, listening using authentic materials would enable learners to connect to the real world and assist them in understanding better the natural speech by a native speaker. Furthermore, learners should learn how to develop listening strategies such as listening for the main and supporting ideas as well as predicting answers in the listening test. This will train the learners to be able to choose which strategies are ineffective and to be avoided. This strategy can be employed in the pre-listening and while listening because learners need to understand and predict what the speaker will say next.

Conclusion

The study results show that many difficulties may affect the learners' performance in listening, such as listening text content, failure to concentrate, listener, speaker, and environmental factors.

The listening levels of learners are different from each other. Therefore, to be successful in listening, learners should develop their metacognitive knowledge and strategies on the listening process, which will later help them control their learning (Nguyen & Abbot, 2016). The metacognitive strategies help learners to organize and manage their listening comprehension processes. This includes taking personal knowledge, task knowledge, and strategy knowledge. Learners should apply the strategies according to their learning as there is no ideal method that could fit all types of learners and English classes. Here, learners themselves play an important role in selecting and applying suitable listening strategies in preparing for the IELTS test.

This study provides only from the learners' point of view, which involved specifically intensive English learners in one of Malaysia's public universities during the pandemic. Therefore, the results cannot be generalized to the entire Malaysian Higher Education Institutions system. Furthermore, this study focuses on improving learners' listening skills in preparing them for IELTS using an online learning approach. It would be useful to broaden the sample to other universities in Malaysia so the relevant information regarding exclusively online learning could be improved for future use. There is a hope that online learning will provide a world-class education to anyone, anywhere, and anytime as long as they have access to the Internet.

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Appendix

Part	Item	Metacognitive Knowledge
A) Problems related to the content of the listening text	I find it difficult to understand listening texts in which there are too many unfamiliar words.	Person
	I find listening comprehension difficult when the spoken text contain jargon.	Task
	I find listening comprehension difficult when the spoken text contains idioms.	Task
	I find listening comprehension difficult when utterances contain slang expressions.	Task
	I find listening comprehension difficult when the text contains complex grammatical structures.	Task

	I find comprehension difficult when I listen to long spoken texts.	Person
	I feel tired when I listen to a long-spoken text.	Task
	I feel distracted when I listen to a long-spoken text.	Task
	I find it difficult to understand listening texts when the topic is unfamiliar.	Task
	I use my experience and background knowledge of the topic to understand the spoken text.	Strategy
	I find it difficult to understand every single word of the incoming spoken text.	Person
	I find it difficult to understand the whole passage.	Person
B) Problems caused by failure to concentrate	I am unable to concentrate because I look for the answers and listen to the audio at the same time.	Strategy
	I lose my concentration when the audio is too long.	Task
	I lose my concentration if the audio is in poor quality.	Task
	I lose flow of the audio because I focus very hard on understanding every word or phrase I hear.	Strategy
C) Problems related to the listener	I find it difficult to get a general understanding of the audio from the first listening.	Task
	I find it difficult to predict what would come next at the time of listening.	Person
	I stop listening when I have problems in understanding the listening audio.	Strategy
	I find it difficult to tell where one word finishes, and another begins.	Task
	I feel anxious when I listen to spoken texts.	Task
	I find listening comprehension difficult when I am not interested.	Person
	I find listening comprehension difficult when I am not interested.	Person
	I find listening comprehension difficult when I feel tired.	Person
	I fear I cannot understand what I will hear before doing listening comprehension tasks.	Person, Task
D) Problems related to the speaker	I find it difficult to understand the natural speech which is full of hesitation and pauses.	Task
	I find it difficult to understand the meaning of words which are not pronounced clearly.	Task
	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.	Task
	I have difficulty understanding speakers with unfamiliar accents.	Task
	I find it difficult to understand when the speaker speaks too fast.	Task
	I find it difficult to understand the recorded audio if it is not repeated.	Task
	I find it difficult to understand the listening text when the speaker does not pause long enough.	Task

	I find it difficult to understand spoken texts that have unfamiliar stress and intonation patterns.	Person
E) Problems related to the environment	I find it difficult to concentrate with noises around.	Person/Task
	I find it difficult to understand English when there are unclear sounds resulting from a poor-quality audio recording.	Task
	I find it difficult to concentrate when the room is not conditioned.	Strategy
	I find it difficult to understand English when there are unclear sounds resulting from the poor surrounding.	Strategy

An Analysis of Grammatical Use on Second Language Acquisition of Thailand Student

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Abstract

Second language acquisition refers to the study of how students learn a second language in addition to their first language. Furthermore, L2 learners and also L1 learners need to understand a linguistic system that makes it possible to understand when speaking second languages. The grammatical structure of language is needed in order to get the context of what would be uttered. The purpose of this research is to find out the types of grammatical use in twenty-five years old student university from Thailand and the process of acquiring English grammar procedure. This research was Qualitative descriptive. To collect the data of this research through interviewing and recording participants by ten questions. After getting the data the researchers, transcript the result of Thailand student interview to analyze types of grammatical use and process of acquiring English grammar procedure by adopted theory from Tarigan (1990) in his book *pengajaran pemerolehan Bahasa*. The result of this research shows that there were 18 types of grammatical used in Thailand's student speaking, that 5 of the simple present, 2 degrees of comparison, 2 Noun phrase use, 3 Auxiliary verbs, and 6 used of simple past. Meanwhile, related to the process of acquiring a second language based on the resulting interview of a Thailand student. The process of acquiring a second language through reading some English novels, listening to the music of English songs, and memorizing vocabularies. Although there was interference language that influences Thailand's student speaking, It will inevitably occur in any situation where someone has not mastered a second language.

Keywords: English Grammar, Second Language Acquisition, Speaking

Introduction

Language is the main of communication in human life; in this world, it is a speech of thoughts and feelings of someone who is regularly used for communication between members of the community. Furthermore, the main function of language is to communicate and interactive tool that is only possessed by people. To able to communicate must obtain acquiring language. See to Wasow (2017) Language is a natural phenomenon, an integral part of every human culture. The first language is listed in the method of language acquisition with different names, such as mother tongue, mother language, and primary language acquired during early childhood by imitating from the environment itself. Whereas acquiring second language acquisition which the second language can be obtained and mastered only by learning consciously and deliberately. According to Shirai (2018), The purpose of a second language is to understand the language acquisition process. It is one line with Bolton (2018) stated that the aim is to develop a 'native-like ability' in the target language and to assess the learner's performance against 'native-like' parameters. It means that of acquiring a second language by achieving through study and high motivation.

However, in reality, when people using a second language to communicate its only the main purpose of their communication is understood without paying attention to the grammatical aspect. This case overcome language inference, which is when using a second

language while uttering the speech spontaneously, the first language interfered with the second language. As stated by Derakhshan (2015), A learners who learn the second language to write or talk in the target language, there must be interference from the first language. Likewise, Beardsmore (1982) says that the intervention of L1 habit is due to students having problems with L2 aspects such as phonology, vocabulary, and grammar. It implies that language intervention is a habit of language and mother tongue capacity. Therefore, he or she should acquire grammatical competence to establish communicative competence. Moreover, grammar is a very important part of the context of the sentence because in acquiring a second language, the people who try to communicate with other people inevitably make some mistakes and make errors. As stated by Dakin (2018), the role of grammar is provide predicting how well a learner is able to communicate in English structurally.

Related to a case study of this research, the only way to interact with the people on campus by a new condition which the student move to Indonesia from Thailand, the English language is one of the languages used to communicate with each other without English grammatically. Therefore, in the case of this research, the name of FLS is Asmah Senkhao who the student from Thailand with less English context knowledge, language interference will often occur, especially in speaking and communication. Based on the above problems, the researchers are motivated to know the process of acquiring English grammar use in speaking and what types of Grammar use in her speaking the English language.

Theory

Second Language Acquisition

An understanding of second language acquisition is needed for those academicians who are willing to explore the second language. To support their knowledge, some experts seem to indicate a good understanding of the SLA by defining the terms of second language acquisition based on their perspectives. For instance, Krashen (2002) stated that second language acquisition refers to the study of how students learn a second language in addition to their first language. Furthermore, according to Chaer (2009), language acquisition is a process that takes place in someone's brain. Language acquisition is usually distinguished from language learning.

There are two processes that occur when a person is acquiring their first language, the competency process and the performance process. The competency process is a process of mastering grammar that goes unconsciously. Furthermore, the performance process which consists of two processes, namely the process of understanding and the process of producing sentences. Inline with Chomsky's theory (1972), the competency includes three grammatical components, namely the syntactic component, the semantic component, and the phonological component. Therefore, the acquisition of this language is also commonly divided into the acquisition of semantic, syntactic, and phonological. So, there are several theories or hypotheses related to the problem of language acquisition.

One of the hypothesis according to Chomsky (1972) on the hypothesis of conscience mention that:

- 1) language cannot be taught to other creatures. Only humans can speak the language.
- 2) Sentences that children hear are often not grammatically incomplete.
- 3) Language structure is very complex and is universal but can be mastered by children in a relatively short time.

Based on the above theory, it can be concluded that humans are born equipped with a tool that allows them to speak easily and quickly.

Language Interference

Language transfer, also known as L1 interference, linguistic interference, and cross meaning, refers to speakers or writers applying knowledge from their native language to a second language. Dulay et al. (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. When an individual understands one language, it is having an impact on his or her understanding of another language; that individual is experiencing language transfer. There can be negative transfers, otherwise known as interference when the understanding of one language complicates the understanding of another language. Alternatively, there can be positive transfers such that knowing one language can aid in developing skills for a second language. So, language interference is the effect of language learners' first language on their production of language which they are being learned.

Furthermore, the effect of language interference influence to another aspect, for instance, grammar, vocabulary, accent, spelling and so on. So, language interference is considered as one of the error sources or negative transfer, although where the relevant feature of both languages is the same, it results in correct language production or positive transfer. It can be summed up that the greater differences between two languages, the more negative the effects of interference are likely to be. It will inevitably occur in any situation where someone has not mastered a second language.

Grammar

Grammar is a way for effective communication. In addition, improper grammar can provide affect the meaning and clarity of a message does not make it understandable. According to Thornbury (1999), grammar is a conventionally seen study of syntax and morphology in sentences, but in another way, it is the study of linguistic. In addition, the learner learns not only to form possible but also to understand the particular meaning. There are two meanings and the main purpose of language. First is language representational and interpersonal function.

When people process a language, it is not only trying to make sense of the word on the grammar but also trying to infer the speaker's (written) intention. Furthermore, Proper grammar is also essential for understanding English as a second language as well as for learning a new language, since all languages follow grammatical patterns. With the United States being a melting pot of nationalities and foreign-language speakers, hearing proper, consistent English is extremely helpful to encourage any newcomers to become fluent. This, in turn, aids native English speakers in understanding other dialects as well.

Universal Grammar

L2 learners and also L1 learners need to understand a linguistic system that makes it possible to understand and speak second languages. It needs a grammatical structure of language in order to get the context of what would be uttered. According to Dąbrowska (2015) said that universal grammar indicates a system of mechanism and categories of human language and is considered to be innate. It means that grammar has an important role in obtaining language and generative transformational such as knowing the phonetic, syntactic of the sentence. Furthermore, it is one line with Chomsky (1986) Universal grammar has high complexity and has various system principles of sentences. So, arranging the grammar of a language should use a theory about what shapes the grammar

itself. Besides, universal grammar has an essential part to explain the nature of language among the mind, which is innate from birth (Lin, 2017).

Speaking

Speaking is a way of expressing or expressing opinions, words that you want to say. It is the simple meaning of speaking and the origin of the word speaking. But in the broadest sense of speaking has a large enough scope in this life. Moreover, According to Nunan (1991), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts or situations in precise words, or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990) said that "Berbicara Adalah Cara Untuk berkomunikasi yang berpengaruh hidup Kita sehari-hari." It means that speaking as a way of communication influences our individual life strongly. It can be concluded that speaking is one type of language skills to be achieved in the teaching of modern languages. Also, speaking is the main means of fostering mutual understanding, mutual communication, using language as its medium.

Research Method

This research used qualitative description. According to Barlian (2016), qualitative research is generating descriptive data written or oral words from people and can be understood. The instruments used in this research were recording and interview. In collecting data, the researchers used the interview to reveal some data related to the conduct of research. The researchers collected the information in this study by interviewing and documentation Asma Senkaho as a Thailand student in her speaking. The researchers use the notebook and the recorder to gather the data as a tool. The researchers will ask some questions in this case by answering speaking using grammar.

In the procedure of collecting the data, the researchers would ask some questions about her experiences and some other problems that could help to complete the data. Document analysis is a kind of qualitative study in which researchers analyze documents to give an assessment subject voice and sense. Report research involves coding material in thematic subjects similar to focus group analysis or interview transcripts. According to Mahpur (2017), coding is the step to get data description by researchers of qualitative data analysis and techniques to collect conclusions.

Findings and Discussion

After decoding and transcript the data interview from Asma, as a student from Thailand, the result show based on the research question of this research are the process of acquiring her English grammar on speaking English and types of English grammar use adopted from Tarigan (1988) theory which can see below:

1. Process of acquiring English grammar on speaking students of Thailand.

One of the theories of Tarigan (1990) mentions that the process of acquiring a second language is consciously and appears from internal factors like motivation to acquire a second language through several learning methods. Based on the analyze the data show that the responses of an informant are able to speak English grammatically. She is usually

listening English songs, watching the movie by using English subtitle, reading some English novel and enhance vocabulary every day. She said that all those methods are the best way for her to speak grammatically. The informant said.

"my process to enhance my English, I have new vocabulary every day then I listen to English songs, watch the movie by English subtitle, I think it is the best way for my study."

When the researcher interview an informant, she tries to speak English grammatically and syntaxis. So, sometimes, she utters slowly when she speaks English. She said that:

"Sometimes I still confuse to produce my English because it is my new language and I need study harder likes I am memorizing vocabulary every day, reading some novel in the English language."

So, from the result of processing acquiring English grammar use in her speaking, she always tries to enhance her speaking in English through memorizing, listening, practicing the English language. Therefore, the acquisition of language in adult needs many factors as mention by Sanz (2005), there were internal and external factors which external factors mean learning context. Its related to this research theory used that processing acquiring the second language in an adult is need responsive condition related with learning context such use several methods to enhance acquire second language predominantly English grammar of this research. Furthermore, Rod (1997) mentions that the internal factor of acquiring the second language there were five aspects consist of high motivation, intelligence, aptitude, and age. Those internal aspects are very important to influence in developing a second language, especially in English grammar used. However, it is contradictory with Cahya & Syam (2013) mention that in Krashen's theory, he is an expert in linguistics, which is highly recognized by the world that he contradictory from the other experts of language. He said the essence of language learning is the ability to be able to speak and communicate (communication) the target language without pay attention to grammatical rules.

Whereas grammatical rules have an important aspect in speaking, as Hunston (2012) said that grammar is giving a simple way of recording how a word is used, it means that grammar is providing some words easy to understand in use. Furthermore, according to Laura (2015), the grammar of a language provides language users with linguistic resources to express meaning, construct sentences, texts, and communicate with other speakers. Therefore, acquiring a second language, especially English grammar in speaking, is very important, and it needed more effort for the FLS (Foreign language student).

2. Type of English grammar use in speaking.

From the result of the data, it shows some types of grammatical used in her utterances, which are coded by the researcher with the first question interview: what do you usually do on the weekend? and the informant response correctly by good grammatical related with the context of question it can see table 1:

Table.1

No	Type of grammar use	structure	sentence	Total
1	Simple present	S+ V ₁ + O	<i>I stay in the dormitory, and I often to breakfast</i>	5
			<i>Usually, I get up at .4 AM.</i>	
			<i>I watch Korean movies.</i>	
			<i>I do not like it but sometimes my friend,</i>	
			<i>she watches Korean movie then I like”.</i>	

The table shows that she understands what grammar should use related to the context of the question. Furthermore, she knows that the structure of simple present use followed by V1 + O and used appropriate negative structure used auxiliary DO + NOT. As in the script:

“I think I stay in the dormitory and I often to breakfast. Usually, I get up at 4 AM. I watch Korean movie, because e... first time I do not like but sometimes my friend; she watches Korean movie then I like”.

The second question of the interview from the researcher asks her to do describe her family in Thailand. While she is describing her family, she is able to use grammar correctly in the degree of comparison form, adjective, and appropriate using an auxiliary verb it can see below table 2:

Table. 2

No	Type of grammar use	structure	Sentences	Total
2	Degree of comparison	S+(Tobe)+Adj+er+ Than+O	<i>He is taller than me</i>	2
			<i>my younger brother</i>	
3	Noun phrase	Adj+ Noun	<i>he is white skin</i>	2
			<i>he is a handsome boy</i>	
4	Auxiliary Verb	Auxiliary verb (Do)	<i>he is handsome</i>	3
			<i>He wants to be a football player”.</i>	
			<i>he is white skin</i>	

The table above shows that Asma is correct in her speaking by pay attention to the grammatical use when she describes her family. Furthermore, she has known when she wants to say something comparative degree, she known the structure in it, likewise use of noun phrase and auxiliary verb. As in script:

" yE'...my brother., and he is white skin, he is handsome, and he likes to play football. He wants to be a football player".

The last question of the interview about her experiences why she wants to study in Indonesia. When talking about the context of experiences, it means talking about a past event which should past participant form and used verb two (V₂) in her speaking it can see below table 3:

Table. 3

No	Type of grammar use	structure	Sentences	Total
5.	Simple past	S + V ₂ + O	<i>when I was in Thailand</i>	6
			<i>I wanted to study in Malaysia and Turkey.</i>	
			<i>but the turkey was far away from Thailand</i>	
			<i>Malaysia was so expensive.</i>	
			<i>I did not have Em... scholarship in Malaysia and turkey.</i>	
			<i>I got a scholarship at Asyafiiyah University Indonesia".</i>	

The table above can be seen that she fluent when she explains her experiences use the past form, and she could differ the use of negative sentences used correct auxiliary, which is a little bit difficult to practice past form in negative form. As in script:

"When I was in Thailand, I want to learn. I want to go out from Thailand. Firstly, I wanted to study in Malaysia and Turkey, but the turkey was far away from Thailand, and Malaysia was so expensive. I did not have Em... scholarship in Malaysia and turkey. I got a scholarship in Asyafiiyah University Indonesia".

Related with the second research question of this research, based on the result shown. The use of grammar while interviewed was very structured, and it became to know the meaning of context utter as Iwashita (2018) mentions that in a communication-oriented language is regarded as a tool for communication, and grammar is an integral part of oral language proficiency to enhance students' communication skills. In addition, when uttering a second language by grammatical rules, unconsciously learns some grammatical structure in the main aspect such as phonology, morphology, syntaxis of the context. As Cook (2017)

argue that Syntax mostly comes from descriptive grammar, phonology consists of the only concept of the phoneme, morphology in language use inflection.

Moreover, fluency in grammar use in speaking reduces language interference when delivering some information to each other, although the result of the interview unconsciously used her first language. So, language interference describes how students who learned a new language essentially had to learn both the colloquial and academic scientific language. It means that interference in the native language learns from the first language to the second language.

Conclusion

Language is the main of communication in human life in this world; it is a speech of thoughts and feelings of someone who is regularly used for communication between members of the community. Therefore, acquiring second language acquisition, which the second language can be obtained and mastered only by learning consciously and deliberately. In speaking, grammatical roles a prominent aspect. By using grammatical in speaking, it's become structured and understandable of the context in the main aspect such as phonology, morphology, syntaxis of the context. Moreover, fluency in grammar use in speaking reduces language interference when delivering some information to each other, although the result of the interview unconsciously used her first language.

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Derivational Affixes Found on Instagram Post of @Poemsporn

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Abstract

The study is focused on finding out the types of derivational affixes, the function and the general meaning of each word found in the Instagram Post @poemsporn_. This study is used theory propose by Brinton (2010) about the types and function of derivational affixes and Katamba (1994) about the general meaning of derivational affixes. The writer used observation procedure method which used before analyzing the data. Then, the writer used descriptive-qualitative method. In addition, for presented the data, the writer used an informal method to present the data. This study found there are 34 words that indicated as derivational affixes. The prefixes are 5 words. They consist of prefix (Im-), (a-), (In-), and (Un-). However, there are 29 words that indicated as derivational affixes by adding suffixes (-ing), (-ly), (-ness), (-or), (-ful), (-less), (-ion), (-ance). In addition, for the function of words found are indicated as class changing consist of 33 words, while class maintaining are 2 words. The class changing functions are from verb to noun, adjective to noun, noun to adjective, and adjective to adverb. Meanwhile, the class maintaining function is from adjective to adjective.

Keywords: Derivational Affixes, Prefix, Suffix, Class Changing, Class Maintaining

Introduction

Communication is a bridge for people to deliver their utterances. We need language as a tool to do it. In the language itself, a sentence is a combination of words that already has a meaning. Learning about how words are formed is a common thing. The understanding of a word form which related to the meaning of the word itself, could help to reach a successful communication.

Based on Brinton (2010), morpheme is small pieces in language that already has meaning; the morpheme may be not the same as a word, but it may be smaller piece. One word may have more than one morpheme, and it may two or even three morphemes.

Morpheme could be divided into two types which are free morpheme and bound morpheme. A free morpheme could stand alone without adding any morpheme. Meanwhile, a bound morpheme could not stand alone, it needs being attached to other morphemes. Affixes are included to bound morpheme that not carried a core meaning. It needs to be attached to a free morpheme. Lieber (2009) mentioned that affix consists of two kinds which are prefixes and suffixes. In English, there are two types of affixes which are prefix that place in the beginning of word and suffixes that place in the end of word. According to Katamba (1994), any form that affixes are attached in word-formation named a root. The root of word could be attached with more than one affix in several words.

According to Brinton (2010), derivational affix is one of the types that may in affixes. Derivational affix is to create a new word in a language. According to Lieber (2009), derivation is the progress of word that make and form a new lexeme, before it the word should the root, because the word could be changed into a new word by adding an affix. It has two functions such as to change the word classes (class changing) and to change the

meaning of the root (class maintaining). The function of affixes is important to create a new lexeme in language. The attachment of affixes may change the meaning of the root but not the word class. Based on Brinton (2010), The classes of word could be changed from verb to noun, adjective to noun, adjective to verb, noun to verb, noun to adjective, verb to adjective, adjective to adverb, and noun to adverb.

As we know, reading is one of necessity in human life. It helped people to get many new information and knowledge for themselves and others. In this modern era, there are many platforms share new information and knowledge easily. One the platforms is Instagram. The dominant users are teenagers and adults. The platform is a place where the users could share their photos, videos, even write comments on other user accounts. The user of Instagram provides several contents which are about the user life, news, new knowledge, and also new information. Generally, the contents are provided a piece of information which in the form of sentences. The word in a sentence could be analyzed by everyone. The writer chose one account that provided quotes in form of photo. The account is @poemsporn_.

The similar study in form of an article was found with title An Analysis of Derivational and Inflectional English Morphemes. The study was done by Halawa A., Raflis, and Reni F (2017). The data were taken from Jakarta Post. The study is focused on to find out the kinds, the function and principle of derivational and inflectional morphemes in Jakarta Post Article. The writer used qualitative research. The writer found 23 kinds of derivational morphemes which are prefix (un-), (in-), (re-), (dis-), while suffixes (-er), (-ment), (-ful), (-ness), (-tion/ion), (-ence/-ance), (-able), (-ity), (-al), (-ize), (-ism), (-ist), and (-ly). In addition, Inflectional morpheme such as (-s/-es), (-'s), (-er), (-est), (-ed), (-en), (-s/-es), and (-ing).

The second study was proposed by Wulandari A. (2014) with title A Morphological Analysis of Derivational Suffixes in Short Stories. The data were taken from 5 short stories. The study used descriptive-qualitative research. In the finding, the writer found 205 data that indicated as derivational affixes which in noun class, adverb class, adjective class, and verb class. The study is focused on describing the forms and function of derivational suffixes in the short stories.

Another study in form of an article was proposed by Siboro E. & Bram B. (2020) with title Morphological Analysis of Derivational Affixes in Brothers Grimm's The Story of Rapunzel. The paper aimed to explore the types and function of derivational affixes. the writer used quantitative-descriptive method. In the finding, he found 33 words that contained derivational affixes which are prefixes and suffixes. In addition, he also found four function of derivational affixes such as noun formation, adjective formation, verb formation, and adverb formation.

Based on the phenomenon explained above, the researcher is interested to analyze about derivational affixes. This research aimed to find out the types of derivational affixes and the intended meaning in each word that found on Instagram Post @poemsporn_. It helped the researcher and readers to expand the knowledge about derivational affixes and to understand the intended meanings of each word based on the data quote.

Theory and Method

The study used two theories about derivational affixes. The theory is proposed by Brinton (2010) about the function and types of derivational affixes which the functions are class changing and class maintaining. Meanwhile, the types are divided into 4 part such as nominalizer, verbalizer, adjectivalizer and the last one is adverbializer. The types are explained above.

Nominalizer is part of class changing. It is changed the class from verb to noun with suffixes (-ment), (-er), (-ation), (-al), (-ance/ -ence). In addition, from adjective to noun with suffixes (-dom), (-ity), and (-ness).

Verbalizer is included with suffixes (-ify), (-ize), (-ate), and (-en). This is changed the class from adjective or noun to verb.

Adjectivalizer, this is also part of class changing. The suffixes that indicated as the class changing from noun to adjective such as (-y), (-ous), and (-ful). In addition, the is also from verb to adjective such as (-ive), (-able), (-ful), and (-ent/ -ant)

The last is adverbializer. It is changed the class from adjective or noun to adverb with suffixes (-ward), (-ly), and (-way(s)).

However, it is also used theory proposed by Katamba (1994) about the general meaning of several representative of derivational affixes. For example:

- Suffix (-er) used to indicate a person who does whatever the verb means.
- Suffix (-ing) used for the act of doing whatever the verb indicates.
- Suffix (-ment) used for the result or product of the action of the verb; the instrument used to perform the action of the verb.
- Suffix (-ness) for forms a noun expressing state or condition.
- Suffix (-ise/-ize) for bring about whatever the adjective signals.
- Suffix (-ly) used to indicate a forms adverb from adjective.
- Etc.

This study is used several methods to make and help the study. The data were taken from Instagram Post of @poemsporn_. The writer chose several posts that provided a quote in form of photo from April until November. This study is used theory proposed by Brinton (2010) about the types and function of derivational affixes and Katamba (1994) about the general meaning of the derivational affixes for analyzed the data. In collected the data, the writer used observation procedure method which use several steps before analyzed the data. After collected the data, the writer used descriptive-qualitative method to analyze the data. In addition, for presented the data, this study is used an informal method to showed the data, which used an explanation about the finding of this study.

Findings and Discussion

This part is presented the summaries of the finding in this study. This study is analysed several Instagram Post from @poemsporn_. In each of post already have several words that may indicated of derivational affixes. In 15 Instagram Post there are 34 words that indicated as derivational affixes. From 34 words, it is consisted of prefixes and suffixes. The words found that attached by prefixes are 5 words. It is consisted prefix (Im-), (a-), (In), and (Un-). However, there are 29 words that indicated as derivational affixes by adding suffixes at the end of root. It is consisted of suffixes (-ing), (-ly), (-ness), (-or), (-ful), (-less), (-ion), (-ance).

In addition, several of words found is indicated as class changing and class maintaining. For the class changing is consisted of 33 words, while class maintaining are two words. The class changing are from verb to noun, adjective to noun, noun to adjective, and adjective to adverb. However, the class maintaining or the is not change is from adjective to adjective

The data is presented by an explanation in this study. Some of representative data that found in quote of @poemsporn_ is divided into two types of derivational affixes which are prefix and suffix. Each the derivational affixes, there would be followed by an explanation about the function and meaning of the word. It would be explained below.

Prefix

A prefix is part of an affix that attached in the beginning of the root of a word. This is types of bound morpheme which could not stand alone. It should be added by others morpheme which free morpheme. The attached of prefix may changed the meaning of a word, but not a class of word itself.

1. Prefix (Im-)

Data 1:

“The attitude of “that’s just how I am, take it or leave it” is still a sign of immaturity.”
(6 September 2020, @poemsporn_)

The prefix is detected in the beginning of a word that underlined above. The prefix (im-) is attached to the root of “mature”. The general meaning of prefix (im-) is not and it is indicated as negative prefix. The word “immaturity” means the characteristic of not mature of wise. In addition, the word found above is attached by suffix (-ity).

2. Prefix (In-)

Data 2:

“You cannot be interested and inconsistent.” (26 October 2020, @poemsporn_)

The word found is “inconsistent”. It is attached by prefix (in-) in the beginning of the root of “consistent”. Generally, the prefix (-in) is attached to class of adjective. it is showed a negative class which bring a meaning “not”. The word means you cannot be not consistent about a thing.

3. Prefix (Un-)

Data 3:

“Dear best friend, thank you for being my unpaid therapist”. (12 November 2020, @poemsporn_)

The word “Unpaid” is formed from “(Un-)” which the bound morpheme and “paid” a free morpheme. The prefix is part of negative prefix that means not. The general meaning from the prefix is reversive and it is attached with verb. However, the word is also indicated as inflectional affixes which past tense (-ed), it used to correct the grammar that something has done. The word found above means must not pay for something good that best friend did.

Suffixes

It is a bound morpheme that attached in the end of root of the word. After attached a suffix, the word may have different class of the word. There are several types of suffixes that would be explained above such as (-or), (-ly), (-ing), (-ful), (-less), (-tion), (-ance), and (-ness).

1. Suffix (-ing)

Data 4:

“When your mental health is bad, give yourself a break. Don’t make yourself feel guilty for things you can’t do. Don’t feel bad about eating bad, about not doing as much as you normally would. You’re human. It’s okay to struggle. Look after yourself, and your mind. It’s important.” (19 May 2020, @poemsporn_)

The word “Eating” in the data above is derived from verb to adjective. the word found is attached by suffix (-ing). Based on Katamba (1994), the general meaning of

suffix (-ing) is the act of the verb is signified. The intended meaning of that word is feeling bad to eat something or not has interest to eating.

Data 5:

"The best feeling in the entire world." (12 August 2020, @poemsporn_)

"Feeling" is the word found that indicated as derivational affixes. It derived from verb to noun. The word "best" is described the word "feeling", because that is the core in that sentence. In addition, the word found is combined from two morphemes such as free morpheme which the root of a word "feel" and the suffix (-ing) is included to bound morpheme. The "feeling" in the data is the expression.

Data 6:

"You cannot see your reflection in boiling water." (2 October 2020, @poemsporn_)

The underlined word above is type of derivational with suffix (-ing). The suffix is attached in the end of the root of a word which is "boil". The word is derived from verb to noun. It derived, because the word "boiling" is modified or supported the word "water" which is the class is noun. The general meaning of suffix (-ing) is the act of doing whatever the verb indicates. The word found means about the boiling water.

2. Suffix (-ly)

Data 7:

"When you realize you could walk directly into your best friend's." (12 August 2020, @poemsporn_)

The root of a word "direct" is attached by suffix (-ly). Commonly, the suffix is added to the adjective class and derived to adverb class. The general meaning of suffix (-ly) is forms of adverb from adjective. The word "directly" based on data above is direct or without intermediary or media.

Data 8:

"As an adult, it's your responsibility to figure out which of your traits are toxic and are negatively impactful towards other people and the ones you love, and to eventually learn how to fix them." (6 September 2020, @poemsporn_)

The word found is marked by underlining the word. It is derived from adjective to adverb class. The word is consisted of two morphemes, the first is "eventual" which is a free morpheme and second morpheme "(-ly)" which a bound morpheme. The word found means a description of time which is finally or at the end.

Data 9:

"Talking to someone with an open mind is seriously one of my favorite things because there's never an end to what you can talk about and learn". (7 October 2020, @poemsporn_)

"Serious" is the root of the word found in data above. The root is attached by suffix (-ly). The word is derived into adverb formation. The word means the expression of saying something that truly happened.

3. Suffix (-ful)

Data 10:

"It took me a long time to realize that not everything in life is meant to be a beautiful story." (11 September 2020, @poemsporn_)

The word found in data above is “Beautiful”. There are two morphemes which are “beauty” as the free morpheme and “-ful” as the bound morpheme. The general meaning of suffix (-ful) is filled with the noun which is beauty in the word found. The word is derived from noun to adjective. However, based on the data, the word found is indicated as noun, because it is described or modified the word “story”. The meaning of data above is everything in life may not ending with a story that full of good memories.

4. Suffix (-tion)

Data 11:

“Sometime you have to put aside what you feel for them, and pay attention to what their actions are saying they feel for you.” (24 September 2020, @poemsporn_)

The data above showed a word that indicated as derivational suffixes by adding suffix (-ion). The words “attention” is derived from verb to noun. The general meaning of suffix (-ion) is derived noun of condition or action from verb. However, the word found means to give an interest to something. In addition, there is also one word more that indicated with suffix (-ion) which is “actions”. It is also derived from verb to noun. That word is also attached by suffix (-s) that indicated as inflectional affixes. The word “action” means the behavior of someone.

5. Suffix (-less)

Data 12:

“Honor the friendship that allow you to pick up from where you last left off, regardless of how long it’s been since you connected.” (27 September 2020, @poemsporn_)

The formed of “Regardless” is from two morphemes such as “regard” which free morpheme and “(-less)” which bound morpheme. It derived from noun to adjective. The general meaning of suffix (-less) that attached to a word found which “less” is the act of does not has or without the noun. Based on the data, it means the act of not paying attention to something.

6. Suffix (-ness)

Data 13:

“Don’t put your happiness on hold for someone who isn’t holding on to you. Some chapters just have to close without closure.” (11 September 2020, @poemsporn_)

The word found in the data above is “Happiness”. The general meaning of suffix (-ness) is a form a noun expressing state or condition. The word found is formed from “happy” which adjective, to “happiness” which is noun class. However, based on the data, the word means the expression of happy.

7. Suffix (-or)

Data 14:

“An overthinker must date a great communicator.” (14 October 2020, @poemsporn_)

“Communicator” is consisted of two morphemes. The root is “communicate” and the suffix is “(-or). The general meaning of suffix (-or) is a person who does whatever the verb means which the verb is communicate. The class is derived from verb to noun by adding the suffix at the end of the root. The word means the person who do a communication.

8. Suffix (-ance)

Data 15:

“Don’t force your importance in someone’s life”. (11 November 2020, @poemsporn_)

The underlined word is attached by suffix (-ance). The word is derived after adding a suffix from verb to noun. The general meaning of suffix (-ance) is derived noun of action from verb. However, the word means don't force your interest on something.

Conclusion

Morpheme could be divided into two types such as free and bound morpheme. Free morpheme could stand alone which does not need any help from other morpheme. Meanwhile, bound morpheme is the opposite of free morpheme that could not stand alone and need attached by the other morpheme. Derivational affixes is included of bound morpheme and it is have two kinds of affixes such as prefix and suffix. Prefix is place in the beginning while suffix is in the end of the root.

Based on the finding in this study, there are 34 words that indicated as derivational affixes. The words found are consisted of prefixes and suffixes. The prefixes are 5 words. It is consisted prefix (Im-), (a-), (In-), and (Un-). However, there are 29 words that indicated as derivational affixes by adding suffixes (-ing), (-ly), (-ness), (-or), (-ful), (-less), (-ion), (-ance). In addition, for the function, the several of words found is indicated as class changing and class maintaining. For the class changing is consisted of 33 words, while class maintaining are two words. The class changing are from verb to noun, adjective to noun, noun to adjective, and adjective to adverb. However, the class maintaining or the is not change is from adjective to adjective.

The writer hope that this study is useful and helpful for the reader to understand and expand the knowledge about derivational affixes. However, more know about how the word is formed and reduce the error of the use of affixes in forming a word.

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English with Lucy YouTube Channel to Teach Students' Speaking Skill

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Abstract

The research aimed to analyze speaking skill through “English with Lucy” YouTube channel. The research was conducted in the class 11 of SMK Kesehatan Letris Indonesia 2. The method of the research was Quantitative with Pre-experimental study. Writer choose one class as Experimental class. The used purposive sampling technique by choosing 33 participant and conducted pre-test and post-test to gather the writer data. The experimental class was using “English with Lucy” YouTube channel on learning English. The writer lasted for four months and writer compared the results of pre-test and post-test through SPSS 22 to conclude the results of research. The experimental class results would be the conclusion of research as this class used Vlogger Video during the lesson. The highest score of the pre-test was 60. And the highest score of the post-test was 92. There were the differences between pre-test score and post-test score. The value of the df t-value is searched based on $n=32$ with a range of 0,025. Its df t-value is 25,14. Because the t-test value is higher than the df t-value ($25.14 > 1.6956$) H_1 is accepted and H_0 is rejected, so the learning method is successful in improving students' speaking skill. It means that teaching speaking skill through “English with Lucy” YouTube channel was significant.

Keywords: English with Lucy, speaking skill, YouTube,

Introduction

Education is one of the process to bridge people success. Education also one of the tools to develop the potential that exist in someone. Most of people in Indonesia think that education is a movement of change that believed to change a person or even the group from the low knowledge one to the high knowledge one. Education is considered can hone the human's mind to be sharper in critic thinking.

Education in Indonesia is still lack in equity, in facilities, and school building, and professional teachers. However, the government has tried the best to eliminate the gaps that occur in education in Indonesia. It has proven that education in Indonesia began develop from year to year. Education in Indonesia needs more improvement in many fields of educated program and supervised by the government and the citizen of Indonesia.

In English there are 4 skills that must be mastered for every people. They are reading, listening, writing, and speaking. In these, speaking is one of the important skills that should mastery for people, especially student. When we learn a language, there are four skills that can support us to complete our communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four “languages skills”.

We have all the abilities and context information we need to understand what we hear in our first language, so we usually don't really know how complicated a mechanism is. Some of what it is involved in learning to comprehend what we hear in a second language will be defined briefly here.

Speaking skill becomes one of the significant skills that needed for all people in this world, especially student. Through speaking will help out the students to understand what the other people said. And if the student mastery in speaking skill it can help the student lack of confusing and also lack of misapprehension when communicate with other people.

In learning English, speaking is a needed for student to communicate with the other students or even their teachers. Besides that, the benefit for students is they can express their ideas or even their arguments when the learning process.

In Indonesia, speaking is still difficult considered. Speaking in Indonesia filled the lowest rank in English Proficiency Index, which is to be improved. There are problems that Indonesian people have, that is lack of motivation and some people in Indonesia is to fear to make mistake. And the student in Indonesia have the problem about self-confidence and anxiety. The students still feel shame when they speak in conversation or even when they speech. And it greatly affects the potential Indonesian students in speaking skill.

The implementation of learning process in Indonesia for speaking skill is still lack of strategy. Because some Indonesian English teachers do not renew their strategy for learning process. Then, the other problem in Indonesia is difficulty to find out the native speaker. Another problem of Indonesian school is, if there is native speaker it will cost extra. It means school must spend extra money to pay the native speaker.

From the problem above, learning media is one of the tools to hold students. The newest media is very helpful to renew education in Indonesia itself. One of the new learning media is use platform in social media, such as YouTube. Nowadays YouTube can be helpful media. Because from YouTube the students can access it anytime they want. Even though YouTube can be pleasant media that make the students feels happy and enjoy when the learning process.

Previous research, Kanfush and Jaffe (2019) "Using Video Modeling to Teach a Meal Preparation Task Individual with a Moderate Intellectual Disability." The finding is video modeling is effective instructional strategy for teaching meal preparation skill for adolescent with moderate or severe disabilities.

Based on the previous research the writers want to use "English with Lucy" YouTube channel to teaching student's speaking skill. To make the students more confidence when they speak with another person or even the native speaker.

Theory and Method

Speaking

There are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say word orally to communicate as by talking, to make request, and to make a speech. (Nunan, in Leong & Ahmadi, 2017).

Speaking cannot be separated with the mother tongue as a support of intonation, rhythm and also pronunciation. And mother-tongue also can produce the sound that clearly and natural to comply the established rules.

There are interactive processes of constructing meaning that involves producing and receiving and processing information (Brown, 1994 cited in Bangun, 2018). By speaking, in a transaction, students are required to be able to communicate and articulate the sense of language and interpersonal spoken text to connect with the world. Students can build the good communication and can lack misunderstanding and misperception

According to the author, there are several factors that influence learning of speaking skills for instance use of mother tongue outside and inside classroom environment, low status

of English in a country, learners' negative attitude towards English language, use of mother tongue by teachers to explain difficult concept, use of teacher-centered methodology and passiveness of learners in classroom. These factors influence successful speaking skills lessons.

The component of speaking

Speaking has components that must be achieved by the students. This component must be fulfilled for good speaking. According to Kheidar (2017) there are 2 main criteria that students must be achieved, it is: fluency and accuracy. Thus, components very useful to help the students to improve their speaking skill.

1) Fluency

Fluency can influence the performance of the students. Fluency can influence the person that speak slowly or speak fast. Fluency also the parameter that the speaker fluent speaker and speak clearly.

2) Accuracy

Accuracy is the students should pay attention to the correct and completeness of the spoken language for improve the language. We can say that accuracy is related to grammar. The students must know the structure of the speech when they communicate with the others.

When you speak you should ensure that both of fluency and accuracy is balance. It is very important things when you have to communicate with someone, and the listener get the point what you said. When you ensure that both of fluency and accuracy is balance it will make your sound very fluently and naturally.

YouTube

In 21st century technology has developed rapidly. Nowadays people have easily to enjoy the technology for search information, share education or even to entertain themselves. Social media is the branch of technology. Social media is including Facebook, twitter, Instagram and YouTube.

Nowadays, YouTube becomes a largest of sharing and searching videos. People can get easily access YouTube anytime and anywhere. It can be for entertain, politic, medical, and education.

Talk about YouTube, YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karem. They were work at PayPal's employees. YouTube was launched on February 14, 2005. YouTube offered a beta test in May 2005, before the official launch in November 2005.

According to Kabooaha and Elyas (2017) YouTube is the technology which is precious for learning media. Using YouTube can be precious because it can enhance student's motivation when learning process.

English with Lucy YouTube Channel

"English with Lucy" is the channel YouTube that published by Lucy as an owner of the YouTube channel. Her full name is Lucy Bella Earl. She was born in Milton Keynes, England, on June 10, 1994.

Lucy has earned more than 2.9 million subscribers. Her channel is about learning English as a foreign language. One of her most popular videos is "How to Introduce yourself in English" that posted in August 2019. She got 2.1 more viewers less than 3 months.

Teaching Speaking Using YouTube Channel

Nowadays teacher can use a variety of media that can suitable for the students. One of media that can be used by the teacher is using a video in YouTube. According to Kheidar (2017) YouTube videos can improving student's speaking skill not only oral performances but also encouragement the teacher in learning process.

In Indonesia the use of YouTube as a learning media is a new method. Some of teachers in Indonesia still stuck use the book for their learning media. Even though using YouTube for learning media is very good and fun. The students not only see the text of learning media, but they can also see the pictures or video as the learning media. So, it hopes can develop their critical thinking.

The writer was conducted the research on 11th grade of SMK Kesehatan Letris Indonesia 2, south Tangerang. It is located on Jl. Raya Siliwangi no. 22 Pondok Benda, Pamulang Barat, Kecamatan Pamulang, Kota Tangerang Selatan, Banten 15417.

The research was conducted in the second semester of 2019/2020, and academic year starting from October 2020- January 2021, and the timing refers to academic calendar of 11 vocation high school.

In the research, the writer used quantitative research as the method with pre-experimental design method. According to Apuke (2017) A quantitative technique used to assess whether a relationship exist within a population (or a sample) between two or more variables, and to what degree. The degree of association is expressed via coefficients of correlation. The proportion are between + 1.00 and -1.00. Higher ratios (closer to + 1.00 or -1.00 coefficients) suggest stronger relationships. Positive correlations indicate that one variable's values go up, so do the values associated with the other. The writers chose one group sample with pre-test and post-test experimental design.

The population in the research is the eleventh grade of SMK Kesehatan Letris Indonesia 2 South Tangerang. The writer did the experiment at 11th grade students of SMK Kesehatan Letris Indonesia 2. In this school, there were 5 classes of 11th grades.

To answer questions about the research, it is uncertain that the writer the data from all cases should be available for compilation. Thus ,a sample needs to be selected. According to Taherdoost (2016:20) A sampling frame is a list of the real cases from which to draw a sample. The sample framework has to be representative of the population. The writers to 1 class for sampling: 11th grade. The writer used one class for the experiment in eleventh grade KP 1. There were 33 students in eleventh grade KP 1.

For the speaking test, the data obtained from the pre-test and post-test were being analyzed by the writer to measure the impact of "English with Lucy" YouTube channel in speaking test. The writer used t-test statistical analysis.

Findings and Discussion

The data of the study was collected from XI Nursing 1 of Smk Kesehatan Letris Indonesia 2, Benda, Pamulang in the academic year of 2020/2021. Total sample of the study is 33 students.

The data important in this study, three tools were obtained from three instruments. They were pre-test, treatment, the last post-test. The pre-test was conducted on September 3rd 2020 in order to get to know their basic speaking skill. The treatment was conducted on 4th September until 18th September to guide or improve their speaking skill better and build their confidence in speaking skill. The post-test was conducted September 19th in order to find out the progress after we did the treatment.

It revealed that there were variations in the score between pre-test and post-test depending on the measurement outcome. The lowest score in pre-test was 40 and the highest was 60. The mean of pre-test was 51.82. The lowest score of post-test was 80. The highest score of post-test was 92. So, the mean of post-test was 85.

Table 1. The distribution frequency of Pre-Test

Score	Frequency	
	Students	Precentages
40 – 43	3	9,09 %
44 – 47	7	21,21 %
48 – 51	7	21,21 %
52 – 55	7	21,21 %
56 – 59	0	0 %
60 – 63	8	24,25 %
64 – 65	1	3,03 %
TOTAL	33	100 %

From the Table 1, it showed that the lowest score in 40-43 was 3 students (9.09%) and the highest score was 1 student (3.03%).

Table 2. The distribution frequency of Post-Test

Score	Frequency	
	Students	Percentage
80 – 81	6	18,18 %
82 – 83	5	15,15 %
84 – 85	6	18,18 %
86 – 87	8	24,25 %
88 - 89	4	12,12 %
90 – 91	3	9,09 %
92	1	3,03 %
TOTAL	33	100 %

From the Table 2, it showed that the lowest score in 80-81 was 6 students (18.18%). The highest score was 92 was 1 student (3.03%).

Table 3. Assessing Speaking Skill

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; little or no hesitations; no attempts to check for words; Excellent volume.	Pronunciation is great; strong accent effort is excellent.	Excellent language function control; a large range of well-chosen vocabulary	Precision & selection of grammatical structures	Excellent definition level; additional information beyond the required
4	Smooth and fluid speech; few hesitations; a limited quest for words; a word or two that is inaudible	Pronunciation is good; great accent effort is good.	Strong control of language; good selection of reasonably well-chosen vocabulary.	Some grammatical structure errors can be caused by attempts to provide a set.	Strong definition level; all relevant details included.
3	Speech is relatively fluid; some pause and unevenness caused by words being rephrased and searched; volume wavers	Pronunciation is good; Some effort accent, but is certainly non-native	Adequate language control; absence of vocabulary selection	Frequent errors in grammar that do not have an obscure meaning; little variation in structure	Adequate description; there should be some additional information
2	With several sentences left uncompleted, the voice is always hesitant; the intensity is very slow	Pronunciation is all right; No attempt at native accent	Bad control of the language; simple choice of vocabulary with some words obviously missing	Even in basic structures of often obscure significance, frequent grammatical error.	There are some important details in the explanation that make it hard for the listener to understand
1	Except for brief memorized words, speech is sluggish, tentative & strained; continuity of speech is hard to perceive; inaudibly	Pronunciation is lacking and difficult to comprehend; no attempt at a native accent	Poor control of language; the terminology used does not fit the assignment	Grammatical errors are common, even in simple structures; context is blurred.	There is such a lack of explanation that the listener does not understand

The table above is the guidance for the researcher to assess student's speaking skill. Score 5 for the student who has excellent in speaking. Score 4 for the student who good in speaking. Score 3 for the student who has enough in speaking. Last, score 2 for the student who has poor in speaking.

Table 4. The Classification Student's Score

CRITERIA	SCORE
Excellent	5 (90-100)
Good	4 (76-89)
Enough	3 (66-75)
Poor	2 (40-65)

The table above is the classification for the student's score. The student who get score 90-100 is excellent in speaking. The student who get 76-89 is good in speaking. The student who get 66-75 is enough in speaking. The student who get 40-65 is poor in speaking.



Diagram 1. Student's pre-test and post-test chart

From the diagram above, we can see that there are the significance differences between pre-test and post-test. The total score of pre-test is 1710 and the score of post-test is 2805. So, it can be concluded that the post-test has the highest score than pre-test score. It can be seen that the result is $\sum X_1 = 2805$, $\sum X_1^2 = 238805$ and $\sum X_2 = 1710$, $\sum X_2^2 = 90100$. The analysis of Post-Test (X_1) and Pre-Test (X_2) variable as follows:

- a. Determining mean of X_1 variable:

$$M_1 = \frac{\sum x_1}{N_1} = \frac{2805}{33} = 85$$

- b. Determining of standard deviation score of X_1 variables:

$$SD_1 = \sqrt{\frac{SS_1}{N_1 - 1}}$$

$$SS_1 = \sum x_1^2 - \left(\frac{\sum x_1}{N_1}\right)^2$$

$$SS_1 = 238805 - \left(\frac{2805}{33}\right)^2$$

$$SS_1 = 238805 - \frac{7868025}{33}$$

$$SS_1 = 238805 - 238425$$

$$SS_1 = 380$$

$$SD_1 = \sqrt{\frac{380}{32}}$$

$$SD_1 = \sqrt{11.875}$$

$$SD_1 = 3.45$$

c. Determining mean of X_2 variable:

$$M_2 = \frac{\sum x_1}{N_1} = \frac{1710}{33} = 51.81$$

d. Determining of standard deviation score of X_2 variables:

$$SD_2 = \sqrt{\frac{SS_2}{N_2 - 1}}$$

$$SS_2 = \sum x_2^2 - \left(\frac{\sum x_2}{N_2}\right)^2$$

$$SS_2 = 90100 - \left(\frac{1710}{33}\right)^2$$

$$SS_2 = 90100 - \frac{2924100}{33}$$

$$SS_2 = 90100 - 88609$$

$$SS_2 = 1491$$

$$SD_2 = \sqrt{\frac{1491}{32}}$$

$$SD_2 = \sqrt{46.59}$$

$$SD_2 = 6.82$$

e. Determining t-test:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{85 - 51.81}{\sqrt{\left(\frac{380 + 1491}{33 + 33 - 2}\right)\left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$$t = \frac{33.19}{\sqrt{\left(\frac{1871}{64}\right)\left(\frac{2}{33}\right)}}$$

$$t = \frac{33.19}{\sqrt{(29.23)(0.06)}}$$

$$t = \frac{33.19}{\sqrt{1,75}}$$

$$t = \frac{33.19}{1,32}$$

$$t = 25.14$$

f. Determining degrees of freedom:

$$Df = N - 2$$

$$Df = 33 - 2$$

$$Df = 31$$

Determining t-table in significance level 5% with Degree of Freedom (df)

The value of df is 31 at degree of significance 5% on t-table is 1.6956

The result is $25.14 > 1.6956$

Table 5. The Result of Hypothesis the Data

t-calculation	t-table 0.05	Significant
25.14	1.6956	Significant

The writer here collected the data by doing pre-test, treatment, and post-test. The researcher proposed the hypothesis as follow: Alternative hypothesis (Ha): “English with Lucy” YouTube channel has impact in teaching speaking skill. The null hypothesis (Ho): “English with Lucy” YouTube channel has no impact in teaching speaking skill.

It is confirmed by the outcome that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Although this study was conducted during the pandemic covid-19 and using online application like zoom meeting and Whatsapp to collect the data, the students felt happy and responsible.

From the data above, the score was 25.14 which obtained in the degree of freedom (df) of 28, with the degree of significance 5%, it gained score 1.6959. It means the t-observation was higher than t-table. It showed that “English with Lucy” YouTube channel has impact in teaching speaking skill.

Conclusion

Based on the study that was conducted in XI nursery 1 of students at SMK Letris Indonesia 2 Pamulang, South Tangerang. This study conducted by zoom meeting application and used Whatsapp application to collect the data running smoothly. The students feel happy and enjoy when the writer give the video from YouTube. The students find it easier to study by using video from YouTube. It proves that there are the differences score between pre-test and post-test, it can be seen by the result that showed above. Pre-test is showed 51.82 and the Post-test is showed 85. From the explanation, there is a significant result by using “English with Lucy” YouTube channel.

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Coherence on Undergraduate Thesis Abstract Written by English Language Students

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Abstract

Coherence is one of the important aspects in academic writing. It affects the reader's understanding about a text. Particularly in education, academic writing becomes the requirement for undergraduate students to claim their graduation by writing a thesis. Thesis has some important parts, one of them is a thesis abstract which delivers a brief summary about the whole thesis. Therefore, the students need to write the thesis abstract coherently to provide positive first impression and build the reader interest toward the thesis. However, many of the students are not aware to this demand. Based on the issue, this study aimed to reveal the coherence on undergraduate thesis abstract written by English Language Education Study Program students of Lambung Mangkurat University. This study applied descriptive qualitative approach. There were four abstracts from higher grade theses and four abstracts from lower grade theses analyzed in this study that were selected by using purposive sampling. The analysis of coherence in this study was conducted by content analysis method based on the topical subject progressions applied in the abstracts. This study found that the coherence in the four abstract theses was consistent and the coherence in the four abstracts of lower grade theses was varied by the finding of two from four abstracts had failed to reach coherence. Based on the findings, it was suggested for the students to improve and build awareness in writing a coherent abstract for their thesis as an academic writing product.

Keywords: Coherence, topical subject progression, undergraduate thesis abstract

Introduction

Academic writing is essential in education. It becomes the final task for college students as a requirement to claim their graduation. Therefore, the students have to be able to write academically well as the needs of their study. One of the academic writing products is a thesis, including the abstract as one of the important parts. An abstract delivers some important points consist of overview, aim, reason, methodology and finding of the research in limited words as a summary of thesis that provides the first impression for the reader before reading the full thesis (Paltridge & Starfield, 2007). Since it provides the first impression, an abstract should be written in well-structured writing (Jalalian, 2012). As a consequence, the students have to be able to write academically well as the needs of their study and be more concern about the writing of abstract.

One of the characteristics in a well-structured writing that students should be aware in writing an abstract is coherence. Coherence refers to the organization of written discourse of text which has a consistent development of ideas, concepts, or argument by which all elements are clearly and logically joined to each other (Almaden, 2006). According to Oshima and Hogue (2006), coherence will be achieved when the ideas in text move smoothly and logically. In addition, according to Halliday, as cited in Arifin (2020), a text must be consistent with the context and must have cohesion where the ideas are connected by cohesive devices to be considered coherent. In brief, coherence relates on how the writers

organize and connect the sentences in developing the ideas, concepts, or arguments clearly and logically integrated.

It is important for the students to write an abstract of a thesis in a well-developed structure which is clear and logically linked known as coherence. Certainly, there are some reasons that lead it to be an important issue. The first reason, it is essential to write an abstract coherently as it is required for academic writing and further studies, particularly as one of the graduation requirements. The second reason, the coherence of an abstract will facilitate the readers in interpreting the abstract accurately. Since the abstract is a summary, the coherence of an abstract will have effect on how the readers interpret the abstract and understand the whole thesis. The third reason, it is because the readers will decide whether they are interested or not to read the whole thesis by reading the abstract. It becomes the point of entry which provides the first impression for the readers. Therefore, it should be written well. Thus, by writing a coherent abstract, the students will provide positive first impression and assist the readers in understanding the abstract accurately which persuade them to read the whole thesis.

Based on the explanation above, the coherence of an abstract is essential. It is important for the students to be aware and writing an abstract coherently for their thesis. One method that the students may use to analyze and achieve coherence in writing is topical structure analysis (TSA). TSA was proposed by Lautamatti in 1987 to investigate how is the coherence in texts formed based on the topic progression in the texts (Flores & Yin, 2015).

As stated in Flores and Yin (2015), there are three sentence elements to be identified in the application of TSA before proceed to the analysis of progression. The first element is initial sentence element which comes first in a sentence. The second element is the mood subject which refers to the grammatical subject of the sentence. The third element is the topical subject of the sentence which refers to the idea being discussed in the sentence; it may or may not be the mood subject and may come in another lexical form.

After all of the topical subjects in a text identified, the analysis proceeded to analyze the progression of the topical subjects which revealed the coherence of the text. The analysis of progression in TSA involves parallel progression, extended parallel progression and sequential progression which proposed by Lautamatti (1987), also extended sequential progression which proposed by Simpson (2000) (Flores & Yin, 2015). Parallel progression occurs when two consecutive clauses have the same topical subject, identically or even as the synonym. Extended parallel progression is a parallel progression which occurs in two clauses that are non-consecutive. Sequential progression is a progression when the rheme element of a clause becomes the theme element of the consecutive clause. Then, extended sequential progression occurs when the rheme element of a clause becomes the theme element in non-consecutive clauses.

TSA has been applied successfully in writing studies in ESL and it has been applied by many researchers (Almaden, 2006). However, there is still a little information and studies which involve TSA in EFL where writing helps the writer to learn English as a new language. In addition, the undergraduate thesis abstract written by English Language Education Study Program (ELESP) students of Lambung Mangkurat University is not explored yet in terms of coherence. Therefore, this present study is conducted to analyse and describe the coherence of undergraduate thesis abstract written by ELESP students of Lambung Mangkurat University by the use of TSA. Specifically, this present study is aimed to answer a question of “how is the coherence of undergraduate thesis abstract written by ELESP students of Lambung Mangkurat University?”. Furthermore, this present study is expected to contribute and provide information about the application of TSA in EFL writing.

Theory and Method

This study employs a qualitative research approach as the data analysis will be elaborated and reported in words, phrases and sentences. The source of data in this study are the undergraduate thesis abstracts written by ELESP students of Lambung Mangkurat University batch 2014 which match the nature of qualitative design as it focuses on process and product, and the natural setting as a direct source of data (Fraenkel, et al., 2011, p. 440). The undergraduate thesis abstracts were purposefully selected by the researcher from JTAM. It is because the thesis abstracts published in JTAM are already considered official. In addition, the thesis abstracts were selected from the theses written by students from batch 2014 because they are considered new. The sources of data in this study involve two groups of data sources consisting of 4 abstracts from higher grade theses and 4 abstracts from lower grade theses which are believed to be sufficient to provide maximum insight and understanding to answer the research question. The information about the thesis grade was obtained from the ELESP administrator.

This study is conducted through content analysis based on topical structure analysis to reveal the coherence of the undergraduate thesis abstracts written by ELESP students of Lambung Mangkurat University batch 2014. The topical structure analysis conducts the analysis from the sentence elements until the progression of ideas and presents how the topical development is carried out in the two groups of data sources which describe the coherence of abstracts and answer the question in this study as reflected by the progression in the text. The technique of data collection was done by using following steps:

1. Preparing the two groups of data sources which consist of 4 abstracts from the higher grade of thesis and 4 abstracts from the lower grade of thesis
2. Analysing the topical subjects in independent clauses as the data to be analysed.

Then, in order to analyse the data, the researcher employs the procedures or stages as adopted from Ary, Jacobs, Sorenson and Razavieh (2010: 481), there are as follow:

1. Organising and familiarizing

In this stage, the data are put into a table to provide the better view of the progression based on the topical subjects in each abstract.

Lautamatti's (1987) parallel progression, extended parallel progression, sequential progression and Simpson's (2000) extended sequential progression are the types or patterns of progressions involved in this analysis. Then, the researcher familiarize the data through reading, rereading and reviewing.

2. Coding and reducing

The data coding is done by using necessary codes initially from the actual words of respondents or aspects. In this study, the data coding is aimed to respect the sources of data by keeping the writers' identity anonymously.

3. Interpreting and representing

In this study, the researcher delivers the result of the analysis through detail explanation in words as this study applies qualitative design.

In addition, this study also applies investigator triangulation and involves two experts which are the lecturers from English Language Education Study Program of Lambung Mangkurat University as a validator for the instrument and as a rater. It is aimed to fulfill the concept of making valid inferences from data and the consistency of data which are important in a qualitative research that indicate the quality of data (Ary, et al., 2010).

Findings and Discussion

The results are arranged based on two groups of abstracts analysed in this study, abstracts of higher grade theses and abstracts of lower grade theses. In abstracts of higher grade theses, the researcher found that the coherence of the abstracts is consistent. On the other hand, the abstracts of lower grade theses are varied in terms of coherence. The researcher found that two of four abstracts analyzed in this study have failed to reach coherence.

The analysis of coherence was based on the progression of topical subjects in each abstract. There were four types of progressions or patterns involved in the analysis. Those types of progressions were parallel progression, extended parallel progression, sequential progression and extended sequential progression. Those patterns describe the progression of topical subjects and show the relation of ideas in text. In the analysis, it was found that all of the progression patterns are already applied in the abstracts, however, there are still many ideas introduced as new topics.

Therefore, the researcher conducted the analysis of ideas movement based on the use of cohesive devices and logical order of the ideas or topics in the analysis of progression. It was aimed to provide comprehensive analysis. First, the ideas movement relates to the transition of ideas in text. To write a coherent text, the transition from one idea to the next should be smooth. The writer may apply cohesive devices to write smooth transition in their writing text. The next is about logical order, it means the writer has clear arrangement of ideas. For example, the writer makes logical division of ideas and organizes the idea from general to specific, or arranges their writing based on chronological order. A text is considered incoherent when the text is illogically arranged. In the analysis, there are some ideas or topical subjects that not smooth in the movement of ideas and not arranged in logical order which found in the two abstracts of lower grade theses. As a result, those two abstracts are considered incoherent.

Abstracts of Higher Grade Theses

In the analysis, there were four abstracts from higher grade theses analysed by the researcher. Based on the analysis, it was found that the four abstracts from higher grade theses analyzed in this study are consistent in terms of coherence based on the findings of the progressions of topical subjects in those abstracts. It is because they apply the progression patterns, smooth in terms of ideas movement and logically ordered.

In this point, the researcher presents the samples for the analysis of every progression pattern, ideas movement and logical order. First, parallel progression which applied appropriately like in clause number (2) and (3) in abstract HA 2:

(C3) *This research is limited only to investigate the principles violation.*

(C4) *This research is descriptive qualitative research.*

The topic in clause number (3), “This research”, is repeated in the next clause, that is clause number (4). Second, extended parallel progression which applied in clause number (8) and (11) in abstract HA 4 as the topic “the lecturers” is repeated in non-consecutive clause number (11):

(C8) *The research result indicated that in the process of teaching English, **the lecturers** sometimes switched their languages: English, Bahasa Indonesia, Banjarase, and Arabic. (C9) There were three **types of code-switching** used by the lecturers which were tag-switching, intrasentential-switching, and intersentential switching. (C10)*

While for the function, there were three **functions of code-switching** used by the lecturers which were topic-switch, affective-function, and repetitive function.

(C11) In conclusion, **the lecturers** switched their languages in some types and for various functions depend on the situation of their teaching activity and students' need.

Third, sequential progression applied in abstract HA 2, as the topic in clause number (2), "The principles", is already mentioned in the previous clause as rheme:

(C1) **This study** is aimed to describe the implementation of principles in constructing multiple-choice items in *Buku LKS Bahasa Inggris for the eight-grade students published by Kartika Prima*. (C2) **The Principles** are from Heaton (1977), Madsen (1983) and Brown (2010).

Fourth, extended sequential progression applied in abstract HA 3 when the topic in clause number (8), "the students", refers to the students which mentioned in clause number (6) as rheme:

(C6) **The sample** was 37 students from A3 and A4 class of Advanced Writing course.

(C7) **The data** were gathered by using observation, questionnaire and interview.

(C8) The result of this study shows that **the students** have good attitude and perception toward the use of LINE group when it can facilitate them to post ideas, encourage them with like and comment feature and be a medium for shy students to speak up and involve themselves in the class discussion.

Next, the analysis about ideas movement like in abstract HA 1:

(C2) **This research** is limited only to evaluate the appropriateness of content, language, and presentation using the checklist of Rubric Assessment from BSNP. (C3) **The design of this study** was mixed methods.

The topic in clause number (3), "The design of this study", discusses and explains about the design applied in the research or study. The existence of cohesive device in the topical subject makes the transition become smooth. Finally, about logical order, the ideas or topics arranged in abstracts from higher grade theses are logically ordered. Here is presented clause number (10) and (11) in abstract HA 3 as a sample:

(C10) This research also reveals that **the students** still faced some obstacles in the use of this application as teaching and learning media, such as bad internet connection and the distractions of other LINE's features.

(C11) **The solutions** are given in this research for teachers, students, institution and other researchers.

The topics in clause number (10) and (11) are arranged in logical way, as the topic "The solution" answers the previous clause which informed that the students faced some obstacles.

Abstracts of Lower Grade Theses

In the analysis, there were four abstracts from lower grade theses analyzed by the researcher. Based on the analysis, it was found that two of four abstracts have failed to reach coherence. The two abstracts which considered coherent are abstract LA 1 and LA 4. The other two abstract which considered incoherent are abstract LA 2 and LA 3. However, based

on the findings of the progressions of topical subjects in those abstracts, all of the abstracts are already applied the progression patterns. The problems which caused abstract LA 2 and LA 3 incoherent are the ideas movement which not smooth and unlogic arrangement of ideas.

In this point, the researcher presents the coherence problems which occur in abstract LA 2 and LA 3. First, in abstract LA 2, the movement of idea which not smooth occurs in clause number (9) when the writer mentions reading test as topic without any connector or cohesive device in that clause while there is no relation to the previous clause:

(C8) Total number of students were 70 of eleventh grade students at SMK Muhammadiyah 3 Banjarmasin as the representative that got highest score in English based on the researcher pre research and the teacher's experience. (C9) Researcher used reading test that consists of 3 set of narrative text and 25 questions related to the text.

Second, in abstract LA 3, the problems occur in clause number (3), (4), (8), (9) and (10).

(C1) Teaching-learning process cannot be separated from strategies of teaching. (C2) The strategies of teaching are important components of teaching and learning process to build students' ability in reading. Through strategy in teaching reading to make students interested to learning reading. (C3) The problem of this study are focused on how is the implementation of teaching strategies and what strategies are the teacher used in reading comprehension in reading comprehension at SMP Muhammadiyah 1 Banjarmasin. (C4) The research objective are to describe the implementation of teaching strategies in reading comprehension and find out the teacher's strategies used in teaching reading comprehension. (C5) This research used descriptive qualitative method.

In clause number (3), the topic “The problem of this study” is considered not logically ordered as the writer directly discuss about the problem when there is no discussion about the study before. The topic in clause number (4), “The research objective”, is also unlogic. The topic discuss about the research objective while using reference device *the* when there is no discussion about the research in the previous lines. Instead, the topic “This research” that should be an opening for the research discussion is introduced lately in clause number (5).

(C8) The result of the research showed that the teacher used group discussion; is used to answer the questions based on their read in a group. (C9) Gallery walk; is used for the students after they finished see the pictures and read the text, the teacher asked students questions related the pictures. (C10) Mind mapping; is used for students make mind mapping based on their thinking.

Then, in clause number (8), (9) and (10), the topical subjects are actually the explanation of the research result as initially introduced in clause number (8), however, the ideas movement are not smooth and the arrangement is not in a logical way. There is no cohesive devices used in those clause, which then caused the movement of ideas becomes unsmooth. Also, the arrangement of ideas needs to be improved.

Based on the findings from abstracts of higher and lower grade theses, it can be understood that coherence of a text can be described by the topical subject progression in the text. It confirms the theory from Lautamatti (1987) that was mentioned again in Flores and Yin (2015) that coherence of texts is formed based on the sequencing of topics per sentence within a paragraph. It also confirms the theory from Oshima and Hogue (2006) and Halliday

theory cited in Arifin (2020) which stated that repeating the key nouns being discussed, using consistent pronouns and consistent with context in which it is created will form the coherence of a text. In the analysis of progression, the coherence of the abstracts was analyzed by the topical subject progressions based on Topical Structure Analysis which involved parallel progression, extended parallel progression, sequential progression and extended sequential progression, also based on the ideas movement and logical order.

The findings showed that almost all of the patterns of progressions were found in every abstract in the analysis. It is in line with the findings of some studies (Flores & Yin, 2015; Liangprayoon, Chaya, & Thep-ackraphong, 2013; Almaden 2006; Simpson, 2000) which found that the presence or use of topical progressions is highly evident in the students' writings. However, all of the patterns of progressions found in every abstract in the analysis were not enough to reveal the coherence of the abstracts. It was because not all ideas in sentences of the abstracts were introduced by using the progression patterns. Instead, some of them were introduced as new topical subjects.

In order to obtain more comprehensive findings, it was required to conduct more analysis towards those new topical subjects introduced in the abstracts. The analysis involved the movement of ideas and logical order analysis. As Oshima and Hogue (2006) stated that a text can be said coherent when the ideas move smoothly and logically. Based on the findings in this study, it was found that two of four abstracts from lower grade theses have failed to reach coherent because of the ideas movement which not smooth, because there is no cohesive devices to relate or reinforce the ideas, and unlogic arrangement of ideas. It confirms the theory from Halliday which cited in Arifin (2020), theory from Suwandi (2016) and theory from Oshima and Hogue (2006) which stated that cohesion or the use of cohesive devices including transition signals to connect and show the relationship between ideas in sentences indicates the coherence of a text. It also confirms the theory from Oshima and Hogue (2006) and Irawan (2019) which stated that the ideas should also be arranged in order or in a logical way so that text could be said as a coherent text.

Conclusion

In the analysis of topical subject progressions based on topical structure analysis conducted in this study, it was found that almost all of the progression patterns were applied, however, there were still many ideas introduced as new topics in the abstracts. Therefore, the researcher conducted the analysis of ideas movement based on the use of cohesive devices and logical order of the ideas or topics in order to obtain the comprehensive result of coherence analysis. The results of the analysis showed that the coherence in the four abstracts of higher grade theses is consistent and the coherence in the four abstracts of lower grade theses is varied by the finding of two from four abstracts have failed to reach coherence. The two abstracts are considered incoherent because of the ideas movement which not smooth where there is no cohesive devices used to relate the ideas and the arrangement of ideas which not logically ordered. It can also be concluded that thesis grade does not have any relation with the coherence of the thesis abstract, as the findings showed that there are two coherent abstracts even the abstracts were taken from lower grade theses. Moreover, this study also implies that topical structure analysis could be applied in EFL in order to examine and achieve coherence in writing. Based on the conclusion, it is suggested for the students to build their awareness in writing a coherent abstract for their thesis by paying attention to the topical subject progression. The students may apply progression patterns, cohesive devices and arrange their ideas in logical order to connect and make the movement of ideas becomes smooth.

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Grammatical Mistakes: What Is the Problem Now?

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Abstract

The paper focuses on discussing the kinds of mistakes made by students in their writings. The writings of the same students have previously been analyzed from which earlier form of mistakes were found. After they have studied for semesters, how are their grammatical ability now? This was the question underlying this research. The data were collected and analyzed from qualitative perspective of research. The findings show that the students still make mistakes. However, the kinds of mistakes found were mostly new and are in different level of complexity.

Keywords: EFL, grammatical mistakes, structure, verb agreement

Introduction

In 2016, a paper on grammatical difficulties faced by students as seen in their writings was published (Widianingsih & Gulö, 2016). The students were studying English Literature in a university in Lampung. It is reported that the students faced grammatical problems related to plural markers, determiners, verbs and predicates, and tenses. Looking at the data presented in the paper, the problems faced by the students were mistakes common to learners of English in their early stages of study (Olasehinde, 2002; Vahdatinejad, 2008; Sawalmeh, 2013; Puspita, 2019; Sari & Putri, 2019).

The question now emerging is, after studying for four years, have those grammatical issues solved by the students? If they still have issues with the grammar, what is the problem now?

According to Corder (1967), errors are valuable information for teachers, for researchers, and for learners themselves. In accordance with that, Weireesh (1991) states that learners' errors are important because making errors is a device learners' use in order to learn. According to him, EA is a valuable aid to identify and explain difficulties faced by learners. This is also supported by studies recently conducted (Gulö & Rahmawelly, 2018; Setyawan, 2018; Puspita, 2019).

Based on the background above, the researchers conducted another research on the writings of the students. The data were collected in 2019, after the students have conducted for four years. The research was done from qualitative perspective and the data were analyzed and reported with descriptive qualitative method.

Theory and Method

Although theoretically this research was based on the Error Analysis theory proposed by experts such as Richards (1972), Selinker (1972), and Corder (Lightbown, 2011), the main purposes of the researchers are not to classify the findings based on the addition, omission, etc. or based on any other classifications (Richards, 1972; Sawalmeh, 2013; Gulö & Rahmawelly, 2018), but to merely look into the characteristics of the mistakes, analyze them, and contrast to the results of the initial research.

The data sources were in a form of summary assignments on Indonesian culture and society. The students were not told and thus not aware of the plan that the writings would be

collected to analyze. This is to make sure that the data would be objective and there were no factors that would make the students more careful with their grammar in making the summary. Four different assignments from each 42 students were collected. This leads to 168 summaries collected from the students. Each summary is between 400 and 600 words in length.

The data were gathered by reading each writing, underlining sentences with grammatical mistakes, and then classifying them based on particular characteristics. Seven of the highest occurrences were then processed further and reported here.

Findings and Discussion

In comparison with the results of the research conducted in 2016, the students made a lot of progress as most of the kinds of grammatical mistakes they made were not found in the present data. However, there are two things need to be mentioned here. First, this means that they overcame their early grammatical weaknesses. Second, this is not to explicitly say that they now have no problems about topics such as plurality and tenses. In the present research, they did make such mistakes related to those topics but most of which are in a higher level of complexity.

From 697 grammatical mistakes found, seven types of the most occurring mistakes are presented here. When the data for each finding are similar in their characteristics, only two data are given for each point.

Plurality

It was found from the data that, compared to the previous findings (Widianingsih & Gulö, 2016), students still made simple mistakes related to plural markers such as in [1] and [2]. However, from 226 mistakes concerning plurality, only 34 data are in the same characteristics.

[1] There are five *dance*.

[2] Many *souvenir* are sold there.

The rest of the data are more complex like those in [3] and [4] below. Almost all of the students made mistakes in forming this kind of plurality. As seen from the examples provided, the present of 'one of ... phrase' seems like the factor that makes it difficult for the students to add the plural marker *-s* to the nouns *problem* and *dance*. In other words, they do not understand the idea that semantically in English it does not make sense to say *one of ONE*. It has to be *one of MANY*.

[3] One of the *problem* is

[4] Saman is one of traditional *dance* from Aceh.

As proposed by Richards (1972), interference of the first language is the main factor for this. When compared to English grammatical structure, it is possible in Indonesian to form a phrase that is similar in logical meaning to *one of one* like *Salah satu dari buku itu adalah milik saya* 'One of the books is mine' in which the noun *buku* 'book' is in singular form. This is in line with results of other works on plurality (Astriyanti, 2016; Trisnadewi, 2019).

Past vs Present Tenses

The next kind of mistakes is related to confusion between past and present tenses. There are 142 data showing weaknesses in applying simple past tense and confusing it with simple present. As seen in [5], *go* is used instead of *went* while the student is talking about the past. In [6], *don't* replaces *didn't* in telling about past event. Compared to the findings of the first research (Widianingsih & Gulö, 2016), no significant difference as the occurrence is still high.

[5] When I *go* to Jambi last year,

[6] It is because the parents *don't* teach their children when they were small.

It is emphasized by other researchers that tense is one of main problems faced by both students of English as a foreign language Astriyanti, 2016; Setyawan, 2018; Puspita, 2019). This number of occurrences, however, has not been compared in particular to the number occurring in the previous data. What can be mentioned here for sure is that the data source of the first one is only one assignment per student. In contrary, the data source of the present research comprises four different summaries from each student.

Passive Voice vs Adjective Clause

Seen from the work done by Al-Mekhlafi and Nagaratnam (2009), grammatical structure is what makes most students of English afraid of speaking or practicing English. Not highlighted in the previous research done by Widianingsih and Gulö (2016), the problem that lies between the passive voice and adjective clause was found in the data.

[7] It is a ceremony *which done* by villagers.

According to grammatically acceptable English structure, that ill-formed construction in [7] should be made either *done*, omitting the relative conjunction, or *which is done*, making it a passive voice (Azar & Hagen, 2017; Murphy, 2019). The same explanation applies to that in [8] below. The student missed the two options and ended up with this ill-formed construction *that given*.

[8] The cloth *that given* by the family should be

Sentences like these two were found 108 times in the data. The reason for this is interference of Indonesian grammatical structure. To express the same thing in Indonesian is by constructions like *yang dilakukan* 'which is done or done' and *yang diberikan* 'which is given or given'. As obvious in the examples, *which done* and *that given* are exact literal applications of the Indonesian grammatical rules to the English language, resulting in ill-formed reduced adjective clauses in [7] and [8].

Particular Verbs

This type is named particular verbs as when it comes to certain verbs like *matter* and *happen* below, most students used them incorrectly. Other verbs that fall under this category are linking verbs such as *seem* and *appear* and other common intransitive verbs like *hurt*.

[9] It is *really matter* for us.

[10] It *is happened* because

There are 66 data found and the verbs used are these five; *happen* and *appear* being the used the most. In the data, there are two different ways in with which they used these

verbs. First, they treated the verb like an adjective, forming sentences like that in [9]. Second, they treated the verb like a transitive one, forming a passive voice form like in [10]. When using the other verbs, they might end up forming clauses like **It is seem*, **It was appeared*, and **It was really hurt*. The presence adverbs like *really* is not the source of the mistake as event without them, incorrect forms were also made by the students.

Simple Form for Gerund

Another interesting kind of finding is related to the verb used in the beginning of sentences.

[11] *Eat* in the door is not polite.

As seen from [11], simple form of *eat* is used instead of gerund form *eating* which should be there. Shown by that in [12], different students are also in the same level of understanding this use of gerund. The verb *take* in [12] is used in the place of *taking*.

[12] *Take* the fruit which given to the gods is not forbidden.

These two examples represent the other findings about this point. Students have the tendency to use simple forms of verbs where present participle forms acting as gerunds are needed.

Adverbial Clause

In a more complex form of sentence the findings show that students have difficulties in constructing clauses. Especially in the data analyzed, they made mistakes in forming adverbial clauses.

[13] When *go* to Padang, I learned a lot about culture.

Compared to the previous, discussion about gerund, the case in [13] can be categorized as problem about gerund. However, this is categorized differently with two reasons. First, if *go* is changed into *going*, it is used in a dependent clause. Second, there is a grammatical option to add the subject *I* to the verb *go* which in turn changes the form of the verb into a past form *went*. In this case, the clause no longer contains a gerund. As seen from the data, however, the student was not able to figure out this option.

[14] Although come to them with presents, they will refuse.

That in [14] also shows the same case in which the students who wrote the sentence was not able to make the right form of adverbial clause. The data collected show that the mistakes related to adverbial clauses like this are always in the same pattern. The students used the simple forms of the verbs and failed to see grammatically correct options.

Double Subjects

The last point to be presented here is related to how the students realized the subjects of the sentences they made. Twelve data show that there are students who used two subjects for the same verb.

[15] *People in West Java they* speak Sundanese.

In [15], the phrase *People in West Java* carries the same function as subject with the personal pronoun *they* that follows. In [16], a different student used the phrase *The length of*

the talk with the same function of pronoun *it* that follows the phrase. In both cases, either of the two should be omitted in order to make the sentences grammatical.

[16] *The length of the talk it* is depend on the speaker.

In [16], however, there are additional mistakes seen. First, the to be *is* is used where it should not be used. Second, the verb *depend* is in incorrect form as third person singular marker for present tense *-s* is not attached to the end of the verb.

Conclusion

As seen from the results and the discussion, the students are different in their ability to understand and apply the grammatical rules of English. For this reason, the findings of this study were not organized according to common types of grammatical errors or mistakes. Instead, the findings were classified based on the mistakes made the most in order to see the grammatical problem faced by the students. The findings also show that the Indonesian linguistic background is the main reason of the mistakes found in the data.

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Teachers Challenges and Strategies of Using Microsoft Office 365 in Teaching Online Classroom during Pandemic

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Abstract

This study aims to explain (1) the teachers challenges in using Microsoft Office 365 in online teaching classroom during the pandemic, and (2) the strategies used by teachers to solve their problems in teaching online classes during the pandemic. The participants of this research were the teachers of SD Mustajabah. A qualitative method was employed in this research and using interviews via WhatsApp as a data collection technique. The findings showed that teachers had the challenges such as (1) operating the Microsoft Office 365 during online learning, and (2) discovering the suitable materials to gain students' attention during the online class. The strategies used by teachers to solve their problems in teaching online classes such as (1) maintaining the communication with parents of students, (2) developing thoughtful and creative materials, (3) making new agreements regarding online class.

Keywords: Challenges, Microsoft Office 365, Online Teaching, Strategies

Introduction

In mid-March 2020, the condition of education in Indonesia changed because of the current COVID-19 pandemic. It is strengthened by the Circular Letter of the Indonesian Minister of Education and Culture Number 4 of 2020 regarding the Implementation of Education Policies in an Emergency for the Spread of COVID-19. As a result, precisely on March 16, 2020, all schools were simultaneously forced to conduct distance learning. This condition is due to the COVID-19 pandemic that attacked Indonesia. Rapid transmission of COVID-19 must be stopped as soon as possible by maintaining a safe distance and avoiding the crowd. Consequently, school as a place of activity that is quite intense for physical contact is affected.

Learning activities that were initially carried out face-to-face have turned into learning from home. These changes in the learning system force the school system to implement distance education, also known as online learning. Usually, the teacher transmits knowledge to students, then students learn from the teacher's instructions face-to-face. Teachers are responsible for completing assignments for each subject, and students must complete learning assignments based on the teacher's instructions (Cheng 2020).

Due to being affected by the COVID-19 pandemic, teachers must know how to ensure the quality of their students' learning activities during online classes, and at the same time, teachers must also know how to properly develop students' physical and mental learning during the pandemic (Zhao, Zhou, and Liu 2020). When teachers find it challenging to get to know the students individually during online classes, it can affect their lack of confidence in their ability to teach in online classes (Haverback, 2020). However, due to the COVID-19 pandemic, teaching activities in schools must be changed from offline to online. Therefore, teachers inevitably must adapt to unusual classroom situations involving the internet and technology to conduct online learning with their students.

In this pandemic situation, each teacher must have alternative strategies to implement online classes. Since Teachers cannot meet students face-to-face, teachers must immediately adopt new teaching methods, making the best use of technology. At present, technology has developed so widely all over the world. Various technologies have been developed to help students find information, learn more insight, and others. Therefore, the use of applications can indeed be integrated into educational purposes. Besides that, the use of applications can also encourage innovation in the teaching and learning process. Even though this is quite challenging for the teachers and students, they may progressively find ways to use the application effectively.

As an educator, teachers should adapt and improve their teaching skills in various situations. Technology is also the focus, especially in this COVID-19 pandemic situation (Ali 2020). Technology has evolved rapidly and offers a wide range of tools that can be useful in helping teachers teach in online classes. In addition to teaching using technology, teachers should also consider the role of the internet and other social media platforms in educating students in learning (Topacio 2018). However, simply using the app is not enough to support educational purposes.

All teachers certainly try to do their best to find ways to teach students effectively on their own. They have an essential role in designing the class. Nevertheless, on the other hand, some teachers may experience various problems in teaching students when using the application in online classes during the pandemic situation. The ability of teachers to teach using technology encourages teachers to do more than delivering the material as usual. The poor connection also sometimes interferes with class communication, so that the teacher cannot give clear instructions or explain the material to students well. Some teachers may also experience difficulties in operating the application due to a lack of technical knowledge.

The government had suggested several applications that could be used as alternative applications in implementing online teaching and learning activities, one of which was Microsoft Office 365. This Microsoft Office 365 application is software empowered by Microsoft for users' needs in offices, businesses, and online education. Especially in education, Microsoft gives Office 365 users access for free and advantageous features for online classes (Suprianto, 2018). This application provides a variety of features that can facilitate teachers and students in the online learning process. Another advantage of Microsoft Office 365 is that it is simple to use with an easy-to-understand user interface. In addition, the benefits of using Microsoft Office 365 are that it provides work efficiency and increases productivity at work which is undoubtedly very helpful for teaching and learning activities.

At SD Mustajabah, several teachers have tried to use Microsoft Office 365 in teaching online classrooms. Nevertheless, sometimes some teachers still experience problems operating the existing application because they are not familiar with it. Teaching using applications during learning from home encourages teachers to think more about designing materials and finding suitable methods in the classroom. High-performance expectations, learning techniques, and time management are needed to support student engagement in the classroom (Tanis, 2020). In developing teaching methods, teachers must ensure that the series of activities can support the virtual environment itself so that the teaching and learning process can run effectively. Online learning will be more effective if teachers apply appropriate learning strategies and methods to teach their students.

From the explanation described above, the purpose of this study was to develop previous research on teaching online classroom during COVID-19, to investigate what are the challenges experienced by teachers in using Microsoft Office 365 in teaching online classes during the pandemic and the strategies used by teachers to solve their problems in

teaching online classes during the pandemic. Furthermore, this research may be helpful as a reference for teachers in choosing applications that can support online learning activities during the pandemic, which can also be one of the foundations for teachers to design more effective and meaningful learning activities during the pandemic.

Theory and Method

The researcher used a case study to investigate the challenges and strategies of using Microsoft Office 365 to teach online classrooms during the pandemic. The purpose of a case study is for researchers to obtain and examine data in a context or phenomenon. The selected cases can be students, teachers, or any part of the school. Case study data are used to comprehensively describe a case in real life (Yin, 2012). In this study, teachers' challenges and strategies in teaching online classrooms were explored in-depth during the pandemic in Indonesia.

The researcher carried out the data through interviews via WhatsApp. The interview is a face-to-face conversation or dialogue between the investigator or interviewer and the interviewee (Goode & Hatt, 1952). Several questions were prepared by the researcher to be then given to the teacher via WhatsApp. This study aims to find out the challenge teachers face in using Microsoft Office 365 in teaching online classrooms during the pandemic and their strategies to cope with the challenges they encountered in using the application. The researcher concluded the results after the data was collected.

The subjects of this study were teachers from SD Mustajabah. Of the five teachers, the researcher found their challenges in using Microsoft Office 365 in teaching online classrooms during the pandemic and their strategies to cope with the challenges they encountered in using the application. The researcher used the interview as a data collection technique. The researcher gave several questions, and the researcher interviewed the teachers via WhatsApp. The researcher asked several questions and then got answers from the teacher. The researcher uses several questions to interview teachers, which can be seen as follows:

Table 1. List of interview questions

No.	Questions
1.	Has the teacher used Microsoft Office 365 for teaching online classroom before pandemic?
2.	What features do the teacher use frequently from Microsoft Office 365?
3.	Are there difficult things in teaching the students through Microsoft Office 365?
4.	What are the challenges in using Microsoft Office 365 in teaching online classroom?
5.	What are the strategies used to solve the problems in using Microsoft Office 365 in teaching online classroom?

After the data analysis was done manually, the researcher explained the results of the interviews via WhatsApp. First, the data is sorted and explained related to the challenges in using Microsoft Office 365 in teaching online classrooms and strategies used by teachers to cope with the challenges they encounter in using the application, and then the researcher concluded the research results.

Findings and Discussion

Microsoft Office 365 is an online software created by Microsoft for users' needs in offices, business, and education. Especially in Microsoft education, with some of its features, it can be used as a medium for online classes. Thus, Microsoft Office 365 as an online

learning medium can be used by anyone, anywhere, at any time and, of course, by educators who are capable and clever in using Microsoft Office 365. Microsoft Office 365 is more than just Microsoft Word, PowerPoint, and Excel. Microsoft Office 365 is a cloud computing application designed to support communication and collaboration needs.

Distance learning groups can be created using Outlook, which is a feature of the Microsoft Office 365 package. In this group, all distance learning activities are carried out starting from collaborative activities, communication using chat, audio and video, online attendance, online exams, distance learning distance, course materials, and online worksheets. Communication via video conference can be done through the Teams application. Users can take advantage of the form feature for online attendance, where the attendance file link will be shared first, and then students fill in the attendance ID. Online exams can also use the form application in the Microsoft Office 365 package. In addition, online exams can be carried out in various settings, including online exam times, setting questions and grades, and other configurations that make it easier for students and teachers to carry out exams.

Then, on the online test results, online test scores can be seen directly through the computers of each student and teacher. With Teams, online learning can be done by bringing conversations, content, and apps together in one place. It also enables teachers to create more creative learning by building collaborative classrooms, connecting in professional learning communities, and connecting with fellow educators all on one page.

Behind the many benefits obtained, of course it has various obstacles that are felt by teachers and students. From the explanation above, this study investigated the challenges teachers face in using Microsoft Office 365 in teaching online classrooms during the pandemic and their strategies to cope with the challenges they encountered in using the application. The results found by the researcher are as follows:

Table 2. Challenges using Microsoft Office 365 in teaching online classroom

Teacher Opinion	Frequency
Sometimes it is not easy to get students to take online classes because they did not have a cell phone	1
Sometimes teachers/students do not get enough access to internet	1
I do not have the proper device so the application did not work smoothly	1
I sometimes find it challenging to create the materials	1
Students' tend to have short attention span during online classroom	1
It is pretty tricky to do online classes because the students are lazy and challenging to communicate with	1
The process of teaching and learning activities is sometimes not conducive	1

Table 3. Strategies used in using Microsoft Office 365 in teaching online classroom

Teacher Opinion	Frequency
Discuss more with the parents	1
Made a WhatsApp group chat as a backup, also to communicate more with the parents and students	1
Using video from YouTube as one of the sources of material	1
Developing a fun and thoughtful materials, quiz, and games as learning activities	1
Avoid giving student many tasks at one time	1
Give the student more time to finish their homework	1

1. The Challenges using Microsoft Office 365 in teaching online classroom during the Pandemic

Some of the challenges using Microsoft Office 365 in teaching online classroom are the operation of the application itself and discovering the suitable materials to gain students' attention during the online class.

a. The Operation of Microsoft Office 365

It is very particular that some teachers still have some problems while teaching students to use Microsoft Office 365. Some teachers are familiar with the existing features and can operate them correctly, but some others still have difficulty performing these features.

This problem does not only happen to teachers. Some students have difficulty operating the application, so inevitably, teachers must guide their students before starting their online learning to run well. In addition, teachers often find it difficult to manage students who do not come to class on schedule because many do not have a personal cell phone.

“Problems that often occur in my class is that the students do not understand well how to use the application, so I have to take time guiding them”

“Some of the students don't even have cell phones, they usually use their parents' cell phones and they cannot attend classes according to the schedule because they have to wait for their parents”

Not only that, as we know, a good network and an adequate device are also essential factors in conducting online classes. Unfortunately, it is not uncommon for teachers and students to experience problems when taking online classes because of the network and inadequate devices.

“The application doesn't run well on my device because my device is quite outdated, so the app often stops suddenly, also takes a long time to load”

“Some of my students do not have sufficient internet access, not all of them can afford it”

“I also quite often run out of quota when teaching, so I have to postpone the classes”

Some teachers still have difficulty conducting online classes due to external factors such as students who do not have personal devices, inadequate teacher equipment to access Microsoft Office 365, and network limitations that are still often experienced.

b. Discovering the Suitable Materials to Gain Students' Attention during the Online Class.

The teachers also admitted that they experienced some problems related to students' understanding during online learning. In addition, students testified that they were not enthusiastic about taking online classes.

“Students' tend to have short attention span during online classroom. Sometimes they ignore my instruction and said that they are lazy and others”

“It is pretty tricky to do online classes because the students are lazy and challenging to communicate with”

“The process of teaching and learning activities is sometimes not conducive, students often not interactive, they get bored easily”

Although Microsoft Office 365 has many advantageous features, teachers should keep discovering what materials will be suitable and compatible combined with Microsoft Office 365 itself. In addition, teachers should know what method and technique can support the class and make the students more excited while joining the online learning. In teaching the

students virtually, the teachers are challenged to motivate the students to learn and make the parents understand that the current situation is not easy.

All teachers realize that the current situation does not support face-to-face classes. In an online classroom, sometimes it makes the students get bored quickly when learning with the application. Therefore, the teachers should motivate their students to learn from home and always convince their parents to support their children in online learning during the pandemic. Teachers and parents have an essential role in controlling the students' learning and assessment.

2. The Strategies used in using Microsoft Office 365 in teaching online classroom during the Pandemic

The strategies used by the teachers consist of maintaining the communication with parents of students, developing thoughtful and creative materials, making new agreements regarding online class.

a. Maintaining the communication with parents of students

In conducting online classes, the role of students' parents is very much needed because not all students can operate Microsoft Office 365 alone by themselves.

"I chose to discuss more often with the parents so that they will regularly pay more attention about the online class and guide the students in using the application"

"I also made a group chat using WhatsApp as a backup platform so the parents and I can communicate better about the online classes"

To run a practical and conducive online class is not only a matter of equipment needed. In order for the class to run well, good communication between teachers and parents is also essential.

b. Developing thoughtful and creative materials

Teaching using virtual applications forces the teachers to inevitably be more creative in designing materials based on the current situation. So that students do not get bored with online classes, teachers must make activities more fun and thoughtful so that classroom learning can run effectively with a better interaction.

"I often ran out of time while making materials, so sometimes I chose to use video from YouTube as one of the sources of materials"

"I designed a fun and thoughtful materials so that my students would not get bored easily. I also made a more interactive quiz, and games as my main learning activities, not only theories"

In addition to developing creativity in designing materials by utilizing YouTube, the teacher also tries to design games for their students and gives some quizzes, and this is intended so that students do not become bored quickly when studying.

c. Making new agreements regarding online class

Generally, schools have a schedule that must be done on time. However, since the pandemic, schools have become more flexible in carrying out online classes. Teachers try to solve their problems while teaching in online classes by providing relief in time and the workload given.

"I do not want to burden my students with many homework, I also give them the simplest material"

"I give them the assignments as simple as possible and giving them time to submit assignments with a fairly long deadline especially for the students who used parents phone so that we all can pass this online learning in this pandemic situation more comfortably"

In a pandemic situation like this, students can get bored quickly if they have much homework. So instead, the teacher can apply some new class agreements about the schedule. Also, the teacher can provide simple materials and assignments that students can understand. Therefore, teachers are expected to provide their best way of teaching online classes through Microsoft Office 365 in a way that is no less effective.

The findings indicate that teachers still have some problems while operating Microsoft Office 365 in their classrooms. Some teachers are familiar with the current application in teaching, but some are still having difficulty operating it correctly. However, teachers must ensure that all students are ready to join the class or not. Before starting online classes, teachers should guide their students to join classes through the application. A good internet connection and internet data also have an impact on the learning process. It can be a big problem for teachers when they have a terrible connection or phone data runs out while the class is running. The success of the online learning process depends on the teacher and how the teacher can adapt to the classroom situation itself and control students during the learning process.

Teachers need to be more creative in developing their teaching methods in their online classes. As we know, regular classes are very different from online classes. Teachers cannot see their students and control them directly. Therefore, teachers must provide other methods that can support their teaching in online classes. When students get bored during class, it is difficult for the teacher to control the class well. Most of the teachers realize that teaching through the app sometimes makes them feel very tired and bored.

Although teaching using Microsoft Office 365 is one of the best options, teachers have to adapt new schedules and new learning methods to teach their students in online classes. Not all teachers can cover their online teaching through the application. Teachers should think about how to prepare themselves to teach their students in online classes effectively. Because teachers cannot control students directly, it is difficult to ascertain how far they understand the material. Some students are easy to learn when their teacher mentors them during online learning, but others require more attention. The strategies and materials designed by the teacher have an impact on the online learning process.

We know some of the challenges above that teachers are encouraged to find their best strategies to implement their online classes during the pandemic. Some strategies, such as maintaining the communication with parents of students, can help teachers track their students' enhancement during online learning. Teachers also have to make new agreements regarding online class schedules. The schedule aims to help teachers control students while studying from home. In addition, teachers can work with parents to help students manage their time to study from home.

With the impact of online learning, teachers cannot control their students directly. Therefore, teachers must design simple materials and assignments. This means that students can more easily understand the material themselves. There are several strategies that teachers choose when having problems in online teaching. Every teacher has different problems in implementing online learning, so it depends on the teacher. Designing simple materials and assignments are expected to help students learn individually at home.

Conclusion

Utilizing Microsoft Office 365 as a medium in teaching online classes is probably the most suitable alternative in this pandemic situation, as conducting face-to-face learning is not possible. It has various features which can be helpful for both teachers and students. Nevertheless, behind the many benefits obtained, it has various obstacles that teachers experience. Every teacher should redesign their strategies and methods for teaching their

students in online classes. The results showed that not all teachers were familiar with the application. They still need guidance to learn how to use Microsoft Office 365 and develop thoughtful and creative material. The strategies used by teachers to solve their problems in using applications for online teaching classes consist of maintaining communication with students' parents, developing thoughtful and creative materials, making new agreements about online classes. As a result of this situation, teachers have to learn more about technology and find their teaching solutions. The teachers have to rearrange the new schedule so that it can help them to teach effectively. Teaching and learning in this situation have challenges for teachers, but they can develop themselves and make their online classes well because teachers have a significant role in their classes. The innovative strategy is hoped to help teachers carry out their duties as teachers during the pandemic.

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