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Digital Entertainment
to Support Toddlers' Language and Cognitive Development

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Abstract

This current research aimed at seeing how English nursery rhymes and kids' songs as learning media support toddlers who are not living in an English speaking country (Indonesia) but exposed to the English language media during their normal baby-sitting times to learning English. To observe how two Indonesian toddlers learned English language in their early critical period of language acquisition through co-watching activity, Early Development Instrument which focuses on language and cognitive development domain with reading awareness and reciting memory subdomain was applied to observe two subjects after 15 month treatments (from age 10-24 months). The results show that the media and the co-watching activity are able to support the toddlers' understanding of the English words spoken and their ability to produce the intelligent pronunciation of those words. The interesting fact reveals that English which is normatively learned merely as a foreign language to most Indonesian people is no longer something far-off to the toddlers who are exposed to it through English nursery rhymes and kids' songs online since they are at the very young age. They naturally tend to be bilingual since at the same time they learn their mother tongue.

Keywords: cognitive development, digital entertainment, language development, nursery rhymes

Introduction

In the era of internet, visual media is a part of children's everyday lives. Researches have shown that at the very early stages of their development, children are exposed to digital entertainments which include nursery rhymes, kids' songs, and cartoons. Watching video clips online is part of toddler's daily behavior. Joan Ganz Cooney Center (2014) released a report that almost 80% of children between the ages of 0 and 5 use internet on at least a weekly basis in the U.S. High popularity of YouTube channels are targeting toddlers and preschoolers. Ofcom's research on children's and parent's media use and attitudes done in U.K. reported that YouTube is used by 48% of children at the age of 3-4 of which 52% of these say that cartoons are their favorite things to watch (Ofcom, 2017). Among the online kids channels, the statistic shows that *ChuChu TV Nursery Rhymes & Kids' Songs* are the most popular children-themed YouTube channels, ranked by 19.92 million subscribers (Statista, 2018). In Indonesia where this current study was conducted, though the surveys on the internet users have not yet targeted on children below 10 years old, the survey result released by Indonesian internet service association (APJII) in 2016 provides an overview that children are internet active users. Reporting the survey result, the head of the association (APJII) stated that children at the at age of 10 to 15 have accessed internet. Though not yet being active in social media, they have been YouTube users (Viva.co.id., 2016).

The exposure to digital entertainment contributes particular experience to children, especially young children as they are ready to watch. Co-viewing activity as daily activity done by parents and children promotes an outlook that online kids' channels take role as "digital babysitter" which assists parents in daily basis (Dredge, 2015). Study on toddlers as YouTube viewers based on a face-to-face survey among 289 parents of toddlers aged 18-36 months shows that online viewing has become normative behavior among toddlers which is integrated into the basic daily routine of parents to fulfill a wide range of their childrearing needs (Elias & Sulkin, 2017). Digital entertainment provide not only pleasure to children, but also information. The children's world is the world of learning. Thus, the existence of digital entertainment which provides more freedom and flexibility to employ information and express interests changes the way they learn. Children born as digital natives as well as nurtured by "digital babysitter" are visual learners in a way that they learn about the world surround them through visual media such as YouTube kids' channels. A survey on more than 1500 parents of children ages 2-10 by The Joan Ganz Cooney Center (2014) reveals that 57 percent who define learning media as media that is good for a child's learning or growth or that teaches some type of lesson, such as an academic or social skill believe that most young children's media use is educational.

Young children learn from whatever they see including learning languages through visual media such as YouTube Kids. For young children, enjoyment is learning and learning is enjoyment. Pre-school age when children are mostly intrinsically motivated is the most suitable age for foreign language learning since the learning process occurs naturally (Adžija & Sindik, 2014). This language learning is supported by innate factor (Chomsky, 1968), element of imitating (Skinner, 1989), and cognitive ability (Piaget, 1967). YouTube Kids which gives plenty options for digital children's entertainments can be used as learning media for facilitating children with fun, stress free situation, motivation stimulation to acquire knowledge, needed to make a learning process successful. Thus, the unavoidable and inseparable exposure of young children to these digital entertainments drives this recent study to use YouTube Kids 'channels as learning media, especially in learning English language.

This recent study used English nursery rhymes and kids' songs as learning media to support toddlers who are not living in an English speaking country (Indonesia) but exposed to the English language media during their normal baby-sitting times to learning English. It takes the advantage of both English nursery rhyme and digital media usage as learning media. Thus, during their initial period of language and cognitive development, those toddlers learn two different languages (English and Indonesian) at the same time with different ways. Visual media were applied in the toddlers' English language learning process, but not in their Indonesian language learning process. To observe how those toddlers learned English language in their early critical period of language acquisition, Early Development Instrument (see EDI in table 1) proposed by Dr. Dan Offord and Dr. Magdelana Janus at McMaster University was applied (Early Development Instrument, 2016). Among 5 domains with 26 subdomains, this recent study focuses on language and cognitive development domain with reading awareness and reciting memory subdomain.

Prior to this study, a study on the use of spoken nursery rhymes and kids' songs to support domains of child development was conducted by Ginger Mulan, a professional in Parent-Child Mother Goose Program[TM] and the result was released in *Journal of Childhood Studies* (2017). The study which limited to selected EDI subdomains: fine and gross motor

skills in physical health and well-being, age-appropriate reading and numeracy skills in language and cognitive development, storytelling and age-appropriate knowledge in communication and general knowledge, the ability to play or cooperate with others and follow rules in social competence, and the ability to deal with feelings at an age-appropriate level and empathetically respond to other people's feelings in emotional maturity indicates that adults can utilize several rhymes which introduce children words, numbers and concepts, share knowledge about their world, and teach them about feelings to support children's development in different domains (Mullen, 2017). Meanwhile, the use of digital media in this recent study is supported by a prior research on the influence of digital media usage on toddlers behaviour (Strouse & Ganea, 2017) which suggests that electronic books supported children's learning by way of increasing their engagement and attention. The study, further, shows that toddlers who were read electronic book paid more attention on electronic books, made themselves more available for reading, displayed more positive affect, participated in more page turns, and produced more content-related comments than those who were read printed versions of the books.

English nursery rhymes and kids' songs used as English language learning media provide more complex stimulus than the oral ones in a way that these online media contain colourful motion pictures, rhythmical lyrics and music. Some studies have proved that the use of colours, motion pictures rhythmical lyrics and music stimulus respectively is influential to support toddlers' learning processes. Studies reveals that colours give influences on children's perception to associate with positive emotions (Pope, Butler, & Qualter, 2012) and toddlers' preferences (Melkam, Koriat, & Paldo, 1976), cooperative behaviour (Read, 1997), and accurateness to naming objects that were congruent with the colours (Prevor & Diamond, 2005). The result of prior research supporting the use of music stimulus suggest that exposure to music and music education can have a positive influence on child functioning (Hogenes, Oers, & Diekstra, 2014). Music followed by movement also support young children's healthy development (Taylor et al., 2012). The animation used in children's visual media is influential as a study shows that cartoons give effects in changing children's mental response and behavior (Habib & Soliman, 2015).

Focusing on toddlers' reading awareness and reciting memory on spoken English concrete nouns after treatment as parts of their language and cognitive learning, this recent study investigates how toddlers are aware of the word sounds corresponding to the things of which the images visualized and how retention of rhyming spoken text enhances word recitation. In Stewart and Mason's study (1988), pre-kindergarten children's awareness to literacy is shown through their ability to express varying facets of learning to read and write in which children described how they were learning, how they tried to read a picture-phrase book, and how they wrote or drew pictures in response to requests to write something. As they listen to rhyming spoken text, Johnson and Hayes' study (1987) shows that young childrens' short-term retention of story narratives revealed that rhyme enhanced word-for-word recitation in correct sequential order, whereas nonrhyming presentations evoked initial faciliotation of semantic paraphrase. Memory for text can be supported by song and music to foreign-language learning. Good, Russo, and Sullivan's study (2015) indicates that singing can be intrinsically motivating, attention focusing, and simply enjoyable for learners and the melodic and rhythmic context of song enhances recall of native text. The study on the impact of music activities on foreign language done by (Lee, L. & Lin, S.C, 2015) posits that the use of the music, musical instruments and supplemental materials for the

participants' foreign language support the learning process. The use of kid's digital entertainment (nursery rhymes and kids' songs) in which visual, auditory, and kinaesthetic stimulus are all together in one package for toddlers to English language learning makes this recent study has complexity higher than all of the studies explained previously.

Theory

Early Development Instruments

The EDI categorizes childhood development into five domains: physical health and well-being, language and cognitive development, communication skills and general knowledge, social competence, and emotional maturity. These domains are further divided into 26 subdomains (see Table 1).

Table 1. Early Development Instrument

Domains	Subdomains
Physical Health and Well Being	* Fine and gross motor skills * Adequate energy for classroom activities * Independence in looking after own needs * Daily living skills
Language and Cognitive Development	* Reading awareness * Age-appropriate reading and writing skills * Age-appropriate numeracy skills * Ability to understand similarities and differences * Ability to recite back specific pieces of information from memory
Communication and General Knowledge	* Skills to communicate needs and wants in socially appropriate ways * Symbolic use of language * Storytelling * Age-appropriate knowledge about life and the world around
Social Competence	* Curiosity about the world * Eagerness to try new experiences * Knowledge of standards of acceptable public behavior * Ability to control own behavior * Appropriate respect for adult authority * Cooperation with others * Following rules * Ability to play and work with other children
Emotional Maturity	* Ability to think before acting * A balance between too fearful and too impulsive * An ability to deal with feelings at an age appropriate level * Empathetic response to other people's feelings

Nursery Rhymes and the Learners' Mind

Music can be beneficial to learning since it is proven that the anatomic structure of the brain and its functions support the learning process. The left hemisphere of the brain expresses thoughts in words, while the right hemisphere of the brain controls actions, problem resolution, memory, and emotions. Most learners use the right hemisphere of the brain to process music, and since most instruction relies heavily on left-brain approaches, music opens an opportunity to learners who have a strong right brain orientation (Borchgrevink, 1982). Guglielmino (in Pourkalhor & Tavakol, 2017) stated that songs bridge the brain's hemispheres, strengthening retention through a complementary function as the right hemisphere learns the melody and the left learns the words. This is supported by Anton (1990) stating "when a learning activity combines both left and right hemispheres simultaneously engaged in a particular activity, an ideal learning situation is established and the most productive learning occurs". This ideal learning situation facilitates flexible thinking and helps to explore new ways of expressing ideas. This would seem to indicate that music possesses an invaluable key to incorporate the whole brain in the learning process. This theory may provide principles to design more effective learning experiences. By using a variety of input methods including music, there may be more learning opportunities for students to connect to their present knowledge and add new knowledge. Music not only helps to store bits of information, but it is used as a mean by which the brain releases that same information for use.

According to Williams (2017) the beauty of nursery rhymes is that they are very repetitive and the tune is very easy to remember. Rhythm is also something that is extremely important to capture any little people's attention. In a small space of time a nursery rhyme really does do so much more than entertain. There are some benefits of introducing nursery rhymes to children such as providing a very simple way to aid vocabulary and building confidence. Research shows that a child who has been able to learn 8 nursery rhymes off by heart by the time he/she is 4 will be far more likely to become a confident reader. Children adore the repetition of the same songs over and over again. They are so confident and often lose themselves in the pure joy of singing the nursery rhymes.

Screen Media and Language Development

According to Christakis (Al-Harbi, 2015) early learning is very critical in children's language development in both receptive and productive linguistic skills. Language acquisition through exposure is what is occurring in this stage of human life, where the language seeps into the child's mind unconsciously. However, interaction in day-to-day experiences is a crucial activity for the acquisition to take place (Bronfenbenner, 1979). Children are influenced greatly by their immediate environment, i.e., by parents, siblings, and peers. But media has become part of the child's immediate environment as well, and its influence is undeniably significant. Krcmar, Grela, and Lin (2007) and Roseberry, Hirsh-Pasek, and Golinkoff (2009) saw that children can effectively learn vocabulary from video if it is associated with live social interactions. Krcmar et al., (2007) and Roseberry et al., (2009) also concluded that older toddlers can also learn new vocabulary from video alone although the former saw children respond and pay more attention to adults either live or on TV). Additionally, Zimmerman, Christakis, and Meltzoff (2007a) stressed the notion that children do learn new vocabulary from some interactive children's TV programs. The child

can be exposed to the language by means of screen media but, without interaction, without using the language in his or her daily life to express himself or herself, the child will not acquire that specific language.

Studies so far shows that learning from a screen is certainly possible under certain conditions (Guernsey, 2013). Researchers show that parents and caregivers should focus on three interrelated factors when choosing to use screen media with their children as digital entertainment: content, context, and the individual child. Linebarger (2010) also stated that the presence of a competent co-viewer appears to boost babies' language learning from screen media, much like the ways these processes facilitate learning in live scenarios. One longitudinal study led by Deborah Linebarger of the University of Pennsylvannia showed that some children gained early literacy skills form watching certain educational TV shows from they were 12 months to 30 months old. Word learning via video came from a 2007 study using a version of Telletubbies. It showed that it is not until children are about 21 months old that they provide any evidence of being able to learn word via screen without help from a live person (Krcmar, Grela, & Lin, 2007). The other study led by Elizabeth Vandewater at the University of Texas at Austin showed that 18-months-olds who were introduced to a crescent shape on video (with voiceover labelling the shape as "crescent") were later able to point correctly to a crescent when tested using a book with the same image (Vandewater et al., 2010).

Method

This is a qualitative study applying a concurrence observation to make an in depth-analysis. The subjects were 2 toddlers consisting of boy and girl who had been given treatments for 15 months. The subjects are Indonesian toddlers who were exposed to English nursery rhymes and kids' songs videos online for at least 30 to 90 every day at the age of 10 -24 months as the stimulus to support their language learning other than Indonesian language. The toddlers were exposed to English nursery rhymes and kids' songs taken from several online kids' channels *ChuChu TV*, *Dave and Eva*, *Mike and Mia*, *ABC Kids, and Cocomelon* in which each was seen in three month-interval treatment respectively. The treatments given was a form of daily "digital baby-sitting" in a way that the researchers got involved intensively was the subjects' co-viewing daily activity as the subjects' adult companions. Through those five kids' channels, the subjects were exposed to some of famous English nursery rhymes and kids' which include *Wheel on the Bus, Head Shoulders Knees and Toes, Twinkle Twinkle Little Stars, Chubby Cheek, Johnny Johnny Yes Papa, Baba Black Sheep, Number Songs, Five Little Ducks, Five Little Monkey, Rain Rain Go Away, Row Your Boat, Humpty Dumpty*; however, their watching experiences were not limited to those 12 songs.

The subjects' first encounter with English language was through the videos and with the researcher as their adult companions during the treatments and tests. The researchers used code-mixing and code switching (Indonesian-English) during the treatments and tests for instance when giving simple instruction, explaining meaning, and giving questions. The subjects' verbal and non-verbal responses were noted to see the overview of their monthly progress. After 15 month treatments, subjects were tested to see how their reading awareness and reciting memory on 75 spoken English concrete nouns contained in those 12 famous English nursery rhymes and kids' songs. The test instrument evaluated the subjects' response that show their ability to (1) point to the images seen corresponding with the words they

listened, (2) to produce the words corresponding with the images, and (3) to sing the lyrics of the songs. Their ability to point to the correct images correspond with the spoken words they listen shows their reading awareness. Reciting memory ability can be seen in their ability to produce the words corresponding with the images and sing the songs lyrics. The visuals used during the tests were not only limited to the images contained in the online videos, but also the real objects that represent the nouns. At their age, the subjects were not asked to pronounce the words perfectly for the reason that their speaking ability is still developing; however, as their adult companions during the baby-sitting, the researchers understood their cute and creative pronunciation of the English words learnt.

Findings and Discussion

Reading Awareness

The findings show a slight difference that of 75 spoken English concrete nouns tested after treatments the female subject perceived 51 words and 49 words for the male subject. Of the spoken words which are not perceived in their reading awareness, 11 words are similar and 6 words are different between both subjects.

Table 2. Reading Awareness

Subject	Reading Awareness			
	Words Perceived	Words not Perceived	Similar Words not Perceived	Different Words not Perceived
Amaris	51	13	11	6
Daffa	49	15		

The subjects' non-verbal response developed gradually (see table 3). During 15 month treatments, the response development shows the progress in three-month interval. Their verbal responses show their ability to produce the numbers of English words exposed in each song in which both subjects performed the same progress.

Table 3. Non-Verbal Response

Age	Non Verbal	
	Amaris	Daffa
10-12 months	listen and watch attentively; trying to grab	listen and watch attentively; trying to grab
13-15 months	listen and watch attentively; trying to grab	listen and watch attentively; trying to grab

16-18 months	listen and watch attentively; trying to grab; pointing	listen and watch attentively; trying to grab; pointing
19-21 months	listen and watch attentively; pointing; gesturing	listen and watch attentively; pointing; gesturing
22-24 months	Singing with gestures	Singing with gestures

The non-verbal response table shows the process in which the impetus complexity of the audio-visual learning media supports the subjects' reading awareness on English spoken words. The subjects have experienced progress in their English vocabularies acquisition gradually that can be evaluated in three-month interval.

In the first three months of treatments (at 10-12 months), the subjects' body gestures and facial expression showed their readiness to learn the words in English language they never heard before and their potential ability to perceive those words that the people surround them never spoke. Their eyes focused on the video. Sometimes, they smile at certain pictures and tried to grab them. Sometimes, when watching to the visualization of the English words, they looked very serious. Their response to the video can be seen when moving their body, hand, and legs while listening to the jaunty music *(Wheel on the Bus, Head Shoulder Knees and Toes, Number Songs, Five Little Monkey)*. They looked more relax when listening to the medium beat music *(Chubby Cheek, Johnny Johnny Yes Papa, Baba Black Sheep, Five Little Ducks, Rain Rain Go Away, Humpty Dumpty)*. Their eyes looked serious they were exposed to the slow music *(Twinkle Twinkle Little Star, Row Row Your Boat)*.

As the subjects got older (13-15 months), when watching and listening, they expressed their ability to perceive the foreign words by pointing to the single picture and/or object corresponds with the single English word their adult companion said. They gave more attention on particular pictures that they used as their song icons (the picture of bus, nose, star, eyes, duck, monkey, papa, sheep, ball, rain, and horse). During time of watching they could convey what video they wanted to watch first, second, and so on by trying to producing the words corresponding with the picture of bus, nose, star, eyes, duck, monkey, papa, sheep, ball, rain, and horse.

In fact, at 12 to 17 month-olds can understand the meaning of many nouns and verbs long before they use them in their own speech (Sharon Oviatt in Shaffer & Kipp, 2010). Thus, the subjects seemed to know much more about English language used in the videos than they could possibly produce. At the age of 19-21 months, the subjects were able to point to the real objects (wheels, wipers, stars, and sky), to the pictures (people), to their body parts (head, shoulders, knees, toes, sky, cheek, chin, hair, and lips) when their adult companion mentioned the English words. At 21 to 24 month-olds, the subjects were able to point to more objects corresponding with English words the adult companion mentioned which were not limited to English concrete words contained in the videos. By this age they had been exposed to five online kids' channels during their routines therefore all of the English productive language stimulated occurred at the same time.

At the age of 16-18 months, their progress on pictures-words perceiving referred to their body parts and to the things they likely to encounter mostly in their real daily life. They could point to their body parts when their adult companion said *"head"*, *"eyes", "ears", "mouth", "hair, and "teeth"*. They were also able to touch their parts of the body when they were watching the videos about body parts, it seemed that they wanted to have the same movement with what was on the screen. They recognized the real object as they were asked to point to door, bus, baby, mama, bed, horn, wheels, sugar, and papa. Of ten scales, they could perform with their own finger(s) when their companions said *"one" and "two"*. They recognized the pictures of monkey and doctor.

The test result done at the age of 24 months shows that the subjects were able to recognize more than 60% of objects and/or pictures correspond to the English words on the list. Both subjects have similar difficulty in perceiving the word *diamond, wool, bag, master, dame, hill, men, pet, boat, stream, and king* in which the visualization are not parts of their routine. Moreover, differences also happened between both; recognizing the word *children* and *boy* referring to gender was difficult to the female subject, yet it was not to the male subject. Unlike the male subject, the female subject did not find any difficulties in recognizing the words referring to body parts *(e.g. cheek, chin, and lips)*. In fact, their reading awareness on spoken English words is not limited only to the vocabularies in the 12 nursery rhymes and kids' videos tested since this research did not include all the English vocabularies in all the songs exposed to the subjects.

Prior to the subjects' reading awareness on the spoken English words, their attention to the nursery rhymes and kids songs was supported by the use of sound, colour, picture, and movement in the video. The subjects showed their interest in the use of the media since their first encounter with it. Attention can be gained by the use of sound, colour, and movement (Smith, Cowie, & Blades, 1998). Their ability of selective attention was very limited during the initial video exposures, but improved significantly after the first three month-treatments. Sounds and colours were particular attraction to the subjects whereas at the same time the pictures which visualized the spoken English words they heard and the movement performed correspond with the words facilitated them to grasp the meanings.

Reciting Memory

Table 4. Reciting Memory

Subject	Reciting Memory	
	Memory on Word List	Memory on Song Lyrics
Amaris	51 words (correspond to reading awareness)	8 songs (*Chu Chu TV* version) correspond to memory on word list
Daffa	43 words (lower than reading awareness)	7 songs (*Chu Chu TV* version) correspond to memory on word list

The spoken English words perceived in the subjects' reading awareness correspond to their reciting memory particularly in the way they were able to produce the words corresponding with the images (see table. 4). The second task of reciting memory which required their memory on the song lyrics shows that of 12 songs, 8 could be sung by the female and 7 by the male. This also corresponds to their reading awareness and ability to produce the English words corresponding with the images. Reciting memory refers to the subjects' ability to produce the English words they have learnt through the visual media. The verbal response table below shows that the subjects' ability to produce the English words have increased gradually during the treatments.

Table 5. Verbal Response

Age	Verbal	
	Amaris	Daffa
10-12 months	none	none
13-15 months	single word	single word
16-18 months	2-3 words	2-3 words
19-21 months	3-4 words	3-4 words
22-24 months	more than 4 words --> Singing with gestures	more than 4 words --> Singing with gestures

In the first three month treatments, the subjects gave non-verbal responses. Their first verbal responses happened in the second three month treatments. At the age of 13-15 months, they were able to repeat single English words of each song. By age 12 to 13 months, infants realize that individual words have meaning; thus their receptive language is ahead of productive language from the 12th or 13th month of life and probably even sooner (Shaffer & Kipp, 2010). The subjects' first words were intelligible only to close companions to the pictures they meant *(ba-ba* for *ball* or *bus*, *na-na* for *nose*, sa-sa for *star* or *sheep*, *a-a* for *eyes, da-da* for *duck, ho-ho* for *horse, en-en* for *rain)*. They said those words when they saw the corresponding images in the videos and/or in their daily life. The single words they produced represent the entire content of each video they wanted to watch.

At the age of 16-18 months, as their phonological development occurs, they could produce cute and creative pronunciations of 2-3 English words corresponding with the pictures in each videos and/or in their routine. Their pronunciation of the word *eyes, ears, mouth, hair, teeth, door, baby, mama, bed, horn, and papa* was more understandable versions. After being exposed to the 12 English nursery rhymes and kids' songs for six months, at 19 to 21 month-olds their English vocabularies even more increased; they could produce 3-4 English words of each video. When their adult companion pointed to the real

objects and/or pictures, the subjects were able to name them in more intelligent version of adult English word *wipers, people, head, shoulders, knees, toes, sky, cheek, chin, and lips*.

At 21 to 24 month-olds, the subjects were able to recognize numbers and count one to ten. They could say *one, two, three, four, five, six, seven, eight, nine, ten* when the companion showed them the finger to correspond what number it was. They were able to produce more than 4 English words of each video including the referential sound of the particular objects (e.g. *vroom vroom* for the engine sound, *cling cling* for the coin sound) and the simple descriptions (e.g. *red bus*, *chubby cheek*, *big ball*). They could name the real objects and/or pictures in English corresponding with the English vocabularies they learnt. The test result shows that the female subject could produce 51 words corresponding with the images. This means that her reciting memory on the words list tested corresponds to her reading awareness. However, the male subject showed a difference in his reciting memory on the words list tested which is little bit lower than his reading awareness.

The interesting fact is that their ability to sing the songs lyrics in correct order was higher than their ability to produce the words corresponding with the images. The reciting memory on singing the 12 song lyrics tested shows that the female subject could memorize lyrics of 8 songs and 7 songs for the male. In fact, their ability to memorize the song lyrics cannot be restricted to these numbers since they were exposed to more 12 songs during 15 months. They could memorize more words as they could sing the song lyrics without knowing all the meanings of the words in the lyrics. They produced the word *diamond, sky, teacher, wool, bag, master, dame, boy, hill, boat,* and *stream* as they sang; however, they were not able to point to the correct images corresponding with those words and neither the vice versa.

The rhyming lyrics aided the subjects easier to memorize the English vocabularies. Lyrics visualized in gestures also assisted the subjects to memorizing the words orders. Thus, memorizing came prior to comprehension. Though the role of adult companion is undeniable e.g. to translate in their mother tongue or to give simple explanation regarding the videos were seen, the vocabularies visualized in both images and gestures support the subjects to perceiving the meanings and pertaining them in their memory. As the subjects are still developing their language ability, the role of adult companion co-worked with visual media support the subjects' language learning process. The visual media used were able to help the subjects see the objects they did not met yet in their reality, for example, the image of duck was prior to their experience of seeing the real duck. Thus, the virtual experience which was prior to their real experience helped them know that things have names and enabled them to name the objects they did not yet met.

The adult companion co-worked with visual media during normal baby-sitting times is a form of joint activity which create a supportive learning environment that aids the subjects grasp the regularities of the language learnt. During co-watching activity, conversations happened, e.g. when the adult companion asked, *"What's this?"*, and continued with the answer, *"It's a bus."* Such conversation, according to Shaffer and Kipp (2010), gives children repeated opportunities to learn that conversing involves taking turns, that things have names, and that there are proper ways to pose questions and give answers. Co-watching activity also emphasizes toddlers- directed speech which, according to Shaffer and Kipp (2010), comprises words for objects and activities, for example, the adult companion trying to get the subjects know the animal's name said, *"The sheep are jumping."* The word *"sheep"* was repeated several times. When the subjects were asked to point which

images called *"sheep"*, the adult companion said the word *"sheep"* with varied pitch patterns. The question *"which one are sheep?"* were said from the flat pitched to the high one to help the subjects understand which images called *"sheep"* meant.

Co-watching activity support the subjects to acquire the referential style of English vocabularies consisting mainly of words that referred to people or objects prior to expressive style of vocabularies comprising a larger number of personal or social words e.g. *thank you* and *please*. In their early period of language development, the subjects were referential children in which, according to Nelson (in Shaffer & Kipp, 2010), referential children seem to think words are for naming objects, whereas expressive children use words to call attention to their own and others' feelings and to regulate their social interactions.

Conclusion

Nursery rhymes and kids' songs are integrated media comprising kinaesthetic, visual, and auditory learning in which by co-watching activity between toddlers and adult companion can support toddlers' language and cognitive development. The media and the co-watching activity are able to support their speaking ability and upkeep them to be bilingual at the very early period. This is proven by the toddlers' ability to understand the words spoken by their adult companion in two languages (Indonesian and English) and to produce the intelligent pronunciation of the words also in those two languages. English which is normatively learned merely as a foreign language to most Indonesian people is no longer something far-off to children who are exposed to it through visual media since they are at the very young age and at the same time they learn their mother tongue.

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Exploring Teachers' Use of First Language (L1) in EFL Classroom

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Abstract

Teachers are always seen as the role model of the classroom. Students tend to imitate what the teachers speak and do, including in English classroom. It has been popular that in English classroom teachers impose the students to use English (L2) only. However, the practice showed that teachers still use L1 in their teaching. Regarding that fact, this study aims to investigate how teachers use first language (L1) in English classroom. The study involves experienced teachers from two private schools in Bekasi, a junior high school and a senior high school. Observations, video and audio recording, and interview were conducted to collect the data. From the data, it is obtained the teacher talk (TT) where the teachers mostly used English. Although the teachers used English and encouraged students to use English, it turned out that in some situation L1 is unavoidable. The teachers used L1 during the class learning. This teachers' L1 was then analyzed from the perspective of initiation, response, feedback (IRF) exchange. The result shows that teachers performed typical acts and functions in the class interaction. Moreover, teachers' L1 was not necessarily showing incompetence or reluctance to use L2. Rather, L1 use performed functions in the classroom that it helped teachers build students' knowledge and manage the class more efficiently.

Keywords: First language (L1), IRF exchange, teacher talk

Introduction

Teacher talk has always been successful to attract the attention of scholars. This is due to the fact that, teachers are the ones who are responsible for the success of the learning in the classroom. TT is important because teachers are the role model especially for the young learners. TT is used as the role model on how to speak respectfully (Diffily & Sassman, 2006). The young learners will imitate how the teachers talk. With that role, the consequence is teacher talk dominates the classroom talk. Studies done by Macaro (2006) and Chaudron (as cited in Creese, 2005) show that 60% of classroom talk consists of teacher talk that contains mostly teachers' questions. Besides that, teacher talk, as summarized by Kiasi and Hemmati (2014), functions to construct learners' knowledge, class control and management, and language input.

In English as Foreign Language (EFL) context, the teacher talk becomes more complex. The complexity in EFL classroom includes the use of first language (L1) that has been an endless argument since a long time ago. Some scholars (e.g. Ellis, 1984; Wong-Fillmore, 1985; Chaudron, 1988; & Lightbown, 2001), believe that foreign language is the only language used in EFL classroom because the use of L1 can deprive the exposure of the foreign language which later can result negative transfer to the students (Jingxia, 2010). On the contrary, researchers (e.g. Tikunof & Vazques-Faria, 1982; Levine, 2003; Widdowson, 2003; Butzkamm, 2003; Liping, 2004; Lee & Macaro, 2013) supporting the use of L1 in EFL classroom argue that L1 can be used to learn the target language that it serves a good strategy for efficient learning (Chavez, 2016; Jingxia, 2010). The use of L1 should be seen as a normal way of communication in multilingual situation (Gardner-Chloros, 2009). This

situation promotes the social condition in the classroom. However, the class participants should maximize the use of TL so the learners do not lose the TL exposure to improve their language.

From the perspective of the students, they respond positively on the use of L1 in EFL classroom (Borlongan, Lim, & Roxas, 2012; Jingxia, 2010; Macaro & Lee, 2013; Manara, 2007). They believe that L1 support their EFL learning that they do not misunderstand instruction. Unlike the students who clearly support the use of L1, the teachers' perception on this issue is divided. In a way, they believe that L1 can create a non-threatening learning situation. On the other way, it might deprive the exposure of TL (Cook, 2001).

Although teachers do not meet to one agreement on the use of L1, in practice L1 always occur in the classroom, whether it is produced by the teachers or students. With the limited time for the classroom meeting, L1 seems to be a good strategy to make an efficient learning, especially for controlling and managing the classroom. Not only to manage the classroom, L1 is also used as means to access the curriculum, and build interpersonal relations among the class participants (Cahyani, de Courcy, & Barnett, 2016). In other words, L1 simplifies the knowledge building, class management and socialization between the teachers and students, or among the students.

Studies concerning the perception of teachers and students on the use of L1 have been done intensively but few discusses the teacher talk L1 in the framework of Sinclair and Coulthards's IRF exchange. To see further how teacher talk L1 functions in the classroom interaction, this study attempts to find out (1) what acts the teachers perform when using L1 in the classroom and (2) in what ways L1 TT is used in the classroom.

Literature Review

Teacher Talk and IRF Exchange

Teacher talk plays an essential role in learning process that it is the central of how the class is running. Teacher talk is often used as strategy for developing technical language, constructing ideas, encouraging students to develop their ideas and reasoning (Sharpe, 2008). Consequently, teachers often dominate the classroom, approximately two third of the lesson (Macaro, 2006).

Teacher talk is composed of three-part exchange called IRF patterns. Sinclair and Coulthard, who coined the term in 1976, explains that classroom interaction usually starts with initiation (I) from the teacher, then students reply with a response (R), and a feedback (F) to evaluate the students' responses (Sharpe, 2008; Viiri & Saari, 2006). Regarding the pattern, teachers' role mostly occurs in the initiation and feedback part. The initiation determines the effectiveness of the learning (Lynch, 1991) and the feedback part is to evaluate students comprehension, to repair problems and direct learning and explore different kinds of trajectories (Lee, 2007).

The aforementioned functions is clearly shown in the IRF pattern. Sinclair and Coulthard (2002) categorizes the exchange to be free exchange and bound exchange. Free exchange does not always follow the IRF pattern. In some occasion, feedback or response do not occur. For example, I(R). IR(F), IR, IF, etc. Meanwhile, the pattern of bound exchange consists of the three-part exchange with some re-initiations, such as, $IRI^{b}RF$, $IRF(I^{b})RF$, $IRF(I^{b})RF(I^{b})RF$, etc.

Furthermore, the IRF moves represent different acts. The acts are elicitation, directive, informative, marker, loop, prompt, comment, accept, evaluate, and check (Sinclair & Coulthard, 2002). In Table 1 it is shown the description of the acts:

Table 1. Sinclair & Coulthard's Acts

Acts	Function
Elicitation (el)	to request a linguistic response.
Directive (d)	To request a non-linguistic response.
Informative (i)	To provide information. The only response is acknowledgement of attention and understanding.
Marker (m)	To mark boundaries in the discourse
Loop (l)	To return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally.
Prompt (p)	To reinforce directive or elicitation. This act is not only requesting response but expecting or demanding a response.
Comment (com)	To exemplify, expand, provide additional information.
Accept (acc)	To indicate that the teacher has heard or seen and that the informative, reply, or react is appropriate
Evaluate (e)	To evaluate a pupil's response.
Check (ch)	To enable the teacher to assess the progress of the lesson and to check if there are any problems hindering progress.

Conversation Analysis

Conversation Analysis (CA) defines as a way of analysing language and social interaction (Wong & Waring, 2010). Social interaction is associated to 'talk-in-interaction' that represents the naturally-occurred conversation (Have, 2007). This implies that CA analyses the natural conversation as two people or more talk in daily conversation. However, it is difficult collect data from natural conversation because the researcher's presence might make them uncomfortable. One possible condition of natural conversation is classroom interaction. There the data can be obtained by recording the conversation.

Using the transcription, the conversation analysis is able to conceal the meaning underlying the utterance although the utterance is incomplete or not in good forms (Koshik, 2002, 2005; Seedhouse, 2004). In second language acquisition, what is seen from the utterances is not only the form but also the intended meaning that the speaker wants to convey.

Method

This study adopts qualitative approach by using video recording, observation and interview (Nunan & Bailey, 2009). Although this approach is not identical with numeric data, qualitative study still uses quantifying findings such as number of display questions versus the number of referential questions, the number of times errors are corrected, the amount of time the target language is used during the lesson, and others. It is also possible that one type of data is used to answer a certain part of the research, and the other type for the other questions (Greene & Caraceilli, 1997).

The participants of this study are two English teachers from two private schools in Bekasi. One is a junior high school English teacher (Teacher A) and the other is a senior high school English teacher (Teacher B). Both teachers hold bachelor degree from English Education programs and both are experienced teachers. Teacher A has been teaching for fifteen years, while Teacher B has been teaching for two years in that school.

The observation starts with a preliminary observation in Teacher B's classes. This preliminary study was conducted two times to see the interaction in the classroom. Besides that, the preliminary observation aimed to make the class participants get used to the observer's presence. Class participants sometimes feel uncomfortable when being observed,

so they do not interact as usual. Therefore, preliminary observation was done to get the normal situation of the classroom. Regarding that situation, the data of the preliminary study were not used in this study.

After the preliminary study, the data was obtained from the next meetings of the class. Both teachers were observed four times. During the observation, the classes were video and audio recorded. A recorder was placed near the teachers' table to record the teachers speaking more clearly, while the video was taken from the back corner to get the full coverage of the class. Then, the recording was transcribed which later was to analysed.

Before the observation, a list of L1 functions was prepared to see how teachers used L1 in the classroom. The writer also made some notes about class situation and L1 functions not included in the list. The observation and the list then are used to analyse how the teachers used L1 in English classroom.

Semi-structured interviews were conducted to get teachers' perception on the use of L1 in English class. The interviews took about 20-35 minutes. The interviews were audio recorded then transcribed to see the L1 occurrences in the class interaction.

Findings and Discussion

The result of the study shows that teachers used L1 during the learning process despite their belief that they should only used TL in the classroom. From Table 2, it can be seen that in both schools L1 mostly occurred in the re-initiation, feedback, initiation, and response. The response has the least number because as aforementioned the classroom talk and the initiation are dominated by the teacher. Consequently, it is the students that give more responses in classroom interaction.

Table 2. L1 Occurrences

Acts	Teachers								Total			
	School A				School B							
	I	I(b)	R	F	I	I(b)	R	F	I	I(b)	R	F
Accept				44				62	0	0	0	106
Check	6	3		1	8	23	1		14	26	1	1
Comment	1	5	1	2			6	3	1	5	7	5
Directive	22	28	2	1	32	36	4	2	54	64	6	3
Elicitation	51	160	7		27	51	7		78	211	14	0
Evaluate			1	32				37	0	0	1	69
Informative	3	7	2		24	37	6	4	27	44	8	4
Loop		17				39	12		0	56	12	0
Marker	2				7	1	2		9	1	2	0
Prompt		22				3			0	25	0	0
Total									183	432	51	188

Table 2 shows that teachers' L1 dominated the re-initiation. This can be seen as the teachers' attempt to optimize the use of TL. They used TL, then used L1 when they felt that the students did not give the correct answer. Extract 1 exemplifies the situation where teachers try to use Tl rather than L1. The context of the learning is discussing the structure of sentences. In the beginning, the teacher asked whether the sentence written by a student was correct or not. Then, in Turn 175 she checked the student's comprehension by asking some questions and L1 occurred to make sure that students understand the structure and the grammar of the sentence. When she was correcting the student's ungrammatical sentence,

she switched to use L1 in Turn 181. By doing this, the students were aware that there is a grammatical point that they need to pay attention.

Extract 1 – School A

173.	Teacher	The question, is it correct or not?
174.	Student	Correct
175.	Teacher	Correct. *Pertanyaan tentang? Data, identitas*. [What is the question about? Data, identity] Okay? Does Guy live with her parents? *Jawabnya apa*? [What's the answer?] No?
176.	Student	She doesn't
177.	Teacher	She doesn't (*writing on the board*) She live, she lives with?
178.	Student	(x)
179.	Teacher	Her?
180.	Student	(x)
181.	Teacher	*Pertanyaannya pakai* does, *jawabannya tambah*? [When the question uses does, the verb is attached with?]
182.	Student	S
183.	Teacher	Remember. Okay, next number five. H! …

From Table 2, the acts where L1 usually occurred are elicitation, directives and loops. Elicitation occurs when the speakers request linguistic respond, while directives occurs when the speaker request non-linguistic response such as doing an instruction (Sinclair & Coulthard, 2002). The elicitation can be seen from Extract 1 Turn 175 and 181. As aforementioned, that the teachers attempted to lead the students to produce grammatical questions.

Extract 2. School B

260	Teacher	So, later when you write your opinion or reasoning about your project, try to write like we did today. I'll check your writing. Please study hard. Now, we continue our study. We go back to page eighty-two
261	Student	Eighty-two
262	Teacher	Come on, *Dame* (Students opening the book)
263	Teacher	Okay, about Got Talent. Page eighty-two. Please read the Got Talent show::. *Dion! tolong dibaca, Nak*. [Dion, can you read the text!]
264	Student	(Reading) The Got Talent show is now produced in over thirty countries. In the show, singers, dancers, and other performers compete for audience support. If they are really good, they get a chance to record a CD or travel with their act.

Furthermore, directives occurred when the teachers gave instruction to the students as seen in Extract 2 turn 263. The teacher used L1 because she did not get the non-linguistic response which is reading the text. After giving instruction in English without getting the expected response, the teacher switched to L1. The extract shows that the giving instruction in L1 is effective as the student read the text right away.

The other act occurring in re-initiation is loop, an act to return to the discourse (Sinclair & Coulthard, 2002). From Table 2 it can be seen that act loop occurred quite frequently. The cause was that the class was too noisy. Because the teacher could not hear the students' answer, she asked the students to repeat their answer. In this situation, the teacher used L1 so she could get the immediate response in the middle of the noise. Once again, using L1 is considered to be a logical option done by the teacher to get the effective response.

After the re-initiation, teachers' L1 frequently occurred in the initiation move. This happens because teacher's role is very important in the learning process in the classroom. They are responsible to build knowledge and control the class. The consequence of the role

is dominating the classroom talk and L1 occurred during the process. From the studies, 60% of the classroom talk is the teacher talk (Macaro, 2006).

The acts that the teachers served mostly are elicitation and directives. This aligns with Sinclair and Coulhard's study saying that teachers talk mostly contains with elicitation, directives, and informatives (2002). Elicitation is closely related to teachers' role to construct the learners' knowledge. Elicitation or questions are used because teachers do not spoon-feed the students, meaning the answer of a certain question is given directly. Rather, the teachers attempt the build the logical thinking of the students by giving questions. When this happens, the use of L1 by the teachers are sometimes unavoidable. Extract 3 turn 20 shows how L1 elicitation occurred in the classroom. The teacher asked whether or not there was a full stop in the sentence. She was correcting the student's way of reading the sentence when the intonation was not appropriate. Then, she continued correcting the grammar of the sentence. Some L1 elicitations occurred in the preceding re-initiation moves.

Extract 3 School A

20.	Teacher	Stop. *Ada titik nggak?* [Is thre a fullstop there?]
21.	Student1	*O iya* [yes]
22.	Teacher	There is fullstop. Okay, what is the answer?
23.	Students	Wears
24.	Teacher	*He*? [Sorry?]
25.	Student1	Wear
26.	Teacher	Wear. Look:: *ada* 'look' *gitu kan? Berarti, kejadiannya?* [Look::. There is 'look'. So, when does it happen?]
27.	Student	*Sekarang* [now]
28.	Teacher	*Sekarang* [now]. Right now. So?
29.	Student	(x)
30.	Teacher	Look! *ya.* There's a fancy dress party. And all the people?
31.	Student	(x)
32.	Teacher	Are wearing?
33.	Student1	Animal costume

Meanwhile, the directives act occurred in the initiation move when the teachers giving instruction related to the classroom facilities and managing the classroom. Extract 4 and 5 show how directives occurred in the initiation move.

Extract 4 School B

…		
164	Teacher	*Pakai panah nak* (giving instruction to scroll the picture) [click the arrow]
	Student	(Click the arrow)
…		
253	Teacher	*Tolong dimatikan.* [Please, turn off the projector] (pointing to the projector)
254	Student	(Turning off the projector)

In Extract 4 the teacher was asking the student to scroll the picture and to turn on the projector. The picture was partly displayed in the screen and the teacher was explaining the material to the students sitting in the corner. When other students want to see the picture completely, she asked the student to scroll the picture. The similar situation also happens for the projector. The teacher asked the student to turn off the projector. Furthermore, the class management can also be seen in Extract 5. The class was discussing exercise and the teacher was choosing the students who should answer the questions. Here, the teacher used L1 to

save the time. Teacher B said that it was a conscious decision to use L1 because she wanted the problem get solved quickly.

Extract 5 School B

342.	Teacher	*Sebentar, satu, ee:: coba dilihat yang bagian enam puluh di Language Choice. Tolong nomor dua Adit, nomor tiga Aura. Nomor empat Valen.* [Jordan hasn't performed. One more. Oik, perform today. The other three, perform next meeting. Get ready. Wait, one, ee:: please check part sixty on *Language Choice*. Please number two Adit, number three Aura. Number four, Valen]
343.	Student	*Yang mana, Miss?* [Which one, Miss]
344.	Teacher	*Enam puluh, language choice. Halaman dua puluh.* [sixty, *Languange Choice*. Page twenty]
345.	Student	*Enam puluh, enam puluh* [sixty, sixty]
346.	Student	Ma'am?
347.	Teacher	Yes
348.	Student	*Bagian lima enam?* [Part fifty-six?]
349.	Teacher	*Bagian enam puluh* [Part sixty]
350.	Student	*Ooh, enam puluh* [oh, sixty]

The third move where L1 usually occurred is feedback. Table 2 shows that the most frequent acts occurring in feedback are accept and evaluate acts. The act of accept means the teacher has heard or seen that the acts of informative, reply or react is appropriate (Sinclair & Coulthard, 2002). Extract 6 shows that the teacher used L1 to accept students reply. Interestingly, in turn 275, 277, and 279, the teacher accepted students' L1 answer. When the students answered in L1, the teacher repeated the L1. However, in turn 280 the student gave TL answer and the teacher accepted the answer in TL too. This indicates that the teacher got dragged to the students' preference of language. Even more, when the students answered in TL, the teacher translated the answer into L1.

Extract 6 School B

273.	Teacher	*Yang diomongkan adalah tentang apa*? [If. Yes. What is 'if' about?]
274.	Student	*Jika* [if]
275.	Teacher	*Jika. Kalau jika itu berarti apa? He*? [if. What does it mean?]
276.	Student	*Tidak pasti* [uncertain]
277.	Teacher	*Tidak pasti* [uncertain]
278.	Student	*Tergantung* [it depends]
279.	Teacher	*Belum pasti, syarat, prediksi. Kenapa?* [uncertainty, condition, prediction. Pardon me?
280.	Student	Unreal
281.	Teacher	Unreal. *Tidak nyata* [unreal]. Okay *Coba*, let's see part four. 'If they are really good, they get a chance to record a CD'. There is in bracket, in bracket 'present', and we have match it with the blue box, that is a rule, something that is always true. A rule. If bla bla bla, they get a chance to report a CD. The sentence is in present

The other act occurring in feedback move is evaluate act, that occurs when the teacher evaluate, correct, or repair students' reply (Sinclair & Coulthard, 2002). Extract 7 shows how L1 evaluate act occurred in the classroom talk. In turn 435 the teacher evaluated the student's singing performance in L1. The student accepted the evaluation that she kept her hand off the chair and continued singing.

Extract 7 School B

431.	Teacher	*Ayo Oik, ayo Oik.* [Come on Oik, Oik]
432.	Student1	*Nyanyi atau doa?* [Singing or praying?]
433.	Teacher	*Satu, dikit aja.* Come on [Sing a little. Come on]
434.	Student1	(singing) *Ayo mama, jangan mama marah beta* [song lyrics]
435.	Teacher	*Ya gak pake pegang kursi juga kali* [Don't hold the chair like that!]

436.   Student1   (keep her hand off from the chair – continue singing) *Dia cuma, dia cuma pegang beta. Ayo Mama, jangan mama marah beta, ma orang muda sudah biasa.* [song lyrics]

Teacher A and B actually believe that students should use TL only in the classroom. They believe that TL only in the class can improve the students' performance significantly. This idea comes from their education background and their own opinion. When they were learning in Education program, they were exposed with English all the time. As the result, they acquired English much better than before. Besides that, their teachers in the university told them that they must use TL only to teach EFL classroom. So, they bear the same idealism when they teach their own classes now.

However, the teachers' idealism seems to be hard to bear. They could not avoid the use of L1. Teacher A said that she used L1 when she saw confusion in the students' facial expression. She knew that some students did not understand the subject. So, when she asked the students one by one, she used L1 in the initiation move to make sure that the students understand the concept. Later, to keep the TL exposure to the students, the teacher switched back to TL. Meanwhile, Teacher B said that she used L1 to save the time regarding the material that they needed to cover. To keep up the material, she used L1 for explaining complicated material.

From the observation, the use of L1 also shows some functions. There are four functions of L1 such as for knowledge building, class management, interpersonal relationship, and affective meaning (Cahyani et al., 2016; Ferguson, 2009). For the knowledge building, L1 mostly occurred when the teachers check students' comprehension and explain grammar. Besides that, L1 also functions to give feedback to the students, explain new vocabulary, and explain concept. For the class management, L1 occurred when the teachers gave instructions, asked the students to repeat what they said and warned the students. Furthermore, in building interpersonal relation the teachers also used L1. This happened when the teacher replied students L1 questions or when they wanted to lessen the pressure to slow learners. The last function, to share personal and affective experience, did not occur frequently in School A. This function can be seen more clearly in School B which class situation is more crowded than the other school.

Conclusion

Applying the use of full TL, in this case is English-only rule is the idealism of many teachers. In fact, L1 is still used by teachers in practice. This study shows that L1 frequently occurred respectively in re-initiation, initiation, feedback, and response. The acts occurring in the re-initiation and initiation are elicitation and directives. These two acts are the most frequent acts used by teachers in classroom interaction (Sinclair & Coulthard, 2002). For the feedback move, the acts occurring most frequently are accept and evaluate. The act of accept happens when the teachers confirm the students' reply. Interestingly, teachers tend to repeat what the students says. The teachers accepted in L1 when the students use L1 and in TL when the students use TL. For the feedback is not discussed further because this is the part where teachers contribute the least.

Besides saving the time, L1 shows some functions in the classroom talk. The most visible reason is that L1 help students build their knowledge of the subject. For instance, the teachers check the comprehension and explain grammar in L1. The first language is considered to be more effective and efficient. The second function is to manage the classroom. L1 is considered to be more efficient to give instruction, including administrative instruction, to ask students speak clearly, and to warn the students. The third function is to

build interpersonal relation. The students feel more comfortable to talk to the teacher when there is no English-only rule.

This study reminds teachers how to maximize the use of TL. Allowing the use of L1 should not be used as excuse to discourage the use of Tl. Rather, teachers should encourage the students to practice the target language. The use of L1 should still be limited to maintain the TL exposure. The limitation of this study is that the interaction transcribed is only the classroom talk, when the teachers talks to the class. The direct interaction between teacher-student and interaction among the students in group discussion is not transcribed due to the lack of media. For the future, the study can investigate how L1 and TL are used in direct interaction and group discussion.

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Misconstructing Characters:
A Critical Look at the Translation of the Swearing Words

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Abstract

Translating swearing words has become an interesting study to conduct, especially because it involves two different languages that carry different social values. One language might be rich of such words that are considered as taboos, in this case swearing words, others might restrict the use of swearing words. This might create a problem when the swearing words are used as parts of the characterization of a character in a story. As one of the traits, swearing words should be translated as close as possible in order not to distort the character's quality. This is the task of the translator not to misconstruct the characters in the text s/he translates. This study explores character shift such character distortion due to the translation of swearing words in subtitle translation of a movie, "Suicide Squad" in Indonesian context.

Keywords: Audiovisual translation, character, swearing words

Introduction

Translation, in any forms, always deals with two different languages with different cultural contexts. Knowledge transfer as well as entertainment industry owes the hands of translation. One example is movie industry. Movie producers need subtitle to expand their markets. Unfortunately, this need is not supported by the effort to consider how the subtitle is translated. It is reported by Chen (2004) in the article "Linguistic Dimensions of Subtitling. Perspective from Taiwan". Chen argues that in Taiwan context, although this need is highly demanded, it is not supported by good qualities of subtitle. It is said that the low quality is due to several factors: movie piracy, uncontrolled subtitling projects, economical problem, and also linguistics problem.

The low quality of subtitle affects the movie comprehension. Kapsaskis (2008) conducted research which shows that subtitle has the potential to cover the "real" reality. In the research, Kapsaskis says that there is something foreign that is carried by the movie for the audience to enjoy. The audience cannot enjoy the foreign substance without translation. It shows the importance of authority to decide which is translated and which one is not translated.

Translating subtitle has its own challenges apart from finding the word equivalent in a certain language in translation process. The subtitle translator has to pay attention to the standards and characters limitation in each frame, it has to be synchronized with the audio visual from the movie. This made the subtitle translation must be short and clear, limited to two lines.

Considering authority, it should be done under consideration since the effect of the decision might influence the message the movies carries. For example, when euphemism or even words deletion are applied to the subtitle translation due to censorship, surely there is something missing or distorted from the original version. Moreover, Kapsaskis also says that subtitle is considered as supplement to the language in the movie. He also found that there is a process of 'defamiliarizing' or commonly known as a process of depicting something uncommon in a certain culture.

In his article, Chen gives example that swearing words in the movie The Negotiator were deleted or soften, more if spoken by female characters. The authority in Taiwan decides the things that are appropriate for people in Taiwan, for example words containing private parts of body are deleted from the subtitle.

Some researches on translating taboo words and swear words are found. Robati and Zand (2018) in their article say that in translating taboo words, translators should think about the strategy in finding the equivalent in target text. Rull et al. (2016) also conducted research on translating taboo words, but in this article movie subtitle was used. The study was conducted under the context of translating English subtitle into Malay. This article also explains that words related to sexual and swearing were deleted. Similar study was also conducted by Cabrera (2016) taking the context of translating movie subtitle from English into Spanish.

Although some researches were done on subtitling, especially on the translation of swearing words, still this study is worth conducted. Taking different context, the study on swearing words translation might lead to different result since each language carries different culture. The study can also lead to the effect of the translation techniques used. The previous studies only focused on whether the swearing words were translated or deleted, neglecting its effect to the depiction of the characters in the movie. This article explores the translation of the swearing words spoken by the characters in "Suicide Squad" (2016) and its effect to the (mis)construction of characters in Indonesian context.

Theory and Method

The form of English swearing words can be in words and phrases, covering nouns, verbs, and adjectives. Swearing words falls under one subcategory in of offensive and taboo language. According to taxonomy of offensive and taboo language proposed by Avila-Cabrera (2016), swearing words falls under category of offensive language that consists of three subcategories: abusive swearwords, expletives, and invectives. Abusive swearwords include cursing ('Goddamn you!'), derogatory tone ('I'm sick of fucking hearing it'), insult ('a real fucking animal'), and oath ('I swear on my mother's eternal soul'). Expletives includes exclamatory swearwords ('Holy shit!"), while invectives include subtle insult ('It's the one job basically any woman can get') (29).

In the characterization of characters in a story, swearing words can be a tool to help the author portray the characters. The use of swearing words is identical to a certain type person. It also represents feeling and emotion of the characters. Using the swearing words, the author can add flavor to the characters that is about to build and bring the characters into life. Since the use of swearing words is common in a certain group of society. Thus, if it is related to translation, swearing words should be considered important to translate.

According to Davoodi (2009), there are four strategies in translating offensive and taboo language, which in this article referred to translation technique. The first is censorship or commonly known as deletion/omission, using this technique, the words are omitted or not translated into the target language. Second is substituting the taboo word with another word in the target text, this way of translating might distort the meaning. Third, taboo for taboo; that is finding the taboo word in the target text that has the similar meaning to the taboo word in the source language. The last is euphemism; it is translating the taboo word into a word or expression that is more accepted or less offensive in the target language.

The data were taken from the subtitle of the movie "Suicide Squad". Focusing on the dialogue between the characters, swearing words were identified in the English subtitle. After the swearing words found, then they were located in the Indonesian subtitle of the movie. Watching the movie was the next step to find out who said that swearing words.

Finally, the shifts were analyzed to see their effect to the characterization as well as the technique used in translating the swearing words.

"Suicide Squad" is a movie which characters are criminals, super villains, put in high risk jails due to their bad records. They were assembled together by the US government to serve as the country protectors since Superman was dead. It is rated PG 13+ in United States, and 17+ in Indonesia, due to the violence and profanity used in the movie. This movie won Oscar in 2017 under category of best achievement in makeup and hair styling, and 16 other awards; it was also nominated in 37 nominations of various awards.

The English subtitle was downloaded from the subtitle provided in https://opensubtitles.co/download-subtitle/Suicide-Squad-2016_86242, while the Indonesian translation was taken from the subtitle translation done by fans-up, *lebah ganteng* that can be retrieved from https://opensubtitles.co/download-subtitle/Suicide-Squad-2016_85676. *Lebah ganteng* is a quite productive in subtitling translation.

Findings and Discussion

Since "Suicide Squad" is a movie about a gang of criminals who were gathered to fight the enemy of the US, it contains swearing words. Although rated PG-13 in the US, the use of some swearing words are quite many. Approximately there are 50 words 'shit' found in the movie, both the stand alone word and embedded one. The reason of using the words in the movie for teenagers is probably because the movie would like to depict the real condition in the society.

Analyzed using the category mentioned above, the swearing words found in the "Suicide Squad" are included as abusive swear words and expletives. For better understanding, the examples taken from the movie are being presented in the following table.

Table 1: The category of swearing words found in "Suicide Squad"

Category	Subcategory	Types	Examples
Offensive	Abusive Swearwords	Cursing	'You son of a bitch!'
		Derogatory tone	'But I'm concerned 'cause I don't see nobody writing shit down.'
		Insult	'But her stank-ass boyfriend can't come.'
	Expletives	Exclamatory Swearwords	'Shit!'

From the data obtained, it is found that only four types of offensive language used in the movie. Not all of the swearing words found were translated into Indonesian. There was a kind of patterns of the translation techniques used. The pattern is that when the swearing words stand alone, they are translated either using taboo for taboo technique or euphemism. For example, the word 'bitch' was translated into 'bangsat'. Meanwhile, when the swearing words were used together with other phrases, they are mostly deleted or censored, thus making the the translated versions of the phrases were not categorized as having taboo words anymore. For instance, the phrase 'she ain't do shit to me' was translated into 'dia tak punya salah padaku', where the word 'shit' was censored. The example of the phenomena can be seen in the following table.

Table 2. Example of translation technique applied in "Suicide Squad" Subtitle translation

English version	Indonesian version	Back to back Translation	Translation technique

(21) 00:02:01,040 --> 00:02:02,678 Open the goddamn gate!	(27) 00:02:01,159 --> 00:02:02,762 Buka pintunya!	Open the door!	Censorship/ deletion
(89) 00:06:26,960 --> 00:06:29,554 Now double it for being a dickhead.	(103) 00:06:27,173 --> 00:06:28,644 Gandakan karena kau menyebalkan.	Double it because you resent me.	Euphemism
(381) 00:27:40,320 --> 00:27:41,514 Shit!	(412) 00:27:41,562 --> 00:27:42,706 Sial!	Shit!	Taboo for taboo

The swearing words are used not without a purpose. One of which is to show a specific trait of a character. In this movie, the characters were villains who were commonly viewed as impolite people. This depiction was proven by the exceesive use of the swearing words in their dialogues.

Table 3. Samples of villain characters swearing words

Frame	English Subtitle	Character
Oh, you deaf. You one of them deaf hoes.	(537) 00:39:39,560 --> 00:39:41,915 Oh, you deaf. You one of them **deaf hoes.**	Deadshot
Always. What about the shit in our necks?	(729) 00:54:29,280 --> 00:54:31,794 Always. What about the **shit** in our necks?	Harley Quinn

	(751) 00:55:46,680 --> 00:55:47,908 Come on, do the **bastard**.	Captain Boomerang

Another purpose of using swearing words is to create a contrastive effect related to the character's traits, their actions, values, and important decisions. Gathered as a special troop to protect the US, the criminals agreed to do it because they wanted to have their freedom. Later, it was told that they had to come to decision to run away from their duty or to fight for their country, the country which imprisoned their freedom. Surprisingly, the villains fought side by side to save the people from an evil who was depicted as a beautiful lady with a powerful mystical power.

When the Indonesian subtitle of the movie is scrutinized, it is found that not all of swearing words found were translated. Although the movie is rated suitable for teenagers above 17, still the swearing words were 'censored'. There is a pattern discovered in the translation of swearing words in the Indonesian subtitle. When the swearing word stands alone, it was translated, but when it was used as a phrase together with other words, such as 'writing-shit', it was not translated. Deadshot used this word a lot, but in the Indonesian translation, some were deleted and some were softened. Below are the samples taken from the movie subtitle, table 4 is sample of the taboo for taboo, while table 5 is sample for censorship.

Table 4. Sample of taboo for taboo

Frame	**English Subtitle**	**Indonesian Subtitle**	**Back to back Translation**	**Offensive language category**
	(1178) 01:34:20,560 --> 01:34:22,198 Bitch, I'm having a drink.	(1277) 01:34:20,646 --> 01:34:22,841 Bangsat, aku sedang minum.	Scoundrel, I am having a drink.	Cursing
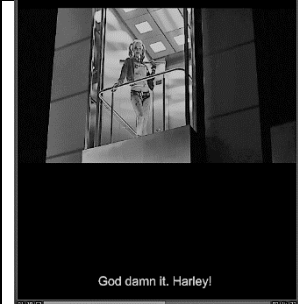
Table 5. Sample of the censorship

Frame	English Subtitle	Indonesian Subtitle	Back to back Translation	Offensive language category
	(419) 00:30:00,360 -> 00:30:03,511 But I'm concerned 'cause I don't see nobody writing shit down.	(457) 00:30:00,509 -> 00:30:04,249 Tapi aku ragu karena tak ada yang menuliskannya.	But I am not sure since nobody is writing it.	Derogatory tone
	(625) 00:46:05,360 -> 00:46:07,999 Triangle, bitch. Study.	(708) 00:46:05,497 -> 00:46:08,864 Sistem Triangle. Belajarlah.	Triangle system. Learn.	Cursing

In the phrase 'writing-shit', the word 'shit' is used to give emphasize to the importance of the act of writing in that scene, but it was deleted, so there was no emphasize employed. It means that the purpose of using the word is not achieved in the target language. This also reduces the strong characteristic of Deadshot when saying the utterance.

Table 6. Sample of the euphemism

Frame	English Subtitle	Indonesian Subtitle	Back to back Translation	Offensive language category
	(1069) 01:22:59,560 --> 01:23:01,437 She ain't do shit to me.	(1168) 01:22:59,922 -> 01:23:01,856 Dia tak punya salah padaku.	She doesn't have fault on me.	Derogatory tone

	(944) 01:10:56,840 --> 01:10:58,353 God damn it. Harley!	(1031) 01:10:57,087 --> 01:10:59,071 Astaga, Harley !	For heaven's sake, Harley!	Cursing

In the expression of 'She ain't do shit to me', the word 'shit' was used to replace the word 'bad thing', it can be seen that it was softened and translated into "hal buruk" (back to back translation to English "bad thing"). The result of the euphemism applied is the less strong (weaken) of the utterance meaning as well as weakening the characteristics of Deadshot.

Out of 60 taboo words found, 35% were translated while the rest were either softened or even deleted. The softening and deletion of the swearing words result in the distortion of the character's trait in the translation version. The aim carries by the original version is not achieved in the Indonesian version. The traits of the villain characters are softened, they are not as fierce as in the original version. Moreover, the second aim to create the contrastive effect between villain characters versus good characters; and villain characters versus their action is also not reached.

Thus if the Indonesian version of the movie subtitle is evaluated, the accuracy is not completely achieved. The censorship and euphemism applied in the subtitle translation is perhaps due to the urgency to make the subtitle accepted in the Indonesian culture. In Indonesian culture, like other cultures in Asia, swearing is considered offensive and taboo, thus censorship of a foreign product is a common view.

This study confirms the use of taboo words translation strategies proposed by Davoodi which are taboo for taboo, euphemism, censorship, and subtitution; although in this study only the first three are found. Moreover, the result of this research adds extra lists of taboo words translation in Asian context. There is a kind of pattern that can be drawn if we look at studies on translating swearing words in various contexts in Asia. Seen from several studies on taboo words translation in Asian context, the exceesive used of censorship and euphemism are easily spotted. This might because the culture which bound the works since they are going to be viewed by Asian spectators. Nevertheless, similar studies need to be done to gain more data to arrive to a certain hypothesis.

Considering the purpose of translation, this act of censorship needs to be re-examined. Translators cannot delete a word or a phrase just because the word is not accepted in the target language culture. This act should be done under a wise decision. When the words or phrases related to swearing words that are not accepted in the target language, the translator needs to see the function of the words or phrases. If they do not serve an important function, meaning if they are deleted there will not be a price to pay, then they can be deleted. However, if the words have a specific function, such as serving as a tool of characterization, then they should be translated.

Conclusion

From the analysis done, it can be concluded that the swearing words appeared in movie "Suicide Squad" are not accurately translated into its Indonesian subtitle. This results in the distortion of the characters depiction. The swearing words were used in the movie to convey some message, one of which is carrying the characteristics of villains in the US. The second

function of the swearing words is to give a contrastive effect to the portrayal of the characters; in one hand, they are villains who usually use bad words, in the other hand, they sacrifice their life to protect other people, the nation which put them in prison.

The functions above cannot be found in the Indonesian version of the subtitle. Some swearing words are softened or even deleted. As a result, the villain characters are not as 'thick' as the original version. Furthermore, the contrastive effect aimed in the original version is not achieved in the Indonesian version. Thus, the decision to soften or delete the swearing words might lead to the misconstruction of the character representation in a translated version of a text.

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Powtoon: A Digital Medium
to Optimize Students' Cultural Presentation in ELTClassroom

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Abstract

Facing industrial revolution 4.0 requires university students to provide themselves with a skill that they can use to compete with machines or computers. One of the skills is negotiation which involves mastering language, especially English as a means of international communication. However, learning English as a foreign language is not as easy as it seems. The students need to use a proper learning media which match their characteristics as digital native and motivate them in learning English such as multimedia. By using multimedia, the students will not only learn about language but also the skill about how to use the media or a computer to come up with industrial revolution 4.0. Thus, the researchers who are English lecturers aimed to encourage students in Universitas Teknokrat Indonesia (UTI) to use more web-based medium as a medium in learning English in a class, exclusively *Powtoon*. This research used a qualitative method since it disclosed how UTI students use *Powtoon* in a class and what their opinion toward *Powtoon* for learning English. During the research, the students used *Powtoon* in a class as a presentation medium for a half-semester because after mid-test they were divided into 13 groups to present the topics given by the lecturer. For each meeting, there were 2-3 groups presentation. At the end of the semester, the students were given questionnaire related to multimedia usage and responded that they felt motivated in learning English by using technology especially *Powtoon*. As a result, using a web-based medium in learning English can increase not only student's ability to language but also technology.

Keywords: cultural presentation, digital medium, ELT classroom

Introduction

Industrial revolution 4.0 (IR 4.0) has impacted education and causes the changing of teaching and learning methods. Lecturers cannot use their traditional way of teaching and learning anymore since students' characteristic also change into technology-addict learners. Shahroom & Hussin (2018) said that technology improvement at the university level is the foundation to face IR 4.0 and basic skills for the students to compete with Artificial Intelligence (AI). Besides, Hamiti and Reka (2012) said that using technology in a class can improve teaching and learning activity in many ways but not to forget the ethics. Thus, lecturers should at least adopt technology in their teaching and learning activities to meet the recent circumstances.

Facing industrial revolution 4.0 requires university students to provide themselves with skills that they can use to compete with machines or computers. According to Gray (2016), there are ten skills which need to be mastered in 2020 to compete with robots. One of the skills is negotiation which involves mastering language, especially English as a means of international communication. Furthermore, Liza and Akmar (2018) said academic

competence needs to be accompanied by communication competence, especially English, in order to find a job. Additionally, Constantinescu (2015) said that negotiation in a foreign language can improve a job-seeker professionalism. Thus, learning English in IR 4.0 is a must because it can help students to master negotiation skills, communicate with everyone, and make them have a better qualification in finding a job.

However, English is a foreign language in Indonesia and it makes teaching and learning process is not that easy although some students have learnt English since they were in the kindegarten. Thus, lecturers need to create interactive and interesting teaching and learning process in order to attract and motivate students, especially in industrial revolution 4.0 era. One of the ways can be technology usage in the classroom, such as multimedia. As Almara'beh et al. (2015) said that multimedia usage in the classroom can be an innovative way that is able to increase teacher-students' interaction, long-lasting, and more applicable to teach something which is an outside classroom. By using technology, there are no time and place boundary in a classroom. Moreover, Singh and Singh (2014) also said that multimedia is very effective in teaching and learning activity, it can also build a high-quality teaching and learning environment. This innovative and a high-quality teaching and learning environment can be seen from multimedia features which combine text, animation, audio together which are able to provide interactive interaction. It is also in line with Pavithra et. al (2018) that multimedia is the use of electronic media which has 6 elements (text, graphics, audio, video, animation, and interactivity). So, it also suits to teach somethings which is beyond the class because it can visualize what abstract things are, such as culture.

Culture presentations are delivered in Basic Reading Class of English Literature students at Universitas Teknokrat Indonesia (UTI). As English Literature students, they need to know many cultures in order to support their knowledge and become their education background in the future when they work as a guide, artist, and many other jobs. On the other hand, learning culture is not something that they can be experienced in a class and the students need to go and join the communities to experience that well. By using multimedia, they can visualize and feel like they experience it directly because of the multimedia features. It is in line with Pourkalhor and Esfandiari (2017) that learning culture should be provided in the classroom as it is to support language learning because language and culture come hand in hand. People who master target language may not be able to communicate well if they do not know what or when to use some expression if they do not understand about its culture. For example, Indonesia people usually ask *where did you go?* or *where will you go?* if they meet someone. However, English speakers usually do not ask such thing because it is not their business and intead they ask *how are you?*

Thus, the researchers encourage the students to use multimedia, *powtoon,* to learn in Basic Reading class. *Powtoon* is a presentation template that has text, audio, animation features, and the file is in the form of video presentation. It has a free and premium price. Moreover, the template has many categories, such as education, business, marketing, and many more. So, it is suitable for students and the researchers come up with the following research questions:

1. How to implement *powtoon* to optimize students' cultural presentation?
2. How is the students' opinion toward multimedia usage in doing cultural presentation?

Theory and Method

A qualitative method was chosen in doing this research because the researchers wanted to describe how the students used *Powtoon* to present culture in a class. According to Nassaji (2015), qualitative research is well suited to language and teaching research settings because it involves naturalistic data without any intervention and focuses on how something happens. This research took a place in Universitas Teknokrat Indonesia (UTI) specifically in Basic Reading Class of English Literature Study Program at the even semester of the 2018/2019 academic year.

The researchers chose the SS17B class because one of the researchers was a lecturer of the Basic Reading subject. In the English Literature Study Program, this subject focused on a long functional text with tourism material, such as cross-country cuisines, entering country, eating out, tourism place, tourism festival, and many more. So, the students need to create the cultural presentation in *powtoon* website in www.powtoon.com in a group and use it as a presentation medium in a class.

There were 42 students in SS17B class and divided into thirteen groups, so there were 3-4 students in one group. By the end of all students' presentation, they were given questionnaire by the lecturer. It had ten statements related to *powtoon* usage and four responses that were strongly agree, agree, disagree, and strongly disagree. This questionnaire was adapted form *Likert Scale.* According to Stephanie (2015), Likert scale is to measure opinions or attitudes based on certain criteria. In this research, this scale is to measure students' opinion toward *powtoon* usage whether it can be used again in the following semester or not.

Findings and Discussion

The implementation of *Powtoon* to optimize students' cultural presentation in the ELT classroom were held after the midterm test because the lecturer who was responsible to explain the material before that. For the presentation, the students were divided into 13 groups with 3-4 members for each group. So, there were 2-3 groups presentation with the same topics for each meeting. The following table showed the list of groups and the topics:

Table 1. List of Group and Presentation Topic

Number of Group	Topics
1, 2	Cross Country Cuisine
3, 4	Entering the Country
5, 6	Eating out
7, 8	Traveling
9, 10	Tourism Place
11, 12, 13	Tourism Festival

The topics listed in the table above were taken from the Learning Contract of Basic Reading in the English Literature Study Program, 2017/2018 academic year. The topics covered some information related to food from some countries, the way how to visit or enter a country, some ways or rules in eating out, and some places or events to visit. Each topic was presented by 1-3 groups for each meeting, however, they discussed different things. For example, group one discussed Indonesian food and group two discussed American's food because the students were able to choose about what they want to present freely as long as

it was still in the topic that given by the lecturer. The following pictures were screen capture from students' *powtoon* videos.

Figure 1. The Topic Presented by First Group

Figure 1 showed that the students began their video with the title of their presentation which was cross country cuisine. It was to identify about the topic because after the presentation, they would share it to their friends in a class. So, their friends could easily identify the material that would be explained in the video. Besides, it was also to make the lecturer identify easily whether the groups explained the material based on the topic given or not.

Figure 2. The members' name of First Group

Figure 2 showed about the members'name of the group, as the creator of the video. Since the video could also be shared in *youtube* or other social media, it was necessary for them to put their name on it. Besides, it would also make the lecturer in giving the score easily if they put their name in the video. Besides names, some of the students also put their

students' official number or *NPM* in the video to avoid of lecturer giving score to the wrong students because they had the same name. Furthermore, to make the video became attractive, the students also put some characters as many as the members of the group. The characters were varied and they could put the characters which could represent them, such as long hair, curly hair, wear hijab, fat, slim, different skin color, and many more like in video which was made by another group below.

Figure 2. the Students Put Different Characters that Represent the Members

Figure 2 showed that the group put different characters that represent the members based on the gender, skin tone color, and fashion style. Moreover, if it was seen in the form of video, the characters could move and show their expression on their face. Not like group one that only wrote their nickname in the video, this group wrote their complete name in the video.

Figure 3. One of the Country Cuisine Presented by First Group

Figure 4. The explanation of one of the festivals chosen by the Students

From Figure 3 and 4 above, it can be seen that the students could insert text, picture to visualize the things they explained, animation, and sound. The type of the text is varied and there are also many color choices. The students can also insert any kinds of images in some different pixels. Besides, the type of animation is also varied from the person until things, from simple characters to hijab characters. Moreover, the students can also choose to insert music or the voice record into this multimedia-based presentation. The presentation process was up to the students whether they could show the video first or show it while explaining it. If they choose second option, they will pause it while presenting because the file was a video.

After all the groups presented the topics, they were given questionnaire by the lecturers to see their opinion about *powtoon* usage to present about culture. This was also to evaluate whether multimedia usage, especially *powtoon* could be used again for the next following semester or not. Table 2 shows the statements and students' opinion:

Table 2. Students' Opinion toward *Powtoon* Usage

No.	Statements	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
1.	I prefer write/read the material in my phone/laptop.	4.5	18.2	45.5	31.8
2.	I prefer learning the material from my phone/laptop to books.	9.1	4.5	59.1	27.3
3.	I prefer having a presentation in a class by using a whiteboard to technology.	27.3	31.8	31.8	9.1
4.	Technology helps me in having a presentation.	4.5	0	40.9	54.5
5.	I enjoy having a presentation by using Powtoon.	4.5	13.6	50	31.8
6.	Powtoon makes my presentation become more interesting.	4.5	4.5	40.9	50

7.	Powtoon helps me delivers/remembers the material better.	4.5	13.6	59.1	22.7
8.	Powtoon maximizes my presentation because it combines video, animation, text, and graphics.	4.5	4.5	59.1	31.8
9.	Powtoon makes my friends pay attention more compared to another tool of presentation.	4.5	9.1	45.5	40.9
10.	Technology intimidates and threatens me.	40.9	40.9	13.6	4.5

From the table above, it could be seen that 45.5% of students agreed and 31.8% strongly agreed to use technology (laptop and phone) to write and read the material in a class because nowadays generation cannot be separated from their technology, especially their mobile phone. Turner (2015) said that Z generation have spent their time in using technology more compared to any other daily activity besides sleeping. They are exposed by it almost eight hours a day. It was also in line with the second statement that they liked to learn by using technology compared to books. There were 59.1% of students who agreed and 27.3 of students who strongly agreed about the second statement.

Furthermore, the students also liked to have a presentation by using technology, they strongly disagreed (27.3%) and disagreed (31.8%) about having a presentation using a whiteboard. It suited students' characters who were mostly Z Generation. According to Andrea (2016), Z Generation are those who were born in the year 1995-2000 and surrounded by technology. They also have characteristics that they spend their time using technology and online. They even are not afraid of the rapid changing of the internet and often find a solution through it. By looking at their characteristics as Z Generation, it is reasonable that the students thought technology helped them in delivering a presentation and they did enjoy using it as it was shown in statement four that more than 80% strongly agreed and agreed with that statement.

Furthermore, related to *powtoon* usage in the statements five to nine, the students showed positive responded by enjoying it in presentation 81.8% (50% agreed and 31.8% strongly agreed). Then, 40.9% of students agreed and 50% strongly agreed that it made their presentation became more interesting because it features. It could also make them remember/deliver the material better (81% of students agree and strongly agree). Next, 59.1% of students also agreed and 31.8% of students strongly agreed that *powtoon* could maximize their presentation since it has text, audio, animation, etc. At least, *powtoon* is still new in term of presentation medium for them, so 45.5% of students and 40.9% of students agreed and strongly agreed that it was more attractive compared to other presentation media. As Grzeszczyk (2016) said that multimedia is very good in learning target language because it has many advantages, such as (1) it makes learning target language becomes easier, (2) improve the students' participation in a class, (3) it makes the delivering material becomes more effective, and (4) it can provide reliable, various, and interesting sources.

Finally, although the technology used has become part of their lives, they did not feel threatened by it because they are digital natives. According to Prensky (2001), digital natives are those who are those who used with computer and internet. So, more than 80% of students strongly disagreed and disagreed that technology could intimidate and threaten them.

Conclusion

It is clear from the findings and discussion that the students can do a cultural presentation by using *powtoon*, a multimedia and presentation template which has text, animation, audio, and many more echanting features. This is easily adopted to be one of attractive ways to have a presentation in a class. Moreover, this multimedia is also matching with students' character who are comfortable with technology and internet and the students showed positive respond to the use of *powtoon*. Furthermore, this digital medium can be also adopted by the lecturers to teach in the classroom as a means of delivering the material because it can attract students' attention, especially the students who belong to digital native.

Besides, the *powtoon* usage can also gives some benefits. First, it can increase students' attention in learning language, especially in Basic Reading class. Second, it can improve students' ability in using technology or multimedia. Third, it can motivate them in delivering their presentation because they use such an echanting presentation medium. Last but not least, they can visualize their cultural material presentation.

Acknowlegdement

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Conceptual Meaning of *Secretary*
in Academic Students of Secretary's Cognition in Bandung

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Abstract

This article discusses the conceptual meaning of secretary through the cognition of Academic Students of Secretary in Bandung. This research was conducted in order to find out how did the secretary students describe the meaning of "secretary" through their essay writing. This research is statistic descriptive analysis, data were collected through Antconc software in order to observe the frequentative words used by the students. The node words of this research is the word secretary in which this word is used as much as 408 times by the students. Through the Cluster/N-grams, it is observed that the students tried their best efforts to describe the secretary. The theory of Semantic Cognitive especially frame semantics and image schemas proposed by Lakoff (1987); Johnson (1987); Lakoff and Turner (1989); Clausner and Croft (1999); Fillmore (1985) are used to analyze the conceptual meaning revealed from the students's essay writing. The understanding of statistic descriptive refers to Palmer study (1933). The results show that the students mapped the secretary as the container in which it needs the container. The results can be seen through frame semantics that secretary is brain, secretary is the heart, secretary is one's hand, secretary is one's face, and secretary is a foundation of building.

Keywords: Conceptual meaning, Corpus Linguistics, frame semantics, Semantic Cognitive, statistic desriptive

Introduction

The word '**secretary**' is originated from the Latin word '*Secretarious*' which means *'a person entrusted with a secret' or 'keeper of secrets'* https://thebusinesscommunication.com/what-is-secretary-types-of-secretary/ accessed on 29/11/19. In online Cambridge Dictionary, the word 'secretary' means "*someone who works in an office, writing letters, making phone calls, and arranging meetings for a person or for an organization*" (accessed on 29/11/19). The definition meaning of secretary in online Cambridge Dictionary shows that the function of secretary has experienced to be shifted into a larger scope. They perform many important tasks and functions, "*like arranging and organizing meeting, sending a letter or message to other companies, keeping records and accounts, acting as the representatives of the employer and even acting as the executive head of any division of work at state level*" https://thebusinesscommunication.com/what-is-secretary-types-of-secretary/.

Based on the meaning of secretary above, it is understood that secretary is a person who handled many duties in the office and the person who has responsibilities to keep any information of the office as confidential, also the person who could be acting as any division of work at any level.

As it is said that there are various duties as a secretary, this article tries to discuss how the academy of secretary students define the description of secretary, and what are the conceptual meaning emerged from their text production? The students's description of secretary is formulated into image schemas, so that we can observe the conceptual meaning

of the secretary. The theoretical of Semantic Cognitive is considered as the suitable approach to analyze the conceptual meaning of secretary.

Theory and Method

Semantic Cognitive is the theory beared in 1970s and has been increasing in 1980s as to argue the truth-conditional semantics theory in which according to Sweetser (1990), this truth-conditional semantics ignored the cognitive organization from the linguistic system. The Semantic Cognitive linguists also believe that language is not autonomous rather that it is conceptualization knowledge of language reflected from their language use.

This research is qualitative study which means that the research takes place in natural setting. The researcher collected the data from the text production of academy secretary students's essay writing in which researcher is able to be highly involved in actual experiences of the participants (Creswell, 2003). The collected data is transfered into plain text so that this text is able to read by the Antconc software. Through this software, researcher could observe the frequentative words emerged from the students's text production. The data are observed using statistic descriptive and then they are interpreted in a qualitative method.

There are 37 text production sources which are collected into one file. Based on the Antconc software, it reveals that there are about 8722 word tokens which are classified into 1201 word types with the most frequentative usage word is determiner 'the' shown as much as 517 times. The second place is still determiner 'a' shown as much as 448 times. The third place is the word 'secretary' shown as much as 408 times. This word 'secretary' is used as the node words. Through the cluster/N-grams it is shown that the node word 'secretary' colocates with auxiliary verb 'is', modality of 'must', 'can', and 'will as much as 99, 77, 16, and 13 times respectively. As the surface structure, it can be assumed that the students tried their effort to describe 'secretary' by using auxiliary verb 'is' and then they use modality 'must', 'can', and 'will' to describe the function of secretary through the level of degree.

The data collection using Antconc software and the statistic descriptive through the approach of Corpus Linguistics as in line with Palmer (1933). As Corpus Linguistics suggests to use the frequency of words and collocates as tools to find out the concept of the whole the data, this research also adopts what has been suggested in Corpus Linguistics Firth (1957), Jones and Sinclair (1974), Sinclair et al. (2004), Cowie (1994), (Stubbs, 2002), (Nesselhauf, 2004), McEnery and Wilson (2001), McEnery and Hardie (2012).

As suggested by Fillmore that we need tools for organizing concepts namely *"frame, schema, script, global pattern, pseudo-text, cognitive model, experience gestalt, base, scene"* (Fillmore, 1985: 223). This research uses frame and schema in order to find out the conceptual meaning of secretary by the assistance of Antconc software.

Fillmore as the most influential of cognitive scholar put forward the idea of frame semantics as a basic rethinking of the objectives of linguistic semantics. Fillmore's opinion is that frame semantics model is a model of the semantic comprehension to identify the deliberate meaning of the speaker in carrying the text and how the hearer assemble the meaning from the text. Fillmore convinced that by listening to the speaker's utterance, hearer could form the frame semantics in order to understand it.

Image schema is another theoretical construct in cognitive linguistics forces as a conceptualization of experience (Lakoff, 1987; Johnson, 1987; Lakoff & Turner, 1989; Clausner & Croft, 1999). Image schemas are schematic versions of images in which they are representations of specific, embodied experiences (Fillmore, 1975; 1977a). Domains described as **embodied** that cause to images (Lakoff ,1987; Johnson, 1987) or grounded (Lakoff & Turner, 1989:113). According to Lakoff, Johnson, and Turner, image schemas are

not specific images but are schematic. They stand for schematic patterns resulting from imagistic domains, such as *containers, paths, links, forces, and balance* that constantly occurs in various embodied domains and formed our bodily experience (Lakoff, 1987; Johnson ,1987). Image schemas are also not specific to a particular sensory modality (Lakoff, 198; Johnson, 1987), however they structure our bodily experience (Talmy, 2002), and our non-bodily experience as well, via metaphor (Lakoff, 1987; Johnson, 1987).

Findings and Discussion

Rosch (1975) was a pioneer in conducting the research of Cognitive representations of semantic category. She used the technique of priming to study the nature of the cognitive representation generated by superordinate semantic category names. Rosch performed 9 experimental research to 663 undergraduates. Her research was conducted by using pscyhological approach. The steps of her research started by collecting the norms of 10 categories of the internal structure. The purpose of conducting the experimental research is to investigate a hypothesis which is scientifically tested. In the experiment, the independent variable is controlled and the dependent variable is calculated (https://www.simplypsychology.org/experimental-method.html). So, this research methodology is not the same with the research conducted by Rosch. The aim of the previous research was to find out the cognitive representations, however this research tries to identify the concept of secretary meaning of students' cognition.

This research applies the method of Corpus Linguistics by using the Antcont software. Based on data collection the word 'secretary' is used as the node words. The collocates that go along with secretary are the auxiliary verb 'is', the modality of 'must', 'can', and 'will'. There are 94 auxiliary verb 'is' as the collocates of node words 'secretary', there are 76 modality of 'must' as the collocates of node words 'secretary', there are 17 modality of 'can' as the collocates of node words 'secretary', and there are 13 modality of 'will' as the collocates of node words 'secretary'. The frequentative occurences of auxiliary verb 'is' show the effort of the students to describe and define the secretary's job or duties. The modality 'must' occurs at the second place shows the students effort to emphasize the function of secretary in the work place, the occurences of modality 'can' and 'will' are less frequentative, it is assumed that students tried to show the ability and willingness of being the secretary. Those data mentioned were observed and then classified based on the semantic cognitive approach.

Secretary Is Brain

There are data refer to brain occur as much as 10 times, such in:

(1) The Secretary **is the brain** of leadership.
(2) A good secretary **must have a brilliant brain** to give an ideas to their companies and help the leader.
(3) The secretary **must be broad-minded** because a secretary is a representative of the company.
(4) A secretary **must have a mindset** that is always positive /.../.
(5) A secretary is not enough to just have a beautiful face but a secretary **must have high intelligence and analytical power** to help the boss in finding a solution.
(6) My opinion about a good secretary **must smart** to see opportunities.
(7) a good Secretary **must have a positive way of thinking**, because the secretary is the person closest to the leader and dealing with outside parties, including relations.
(8) therefore the character of a secretary **must** be cheerful, **think positively** in all things, want to work hard, good attitude and be able to maintain his attitude and dignity

(9) the secretary **must also be able to provide alternative ideas and thoughts** to the leadership regarding all matters related to the company.

(10) the Secretary **must have a perspective** that leads to the achievement of goals with practical and **systematic thinking**.

From all data above (1) until (10), it is observed that the students prefer to associate secretary with brain. The word 'brain' based on the online Cambridge Dictionary means *that "the organ inside the head that controls thought, memory, feelings, and activity; used to refer to intelligence; a very intelligent person, especiall one who has spent a lot of time studying."*

The word 'mind' has the meaning of *"the part of the person that makes it possible for him or her to think, feel emotions, and understand things; a very intelligent person"*. The word 'idea' means "a suggestion or plan for doing something; an understanding, thought, or picture in your mind". The word 'perspective' concerning of **THOUGHT** means *"a particular way of considering something"*; 'perspective' concerning of **VIEW** means *"a particular way of viewing things that depends on one's experience and personality"*. The word 'think' concerning **CONSIDER** means *"to believe something or have an opinion or idea; to consider a person's needs or wishes"*; while the verb 'think' concerning **DECIDE** means *"to use the brain to decide to do something; to use the brain to plan something, solve a problem, understand a situation, etc."* Based on the definition above, we can draw the semantic frame as below:

SECRETARY: BRAIN – MIND – THOUGHT – VIEW – CONSIDER – DECIDE

It can be inferred that secretary could be mapped onto BRAIN. Brain means the organ inside the head. The function of brain is to control the thought, memory, feelings, and activity. Also, human's thought can lead to his/her own perspective or view and he/she could consider to decide something to be done/conducted.

Secretary Is the Heart

The data that consider the secretary as the heart appeared as much as 3 times, such in:

(11) Secretary is the **heart** of company

(12) The secretary is the **heart** of the company especially the director himself.

(13) So, why secretary is the **heart** of company?

Data (11) and (12) tell us that the secretary has function as the heart, however data (13) is formed in interrogative sentence, which means that the speaker is questioning why the secretary is the heart of company.

Based on the usage of the word 'heart', it is best to look up the meaning of the heart in the dictionary. The word 'heart'concerning **ORGAN** means "the organ in your chest that sends the blood around your body"; the word 'heart' concerning **EMOTION** means "used to refer to a person's character or the place within a person where feelings or emotions are considered to come from" such in *"She has a good heart"*; the word 'heart' concerning **CENTRAL PART** means "the central or most important part"; the word 'heart' concerning **COURAGE** means "courage, determination, or hope".

Based on the meaning derived from the online Cambridge Dictionary it can be drawn the semantic frame of SECRETARY IS HEART such in below:

SECRETARY: HEART – ORGAN – EMOTION – CENTRAL PART – COURAGE

From the frame semantics above, it can be inferred that secretary could be mapped onto organ of body inside the chest namely HEART. Heart itself is not only organ but also

contains emotion and this organ is considered very important since 'heart' is the central part of the body and by having heart, one is considered as the brave person.

Secretary Is One's Hand

There are 19 data that consider the secretary as someone's hand. However, in this discussion there are only 5 representative data that will be analyzed.

(14) The Secretary is the **second hand** of the leadership
(15) Because the secretary is the **right hand** of a leader,
(16) The Secretary can **assist** in establishing good relations with colleagues or business partners in each company.
(17) A good secretary is the person in charge of **helping** leaders with a broad [base] of knowledge and skills.
(18) A good secretary is the one **to handle** [anything] job although that isn't [she's] her job.

Based on the data above, it is understood that secretary is mapped onto 'hand'. The meaning of 'hand' can be observed by looking up the online Cambridge Dictionary as follows

The word 'hand' concerning **BODY PART** means "the part of body at the end of the arm that is used for holding, moving, touching, and feeling things". The word 'hand' concerning **HELP** means "help with doing something that needs a lot of efforts". The word 'hand' concerning **PERSON** means "a person who does physical work or is skilled or experienced in something". The word 'hand' concerning **INVOLVEMENT** means "involvement in or influence over an event".

Based on the meaning derived from the online Cambridge Dictionary, it can be drawn the semantic frame of SECRETARY IS ONE'S HAND.

SECRETARY: HAND – BODY PART – HELP – PERSON – INVOLVEMENT

On the basis of the lexical meaning above, it can be inferred that secretary is mapped onto 'hand'. Hand is the part of body at the end of the arm used for holding and/or helping/assisting person. The person who is willing to help needs the involvement so that the situation will be under control as their needs.

Secretary Is One's Face

The data contained face appeared as much as 5 times such in below:

(19) because the secretary is the **faces** of his company.
(20) the secretary will surely **meet face to face** with prospective clients and will   accompany the leadership in doing business.
(21) the secretary **will meet** with many important clients of the company.
(22) a secretary **will meet many people**, so it is important for a secretary to have knowledge of foreign languages, the most international of which is to speak fluent English.
(23) the secretary **will surely meet face to face** with prospective clients and will accompany the leadership in doing business.

From the data above, it is observed that secretary is mapped onto 'face'. Let's take a look into consider the meaning of 'face' by looking up into the dictionary. The word 'face' as noun concerning of **HEAD** means "the front of the head where the eyes, nose, and mouth are". The word 'face' as noun concerning of **FRONT** means "the front or surface of an object". The word 'face' as noun concerning **RESPECT** means "the respect and honour of others".

Based on the lexical meaning derived from the online Cambridge Dictionary above, it can be drawn the semantic frame such in:

SECRETARY: FACE – HEAD – FRONT – RESPECT

On the basis of the lexical meaning, it can be inferred that secretary is mapped onto 'face'. Secretary is the person who is represented by the face, it is understood that the function of secretary is mapped as the front of the head where the eyes, nose, and mouth are, and as the front or surface, this front head should show the good behaviour by showing some respect and honor of others.

Secretary Is A Foundation Of Building

There is only 1 data show that the secretary is a kind of foundation of one building such in below

(24)   Role of a secretary is a **cornerstone** of the success of a leader in carrying out his managerial

From the data (24) the word 'cornerstone' based on the online Cambridge Dictionary means are as follows. The word 'cornerstone' as noun concerning **STONE IN BUILDING** means "a stone in a corner of building, especially one with the date when the building was made or other writing on it". The word 'cornerstone' as noun concerning **MOST IMPORTANT PART** means "something of great importance that everything depends on". Based from the meaning above, it can be drawn into semantic frame as below:

SECRETARY: CORNERSTONE – STONE IN BUILDING – MOST IMPORTANT PART

On the lexical meaning basis, it can be inferred that secretary is mapped onto 'cornerstone'. This 'cornerstone' is understood as the secretary is as the stone in the corner building with the date stated when the building was made. This notification shows that the foundation of the building is the most important part to commemorate as the historical story behinds the building.
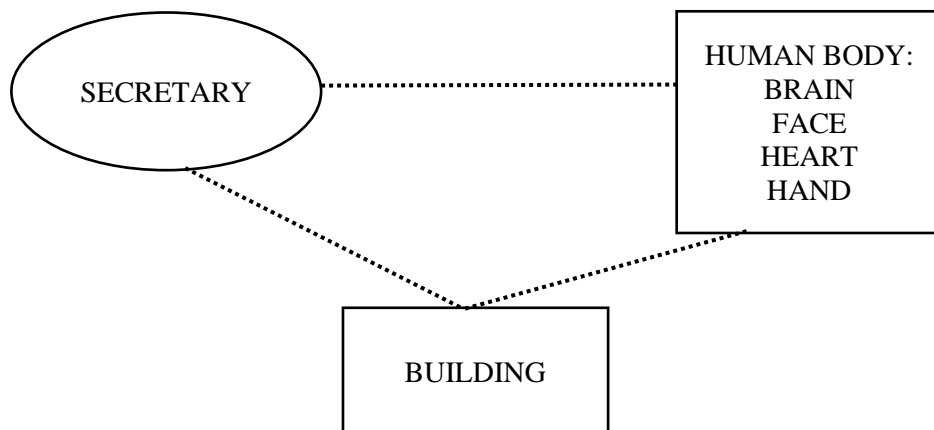
Figure 1. Mapping of Secretary is containment – Based on bodily experience

Based on Evans (2009) the starting point of the observation of the 'meanings' is that the meaning is associated with words and those words are protean in nature. According to Evans (2009), "the semantic values associated with words are flexible, open-ended and highly dependent on the utterance context in which they are embedded."

Evans's fundamental theory is that there is a basic distinction between lexical concept and meaning. Furthermore, Evans claim that lexical concepts is accounted for the semantic units which is conventionally associated with linguistic forms, while meaning is a property of situated usage-events, rather than words. So, meaning is not a function of language but arises from language use.

Evans' perspective view is in line with the result of this research. This research did not observe and analyze the linguistic form, it rather analyzes the meaning from language use. Based on the analysis, it shows that the students try their effort to describe the concept of secretary through their bodily experiences. The students describe the concept of secretary their movement and perception as in line with Lakoff's perspective view (1980). Since, the students are not English native speaker, their analysis of conceptual meaning of secretary is based on their language's user individual mental grammar as in line with Evans (2009).

Conclusion

Based on the discussion above, it is concluded that the conceptual meaning of secretary derived from the cognition of students of Academy of Secretary in Bandung is that secretary is the containment. It is proven that the image schemas used by the students are based on bodily experience. They refer to their own body to describe the secretary which formulated by using frame semantics, such as SECRETARY IS BRAIN, SECRETARY IS THE HEART, SECRETARY IS ONE'S HAND, SECRETARY IS ONE'S FACE, and SECRETARY IS A FOUNDATION OF BUILDING. Furthermore, the schema which appeared into their text production is that secretary is containment in which it needs the containers of head. The containers of head are brain, face, heart, and hand. The students also mapped the secretary into building.

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English Proficiency of Students at Politeknik Negeri Balikpapan Based on TOEIC

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Abstract

English language proficiency is generally measured by English competency scores such as TOEFL and TOEIC. To be able to apply the right learning patterns for students of Politeknik Negeri Balikpapan (Poltekba) for the purpose of mastering the TOEIC, an analysis of their English proficiency is needed by measuring their TOEIC scores. This analysis can be used as a reference for English lecturers in providing relevant learning materials according to the needs of the students and the industrial world. The research method used is qualitative-quantitative because it focuses on analyzing the TOEIC scores of the students. The researchers conducted analysis on the TOEIC scores as the data and explained them descriptively. The data used in this analysis are TOEIC scores from 291 students. The scores were mapped into 6 levels of English proficiency. The results of this study describe the level of English proficiency and the comparison between mastering Listening and Reading Comprehensions by the students at Politeknik Negeri Balikpapan.

Keywords: English proficiency, listening, reading, TOEIC

Introduction

English proficiency of college student is in a high demand of an industry. Many National companies have prerequisite English language skills as one of the requirements that must be met by an applicant. Higher education also requires English language skills for its graduates and new postgraduate students. English language proficiency is generally measured by the English competency test scores such TOEFL, TOEIC, and others. According to Richardson, Gina and Michele Peters (1995) TOEIC is Ideal for students and professionals looking for fast-track prep for the Test of English for International Communication, used by more than 4,000 corporations worldwide to measure English Language Proficiency.

With the increasing of global economy and work culture, English is one of the requirements to compete at the international level and become a requirement for companies to find competent workforce. Therefore, job applicants are asked to create an attractive profile which shows that they are capable of participating on an international scale. By having a TOEIC certificate, the opportunity to work in foreign companies will be greater.

There are many stakeholders that prioritize TOEIC than TOEFL. This is because TOEFL is more directed to the academic field as one of the requirements to continue study to a higher level. TOEIC, in contrary, is currently used as one of the requirements for someone to apply for a job. Related to this issue, Politeknik Negeri Balikpapan seeks to provide provisions for students to qualify as job seekers. In addition, the form of questions on TOEIC is more equivalent to the ability of Poltekba students because it is more directed to the ability to communicate in industrial world, making it easier for students to achieve scores that are in line with company standards as Fauziati (2016) stated that TOEIC is specifically designed to measure English language skills for daily communication in the context of work in an international environment.

Politeknik Negeri Balikpapan as a vocational education has vision and mission to produce alumni who have skills and ready to compete in the industrial world. Today, many national and international companies require each applicant to have good English language skills as measured by the achievement of a TOEIC score. It will be very difficult for job applicants who have passive English skills to be able to compete with applicants who have active English communication skills, as it already stated by Harmer (2001) that good English is an entry requirement for much tertiary education in a global market where English gives the user a competitive advantage.

Based on the explanation above, it is important for the researchers to find out how is the proficiency of Poltekba students in mastering English measured by their TOEIC scores. This aims to formulate the basis for English lecturers to develop their teaching materials and meet the students' needs. It is also expected that with this research, the researchers find out relevant strategies applied in order to increase students' TOEIC scores. Further, the TOEIC scores of the students can be used by the institution as a reference to determine the appropriate programs and materials and evaluate the learning outcomes that have been done in class.

Theory and Method

TOEIC (Test of English for International Communication)

According to the Educational Testing Service (2010) the TOEIC (Test of English for International Communication), which was developed in 1979, is intended to measure someone's proficiency in English at the intermediate and advanced levels. TOEIC is a standardization of English proficiency in workplaces throughout the world. For almost 40 years, TOEIC has become the standard for measuring English proficiency in the workforce. At present, TOEIC has been used in 14,000+ companies, government institutions and English learning programs in more than 160 countries. Every year more than 7 million people take the test.

The purpose of TOEIC is more varied than other tests. TOEIC is used for 3 uses, there are: (1) to measure employees 'English proficiency, promotion and recruitment requirements, (2) to measure students' English language standards, so that teachers can provide appropriate lessons, and (3) to design employee training programs, employee recruitment and promotion. (Yuliant, 2011).

Based on research and strict standards, TOEIC is specifically designed to measure the ability of individuals to communicate using English in their daily lives. TOEIC examines in detail in 4 areas of communication such as listening, reading, speaking and writing. The TOEIC test has also been mapped to CEFR so that it can provide the comprehensive and comparable data needed to evaluate individuals accurately and objectively regardless of their background. The TOEIC program consists of:

1. TOEIC Listening and Reading Test
2. TOEIC Speaking and Writing Tests
3. TOEIC Bridge

TOEIC for Educational Institution

TOEIC measures students' English proficiency in 4 language areas with scores that have been mapped on CEFR. Based on in-depth research, TOEIC provides comprehensive and comparable data that can be taken into consideration in making decisions when accepting, mapping abilities and debriefing students or the students who can also indirectly show the effectiveness of the English learning program that has been given.

TOEIC is very helpful in achieving the success of an institution. With the TOEIC score, the teacher or lecturer is able to analyze the ability of their students or the students who are used as a basis for consideration in determining learning targets to improve the students' English language abilities as a whole. As a result, the graduates that have create will become workforce which are ready to work and can enhance the reputation of the institution in the eyes of the company.

Listening Section in TOEIC

This section aims to test one's ability to understand conversations in English. In this section of the test is consist of 100 questions and divided into 4 parts, there are the revelation in the form of pictures (photographs), and questions (questions and responses), short conversations (conversations) and short dialogues (short talks) that are played through cassettes or CDs. Test takers will listen to conversations and questions in English and answer them according to their understanding.

Photographs	*10 questions*
Question – Response	*30 questions*
Short Conversations	*30 questions*
Short Talks	*30 questions*

Reading Section in TOEIC

This section consists of three sessions that examine a person's ability to understand discourse in English. The participants of the test will be given 100 questions consisting of filling parts of incomplete sentences (incomplete sentences), replacing wrong words (error recognitions) and answering questions from story questions (reading comprehensions). Test takers read various readings and answer questions based on these readings.

Incomplete sentence	*40 questions*
Error Recognition & Text Completion	*12 questions*
Reading Comprehension	
- *Single Passage*	*28 questions*
- *Double Passage*	*20 questions*

TOEIC Score

The TOEIC Listening and Reading test score is determined from the number of correct answers which is then converted to a rating scale. The test participant's score report will contain a Listening Comprehension score scale from 5 to 495, a Reading Comprehension score scale from 5 to 495, and a total score scale from 10 to 990. The total score scale is a combined number of Listening Comprehension and Reading Comprehension scores.

The test scores will indicate a certain level of English language skills possessed by each student. This score can be used as proof of a student's English skills when applying for a job. In addition, the TOEIC scores from the students can be used by institutions as a reference to determine the appropriate programs and materials, and can evaluate the learning outcomes that have been done in class (Sudijono, 2001).

TOEIC score can be converse into six levels, they are: Novice (score for 10 – 250), Elementary (score for 255 – 400), Intermediate (score for 405 – 600), Basic Working Proficiency (score for 605 -780), Advance Working Proficiency (score for 785 – 900), and General Professional Proficiency (score for 905 – 990).

Table 2.1 TOEIC Conversion Score Based on CEFR

CEFR Level	TOEIC Listening & Reading Score	General CEFR Level Description
C1	945-990	- Can understand a wide range of demanding, longer texts, and recognise implicit meaning. - Can express him/herself fluently and spontaneously without much obvious searching for expressions. - Can use language flexibly and effectively for social, academic and professional purposes. - Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	785-940	- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. - Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. - Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	550-780	- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. - Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. - Can produce simple connected text on topics, which are familiar, or of personal interest. - Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	225-545	- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). - Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. - Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	120-220	- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. - Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

		- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The data for the research were from English competency test scores (TOEIC) taken by Poltekba students in sixth semester. The data obtained by the researchers were in the form of TOEIC scores. They were analyzed to the extent of skills mastering between Listening and Reading comprehension that they have taken based on scores on CEFR map.

To obtain the data, the researchers used documents. In this study, the researchers used documents as data collection instruments. Documents are a type of data source that involves any citation that aims to test the research, such as articles, books, etc. Documents of TOEIC certificates of students were classified according to their score levels. From these levels, their skills in mastering English were mapped.
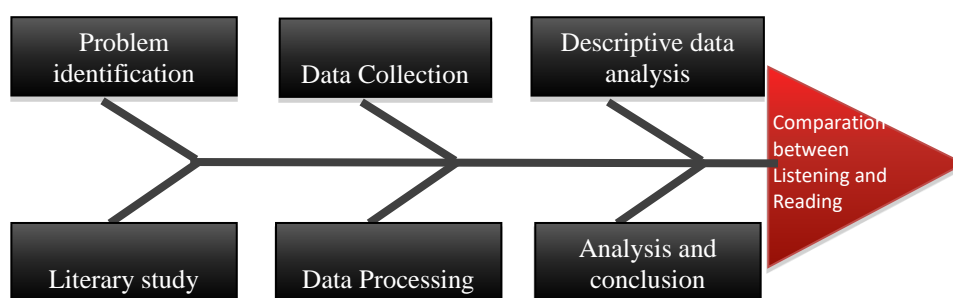

Figure 2.1 Research Flow Chart

The data were analyzed after the data collection process. The analysis focused on obtaining student's TOEIC score after taking the test. In the analysis process, the data were analyzed through the following steps: (1) Identification of the student TOEIC scores, (2) Classification of TOEIC ability levels, (3) Analysis of Listening and Reading comprehension mastery abilities.

Findings and Discussion

TOEIC Data from the Students of Politeknik Negeri Balikpapan

Politeknik Negeri Balikpapan, especially the Language Centre (UPT Bahasa), has conducted a TOEIC test for Poltekba students in May 2019, the TOEIC test is one of the requirements that must be fulfilled by final year students before the inauguration. The TOEIC test was attended by 291 students from 5 Study Programs, they are (1) Banking and Finance, (2) Hospitality, (3) Electrical Engineering, (4) Mechanical Engineering, and (5) Civil Engineering. The data can be seen in the following table:

Table 3.1 TOEIC Participant

TOEIC Participant Based On Mayor	
Mayor	Test Taker
Banking and Finance	29
Hospitality	58
Electrical Engineering	87
Mechanical Engineering	58
Civil Engineering	58
Grand Total	**291**

The scores show a very varied value that the average of Poltekba student could only achieve a score between 205 - 300 which was indicated by a total of 33% or 97 of 291 students. From the total number of students who took the TOEIC test, there were 66% or 193 students who scored < 400, the results showed that the ability of Poltekba students had not yet reached the standards that had been set by both the Institution and Industry, which was a score > 400. The scores that reached the standard is only 34% or only 98 students. The data can be seen in the following table:

Table 3.2 TOEIC Score Range of Poltekba Students

TOEIC LR		
Range TOEIC Score	Number of Candidate	Percentage
10-100	0	0%
105-200	14	5%
205-300	97	33%
305-400	82	28%
405-500	41	14%
505-600	33	11%
605-700	9	3%
705-800	9	3%
805-900	5	2%
905-990	1	1%
Total	291	100%
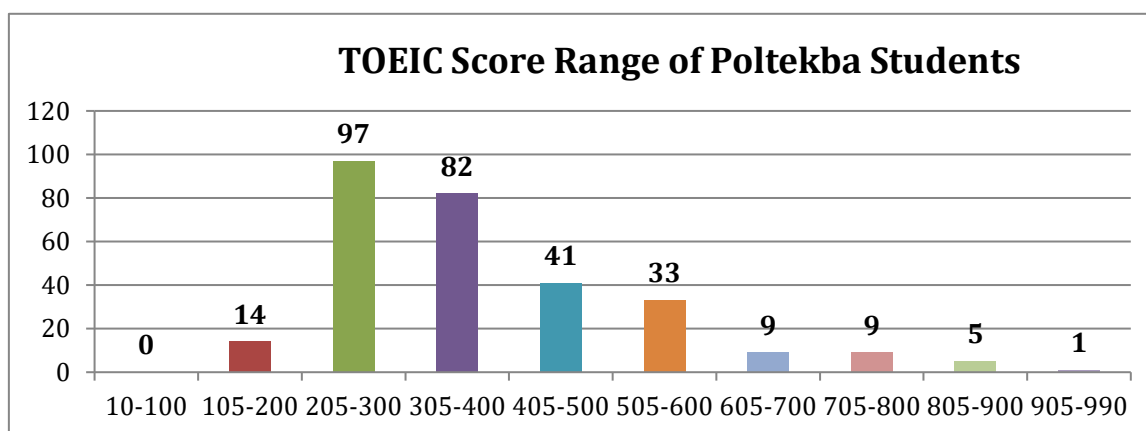
Figure 3.1 Graph of TOEIC Score Range of Poltekba Students

Levels of Student English Proficiency Measured from the TOEIC Score

As an objective measurement tool for English language skills, Listening and Reading tests on TOEIC can be used for: (1) Students, to find out their level of progress and standards for becoming productive worker, (2) Job seekers, to join the world of work or find new positions, and (3) Workers, for purposes of promotion, placement, assignment abroad (Sibaroni, 2011).

TOEIC scores can be categorized into 6 (six) levels, from the lowest to the highest, they are: (1) Novice, (2) Elementary, (3) Intermediate, (4) Basic Working Proficiency, (5) Advance Working Proficiency, (6) General Professional Proficiency. From the tests that have been taken, the following level of English language skills of Poltekba students based on TOEIC scores are:

Table 3.3 English Proficiency Level Based on TOEIC Score

| Can Do Level	Result
Novice	54
Elementary	139
Intermediate	74
Basic Working Proficiency	17
Advance Working Proficiency	6
General Professional Proficiency	1
Grand Total	291
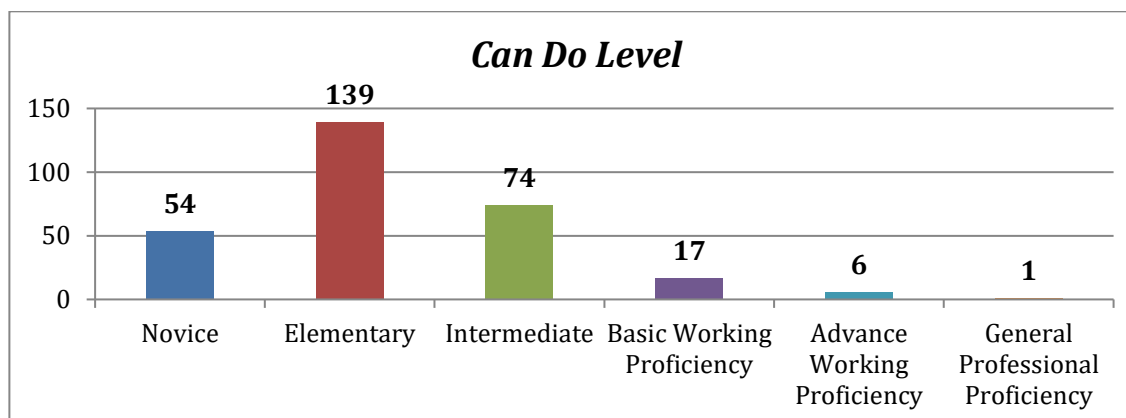
Figure 3.2 Graph of English Proficiency Level Based on TOEIC Score

Based on the graph above it can be concluded that from 291 students who took the TOEIC test, the average student had an Elementary level ability, which was indicated by a total of 139 students, or 47% of the total participant. This number is of course far from the standards that had set by the Institution, because based on this provision, Poltekba students must be able to reach the Basic Working Proficiency level as one of the conditions for them to be able to compete in Industry. Nowadays, foreign industries or companies, especially in Balikpapan, set a standard for TOEIC score at least 450, so that when viewed from the Polytechnic students' TOEIC results above, it only about 24% of students are able to meet these requirements or standards.

Proficiency Comparison between Listening and Reading Comprehension

Listening comprehension items included in the TOEIC test are designed to measure understanding of spoken English in real-life situations; and reading comprehension items are designed to measure examinees' ability to comprehend types of materials that people in the business-world use, including manuals, reports, forms, notices, advertisements, periodicals, memoranda and so on (Wilson, 2000).

Based on tests that have been taken by Poltekba students, there are very varied results in each study program, the average student has better ability in the Listening section, indicated by the average score achieved is 224. While for the Reading Comprehension section is still far from the maximum score, the average student score reaches only 156. The data can be seen in the following table:

Table 3.4 TOEIC Score Range of Poltekba Students

TOEIC LR	Mayor	Test Taker	Listening			Reading			Total		
			Min	Avr	Max	Min	Avr	Max	Min	Avr	Max
Poltekba Student	Banking and Finance	29	110	258	450	95	178	340	240	436	790
	Hospitality	58	70	195	425	60	136	315	165	332	740
	Electrical engineering	87	105	245	495	70	174	410	190	419	870
	Mechanical engineering	58	100	225	460	85	154	425	200	379	870
	Civil engineering	58	100	205	490	65	140	460	185	345	950
Grand Total		291	70	224	495	60	156	460	165	380	950

Based on the table above, it can be seen that the ability of the students is more likely to master Listening than Reading. This is caused by the difficulty of students in working on the number of questions in reading comprehension with limited time. In addition, their difficulty in understanding texts or essay due to their minimum vocabulary mastery also becomes a failure factor in working on the problems in reading comprehension section.

Conclusion

Based on analysis, it can be concluded that the TOEIC results of the students of Politeknik Negeri Balikpapan have an average score in range of 200 - 400, with a total of 213 from 291 students. This score indicates that the English Language skills of Poltekba Student are still under the standard of institution and industry which determine a minimum score of 450. The level of English proficiency of Poltekba students is still at the Elementary and Intermediate levels. This is still low because it only shows basic English or beginner level skills. At this level, the English language proficiency is limited only to mastering general vocabulary, not the advanced level of communicating with broader topics. In other words, they are not familiar with topics that lead to the business world. The Poltekba students are more likely to master listening than reading. It is caused by the difficulty of students in working on the number of questions in reading comprehension with limited time and the difficulty in understanding texts or essays. Their vocabulary mastery is also become a failure factor in working on problems in reading comprehension.

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Scaffolding in Narrative Learning: Appraisal Analysis in Teachers' Talk

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Abstract

Engagement is one of appraisal dimensions introduced by Martin and White (2005) that is used to analyze the stances which a teacher takes, both in relation to the students and the visual-verbal components in texts and the way of the teacher align or dis-align the students. This paper explores the interaction between a teacher and thirty-two junior high school students in learning narrative texts. The focus of this study is on the stages of scaffolding to help the students to cope with narrative texts. This study employs classroom discourse analysis particularly appraisal analysis on engagement elements in teacher's talk. The findings of this study depict that in teaching the students, the teacher uses different kinds of engagement systems of heterogloss (contract and expand) to take particular stance to mediate the students with teaching materials. The heterogloss is also used to guide the students in exploring the learning materials. Practically, the result of the study is beneficial for the EFL teachers as a reference in teaching narrative texts.

Keywords: Appraisal system, engagement, narrative, scaffolding, teacher's talk

Introduction

Classroom interaction is usually associated with students' level of achievement. It can be achieved when teacher and students interaction in the classroom go together. Teacher plays an important role in creating an effective, enjoyable and engaging environment for learning where the students can feel motivated and interested to participate in classroom interaction. The way a teacher uses language and builds the discourse patterns will determine students' engagement in seeking knowledge. As argued by Halliday (1993), language is the most important condition of knowing the process in which knowledge becomes the speakers' experience. Meanwhile, Wells (1999) adds that knowledge is developed in the discourse between people doing things together.

In classroom interaction, teachers can do several types of scaffolding in the classroom practice to offer explanation, invite students' participation, verify and clarify students understanding, give a model, engage students into learning and invite them to contribute ideas (Roehler & Cantlon, 1997). The process of scaffolding in this study is integrated in one of four curriculum cycle stages of Genre Based Approach (GBA), namely Building Knowledge of the Field.

At the beginning of the lesson, teachers can design specific building knowledge strategies to build connections to the existing knowledge by reminding students of a shared experience (Sharpe, 2001). In doing so, students are engaged to improve their understanding about the material given and knowledge of the field deeply. They participate in a conversation that leads to an increased understanding of subject content and to promote shared understanding. They use the language for making meaning and take critical stance toward information and knowledge. It means that students learn how to use language and they develop a language to talk about language (Gibbons, 2009).

However, there are teachers in Indonesia who do not understand how to do the scaffolding process in the stage of Building Knowledge of the Field. They misunderstand the concept of Building Knowledge of the Field. The teachers usually use this stage to discuss the generic structures and linguistic features of the text. It is not appropriate because the stage should be used to build their knowledge on the content of the topic (Emilia, 2011).

This study aims to analyze the scaffolding instruction that a teacher applies to facilitate students learning during the stage of Building Knowledge of the Field in the setting of Genre Based Approach. The analysis of teacher and students' interaction is based on the appraisal theory of engagement system of meaning proposed by Martin and White (2005). It is the source for the authorial voice to position or to engage with other voices and alternative positions that are interpreted in the communicative context. Engagement comprises two sub systems, namely contract and expand.

The analysis on classroom interaction is an attempt to find out the way the teacher conducts the scaffolding strategies to guide the students to construe their position or stance through their word choices. This analysis will provide some benefits for pedagogical practice to help the students to be aware on construing stance on position in others' point of view or certain issue in classroom discussion. Theoretically, the study also might support previous research concerning scaffolding in teacher's talk in genre-based learning context and enrich the literature of appraisal analysis in classroom discourse. Practically, it might provide teachers useful insight to guide the students in the effective scaffolding process to facilitate students' learning.

Theory

Scaffolding in Genre Based Pedagogy

Genre-based pedagogy views language as an open dynamic system where knowledge about language is taught in an explicit manner, and genre are used as the starting point for modelling, deconstructing and understanding language (Martin, 1999). It is a social constructivist model of teaching and learning, where the scaffolding is to construct knowledge in and through joint participation in activities where all participants are actively involved in negotiating meaning. Learners construct new and extended understanding through their collaborative participation in scaffolded activities. Through talk, information and ideas can be shared, points of view explored, and explanations presented. In the process, the ways of thinking and understanding maybe constructed (Hammond, 2001).

The process of scaffolding is conducted based on the principles of Genre Based Approach:

    a. A social activity

       Learning is a social process, and knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher and pupil, or classmates, that are defined in the value systems and ideology of the culture (Halliday in Emilia, 2005).

    b. Explicit teaching

       To be a teacher, we must make connection to what we studied, why it is being studied, and what outcome should we expected from our students at the end of the study (Gibbons, 2002).

    c. Apprenticeship teaching

       Giving the students opportunity to learn language as apprentices with their teacher in the authoritative role of expert on language system and function (Feez & Joyce,

2002). This apprenticeship is a series of scaffolding which address language in different aspects (Gibbons, 2009).

Building Knowledge of Field (BKOF) in Narrative Teaching

The basic principles of BKOF are used to guide teachers to design scaffolding which can be used as authentic material to enable learners to achieve task and increase the students' knowledge that they might not able to manage on their own (Hammond, 2001).

There are two level of scaffolding according to Dansie (see in Hammonds, 2001): (1) *Macro-level scaffolding*: the key elements of scaffolding are: a clear goal of teaching, understanding of the linguistics demands of the associated tasks, the knowledge of students and their current abilities and understandings, careful sequencing of task designed to develop the practices required to achieve the goal, and a gradual but constant shift of responsibility for task completion from teacher to student and (2) *Micro level scaffolding*: evident in the interaction of students and teacher in the nature of support. It is to determine the minimum support required by constantly removing or supplying support as needed to complete the task at hand.

According to (Roehler & Cantlon, 1997), there are five Micro scaffolding where it occurs during the teacher-students' interaction such as inviting students' participation, offering explanation, modelling of desired behavior, verifying and clarifying students understanding as well as inviting students to contribute clues.

It is furthermore, classified into six types by Walqui (2006). The first is modelling by giving clear examples through describing, comparing, summarizing, evaluating, etc. Second is activating students' prior knowledge to make the students are be able to produce written text as well as spoken language. It is also beneficial to link students' real-life experience to the subject matter. Third, creating analogies based on students' experience by using simple daily language to explain complicated academic language. It is crucial to assist students to understand the lesson easily. Fourth, building the schema to cluster of meanings that are interconnected. It is essential for students to gain knowledge of the material or topic before studying the details. Fifth, representing the text to invite students to engage them in some activities that require the transformation of linguistics instruction that they find different in one text to the others. The last is developing metacognition to guide students the ways to manage their own thinking, apply the strategies in learning activities, and evaluate, adjust and monitor their performances to complete the task.

Moreover, Luke, et al. (2005) propose more general scaffolding types namely content scaffolding, strategic scaffolding and procedural scaffolding to provide guidance for students' achievement level to the assigned task. Content scaffolding refers a guidance for the students including concept and definition to help them to do a given assignment. Then Strategic scaffolding deals with alternative strategies which assist students learn to do the assignment. The last, procedural scaffolding is to give guidance for the students on utilizing available resources and tools to help the students to do a task.

In Genre Based Approach, scaffolding as a basic principle is practiced in a series of four cycles and each cycle has its own particular teaching purpose (Gibbons, 2009), which is described briefly as follows.

1) Building Knowledge of the Field
   In this phase, the teacher briefly and clearly explains the material they discuss and builds up the students' background knowledge of the context in the class until the students understand the material given.

2) Modelling
This stage focuses on the students giving examples of the material including the purpose, text organization and linguistics features of the genre discussed.
3) Joint Construction
This stage describes both content and language focus. The purpose is that the students write together in pairs, constructing a piece of writing collaboratively of the chosen genre.
4) Independent Construction
This stage is suggested to ask the students to construct their own text individually.

The analysis is conducted at Building Knowledge of the Field at the initial stage of learning. It is aimed at building up the students' background knowledge (Feez, 2002; Derewianka, 1990). It is the time for students to share experiences relating to the topic (Dansie, 2001). Moreover, in the stage of Building Knowledge of the Field, the teacher can provide various texts for the students as the source of learning. The texts are used to teach reading, listening, speaking, or learning grammar through the expressions that can be found in the text (Emilia, 2011).

The aim of narrative, as the focus of the study, is to entertain and instruct through dealing with unusual and unexpected development of events (Droga & Humphrey, 2003). The schematic structure of narrative is orientation ^ complication ^ evaluation ^ resolution ^ coda (Droga & Humphrey, 2003; Knapp & Watkins, 2005; Christie, 2005; Christie & Derewianka, 2008).

Both teacher and students can explore narrative texts that are challenging and stimulating. It can be a source to facilitate critical thinking and communicative skill for the students. Thus, the students can express their thoughts and feelings on the characters and content of the story. The text will allow students to interact and question to the text to explore their critical awareness.

Relating to the scaffolding strategy, Gibbons (1991) states that reading is the process of getting meaning from print. It requires the reader to be active and thinking rather than passive and receptive activity. It means as a competent reader, he can reconstruct a writer's message. Furthermore, it can be referred to as an interactive process between potential reader and text. In doing so, the readers rely their own background knowledge of the field and their understanding of the language system itself to gain the meaning of the text. Gibbons (2002) adds that building up shared knowledge of the topic can be done by shared reading to have opportunity with the students to discuss the content of the text.

Derewianka (1990) proposes that the last activity in BKOF is that students take turn to read the story. It is the time for them to discuss the content of the story and mainly the difficult vocabularies. In exploring narrative, students can be encouraged to listen to stories for sheer enjoyment. They have to be aware that they have to learn to construct a story and bring it to life.

In relation to the previous one, the teacher, according to Christie (2005) should lead and guide their students to write through teachers' talk. In line with this, the teacher prepares the students to read a short story by showing the book to them which contain of pictures or illustrations. By guided talk, a teacher can direct his students initially to think about meanings of the story they have read. The use of teachers' questions will guide the students to comprehend and lead to later closer examination of the language patterns used. Students are invited to identify the actual words in the text required to answer the questions. In a whole class discussion, the teacher takes responsibility to hold the discussion and takes a part as learning facilitator to make sure that the classroom interaction is running well and all students are interactively involved in seeking of knowledge.

Appraisal system of Engagement

Appraisal system, one of meanings in the study of systemic functional linguistics SFL), is realized through the interpersonal meaning. As cited in Cahyono and Nina (2019), interpersonal meaning comprises using language to interact with other people and construct roles and relationship as well as giving evaluation (Martin & Rose, 2007). According to Martin & White (2005), there are three appraisal systems namely engagement, attitude and graduation.

Engagement (Martin & White 2007) deals with the interpersonal negotiation of the attitude sources; where it depends on a social dialogic perspective developed by White (2003). This system allows us to recognize author's position towards what has already been written or said by someone else by employing engagement (Martin & White, 2005).

The system of engagement is based on a fundamental distinction between utterances, which engage with dialogic alternatives. The distinction is classified as monogloss and heterogloss. A monogloss proposition does not have an alternate proposition. The propositions are declared absolutely which explicitly engaged in the dialogic alternative. However, the system of heterogloss allows alternate points of view for dialogic alternatives (Martin & White, 2005). The example below demonstrates the monogloss and heterogloss respectively:

Farizah is a good girl. **In my view,** Farizah is a good girl.

Martin and White (2005) classify heterogloss into two broad categories and they are dialogic contractively or dialogic expansive. Dialogic contraction acts to reject directly or challenge alternative propositions, real and/or imagined, and is further categorized as disclaim and proclaim. Disclaim is the "direct rejection or countering of a dialogically contrary position" (White, 2003). For example, the proposition, 'Farizah's grandma is **not** happy', explicitly engages with, but ultimately disclaim is the "direct rejection or outering of a dialogically contrary position."

Furthermore, White (2003) explains that proclamation is "the textual voice puts on display a personal investment in the viewpoint being advanced". The example for this case is 'Farizah's grandma **must** be happy'. The proposition does not directly negate or 'deny' the alternative. In fact, it is the high degree of personal investment in the proposition functions to 'close down' the dialogic space for the alternative.

Dialogic expansion 'entertains' or is 'open' to dialogic alternatives, real and/or imagined, and is categorized as either entertain or attribute. Through the resources of entertain, a proposition is presented as one possibility among other possibilities (White, 2003). For example, the proposition, Farizah's grandma **might** be happy', explicitly engages with the possibility that she might *not* be happy.

The resource of attribute is further classified as acknowledge and distance. White (2003) argues that by attributing a viewpoint to an external voice, the author represents it one of many potential positions since it is explicitly grounded in the individual subject hood of one speaker. For example, the proposition, '**they say** Farizah is a good girl' is exclusive to 'they', and as such, invites dialogic alternatives from anyone besides 'they'.

Method

The study tried to identify the engagement appraisal resources in a classroom interaction in an EFL classroom and describe how the engagement resources create the pattern of scaffolding during the teaching and learning process. Appraisal analysis as suggested by Martin and White (2005) makes use of case study qualitative method in which it studies classroom transcript and assign utterance to predetermined categories.

The case study focuses to provide a thick description of the phenomenon, provide explanations for the phenomena that are studied and make evaluation to the educational program under the study (Gall & Borg, 2003). Based on the definition, in this study the case study was the scaffolding in teacher's talk in a particular instance as a particular phenomenon. In addition, it was a classroom setting which apply genre-based pedagogy of Building Knowledge of the Field to obtain an in-depth account of the vent to illuminate the researcher's understanding under the study.

To obtain the required data, there were one teacher and 32 students involving in this study. The teacher was an experienced female teacher who had been teaching at the school for years. She holds her master degree from a local university specialized in English education program. She was involved in some GBA training programs and had been applying the method for years.

The data were collected from field note, video and audio recording of teacher and students' talks. The data analysis from the recording during the class discussion was focused on the engagement appraisal resources. The analysis was conducted to find out how the teacher guided the students to express their stance and to quote other voices in classroom discussion. The way the teacher did the scaffolding and how students present their ideas and accept or reject others' voice is represented in their choice of linguistic features in their expressions.

The analysis was conducted through three steps. First, transcribing the recording data carefully. Second, identifying the linguistic features that represent the engagement appraisal resources used in classroom discussion. Then, categorizing the linguistics features based on the engagement appraisal resources. Finally, the linguistic features were analyzed based on the appraisal and scaffolding-GBA theory and interpreted to determine how the teachers did the process of scaffolding and how the students took their position and viewed others' ideas in the classroom discussion.

Findings and Discussion

During the stage of Building Knowledge of the Field, teacher-students interaction was analyzed to find out whether the propositions are suggested monoglossically or heteroglossically. It is taken for granted or treated as an issue when the proposition is monoglossically formulated. Heterogloss proposition is formulated if the author's stance is dialogistically expansive or contractive, and then construing any alignments and anticipating the responses through the sub-types of engagement (Martin & White, 2005).

In the classroom interaction, it is found that the teacher and students as participants in the discourse do not adopt the monogloss system of engagement. Monogloss is to shut down all the negotiations from other sounds or dialogue space. The utterances leave no space for other viewpoints (Martin & White, 2005). The teacher in classroom interactions embraces alternative voices to have rich discussion with the students. Heterogloss resources are used by the students to present their voices, their findings and to persuade others to accept their ideas. However, the language users both the teacher and the students do not choose to distance himself/herself from the propositions expressed by using reported verbs like 'claim'. It is referred to as 'distance' in the engagement system. The details result will be discussed as follows.

Table 1: Teacher's Engagement Resources Proportion

Contract				Expand		
47 %				53 %		100 %
Disclaim	Proclaim			Entertain	Attribute	
Counter	Concur	Pronounce	Endorse		Acknowledge	
3.6 %	36.4 %	29.1 %	30.9 %	85.5 %	14.5 %	
100 %				100 %		

The table above illustrates the percentage of dialogic contraction 47 % and expansion 53 %. The finding shows that the teacher uses the first type *contract* to open the dialogic space for subsequent alternative voices or whether it rules out subsequent dialogic instances and disclaim-proclaim. In the interaction with students, the teacher does not choose to deny for presenting a negative orientation to reject students' viewpoints. It is conducted through the sub-system of *counter* to invoke a contrary position to the one introduced by introducing a proposition, which replaces or substitutes the one expected. The excerpt below presents how the teacher employs *counter* in classroom interaction.

Excerpt 1

120c.	T	You mean that Instagram gave Farizah a bicycle and cookie shop and she said thank you to Instagram by saying it to the principal?	
121c.	S10	Yes	
122c.	T	Well, I think there is a better answer. Tidak seperti itu, ada penjelasan dan jawaban yang lebih baik.	It is not like that. There is a better explanation and answer.

Teacher's utterance shows the function of *counter* to reject implicitly student's proposition by offering to show another alternative proposition to replace the rejected one. It is to give the student and other students an opportunity to create better or more appropriate ideas.

The tool of scaffolding that the teacher used is metacognitive development type to ensure that students pick the methods consciously, evaluate their choice and determine their future choice (Waqui, 2006). It is also to verify and clarify students' emerging understanding as suggested by Roehler and Cantlon (1997). It is important for the teacher to lead the students to recognize whether they understand the content of the discussion by encouraging them to think their own thought and restate their thinking.

Then, sub-system of *concur* is used by the teachers to show the agreement or share the same knowledge with the students, as can be seen in the transcript below.

Excerpt 2

22a.	S1	probably, the girl selling cookies to help family
23a.	T	Very good S1, probably, the girl is selling cookies to help her family

It can be seen in the excerpt above that it shows that the teacher first did the *bridging* (Waqui, 2006) to connect the new concepts with students' previous knowledge or their

personal experiences and then the teacher did a verification (Roehler & Cantlon, 1997) to show that the students has good understanding toward the issue of the discussion.

Next, *pronounce* is used mostly by the teacher to give explicit instruction, as we can see as follows.

Excerpt 3

83a.	T	OK, students, I would like you to have a group discussion and also an interview assignment with your group.

By giving instruction the teacher utilized contextualization as one of scaffolding types (Waqui, 2006) that gives the students a particular task to increase the students' ability to understand and produce meaning appropriately and effectively.

The last sub-system of *contract* that the teacher uses is *endorse* to refer to a valid or correct source. The classroom interaction below shows how the teacher asks the students to find the answer by observing a picture. The picture shows the undeniable facts that can be used by the students as the reference. The picture was used by the teacher as realia to make a connection with students' real world for contextualizing (Waqui, 2006).

Excerpt 4

38a.	T	Now, next question. Look at the picture What is she wearing?
39a.	Some SS	Uniform
40a.	T	Yes, right,
41a.	T	she is wearing a uniform.

The dialogic expansion of *entertain* is the most resource that is used by the teacher in classroom interaction. The aim is to allow the students to put their ideas and opinions forward and have an interactive meaningful discussion with other students.

Excerpt 5

56a.	T	Next question, if you meet him, will you buy the cookies?	
57a.	SS	Silence	
58a.	T	Bagaimana? Kalau bertemu anak itu, apakah kamu mau membeli kue nya atau tidak	How? If you meet the girl, will you buy the cookies or not
59a.	Some SS	Yes	
60a.	T	If Yes, why and if No, why, give me the reason, apa alasanya kalau ya atau tidak	
61a.	SS	Silence	

In the interaction above, the teacher used schema-building (Waqui, 2006) to help students organize knowledge and information by having a rich discussion in spoken discourse. The aim was to make the students understand the concepts and lexical or grammatical or academic terms by providing scaffolding that is needed by the students to understand the concepts and formulate their ideas.

The last resource of appraisal-engagement used by the teacher is *acknowledge* to report, re-state or quote the proposition that is put forward by the students or other resources. The interaction can be seen below.

Excerpt 6

44c.	T	kenapa sebagai kakak harus melakukan itu, S7?	Why as an elder sister she has to do it , S7?
45c.	S7	Mungkin ga ada orang tua, jadi gitu	Maybe, because they have no parents
46c.	T	S7 think that because she has no parents, so as the elder she has to do that	

From the excerpts of the classroom interaction shown above, it can be concluded that the teacher used appraisal-engagement resources to build relationship with the students. By doing modelling (Waqui, 2006), the teacher wanted to make sure that all of the students can successfully grasp, retain and apply new knowledge in their learning. The teacher gave clear and practical model, example and pattern that students are required to imitate.

Students' Engagement Resources Proportion

The excerpts below are presented to show the result of scaffolding used by the teacher to assist the students to construe their ideas and express their opinion. The teacher has scaffolded the students by giving them enough basis that later let them to monitor, manage and demonstrate empowerment in spoken discourse.

Table 2. Students' Engagement Resources Proportion

Contract					Expand		
83.7%					16.3 %		100 %
Disclaim		**Proclaim**			**Entertain**	**Attribute**	
Counter	**Deny**	**Concur**	**Pronounce**	**Endorse**		**Acknowledge**	
2.9 %	6.8 %	22.3 %	55.3 %	12.6 %	30 %	70 %	
100 %					**100 %**		

The result of the analysis of each of the heteroglossic categories within the framework of *appraisal – contract* and *expand*, corresponding to whether the students use each of the resource to restrict or entertain external voices, respectively. In classroom interaction, there is apparent tendency to use *contract* over *expand*. Results show that the students make use the types of *counter*, *deny*, *concur*, *pronounce* and *endorse* and the most frequent was *pronounce*.

Within *disclaim*, the students introduce an external voice and then reject or dismiss it and express their own voice after that. The following examples illustrate this.

Excerpt 7

15b.	S10	Group one say she is 12 but we think she is not 12.
16b.	S10	She is young than 12. Her body is small. She is a diligent girl cause she work hard to sell cookies.

The other type of disclamation is counter. In this case, the students decided to introduce other voice to challenge them for strengthening their own position.

Excerpt 8

93c.	T	Then why Fariza was asking what is instagram?	
94c.	S5	Kan masih kecil atuh bu, belum main gituan	She is still young, she does not understand how to use about it
95c.	SS	Laughing	
96c.	S2	Anak SD juga tau kaliiii, adik aku juga main	Elementary students know about it, my younger sibling also uses it.
97c.	S5	Ga semua kaliiii….dia kan ga mungkin punya HP	Not all of them, it is impossible that she has a cellular phone

In the extract, the students tried to explain and justify why Fariza, a little girl, the main character in the story, does not understand what Instagram is. Through this dialogic interaction, certain view is referenced and then rejected.

Based on those three subcategories pertaining to the form of contractive dialogism, proclaim, the analysis shows that the students frequently use the resource of *pronounce*. In this case, the students create their own voices rather than other voices, as described in these examples.

Excerpt 9

4b.	S2	We think that the girl is 12 years old. She is an elementary school student.
5b.	S3	She is a diligent and kind girl. She sell cookies and she is happy.
6b.	S4	She sell cookies cause she want to help her family.
7b.	S5	The family is poor and need help. It is a reason why she sell cookies.
8b.	S6	She sell cookies after school. Before go home so she take money for mother
9b.	S7	I feel happy if I the girl because I can help my family. If I meet her, I will buy the cookies to help her.

With respect to *concur*, the students construe their position that expresses concurrence with other students' or the teacher's views, as follows.

Excerpt 10

39b.	S25	We agree with most group that she is 9 or 10 year old and she is good cause she work to sell cookies.
40b.	S27	We think same as group 2. She sell cookies before school. School at elementary start at afternoon.
41b.	S28	We agree with most group. She sell cookies because help family. Her family is poor

When the students make use of *endorse*, they align themselves with some other voices which are considered as true answer. In the classroom discussion where the teacher refers to a text as the source of learning, the students use the text as their valid reference to find the answer as can be seen in the following extract.

Excerpt 11

7c	T	OK, Thank you S1 So, students, what is the name of the diary writer?
8c	SS	Farizah
9c	T	Good, you are right, what is the meaning of her name?

10c	Some SS	Strong	

The analysis of the heteroglossic categories of *expand* shows that the students make use both types of *expand* as *entertain* and *attribute*. The most frequent type is attribute of acknowledge and there is no record that the students use the type of *distance*.

When students' voices are entertained, the voice represents a given proposition as one of a range of possible propositions and entertains or invokes dialogic alternatives. It realized mostly through modals and modal adjunct of probability and usuality, as the excerpt shown below.

Excerpt 12

29a.	T	Yes, what's your opinion?	
30a.	S4	She might sell the cookies for …tambah uang jajan apa bu ….	She might sell the cookies for (what is tambah uang jajan in Engish?)
31a.	T	She might sell the cookies to add her pocket money	
32a.	S4	Yes, that's it	
33a.	T	Good thinking, S4,	
34a.		any other ideas, students?	
35a.	S2	She might do that for charity	

In the last case the students made use of the other expansive subcategory *attribute* to report the position of other voices corresponding to *acknowledge*. They referred to other students' ideas and opinions, as shown in the following example.

Excerpt 13

10b.	S8	We interview 10 friends from different class. According to them, she is a good girl. She help family in young age.
11b.	S1	Most of them say that they will do the same if they are the girl, but few of them say that they will not do it. If they meet her, most of them say they will buy the cookies, only few say they will not. Thank you.

It can be seen from the above tables of analysis, most students tend to give their positive opinions toward other's voices. The students give elaboration towards the answers they give to other students and give comment to some voices produced by others. In addition, in this situation, the teacher acts as a facilitator by engaging the students to talk and give some opinions over the questions given to them. In giving their response, the students are able to give some reports or description collaboratively and well-spoken as illustrated in the tables of findings above. It can be summarized that the students used the engagement resources to state their agreement or disagreement to other voices, put forward their arguments and to report or quote other opinions and ideas.

Conclusion

Referring to the analysis, it can be concluded that this study reveals the interpersonal language resources in engagement dimension of appraisal are useful to explore students' empathy capacity. The engagement resources are used to facilitate learning to help the students to gain new understanding and knowledge. The teacher used the resources of engagement to guide the students to put their arguments forward, to critically agree or

disagree on others' opinion and to report or quote other voices.

The teacher also used the scaffolding tool to give all the students support that they needed to understand the content, terms and lexical items related to Narrative Genre. The teacher activated students' prior knowledge to make a connection with the new concepts to facilitate their understanding. The other scaffolding strategies such as highlighting the important expressions, predicting from the context, contrasting and summarizing ideas were also used. A collaborative learning was put into practice too through pair and group works to give the students the opportunity to exchange and share ideas as well as to interact with peers and teacher.

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