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STUDENTS' LEARNING STYLES: AN ETHNOGRAPHIC CASE STUDY AT UIN WALISONGO SEMARANG

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Abstract: This research is aimed to know what kinds of learning preferences are students intended most? And how many types of learners' characteristics appear in ELT classrooms? This research was conducted through qualitative approach. This means that the data are collected not in the form of numbers, the data are taken from questionnaires, documentation, and observation. The results of this study are as follows: students of ELT program at UIN Walisongo Semarang tend to study by various kind of learning. It can be proved that First, regarding to the description of 2A class which has 11.2% visual students, 16.02% of audio-lingual, 5% kinaesthetic and 14.11% are others, would use multimedia which is available in the classroom. Whereas, the description of 2B class has shown that 13% students are visual learners, 11% audio-lingual learners, 6.72% kinaesthetic and 13,72% are others. Last but not least, there are 12% visual learners, 11.17% audio-lingual, 7.25 kinaesthetic and the rest 14% others. Furthermore, there are four characteristics which appear from the research, they are as follows: visual learners, auditory learners, kinaesthetic learners, and other characteristics.

Keywords – *Learning-styles, Unity of Science*

INTRODUCTION

In this modern era, the most substantial problems for teachers interested in using a learning styles approach in their classrooms is that the “field” of learning styles that is so crucial indeed. There are lots of researchers have regularly identified aspects of learning and created new terms and instruments, which is no doubt an indication of the complexity of the learning process. As others build on and modify that “field” becomes wider and less

focused; consequently, the result of the research are more confusing for teachers and students to apply. There can be optimistic in hopping valid and reliable learning styles in classroom; makes students “profiles” are more clearly defined. It is probably, that students’ profiles become common place, the risk would be high. Students might be stereotyped, or students might pigeonhole themselves, thus limiting their learning potential and success.

So teacher must approach learning styles with some caution; are not a panacea. Rashers, a becoming aware of learning and teaching styles can be better preparation of teachers for the multicultural classroom. In addition, raising students’ awareness to the advantages and disadvantages of learning styles instruments will make students not only more prepared for learning, but also more analytic about learning styles.

The other problems facing teacher is the difficulty of being all things to all students. For example, if we expect teachers to the styles of every student in learning situation, we will certainly be disappointed. One solution to solve this problem is preparing students to be administered and involving them in situation of teaching-learning process. Then, teacher should be raising learning styles awareness in both teachers and students, asking most learners to develop teaching techniques that address the board needs of learners, and teaching students to experiment with extending their preferred styles.

Learning

Manser (1995) says learning is relatively permanent change in a behavioural tendency and as the result of reinforced practice. Learning is an activity to gain knowledge or skill. Therefore, learning is the process by which skills, knowledge, attitude, and behaviour are formed and developed. It takes place as a result of education, training and socialization. Brown (2000) breaks down the components of the definition of learning, we can extract as we did with language, domains of research and inquiry. They are as follows:

- a. Learning is acquisition or “getting”
- b. Learning is retention of information or skills
- c. Retention implies storage system, memory and cognitive organization
- d. Learning involves active, conscious focus on, acting upon events outside or inside and organism
- e. Learning is relatively permanent but subjective to forget
- f. Learning involves some forms of practice, perhaps reinforced practice.
- g. Learning is a change in behavior

These concepts can also give away to a number of subfields within the discipline of psychology: actuation process, perception, memory, system recall, conscious, learning style and strategies, reinforcement and the role of practice (Brown: 2000).

Learning is the process of teaching students by using the principle of education and theoretical, learning is the determinant main of education (Syaiful, 2006:61). Hamalik (2007:77) argues that learning is a system that is a whole consisting of the components interact between one to another and with the whole itself to achieve the goal of teaching that has been set in advance, as for these components include the purpose of education and teaching, learners and students, educational personnel, especially teachers, lesson planning, teaching strategies, instructional media, and teaching evaluations. According to Dimiyati and Mudjiono (2006:17) learning is teacher's instructional program, in design to make students learn actively; who insists on provision of learning. Whereas Coney (in Sagala, 2006: 61) says that learning as a process whereby someone is purposefully managed to allow him/her to participate in attitude in special or certain conditions produces response to a particular situation.

It can be concluded that learning is a process undertaken by teacher who has been programmed to teach students for getting the purpose of learning as specified in accordance with instructions curriculum prevailing. In the process of learning requires teachers to create a good atmosphere of learning that students can learn in an active manner.

Types of Learning

a. Individual learning

All individuals learn- whether they do it consciously or unconsciously. It is a fundamental requirement of existence. Individual learning is defined as the capacity to build knowledge through individual reflection about external stimuli and sources, and through the personal re-elaboration of individual knowledge and experience in light of interaction with others and the environment.

Here, we refer to individual learning in the context of organization. In other words, it implies that how an individual learns in an organization and how is it important in an organization. Hence, Gardner (1998) explains that every human has his own multiple intelligences such as: verbal/linguistics; logical mathematical; visual/spatial; interpersonal; musical/ rhythmic; bodily/ kinaesthetic and naturalistic. Furthermore, there are also a number of intelligences which are called by spiritual quotation and accentual one. Every single human has those intelligences, but what

should to know that they have varieties of intelligences. Besides, there are some main types of learning styles. They are as follows: auditory, visual and kinaesthetic. In order to get good result of learning, most people apply these three combinations of these learning styles.

b. Four types of learning

There are four types of learning:

- Learning type 1: auditory learning (“by listening and speaking“),
- Learning type 2: visual learning (“through the eyes, by watching”),
- Learning type 3: heptic learning (“by touching and feeling”),
- Learning type 4: learning through the intellect.

METHOD

This research uses qualitative approach. It means that the data are collected not form of numbers, but data were taken from manuscript interview of notes field, documents personal, notes memo and other formal documents. So the purpose of this qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed and thoroughly. Therefore, the use of qualitative approach in this research is to match between the empirical realities with the theory that applies to the use their descriptive method. According to Keirl and Moleong Miller (2004), qualitative research is a particular tradition in social science that is fundamentally dependent on observation in humans on its own, and connects with the people in their local language and its terms.

Qualitative research methods are methods used to examine the condition of natural objects, where researchers are as a key instrument, data collection techniques are combined, the data analysis is inductive qualitative research results, and more emphasis on generalization of meaning. The consideration of qualitative research, authors use this as expressed by Lexy Moleong (1991):

- a) Qualitative method is easier to customize what confronted with the reality.
- b) This indirect method is the nature of the relationship between researchers and respondents.
- c) This method more sensitive and conform to the influence of a joint against the value of management patterns that must be faced.

Therefore, qualitative research assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes

generated by research cannot be applied to contexts or situations beyond those in which the data were collected). (Nunan, D. 1992). In metaphorical terms qualitative research is “soft”.

Descriptive research studying the problems in society, as well as the procedures applicable in the community as well as particular situations, including about relationships, activities, attitudes, outlooks, as well as the processes that are being conducted and the influences of a phenomenon.

Based on the characteristics of this research and the attention focused to study, then the theoretical mentioned by Meltzer, Petras, and Reynold is phenomenology (Bogdan and Biklen, 1990: 31) that all qualitative researchers in certain ways reflect the phenomenological perspective. It means that all researchers will try to understand hard about certain condition and what kind of interaction which suitable for people to become as well as possible. Particularly in research to understand what is the meaning of events and interactions for people can be in certain situations.

Method of Investigation

Here the writer is going to use the descriptive qualitative research to conduct this study. Since this study needs some analytical requirements, so that the deep analysis about resources which come from many sources of the objects; fully needed to expand the explanation later on.

He will find many sources which relate to the problems stated in previous chapter. It is needed because again, the condition needed to create deep analyses which make some assumption deeper and narrow. Moreover, this research involves identifying and locating sources that factual information or personal / expert opinion on a research question; necessary component of every other research method at some points.

Procedure of Collecting Data

In this research, an approach that is done is through a qualitative approach. It means data are not collected by numbers, but the data derived from the manuscript interview a record of the ground, personal documents, field notes and other formal document. So the purpose of this qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed and thoroughly. Therefore the use of qualitative approach, this research is to match between the empirical reality with the theory that applies to the use their descriptive method.

In conducting his research, the writer will do some following procedures as follows:

1. Participatory observation
2. Questionnaire
3. Documentation

FINDINGS AND DISCUSSIONS

Based on the result of the questionnaires which were given the students, we can see the following responses as stated below:

The Description of Learning Characteristics of the TBI Students on 2A

First, there was 11.20% students of A class TBI FITK UIN Walisongo Semarang categorized into visual learners. It was seen from the tendency of how they study English by such a following points: 1) Mind sometimes strays during verbal activities. 2) Observes rather than talks or acts. 3) They are well-organized in approach to tasks. 4) They like to read a lot. 5) They usually a good speller. 6) They always memorize by seeing graphics and pictures. 7) They do not too distractible. 8) Sometimes, find verbal insinuations difficulties. 9) They have good handwriting. 10) They easily remember someone faces. 11) Students usually use advanced planning. 12) They like doodling a lot. 13) Sometimes they quiet by nature. 14) Students are so meticulous and neat in appearances. 15) Therefore, they always notice in every detail.

Second, on the other hand, there was a 16.02% student at this classroom identified as audio-lingual or auditory ones. These characteristics can be taken from the following explanations: 1) Students talk to self aloud by the way. 2) They enjoy talking to each other. 3) They also tend to easily distracted by their surrounding actually. This condition makes them inconvenient for studying. Otherwise, they have good achievement however. 4) Most of them have more difficulties with written directions. They have to pay extra concentration to follow the direction which is given from teachers in the classroom. 5) This kind of students tend to enjoy listening materials which is read by teachers. Teachers should pay more efforts to make their students understand about their subjects. 6) Memorizing by steps in a sequence in the classroom a lot. 7) Students really do like music, and they enjoy it much. 8) It sounds funny but it is truly happened that students of auditory learners often whispering to self while reading. 9) They are easily in memorizing someone's faces. 10) Just like point number 3 that students are easily distracted by some surrounding noise. 12) Again, students in this type really like humming or singing. 13) Last but not least, they do like listening activities.

Third, the next characteristic is kinaesthetic one. It can be seen that in this classroom; students who have kinaesthetic one approximately almost 5%. The kinaesthetic characteristic can be seen from the following things, they are as follows: 1) Students like much about physical rewards. They like to do something rather than others activities. 2) We may see that students seem to be busy with their motion most of the time. 3) They also like to touch people when talking to others. Their gesture is very dominant in doing communication all the time. 4) Students often make taping pencils on the tables or foot while studying. 5) Therefore, we often meet students who enjoy their activities inside or outside in the classroom then. 6) Reading is not their priority for them, because reading makes them inconvenient much. They do not move around, so that they can feel enjoyable a lot. 7) When teacher asks them to spell or read aloud; it will make them nervous just because sometime they have bad pronunciations. Besides, they are bad speller. 8) Therefore, students like to solve their problems by physically working amongst others. 9) They also have a strong motivation, so that they will try something new and 10) they have favorite activities outside of the classroom. 11) If they have problems, it can be seen from their emotion which is expressed through physical means. 12) They always use hands while talking to others. 13) They wear dresses for comfort. Last but not least 14) Students like handling objects. Fourth, the rest of the students who have different characteristic are 14.11% in the classroom. There are a huge number of students who have various kind of learning characteristics however.

The Description of Learning Characteristics of the TBI Students on 2B

Based on the result of the questionnaires which were given the students, we can see the following responses as stated below:

First, there were 13% students of B class TBI FITK UIN Walisongo Semarang categorized into visual learners. It was seen from the tendency of how they study English by such a following points: 1) Mind sometimes strays during verbal activities. 2) Observes rather than talks or acts. 3) They are well-organized in approach to tasks. 4) They like to read a lot. 5) They usually a good speller. 6) They always memorize by seeing graphics and pictures. 7) They do not too distractible. 8) Sometimes, find verbal inunctions difficulties. 9) They have good handwriting. 10) They easily remember someone faces. 11) Students usually use advanced planning. 12) They like doodling a lot. 13) Sometimes they quiet by nature. 14) Students are so meticulous and neat in appearances. 15) Therefore, they always notice in every detail.

Second, on the other hand, there was 11% student at this classroom identified as audio-lingual or auditory ones. These characteristics can be taken from the following explanations: 1) Students talk to self aloud by the way. 2) They enjoy talking to each other. 3) They also tend to easily distracted by their surrounding actually. This condition makes them inconvenient for studying. Otherwise, they have good achievement however. 4) Most of them have more difficulties with written directions. They have to pay extra concentration to follow the direction which is given by the teachers in the classroom. 5) This kind of students tend to enjoy listening materials which is read by teachers. Teachers should pay more efforts to make their students understand about their subjects. 6) Memorizing by steps in a sequence in the classroom a lot. 7) Students really do like music, and they enjoy it much. 8) It sounds funny but it is truly happed that students of auditory learners often whispering to self while reading. 9) They are easily in memorizing someone's faces. 10) Just like point number 3 that students are easily distracted by some surrounding noise. 12) Again, students in this type really like humming or singing. 13) Last but not least, they do like listening activities.

Third, the next characteristic is kinaesthetic one. It can be seen that in this classroom; students who have kinaesthetic one approximately almost 6.72%. The kinaesthetic characteristic can be seen from the following things, they are as follows: 1) Students like much about physical rewards. They like to do something rather than others activities. 2) We may see that students seem to be busy with their motion most of the time. 3) They also like to touch people when talking to others. Their gesture is very dominant in doing communication all the time. 4) Students often make tapping pencils on the tables or foot while studying. 5) Therefore, we often meet students who enjoy their activities inside or outside in the classroom then. 6) Reading is not their priority for them, because reading makes them inconvenient much. They do not to move around so that they can feel enjoyable a lot. 7) When teacher asks them to spell or read aloud; it will make them nervous just because sometime they have bad pronunciations. Besides, they are bad speller. 8) Therefore, students like to solve their problems by physically working amongst others. 9) They also have a strong motivation so that they will try something new and 10) they have favorite activities outside of the classroom. 11) If they have problems, it can be seen from their emotion which is expressed through physical means. 12) They always use hands while talking to others. 13) They wear dresses for comfort. Last but not least 14) Students like handling objects.

Fourth, the rest of the students who has different characteristic are 13.72% in the classroom. There are a huge number of students who have various kind of learning characteristics however.

The Description of Learning Characteristics of the TBI Students on 2C

There were 35 students who did the questionnaire. The rest of the students did not attend in the classroom when the questionnaire had taken unfortunately. Students gave check (V) according to the appropriate selection which was given on the check list above. Each student has to responsible with his/her choice as well. It is important because the researcher wanted to know the real condition of students' learning styles characteristics in the classroom. There are forty five items which should be chosen by the students in determining their learning styles characteristics based on the following table above.

Based on the result of the questionnaires which is given the students, we can see some following responses stated below:

First, there were 12% students of C class TBI FITK UIN Walisongo Semarang categorized into visual learners. It was seen from the tendency of how they study English by such a following points: 1) Mind sometimes strays during verbal activities. 2) Observes rather than talks or acts. 3) They are well-organized in approach to tasks. 4) They like to read a lot. 5) They usually a good speller. 6) They always memorize by seeing graphics and pictures. 7) They do not too distractible. 8) Sometimes, find verbal insinuations difficulties. 9) They have good handwriting. 10) They easily remember someone faces. 11) Students usually use advanced planning. 12) They like doodling a lot. 13) Sometimes they quiet by nature. 14) Students are so meticulous and neat in appearances. 15) Therefore, they always notice in every detail.

Second, on the other hand, there was 11,17% student at this classroom identified as audiolingual or auditory ones. These characteristics can be taken from the following explanations: 1) Students talk to self aloud by the way. 2) They enjoy talking to each other. 3) They also tend to easily distracted by their surrounding actually. This condition makes them inconvenient for studying. Otherwise, they have good achievement however. 4) Most of them have difficulties more with written directions. They have to pay extra concentration to follow the direction which is given from teachers in the classroom. 5) This kind of students tends to enjoy listening materials which is read by teachers. Teachers should pay more efforts to make their students understand about their subjects. 6) Memorizing by steps in a sequence in the classroom a lot. 7) Students really do like music, and they enjoy it much. 8) It sounds funny but it is truly happed that students of auditory

learners often whispering to self while reading. 9) They are easily in memorizing someone's faces. 10) Just like point number 3 that students are easily distracted by some surrounding noise. 12) Again, students in this type really like humming or singing. 13) Last but not least, they do like listening activities.

Third, the next characteristic is kinaesthetic one. It can be seen that in this classroom; students who have kinaesthetic one approximately almost 7,25%. The kinaesthetic characteristic can be seen from the following things, they are as follows: 1) Students like much about physical rewards. They like to do something rather than others activities. 2) We may see that students seem to be busy with their motion most of the time. 3) They also like to touch people when talking to others. Their gesture is very dominant in doing communication all the time. 4) Students often make tapping pencils on the tables or foot while studying. 5) Therefore, we often meet students who enjoy their activities inside or outside in the classroom then. 6) Reading is not their priority for them, because reading makes them inconvenient much. They do not to move around so that they can feel enjoyable a lot. 7) When teacher asks them to spell or read aloud; it will make them nervous just because sometime they have bad pronunciations. Besides, they are bad speller. 8) Therefore, students like to solve their problems by physically working amongst others. 9) They also have a strong motivation so that they will try something new and 10) they have favorite activities outside of the classroom. 11) If they have problems, it can be seen from their emotion which is expressed through physical means. 12) They always use hands while talking to others. 13) They wear dresses for comfort. Last but not least 14) Students like handling objects.

Fourth, the rest of the students who have different characteristic are 14% in the classroom. There are a huge number of students who have various kind of learning characteristics however.

General Findings

Based on the findings really on every classes, we can see that there are various characteristics of students' learning styles. The writer categorized them into some four major points, such as: visual, audiolingual, kinesthetic and others ones. Therefore, having known these characteristics appear at every classes, so that the writer would recommend to the lecturers who teach the TBI classes of EFL students of Tarbiyah faculty of UIN Walisongo Semarang on second semester for doing some following points. They are as follows:

First, regarding to the description of class 2A which there are 11.2% visual students, 16.02% of audiolingual, 5% kinesthetic and the rest 14.11% are others, would use multimedia which available in the classroom. Whereas, the description of class 2B has shown that 13% students are visual learners, 11% audiolingual learners, 6.72% kinesthetic and the rest 13,72% are others. Then, in 2C class the students of there are 12% visual learners, 11.17% audiolingual, 7.25 kinesthetic and the rest 14% others.

The multimedia would help students to understand every subject easily. Otherwise, students would have many problems in teaching-learning process unfortunately. The use of multimedia takes the important roles in every teaching-learning process, because it would make the process of teaching-learning more interesting, enjoyable, effective and efficient.

Besides, the lecturers no need to spend much time for giving explanation orally, on the other hand, multimedia will presenting pictures, graphs or sounds that make the subjects look like the real one. Consequently that students may feel his feeling influenced in every subjects. Students only need pay their attention on the slide and listening to the lecturers' explanation to get better understanding. In the last session lecturers give some instruction to make some assessments.

Moreover, it is important for the education institution in take account of the teaching-learning facilities as well. Otherwise, teachers will face any problems in delivering their subjects. Multimedia is one of the answers about this problem however. The use of multimedia may have positive effects in fostering student's achievement for instance.

CONCLUSIONS AND SUGGESTION

Based on the explanation above the writer concludes that, regarding to the descriptions of class 2A which there are 11.2% visual students, 16.02% of audio-lingual, 5% kinaesthetic and the rest 14.11% are others, would use multimedia which available in the classroom. Whereas, the descriptions of 2B class have shown that 13% students are visual learners, 11% audiolingual learners, 6.72% kinaesthetic and the rest 13,72% are others. Then, in 2C class the students of there are 12% visual learners, 11.17% audiolingual, 7.25 kinaesthetic and the rest 14% others.

In the future, we hope that there will be other researchers which may develop from the previous research. By this, There are lots of researchers have regularly identified aspects of learning and created new terms and instruments, which is no doubt an indication of the complexity of the learning process. As others build on and modify that "field" becomes wider and less focused; consequently, the result of the research are more

confusing for teachers and students to apply. There can be optimistic in hopping a valid and reliable learning styles in classroom make students “profiles” are more clearly defined. It is probably, that students profiles become common place, the risk would be high. Students might be stereotyped, or students might pigeonhole themselves, thus limiting their learning potential and success.

Thus, the expectation of the students’ development of their capabilities in the classroom is so much expected. Parents, especially, always keep their attention toward children academic improvements. Most of them almost not realize that every child has their own learning characteristics. The question of how and where they may improve their learning capabilities are still become parents’ curiosity. Implementing of multiple intelligences is one the method to solve educational problems in the future.

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FOREIGN LANGUAGE ANXIETY AND BELIEFS OF EFL LEARNERS AT INDONESIA

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Abstract: The present study was aimed to investigate the students of English education Department of University of PGRI Ronggolawe (UNIROW) Tuban. This research focuses on foreign language anxiety beliefs. The population of the present study was 156 students from the fourth semester of English Education Department of UNIROW. The researcher adopted a stratified proportional random sampling technique and 61 students from five classes were selected as participants to fill out all the questionnaires, but after administering the questionnaires only 49 students completely filled out all the questionnaires. The questionnaires used in the present study were Foreign Language Classroom Anxiety Scale (FLCAS) and Beliefs About Language Learning Inventory (BALLI). The findings revealed that there were some factors that contributed to the students' anxiety in their English classes. Furthermore, the students of English Education Department also validated erroneous beliefs about language learning. Lastly, based on the results of correlation analysis between the FLCAS and the BALLI factors the findings revealed that the students of English Education Department who have greater tendency to perceive themselves as having a good aptitude in language learning tended to be less anxious in the factor of communication apprehension, and likewise, the students who believed English is a difficult language tended to be anxious in the factors of communication apprehension and test anxiety. Thus, the findings of the present study contribute comprehensive picture about students' foreign language anxiety and students' beliefs about language learning and it can be used as reference to improve English Education Department at UNIROW Tuban.

Keywords – Anxiety, Beliefs, Language Learning

INTRODUCTION

Over the past numerous decades, researchers such as (Aida, 1994; Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1991a, 1991b, 1994; Phillips, 1992; Young, 1991), have constantly revealed that foreign language anxiety is one of the crucial predictors of second or foreign language acquisition. It can harmfully influence the performance as well as achievement to the second or foreign language learners, besides in recent studies foreign language anxiety also has been investigated by many researchers such as (Andrade & William, 2008, 2009; Liu, 2006; Marwan, 2007; Riasati, 2011; Worde, 2003). And the results revealed that most language learners experienced anxiety in the process of learning language.

Realizing the existence of foreign language anxiety in language learning process and its debilitating effects, researchers also have been attempting to make an effort in reducing anxiety that perceived by students in learning second or foreign language. Young (1991) proposed that learners' beliefs of language learning can be major contributor to language anxiety. And some of the studies also lend support that students' beliefs about language learning could be important source of foreign language anxiety. For example Wang (2005) found that students who perceive themselves as having higher language aptitude in language learning tend to have lower levels of language anxiety. Furthermore, Lan (2010) also reported in her study that significant negative correlation between learners who have strong belief of motivation and expectations with communication apprehension and test anxiety. In other words, students who held strong belief of motivation and expectation agreed that motivation and expectations had influence on learners' language learning and as results, anxiety might not be a major threat to the students in learning language.

Thus, reducing students' foreign language anxiety is merely promising if language educators are well aware of the existence of the anxiety and students' beliefs about language learning in order to create enjoyable language learning atmosphere as well as recognizing students' expectations and satisfactions with their language study. However, in Tuban, East Java, Indonesia with the increasing number of people who are willing to learn English as a foreign language and enrolled to English Education Department of PGRI Ronggolawe University (UNIROW) Tuban with expectation to be English teachers, it is necessary to find out the aspects that may hinder or negatively affect them in learning English. In the fact, that foreign language anxiety and students' beliefs of learning language are the important aspects, which have not been paid much attention by educators of English Education Department of UNIROW Tuban.

Moreover, since the past studies, also only small records, which took part the subject matter of foreign language anxiety and its relationship with belief about language learning, in particular, so far, no studies reported research-examining relationships between foreign language anxiety and beliefs of language learning among Indonesian students in learning English as a foreign language. For that reason, the present study is also aimed to enrich knowledge gaps in the research by examining students of English Education Department of UNIROW Tuban perceive foreign language anxiety levels and how they hold beliefs about language learning as well as the relationship between students' foreign language anxiety levels and their beliefs about language learning.

The objective of this research is that (1) to measures and describe the students of English Education Department perceive anxiety levels on EFL classroom; (2) to describe the beliefs held by the students of English Education Department in learning language; (3) to find out to what extent the English Education Department students' beliefs of language learning are correlated to their levels of foreign language anxiety on EFL classroom.

METHOD

Population and Sample

The population of the present study was all 156 students from the fourth semester of English Education Department at UNIROW Tuban, East Java, Indonesia. The researcher adopted a stratified proportional random sampling technique to choose 61 students from five classes as participants, but after administering the questionnaires only 49 students completely filling out the questionnaires. Between the 49 participants, (20.4%) were males, (73.5%) were females and, (6.1%) were unknown gender. The participant ranged in age from 19 to 25 with an average 20. Based on the survey, the participants' years of learning English ranged in 2 to 7 years were (30.6%) participants, 8 to 11 were (38.8%) participants, 12 to 15 were (14.3%) and 8 (16.3%) were unknown. In addition, 69.4% of the participants had learned another foreign language besides, when asked to rate themselves on their self-perceived proficiency in English, (6.1%) of the subjects rated their English as "very poor" (32.7%) as "poor" (44.9%) as "neither poor nor good" (12.2%) as "good" and (4.1%) were unknown.

Instruments

The instruments used in this study were two major questionnaires in the world in the field of second language acquisition. They were the Foreign Language Classroom Anxiety Scale (FLCAS), (Horwitz, Horwitz & Cope, 1988), the Beliefs about Language

Learning Inventory (BALLI), (Horwitz, 1983, 1988). All the questionnaires were applied in Indonesia to minimize students' misunderstanding and misperception. Likewise, before the questionnaires were administered to ensure the accuracy and appropriateness of the translation into Indonesia version, the translation were verified and examined by professor and some of graduated students from English Education Department. Furthermore, five students were also asked by the researcher to fill out all the translation version of questionnaires to check the accuracy, appropriateness and explored the possible problem that might occur during process filling out the questionnaires. In addition, it took 15 to 20 minutes for completing all the trial questionnaires.

The Foreign Language Classroom Anxiety Scale contained 33 items about their feeling of learning English as a foreign language and a five-point Likert scale ranging from "strongly agree" (5 point), "agree" (4 point), "neutral" (3 point), "disagree" (2 point) to "strongly disagree" (1 point). The FLCAS was composed by three aspects of language learning anxiety: students' communication apprehension, students' test anxiety and students' fear of negative evaluation. The first factor that represented students' communication apprehension included eleven items (item 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32). The second factor that represented student test anxiety included fifteen items (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28). Lastly, the third factor that corresponded to students' fear of negative evaluation included seven items (items 2, 7, 13, 19, 23, 31, and 33). In addition, in the case of negatively worded items (such as items 2, 5, 8, 11, 14, 18, 22, 28, and 32), the scale points were reversed. Each anxiety score was gained by summing the ratings of the thirty-three items. The theoretical range of this scale was from 33 to 165. The higher the total points were, the more anxious the student was.

The Beliefs about Language Learning Inventory (BALLI) contained 34 items, which were reflected on students' beliefs of language learning into five major areas: (1) foreign language aptitude, (2) the difficulty of language learning, (3) the nature of language learning, and (5) communication strategies and motivation and expectation. The first factor, foreign language aptitude, included 9 items (items 1, 2, 6, 10, 11, 16, 19, 30, and 33). The second factor, the difficulty of language learning included 6 items (items 3, 4, 15, 25, and 34). The third factor, the nature of language learning, included 5 items (items 8, 12, 17, 23, and 27). The fourth factor, learning and communication strategies, included 8 items (items 7, 9, 13, 14, 18, 21, 22, and 26). Lastly the fifth factor, motivation and expectation, included 5 items (items, 20, 24, 29, 31 and 32). In addition, Thirty-two items of the BALLI were scored on a Likert scale ranging from "strongly agree" (5 point), "agree" (4 point), "neutral" (3 point), "disagree" (2 point), "strongly disagree" (1 point). The other

two items, item 4 and 5 were related to students' rating of the difficulty level of English, ranging from very difficult, difficult, medium, easy and very easy, and the amount of time required to learn English well

Procedures

With permissions from Dean of faculty of teacher training and education and the Head of English Education Department, the three questionnaires, the Foreign Language Anxiety Scale (FLCAS) and the Beliefs About Language Learning Inventory (BALLI) were administered by the researcher on 24th – 25th of April 2013 to the selected students in five classes during regular schedule. Besides, the researcher also asked permission to the lecturer before administering the questionnaires and with the lecturer's permissions; first, the researcher called the selected students, besides for the selected students who were absent and did not want to participate during administering the questionnaires, the chance for filling out the questionnaires were offered to the other students. Second, the researcher informed that the questionnaires would gather information about how they feel concerning various point of views in learning English as foreign language and would not have any effect for their courses. Third, the researcher also informed them not to write their name to the questionnaires to provide personal anonymous that do not reveal any information that could be used to identify individual students. Finally, they were asked to read each statement carefully and reflect their experience of anxiety in learning language and how they hold opinions about learning language before marking their responses.

Data Analysis techniques

All data quantitative collections were tabulated for analysis; Statistical Package for Social Science (SPSS version 17.0) was performed to compute and summarized means, standard deviation, maximum, minimum, and percentage of the variables to the FLCAS and BALLI responses. In addition, the Pearson correlation analysis was also performed by using (SPSS version 17.0) to examine the strength degree of linear relationship between each reflected factor from the BALLI and FLCAS.

FINDINGS AND DISCUSSIONS

Foreign Language Classroom Anxiety Scale (FLCAS)

One of the main purposes of the present study was to examine and recognize students perceived foreign language anxiety levels on their English classes. The FLCAS offered by Horwitz, Horwitz & Cope (1986) was used to prompt students' responses regarding to various degree of foreign language anxiety. Based on the calculation students' responses in the FLCAS, the mean of the students' foreign language anxiety in the present study was 103.45 and the standard deviation was 16.92, the minimum scores was 72 and maximum was 133 (see table 1).

Table 1 Summary of FLCAS (N= 49)

	Minimum	Maximum	Mean	SD
Scores in FLCAS	72	133	103.45	16.92

Horwitz (1986: 560) confirmed that possible scores on the FLCAS ranged from 33 to 165 and the theoretical mean score is 99. Thus, as shown in the table 4.1 the mean score of the FLCAS yielded in the present study was 103.45, which is higher than hypothetical mean, 99. Thus, this finding revealed that students exhibited high level of foreign language anxiety in their English classes. Besides, the present study also achieved low standard deviation (16.92) on the FLCAS scores, it was suggested that the students also tended to be homogeneous in their responses to the FLCAS items.

The descriptive statistics and results of the students' responses to the all FLCAS items are reported in the table 2 all percentages referred to the number of students who agreed or disagreed with the statements. The last column of the table displayed the combinational percentages of students who agreed and strongly agreed with the statements (or disagreed and strongly disagreed for the reverse items, item 2, 5, 8, 11, 14, 18, 22, 28, and 32).

Table 2: Frequency of responses (in %), means, and standard deviations for the FLCAS

Items	M	SD	1	2	3	4	5	6
1. I never feel quite sure of myself when I am speaking in my English class.	3.14	0.91	6.1	28.6	40.8	22.4	2.0	34.7
2. I don't worry about making mistakes in English class.	2.88	0.99	6.1	34.7	26.5	30.6	2.0	32.6
3. I tremble when I know that I'm going to be called on in English class	3.14	1.08	8.2	36.7	20.4	30.6	4.1	44.9*
4. I am afraid when I don't understand	3.02	0.96	4.1	34.7	20.4	40.8	-	38.8

what the English lecturer is saying in the English class.								
5. It wouldn't bother me at all to take more English class.	2.53	0.91	12.2	36.7	38.9	10.2	2.0	12.2
6. During English classes, I find myself thinking about things that have nothing to do with the course.	3.24	0.92	-	55.1	16.3	26.5	2.0	55.1*
7. I keep thinking that the other students are better at English than I am.	3.39	0.95	6.1	51.0	20.4	20.4	2.0	57.1*
8. I am usually at ease during test in my English class.	2.78	0.84	8.2	24.5	49.0	18.4	-	18.4
9. I start to panic when I have to speak without preparation in English class.	3.73	0.99	20.4	51.0	10.2	18.4	-	71.4*
10. I worry about the consequences of failing my English class.	3.61	0.95	12.2	57.1	10.2	20.4	-	69.3*
11. I don't understand why some people get so upset over English classes.	2.65	1.12	20.4	22.4	30.6	24.5	2.0	26.5
12. In English class, I can get so nervous I forget things I know.	3.59	1.07	14.3	57.1	6.1	18.4	4.1	71.4*
13. It embarrasses me to volunteer answers in my English class.	3.00	1.11	6.1	30.6	32.7	18.4	12.2	36.7
14. I would not be nervous speaking English with native speakers.	3.02	1.03	6.1	28.6	26.5	34.7	4.1	38.8
15. I get upset when I don't understand what the English lecturer is correcting.	3.73	0.95	16.3	55.1	18.4	6.1	4.1	71.4*
16. Even if I am well prepared for English class, I feel anxious about it.	3.39	1.03	8.2	53.1	10.2	26.5	2.0	63.3*
17. I often feel like not going to my English class.	2.61	1.05	4.1	16.3	30.6	34.7	14.3	20.4
18. I feel confident when I speak in English class.	3.10	0.91	6.1	18.4	34.7	40.8	-	40.8*
19. I am afraid that my English lecturer is ready to correct every mistake I make.	3.04	1.11	6.1	36.7	20.4	28.6	8.2	42.8*
20. I can feel my heart pounding when I'm going to be called on in English class.	3.69	0.98	14.3	59.2	12.2	10.2	4.1	73.5*
21. The more I study for an English test, the more confused I get.	2.82	1.11	6.1	24.5	25.5	34.7	10.2	30.6
22. I don't feel pressure to prepare very well for English class.	2.49	1.08	16.3	44.9	14.3	22.4	2.1	24.5
23. I always feel that the other students speak English better than I do.	3.53	1.08	18.4	38.8	24.5	14.3	4.1	57.2*
24. I feel very self-conscious about speaking English in front of other students.	3.63	99	16.3	49.0	18.4	14.3	2.0	65.3*

25. English classes move so quickly I worry about getting left behind.	3.41	1.15	16.3	40.8	14.3	24.5	4.1	57.1*
26. I feel more tense and nervous in my English class than in my other classes.	3.00	1.06	8.2	28.6	20.4	40.8	2.0	36.8
27. I get nervous and confused when I'm speaking in my English class.	3.35	1.11	14.3	38.8	16.3	28.6	2.0	53.1*
28. When I'm on my way to English class, I feel sure and relaxed.	2.27	0.90	20.4	42.9	26.5	10.2	-	10.2
29. I get nervous when I don't understand every word the English lecturer says.	3.04	1.02	6.1	30.6	26.5	28.6	2.0	36.7
30. I feel overwhelmed by the number of rules I have to learn to speak English.	3.22	1.06	12.2	30.6	26.5	28.6	2.0	42.8*
31. I am afraid that the other students will laugh at me when I speak English.	3.08	1.07	8.2	32.7	22.4	32.7	4.1	40.9*
32. I would probably feel comfortable around native speakers of English.	2.55	0.93	12.2	38.8	30.6	18.4	-	18.4
33. I get nervous when the English lecturer asks questions which I haven't prepared in advanced.	3.76	0.80	14.3	55.1	22.4	8.2	-	69.4*
Average mean item	3.13							

Note: M= mean, SD= standard deviation, 1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree, 5= strongly disagree, 6 = both strongly agree and agree (or disagree and strongly disagree for the reverse items). *means that percentage of both "strongly agree" and "agree" (or disagree and strongly disagree for the reverse items, item 2, 5, 8, 11, 14, 18, 22, 28, and 32) is more than 40%.

Thus, as shown in the table 2 above the situations that make students the most anxious about foreign language classroom are as follows. First, statements that caused students' anxiety greatly. The result of responding to No. 9, "I start panic when I have to speak English without preparation in English class", is 71.4%. Thus these students were extremely shy when they had to speak English without preparation, indicated that these students were easily embarrassed and nervous if they did not make a good performance in English class. Besides, anxious students also highly felt a deep self-consciousness when asked to risk revealing themselves by speaking English in the presence of their classmates, 65.3% of the students endorsed statement No. 24 "I feel very self-conscious about speaking English in front of other students and No. 27 "I get nervous and confused when I'm speaking in my English class" (53.1%), while 40.7% of the students also disagree the statement No. 18 "I feel very confident when I speak English in English classes". The students' responses to these items showed that many of the students extremely experienced

and had tendency to be afraid to speak in English or likely experience communication apprehension in their English classes. In addition, most of the students also upset when they did not know what the English lecturer was correcting, 71.4% of the students endorsed the statement in No. 15 “I get upset when I don’t understand when the English lecturer is correcting” and the responding to No. 30. “I feel overwhelmed by the number of rules I have to learn to speak English” (42.8%), it was suggested that the students felt unable and helpless to deal with the task of English classes.

The students’ responses to FLCAS items reflecting fear of negative evaluation are as follows: statement No. 33 “I get nervous when the English lecturer asks question which I haven’t prepared in advanced, (69.4%), received the highest reflecting fear of negative evaluation. Anxious students also fear being less competence than their classmates and fear of being negatively evaluated by them, they highly endorsed the statements in No. 23 “I always feel that the other students speak English better than I do (57.2%), in No. 7 “I keep thinking that the other students are better at English than I am (57.1%) and in No. 31 “I am afraid that the other students will laugh at me when I speak English (40.9%). It is clear that the students not only were apprehensive about others’ evaluation but also anticipated that their classmates would evaluate them negatively and also indicated that the students had developed negative self-perception about their own ability. Evaluation paradigm by English lecturers also contributed to the students’ anxiety greatly, 42.8% of the students endorsed the statement in No. 19 “I am afraid that my English lecturer is ready to correct every mistake I make”. These students seemed to feel they are always evaluated and to perceive every correction and evaluation as failure.

Furthermore, the students’ responses to FLCAS that reflecting test anxiety, Item No. 20 also has higher percentage endorsed by students, “I can feel my heart pounding when I am going to be called on in English class” (73.5%). Most students showed that they were particularly anxious to be called on in English classes. Item No. 3 also seemed to be supported that the students also trembled to be called on in English class, 44.9% of the students endorsed the statement “I tremble when I know that I am going to be called on in English class”. As well, the students also experienced their mind went blank when their anxiety was aroused in English classes most the students endorsed the items No. 12. “In English class, I can get so nervous I forget things I know” and No. 6 “During English class, I find myself thinking about things that have nothing to do with the course” (55.7%). These students might develop anxiety of their English classes because even when they had good preparations in classes they still felt anxious as 63.3% of the students agreed with the statement No. 16 “Even if I am prepared for English class I feel anxious about it”. In

addition, the results of responding to No. 10 affect the students' anxiety seriously "I worry about the consequences of failing my English classes" (69.3%). Thus, these students were test-anxious either because of too much expectation of the test results or because of unpleasant test experience in the past but one possible explanation is that since English becomes the major study for them, most of the students might feel anxious about failing, in fact 57.1% of the students also endorsed the statement No. 25 "English classes move so quickly I worry about getting left behind".

Thus, by using the FLCAS, it can figure out that foreign language anxiety of the students, yielded mean scores 103.4 with average mean of each item 3.13 and standard deviation was 16.32. It suggested that the present study the students of English education study program experienced slightly high levels of foreign language anxiety in their English classes. With respect to the analysis of FLCAS, the main findings of the present study revealed that factors like being called on in English class, unable to comprehend, speaking in front of their classmates, fear of failing English classes and lack of preparation become the major situations that contributed to the students' anxiety in their English classes.

These findings also reinforced previous studies that indicated factor like speaking in front of the classmates has been found as the most anxiety-provoking situation in foreign languages activities as reported by (Aida, 1994; Horwitz, Horwitz & Cope, 1988; Kondo & Ling, 2004; Liu, 2006), unable to comprehend and fear of being called on in English class also supported by Worde's (2003) findings and lastly in Indonesian context fear of failing English classes and lack of preparation also consistent with findings reported by (Marwan, 2007).

Beliefs about Language Learning Inventory (BALLI)

Descriptive statistics on each item on reflected factors are reported below started by the analysis and discussions of "the difficulty of language learning". Six items in the BALLI relate to the difficulty of language learning. Items 3 and 15 relate to the general difficulty of foreign language learning. Item 4 concerns the precise difficulty of the target language. Items 25 and 34 measure the relative difficulty of different language skill, and item 5 explore students' expectation for success in language learning. Students' responses to these items are reported in Table 3.

Table 3: Frequency of responses (in %), means, and standard deviation for the BALLI Items on “the difficulty of language learning”.

Items		1	2	3	4	5	M	SD
3	Some languages are easier to learn than others.	8.2	51.0	26.5	10.2	4.1	3.49	0.93
4	English is: (1) a very difficult language, (2) a difficult language, (3) a language of medium difficulty, (4) an easy language, (5) a very easy language	4.1	8.2	79.6	8.2	-	3.08	0.57
5	I believe that I will ultimately learn to speak English very well.	40.8	49.0	8.2	2.0	-	4.29	0.70
15	If someone spent one hour a day learning English, how long would it take them to speak English very well: (1) less than a year, (2) 1-2 years, (3) 3-5 years, (4) 5-10 years. (5) you can't learn a language in 1 hour a day	28.6	30.6	10.2	8.2	22.4	3.35	1.53
25	It is easier to read and write English than to speak and understand it.	8.2	42.9	30.6	18.4	-	3.41	0.88
34	It is easier to read and write English than to speak and understand it.	22.4	34.7	32.7	6.1	4.1	3.6	1.03

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

As shown in the table 3 above more than half of the students (59.2%) believed some languages are easier to learn than others item 3, showing that many of the students in the present study believed that the difficulty of language learning is dependent on the specific target language they are studied. Concerning the specific target they were studying (English), many of the students (79.6%) believed English as a language of medium difficulty. The students participated in the present study seemed to be optimistic about their own prognosis as English learners, 89.8% of the students believed that they would ultimately learn to speak English very well. In respect of the students' estimates of the time required to learn English, when they were asked “If someone spend one hour a day learning English, how long would it take him/her to become fluent?” more than half of the participants also seemed to be optimistic 59.2% of them supposed that learning English would take less than 1 to 2 years. However, as shown above the students were also highly optimistic about their own prognosis to speak English very well. It is also promising that the majority of students expecting to succeed in learning English. Nevertheless the responses to these items also indicate that a large number of the students expect to speak their target language very well in an impractical amount of time. In fact, the participants in

the present study have been studying English at least for 2-15 years with an average of 6.7. Bearing in mind the actual proficiency level of students learning English in this university, and moreover when they are asked to rate themselves on their self-perceived proficiency in English 38.8% of the students rated as poor and 44.9% of the students rated as neither good or poor. As a result it seems slightly confusing how they can expect to speak English very well within less than 1 to 2 years.

Items 25 and 34 assess the relative difficulty of different language skills. As for item 25, the results show that 51.1% of the students believed “It is easier to speak than understand English”. These results should be understood within context of teaching English at English education study program in university level of UNIROW, where the skill of listening comprehension is taught only one hour a week, in the first until third semester and it is totally insufficient time to develop listening skill. The students’ responses to the item 34, which states that “it is easier to read and write in English than speak and understand it”, 57% of the students believed to this statement. Thus, the students’ responses to the above two statements suggested that more than half of the students believed there to be a great different between the difficulty speaking and understanding English and more of them also believed that reading and writing English was easier than speaking and understanding it.

Beliefs about foreign language aptitude: the BALLI items (1, 2, 6, 10, 11, 16, 19, 30, and 33), in this category is aimed to understand whether the respondents believe in the existence of specialized abilities in foreign language learning. Thus, these items address the issue of individual potential for achievement in language learning, these results are reported in Table 4.

Table 4: Frequency of responses (in %), means, and standard deviations for the BALLI items on the “Foreign Language Aptitude”.

	Items	1	2	3	4	5	M	SD
1	It is easier for children than adults to learn a foreign language.	28.6	44.9	14.3	12.2	-	3.90	0.96
2	Some people have a special ability for learning foreign languages.	38.7	53.1	4.1	6.1	-	4.20	0.79
6	People from my country are good at learning foreign languages.	22.4	53.1	16.3	6.1	2.0	3.88	0.90
10	It is easier for someone who already speaks a foreign language to learn another one.	6.1	38.8	36.7	16.3	2.0	3.31	0.89

11	People who are good at mathematics or science are not good at learning foreign languages.	-	18.4	14.3	44.9	22.4	2.29	1.02
16	I have a special ability for learning foreign languages.	8.2	40.8	36.7	12.2	2.0	3.41	0.88
19	Women are better than men at learning foreign languages.	10.2	6.1	34.7	34.7	14.3	2.63	1.13
30	People who speak more than one language are very intelligent.	14.3	49.0	24.5	8.2	4.1	3.61	0.97
33	Everyone can learn to speak a foreign language.	30.6	53.1	8.2	4.1	4.1	4.02	0.96

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

As can be seen in the table 4 above, a majority of the students (91.8%) believed that some people have a special ability for learning foreign language (item 2). Unfortunately, only 49% of the students believed that they personally have that ability (item 16). With respect to the (item 33), 83.7% of the students believed that everyone can learn to speak a foreign language. As results, the majority of students' responses to the three items shown above, indicated that the students believed that people do not need to be gifted to be able to learn to speak a foreign language and average language abilities are probably acceptable for the task of learning a foreign language.

In contrast, the questions dealing with the characteristics of good language learners yielded interesting results. Consistent with a common wisdom, 73.5% of the students assumed devastatingly that it is easier for children than adults to learn a foreign language (item 1). However, when adult learners hold the belief of the supremacy of children in learning foreign languages, they would probably begin language learning with negative expectations of their own achievement (Bernat, 2004: 40). Further, 49% of the students did not believe that women are better than men at learning languages (item19), and 44.9% validated the notion that it is easier for someone who already speaks a foreign language to learn another one (item 10). Thus, the results as shown above the students are more likely to associate good language learners with people who are young and more experienced in foreign language learning. But the students also believed that being a good language learner is not influenced by the gender and women are not necessary better than men at learning foreign languages although 73.5% of the respondents were females. In addition, it is also quite interesting that a large number of the students 75.5% developed a positive viewpoint on language learning they highly endorsed the statement people from my country are good at learning languages (item 6).

And the others two commonly encountered beliefs about deferential language learning abilities. The statement “People who are good at mathematics or sciences are not good at learning foreign languages” (item 11), this statement was not supported by a majority of the students, whereas 63.3% of the students highly believed that “People who speak more than one language are very intelligent”. Thus, regarding about these two items, the students’ responses supposed that being able to speak more than one foreign languages is associated with how intelligent people is, in contrast, the large number of the students also believed that people who are good at mathematics and science can also be good as a foreign language learner.

The nature of language learning: six items are concerned to the nature of language learning process. Items 8 and 12 assess the role of culture and the role of learning environment in foreign language learning. Items 17, 23, and 28 assess the learner’s conception of the focus of the language learning task. Item 27 concerns students’ view of learning a foreign language as different from other types of learning. The students’ responses of the nature of language learning are reported in the table 5 below.

Table 5: Frequency of responses (in %), means and standard deviation for the BALLI items on the “**Nature of Language Learning**”.

Items		1	2	3	4	5	M	SD
8	It is necessary to know about English-speaking culture in order to learn to speak English.	16.3	38.8	32.7	8.2	4.1	3.55	1.00
12	It is best to learn English in an English-speaking country.	16.3	40.8	10.2	28.6	4.1	3.37	1.18
17	The most important part of learning English is learning vocabulary words.	28.6	49.0	20.4	2.0	-	4.04	0.76
23	The most important part of learning English in learning the Grammar.	30.6	32.7	24.5	12.2	-	3.82	1.01
27	Learning a foreign language is different than other academic subject.	12.2	65.3	16.3	6.1	-	3.84	0.71
28	The most important part of learning English is learning how to translate from my native language.	14.3	42.9	28.6	14.3	-	3.57	0.91

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

Regarding item 8 in the table 5 above, it indicates more than half 55.1 % of the students agreed that “it is necessary to know about English-speaking cultures in order to speak English. These students were strongly aware of the importance of culture in foreign language learning. Concerning item 12 “It is best to learn English in an English-speaking

country” 57.1% of the students agreed with the statement, similar with the common beliefs that the best way to learn foreign language is to live in a country where the target language is spoken, more than half of the students responded positively on that issues. Whereas 32.7% of the students disagreed with the statement. These students might not believe that exposure to the target language in an English speaking country is important aspect in learning English, thus such students the more likely they will not try to find as many opportunities as possible to expose themselves to authentic language use.

With respect to the students’ perceived notion of language learning, the majority of the students believed that learning English mostly entails learning vocabulary (77.6% item 17), learning grammar rules (63.3%. item 23) and 57.2% of the students agreed learning English is mostly a matter of translation from English. These findings revealed that substantial number of the students agreed the formal structural approach. In addition, in respect of students believed in translation it also indicated that the students have a restricted view of language learning.

The last item (Item 27) in this category determines if the learners views language learning as different from other types of learning. As shown in the table 5 above, the great majority of the students (77.5%) agreed that learning a language differs from learning other subjects.

Learning and communication strategies: Eight items address beliefs and view concerning learning and communication strategies. Items 18 and 26 refer to learning strategies, and items 7, 9, 13, 14, 21, and 22 assess communication strategies. Table 6 reported students’ responses on the BALLI items on Learning and Communication Strategies.

Table 6: Frequency of responses (in %), means, and standard deviation, for the BALLI items on the “**Learning and Communication Strategies**”.

Items		1	2	3	4	5	M	SD
7	It is important to speak English with excellent pronunciation.	59.2	34.7	4.1	2.1	-	4.51	0.68
9	You shouldn’t say anything in English until you can say it correctly.	-	10.2	10.2	55.1	24.5	2.06	0.87
13	I enjoy practicing English with native speakers of English.	16.3	28.6	49.0	6.1	-	3.55	0.84
14	It is okay to guess if you don’t know a word in English.	18.4	69.4	6.1	6.1	-	4.00	0.70
18	It is important to repeat and practice a lot.	44.9	44.0	4.1	2.0	-	4.37	0.66

21	I feel timid speaking English with other people.	4.1	51.0	28.6	14.3	2.0	3.41	0.86
22	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	10.2	34.7	16.3	36.7	2.0	3.14	1.09
26	It is important to practice with audio-visual materials (such as CDs, DVDs, and MP4s).	22.4	57.1	18.4	2.0	-	4.00	0.70

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

As shown in the table 6 above, the students of the present study committed great importance to the traditional learning strategies of repetition and practice. For instance, the majority (88.9%) of the students strongly agreed and agreed the importance to repeat and practice a lot in learning English, item 18. And most of the students also strongly believed that it is important to practice with audio-visual material such as CDs, DVDs, and MP4s (79.5% item 26). Thus, it indicated that the students believed that practice can facilitate learning English. Nonetheless, the majority of students strongly believed in the importance of practicing English with technology, listening to the English as it used by its native speakers and should not be satisfied with being exposed to the language from their English lecturers who are non-native speakers of English.

As communication strategies, the percentages of the students' responses to the excellent of pronunciation revealed interesting results, 93.9% of the students highly stressed the statement "It is important to speak English with an excellent pronunciation" item, 7. Bearing in mind that more than half (52.9%) of the students also believed being able to speak English fluently required less than 1 to 2 years, moreover as the researcher also assumed none of the students had ever travelled to or lived in an English-speaking country, thus, since many of the students held such belief seems to be impractical.

Related to the item 9, the great majority of the students disagreed and strongly disagreed with the statement that "You should not say anything in English until you can say it correctly" (79.6%). Whereas, 87.8% of the students endorsed the concept "It is okay to guess if you don't know a word in English", item 14. Otherwise, 44.9% (item 22) of the students believed the notion that "If the beginning students are permitted to make errors in English without correction, it will be difficult for them to speak correctly later on", and 16.5% of the students were not sure about the idea that beginning students would probably find it difficult later in language learning to correct the errors if they are allowed to make

in the beginning stages, likewise 38.7% of the students disagreed and strongly disagreed about this notion. Thus, the results of the students' responses to the items 9, 14 and 22 suggested that although most of the students realized the importance of speaking English with fluency and the importance of actively using English, but a substantial number of them still frightened about error fossilization.

Generally, the students' responses to the learning and communication strategies as addressing above come to suggest that since the large number of the students valued the importance of speaking English with excellent pronunciation, and it may prevent the students from feeling comfortable when it comes to the main communicative classroom activities.

Motivation and Expectation: Five items concern the motivational measurement that the students associated with language learning. Item 20 assesses the students' notion about the importance of Indonesian people ascribe to speaking English. Items 24 and 32 assess students' integrative motivation of learning English, likewise item 29 asks about their instrumental motivation and item 31 examines about students' internal desire to learn English. The students' responses to these items are reported in the table 7 below.

Table 7: Frequency of responses (in %), means, and standard deviation for the BALLI items on "Motivation and Expectation".

Items		1	2	3	4	5	M	SD
20	People in my country feel that it is important to speak English.	10.2	53.1	30.6	4.1	2.0	3.65	0.80
24	I would like to learn to speak English better so that I can get to know native speakers of English better.	8.2	22.4	34.7	30.6	4.1	3.00	1.02
29	If I learn English very well, I will have better opportunities for a good job.	42.9	44.9	10.2	2.0	-	4.29	0.73
31	I want to learn to speak English well.	75.5	24.5	-	-	-	4.76	0.43
32	I would like to have friends who are native speakers of English.	49.0	42.9	6.1	2.0	-	4.39	0.70

Note: 1= strongly agree, 2= agree, 3= neither agree nor disagree 4= disagree, 5= strongly disagree, M= mean, SD= standard deviation.

Since the present study examined the students of English education study program and they will be English teachers in the future. For that reason, it is not surprising that the students have strong desires to learn to speak English well. All the students (100%) in the present study strongly agreed and agreed with the statement that "I want to learn to speak English well" (item 31). Besides, as English has proved to be the international language used by all the people around the world. Therefore it is also not surprising that the

substantial number (63.3%) of the students believed that Indonesian people feel it is important to speak English (item 20).

Related to the items 24 and 32, concerning students' integrative motivation yielded diverse results, in item 24 the statement "I would like to learn to speak English better so that I can get to know native speakers of English better" indicates that the percentages of the respondents who agreed (30.6%) and disagreed (34.7%) were not very different. In spite of that related item 32, showing that the great majority (91.9%) of the students expressed their desire to have friends who are native speakers of English, as they endorsed the statement "I would like to have friends who are native speakers of English". Thus, it can be concluded that although the majority of the students expected to have friends who are native speakers of English but some of them did not have strong allegiances to get to know native speakers of English better. Lastly, with regard to the instrumental motivation in learning English item 29, a large number of the students (87.8%) associated the ability to speak English with better job opportunities instead of being an English teacher. Thus, the students' responses to the items as shown above, all the students reported that they want to be successful English language learners. Besides, the findings also revealed that the students' motivation for learning English were both instrumental and integrative.

Correlation of the Foreign Language classroom anxiety Scale (FLCAS) Factors and the Beliefs about Language Learning Inventory (BALLI) Factors.

The third objective of the present study is to investigate to what extend students' beliefs about language learning are correlated to their levels of foreign language anxiety. Thus, Pearson Correlation was employed to exam the reflected factors between the FLCAS and BALLI and the results are reported in the table 8 below.

Table 8: Correlation of the FLCAS factors and the BALLI factors

	Belief 1	Belief 2	Belief 3	Belief 4	Belief 5
Anxiety 1	-.286*	.394**	.173	.264	-.147
Anxiety 2	-.088	.442**	.242	.212	-.114
Anxiety 3	-.224	.279	.163	.233	-.136

Note= * Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Belief 1= Belief of foreign language aptitude; Belief 2= Belief of the difficulty of language learning; Belief 3= Belief of the nature of language learning; Belief 4= Belief of learning and communication strategies; Belief 5= Belief of motivation and expectation. Anxiety 1= Communication apprehension; Anxiety 2= Test anxiety; Anxiety 3= Fear of negative evaluation

Thus, the results of the correlation analysis showed that two factors of the FLCAS were significantly positive and negative correlation with two factors of the BALLI. And suggesting that the students who have a greater tendency to perceive themselves as having a good aptitude in language learning tended to be less anxious in the factor of communication apprehension. In addition, the students who believed English as a difficult language tended to be anxious in their language classroom in the factors of communication apprehension and test anxiety. These findings also seemed to be supported by Wang's findings (2005). Wang employed correlations and multiple regression techniques to examine the relationship between beliefs about language learning and foreign language anxiety and the results showed that the FLCAS scores were found to be significantly with two BALLI factors: perceived difficulty of English learning and beliefs about foreign language aptitude and Wang concluded that students in her study who believed English was not a very difficult language and who had more confidence in their language learning aptitude tended to have lower levels of anxiety than the students who did not have such believe and confidence.

Besides, the findings of the present study also in contrast with Lan's (2010) findings. Lan examined students from one junior high school in Taipei Country and using the BALLI and the FLCAS as research instruments, she performed person correlation to exam the relationships between students' foreign language anxiety and beliefs about language learning. The analysis revealed that the BALLI factor; foreign language aptitude was not significant correlated with the FLCAS factors, besides significant negative correlation was found between the BALLI factor of the difficulty of language learning with reflected three factor of foreign language anxiety; communication apprehension, test anxiety and fear of negative evaluation. In other words Lan's findings reported that the students with strong belief of the difficulty of language learning tended to be less anxious in the factors communication apprehension, test anxiety and fear of negative evaluation. Lan argued that the increasing of the difficult level from elementary school to junior high school also increases the participants to spend more time studying English and overcome the difficulty that the students encounter in order to achieve better performance in English learning.

However, the findings of the correlations between the BALLI factors and the FLCAS factors were in contrast with Lan's findings but at least these correlations findings reinforced Wang's findings to some extents. In addition, it was also suggested that different circumstances, cultural background and level of the students themselves whether major or non-major in particular foreign language studies may lead different results.

Therefore, replication of this study is needed to validate the present findings of the correlations between the BALLI and the FLCAS to determine whether the reported findings hold true with other populations in Indonesia context.

CONCLUSIONS AND SUGGESTION

Based on the findings of the present study, several conclusions can be made as follows. First, the mean of the students' scores of foreign language anxiety yielded 103.4 with average mean of each item 3.13 and standard deviation was 16.32. The results indicated that the students exhibited certain level of anxiety in their English classes. In addition, based on the analysis of the FLCAS the main findings that causes of the students' anxiety were being called on in English class, unable to comprehend, speaking in front of their classmates, fear of failing English classes and lack of preparation. Second, the students also validated erroneous beliefs about language learning for examples; although it is promising that a large number of the students are highly optimistic about their own prognosis as English learners and a large number of them also place great deal of stress on speaking with an excellent pronunciation, more than half of them also believed that less than one or two years is adequate time to be competent speakers of English. Lastly, the students who have a greater tendency to perceive themselves as having a good aptitude in language learning tended to be less anxious in the factor of communication apprehension. Likewise, the students who believed English is a difficult language tended to be anxious in their language classroom in the factors of communication apprehension and test anxiety.

The findings in the present study raise some implications and suggestions. First, basically foreign language anxiety is common problem in the foreign language learning context. And the students who experience such a feeling should not feel discouraged or frustration. Therefore, they should consider it, as a process that they need to go through in their effort to learn English and it is recommended that they can think of ways or strategies of how to lighten their anxiety in learning English so that it will not influence their learning negatively. Besides, English lecturers play critical role in helping learners deal with their anxiety. They should develop their teaching approaches which can be used for reducing the students' anxiety in learning English at least English lecturers can keep anxiety levels to a minimum with supportive and constructive classroom environment. Second, the students are highly optimistic about their own prognosis to learn English well. Nevertheless, since they also believed placing great deal of stress on speaking with an excellent pronunciation and believing less than two years is adequate time to become fluent in English seemed to

be impractical. Besides, when the unrealistic beliefs collide with the reality of learning a foreign language and dissatisfactions and frustrations might transpire among these students of English education study program. Therefore, the English lecturers can depict based on the findings of the present study to tackle misconception beliefs so that the students can develop more realistic expectation toward language learning. They can increasingly adjust students' misconception by providing knowledge regarding the nature and process of second language learning in term of developing insights how language learning actually works. Third, the results of analysis of the BALLI factors and the FLCAS factors revealed that students who perceived themselves as having a good aptitude in language learning tended to be less anxious in the factor of communication apprehension. Likewise, the students who believed, English is a difficult language tended to be anxious in their language classroom in the factors of communication apprehension and test anxiety. Thus, based on these findings, the English lecturers should discuss irregularly with the students in class about their judgment about the difficulty of English learning so that the students can develop strategies to cope with communication apprehension and test anxiety, as well as develop more effective approach to enhance students' perception about their own aptitude in learning English in term of encouraging students to develop self-confident about their own abilities in learning English.

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**PROCESS-GENRE APPROACH, PRODUCT APPROACH,
AND STUDENTS' SELF-ESTEEM IN TEACHING WRITING**

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Abstract: This research was aimed at revealing whether or not: (1) process-genre approach is more effective than product approach in teaching writing; (2) students who have high self-esteem have better writing skill than those who have low self-esteem; and (3) there is an interaction between teaching-learning approaches and students' self-esteem in teaching writing. This experimental research involved two classes of third semester students of English Education Study Program of IKIP PGRI Bojonegoro. Each class consisted of 38 students. The writing test and questionnaire on self-esteem were used as the instruments to collect the data of this research. The results show that: (1) Process-Genre Approach is more effective than Product Approach in teaching writing; (2) the students who have high self-esteem have better writing skill than those who have low self-esteem; and (3) there is an interaction between teaching approaches and the students' self-esteem in teaching writing. Therefore, it is suggested to implement Process-Genre Approach since the students can experience every stage of writing process in order to deliver the message in their writing properly.

Keywords – Process-genre Approach, Product Approach, Writing, Self-esteem

INTRODUCTION

Bell and Burnbay (cited in Nunan, 1998: 36) states that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level including control of content, spelling, and letter, formation, and beyond the sentence structure and integrate information into cohesive and coherent paragraph and text. Kellog (2008: 7) defines writing as a major cognitive challenge, because it is a test of memory, language, and thinking ability. Consequently, in order to be skillful on writing, a high degree of verbal ability is necessary to generate cohesive text that clearly expresses the ideational content. Moreover, writer should be equipped with knowledge of correct spelling, punctuation, grammar, diction, thesis statement, topic sentences, and cohesive links within a paragraph, and global organization of texts.

The complexity of writing skill therefore makes teaching writing so important in English class. Harmer (2001: 79) presents the four reasons of teaching writing to students. First, teaching writing functions as reinforcement since the students often find it useful to write sentences using new language shortly after they have studied it. Second, it is for language development. It is due to the fact that the actual process of writing helps the students learn as they go along. The mental activity they have to go through in order to construct proper written texts is the part of the ongoing learning experience. Third, teaching writing can identify the students' learning style since only through writing the teacher will find some students are good at picking up language by looking and listening while others need more time to think and produce a language. It is further said as a quiet reflective activity. The last reason to teach writing is that writing is a skill. It is a basic language skill as important as speaking, listening, and reading. The students need to know how to write a letter, how to put written reports. They also need to know some of writing's convention like punctuation, paragraph construction. It is then the job of the teacher to give the students those skills.

Process-Genre Approach

There is an approach in teaching writing which can be used by teacher to improve students' writing skill named Process-Genre Approach. This approach is a hybrid since it is the combination of two approaches: process approach and genre approach (Babalola, 2012: 2). The proponents of this approach, Badger and White (2000: 157-158), state that Process-Genre Approach regards writing as a process which includes knowledge of language, knowledge of the context and purpose (as in genre approach), and skills in using language

(as in process approach). This approach allows the students to study the relationship between purpose and form for a particular genre as they use recursive processes of prewriting, drafting, revision, and editing. Using these steps, the students develop their awareness of different text types and of the composing process (Belbase, 2012: 2-3).

In this approach, writing is considered as a series of stages leading from a particular situation to a text, with the teacher facilitating the students' progress by enabling appropriate input of knowledge and skills (Badger and White, 2000: 160). This approach may help the students realize that writing involves knowledge of language, knowledge of the context in which writing happens, the purpose for the writing, and skills in using language. Therefore, this approach can improve the students' writing skill because through this approach, the students are prepared with sufficient input consisting of knowledge about language, context, and purpose before they undergo the process of writing.

The Process-Genre Approach involves six stages. The students are firstly demanded to set up a certain social situation or context of their writing. In setting up the context, the students receive the input from the teacher or through model texts. Then, they have to formulate the purpose of their writing. The purpose of writing is embedded in genres, such as narrative aims to entertain readers, descriptive and report to describe the characteristics of certain natural or social phenomenon, exposition to convince or persuade readers, review to criticize art works like books, movie, album, and explanation to explain the process of natural or social phenomenon (Badger and White, 2000: 159). The next stage is that the teacher guides the students to relate the purpose of writing to the mode or organization of the text, the field which is the subject matter, and the tenor or the writer-readers relationship (Nordin and Mohammad, 2006: 80). These three stages are included in genre approach. The following stages are included in the process approach which starts from planning. In this stage, the students plan their writing by considering the previous consideration in context, purpose, mode, tenor, and field. Having planned their writing, the students write the draft of their writing. Before publishing, the students should acquire feedback both from peers and the teacher and do revision and editing to finalize their writing. Publishing is the next activity in which the students submit their writing to the teacher as the final product. This approach is cyclical process which enables the students to return to previous cycle in order to produce a good writing (Badger and White, 2000: 159).

Product Approach

Another approach in teaching writing is called Product Approach. Basically writing in this approach serves to reinforce writing in second or foreign language in terms of grammatical and syntactic forms (Raimes cited in Tangpermpoon, 2008: 2). Therefore, this approach is focused on appropriate use of vocabulary, syntax, and cohesive device (Pinca cited in Badger and White, 2000: 153-154). Writing development is seen as the main result of imitation of model text. This traditional approach encourages the students to mimic a model text which is usually presented and analysed at an early stage (Gabrielatos cited in Hasan and Akhand, 2010: 78). The model text is used for imitation, exploration, and analysis.

This approach feeds the students words through teaching vocabulary. The students then merely describe their situation using the same type of words and phrases. There is no advantage for the students to be innovative in their writing since the product content is more important than the process of learning to write (Jackson, 2006: 15).

The students' final product should be a coherent, error-free text, and to achieve that the students will initiate, copy, and transform a model text (Nunan cited in Pasand and Haghi, 2013: 76).

Teaching writing using product approach involves four stages: familiarization, controlled writing, guided writing, and free writing. In the first step, familiarization, the teacher makes the students aware of certain feature of particular text. Afterwards, the teacher controls the students' learning activity by giving exercises on grammatical features and related vocabulary. In the next stage, guided writing, the students write a text which is similar to the model text. The last stage is the students freely write another similar text by themselves (Badger and White, 2000: 153-154).

Students' Self-esteem

Writing requires the students to perform their skill in expressing and arranging their ideas into a written text which should be understandable for any readers. In the process of writing, some students feel confident to do it, the others feel challenged, the rest feel ignorant or burdened. These varied feeling may come up as the influence of their self-esteem. Baumeister (cited in Heatherton and Wyland, 2003: 220) defines self-esteem as the evaluative aspect of the self-concept corresponding to an overall view of the self as worthy or unworthy. Another similar definition of self-esteem is proposed by Coppersmith (cited in Heatherton and Wyland, 2003: 220) who states that self-esteem as the personal evaluation or judgment of the worthiness. Self-esteem is further perception rather than

reality since it refers to a person's belief about whether he or she is intelligent and attractive, for example, and it does not necessarily say anything whether the person is actually intelligent or attractive (Baumeister et al., 2003: 2). In fact, self-esteem is heavily influenced by external world as stated by Heatherton and Wyland (2003: 220) that self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities social relationships, and future outcomes.

Students who have high self-esteem are presumed to be psychologically happy and healthy (Branden cited in Heatherton and Wyland, 2003: 219). They also feel good about themselves and are able to cope effectively with challenges and negative feedback. Moreover, they live in a social world in which they believe that people value and respect them. Thus, most people with high self-esteem appear to lead happy and productive lives (Heatherton and Wyland, 2003: 219).

It is different from those with low self-esteem who use a more negative filter to see the world and their dislike to colour their perception of everything around them (Tennen and Affleck cited in Heatherton and Wyland, 2003: 219). As the consequence, people with low self-esteem are psychologically distressed and even depressed. They also show shyness, alienation, loneliness. Henceforth, self-esteem affects the enjoyment of life (Heatherton and Wyland, 2003: 219).

Students' self-esteem is a critical factor in their academic achievement in school, in their relationship with their peers, and in their later success in life. Self-esteem arises automatically based upon a person's belief and consciousness. It further indicates the extent to which persons believe themselves to be capable, significant, successful and worthy (Ugoji, 2013: 155).

Teaching approach conducted in the classroom has a close relationship with the students' self-esteem since the choice of teaching approach can influence how the students feel and evaluate themselves. Self-esteem affects the students' belief on their skill to undergo all the writing processes. Moreover, teaching approach also influences the positive condition in writing class and the students' achievement. The positive relationship means that the teacher and students support each other. The teacher gives strategies and opportunities to develop the students' ideas and thought. The teacher also emphasizes the importance of trusting and respecting each other, especially when they do peer-editing. The students themselves play an important role in writing class by following the teacher's guidance and asking for clarification in case they are confused. They should be curious and eager to develop their writing skills and learn the strategies to have writing skill. They should also learn to respect their peers' opinion or idea and do not blame on their peers'

mistakes. Henceforth, the students believe that they are competent or capable in completing certain task.

Considering the differences of students having high self-esteem with those having low self-esteem, it can be assumed that teaching writing using Process-Genre Approach is suitable for the students having high self-esteem as they are willing to experience new challenge, have natural curiosity, and eagerness to learn. Besides, they are given a chance to express their knowledge, opinion, idea, and thought to their peers in this teaching approach. However, this method is not suitable for the students with low self-esteem as they are hesitant and shy to express themselves. They are afraid of making mistakes, facing failure, and getting criticism. The Process-Genre Approach emphasizes the importance on feedback, and this discourages these students since they will get many inputs from their teacher and peers. On the contrary, traditional method like Product Approach can be suitable for them. In this method they need not to share any idea, opinion, and thought. They merely do controlled exercises, guided writing, and imitating model text. The chance to get success in this approach is bigger than in Process-Genre Approach.

METHOD

The experimental research was conducted in this research because this research aimed to explore the effect teaching approaches and self-esteem in writing. There were three variables in this experimental research. The first is independent variable, which is selected to determine their effect on dependent variable (Brown, 1991: 10). Process-Genre Approach and Product Approach were the independent variables in this research. The second variable is dependent variable. It is the variable observed to determine what effect the other type of variable may have on it (Brown, 1991: 10). Writing became the dependent variable which was affected by the independent variables, teaching approaches. The last variable is the moderator variable. It is a special type of independent variable which is used to determine how the relationship between the independent and dependent variables are affected or modified by the moderator variable (Brown, 1991: 11). Thus, students' self-esteem was the moderator variable.

The participants of this research were two classes of the third semester students of English Education Study Program of IKIP PGRI Bojonegoro in the Academic Year of 2015/2016 with 76 students. The classes were randomly selected and it resulted that II-B was the experimental group and II-A was the control group. The instruments used for the research were lesson plans, questionnaire on self-esteem, and writing test. The students in experimental class were subjected to treatment with the Process-Genre Approach. The

students in control class were taught by using Product Approach. The questionnaire on self-esteem was analysed to reveal its validity and reliability. It was then given to the students in both experimental and control classes in order to find out their level of self-esteem. Afterwards, the students were assigned to write after the treatment. The data collected was firstly analysed to reveal its normality and homogeneity. Because the data were normal and homogeneous, the data were further analysed by using Two-way Analysis of Variance (ANOVA) at 0.05 level of significance and Tukey Test.

FINDINGS AND DISCUSSIONS

Findings

After the writing test, the data for this research was gathered and tested by using descriptive statistics. Normality test was further applied on the students' writing scores both in experimental and control classes in order to reveal whether the sample was distributed normally. The data is in normal distribution if L_o is lower than L_t at the level of significance $\alpha = 0.05$. Table 1 describes the result of normality test for the eight groups of data in this research.

Table 1: Normality Test

No	Data	Number of Data	L_o	L_t	α	Distribution of Data
1	A1	38	0.065	0.144	0.05	Normal
2	A2	38	0.085	0.144	0.05	Normal
3	B ₁	38	0.116	0.144	0.05	Normal
4	B ₂	38	0.110	0.144	0.05	Normal
5	A ₁ B ₁	19	0.138	0.195	0.05	Normal
6	A ₂ B ₁	19	0.147	0.195	0.05	Normal
7	A ₁ B ₂	19	0.099	0.195	0.05	Normal
8	A ₂ B ₂	19	0.167	0.195	0.05	Normal

The table shows that the data are in normal distribution because all L_o is lower than L_t .

Homogeneity Test using Bartlett test was used to test the homogeneity of the data. The data are homogenous if χ_o^2 is lower than $\chi_t^2 (0.05)$. The result of homogeneity test of the data in this research is in Table 2.

Table 2: Homogeneity Test

S	Si	Sample	Df	1/df	$\log S$	$(df) \log S^2$
S_1^2	26.68	A ₁ B ₁	18	0.056	1.426	25.669
S_2^2	36.70	A ₁ B ₂	18	0.056	1.565	28.164
S_3^2	61.93	A ₂ B ₁	18	0.056	1.792	32.254
S_4^2	54.91	A ₂ B ₂	18	0.056	1.740	31.314

S^2	45.05	χ_o^2	3.839	117.402
\log	1.654	B	119.069	χ_t^2 (0.05) 7.81
s^2				

This table shows that χ_o^2 (3.838) is lower than $\chi_t^2(0.05)$ (7.81), so the data are homogeneous.

Since the data were proven normal and homogeneous, the hypotheses of this research were tested. The hypothesis test used A 2x2 Multifactor Analysis of Variance ANOVA, and the result is described in Table 3.

Table 3: A 2x2 Multifactor Analysis of Variance ANOVA

Source of variance	SS	df	MS	F ₀	F _t (.05)
Between columns	362.579	1	362.579	8.048	3.97
Between rows	208.895	1	208.895	4.637	
Columns by rows	1686.368	1	1686.368	37.430	
Between groups	2257.842	3	752.614		
Within groups	3243.895	72	45.054		
Total	5501.737	75			

Table 4: Mean Scores

	A ₁	A ₂	
B₁	87.316	73.526	80.421
B₂	74.579	79.632	77.105
	80.947	76.579	

From the result of ANOVA test, it can be concluded that F₀ between columns (8.048) is higher than F_t at the level of significance $\alpha = 0.05$ (3.97) so that H₀ is rejected and the difference between columns is significant. Because the writing mean score of the students who were taught by using Process-Genre Approach (80.947) is higher than that of the students who were taught by using Product Approach (76.579), Process-Genre Approach is more effective than Product Approach in teaching writing to the grade eleven students in this school.

The second conclusion is F_0 between rows (4.637) is higher than F_t at the level of significance $\alpha = 0.05$ (3.97) so that H_0 is rejected and the difference between rows is significant. Because the mean of the students' writing scores who have high self-esteem (80.421) is higher than that of those who have low self-esteem (77.105), the students who have high self-esteem have better writing skill than those who have low self-esteem.

The third conclusion is because F_0 interaction (37.43) is higher than F_t at the level of significance $\alpha = 0.05$ (3.97), H_0 is rejected and there is an interaction between the two variables: teaching approaches and the students' level of self-esteem. Therefore, the effect of teaching approaches on the students' writing skill depends on the students' level of self-esteem.

Since H_0 for the three hypotheses in this research were rejected, the calculation was continued to Tukey test and the result was seen in Table 5.

Table 5: The Summary of Tukey Test

Between group	q_0	$q_t(0.05)$	Significance	Meaning
$A_1 - A_2$	4.019	2.86	Significant	$A_1 > A_2$
$B_1 - B_2$	3.045	2.86	Significant	$B_1 > B_2$
$A_1B_1 - A_2B_1$	8.955	2.96	Significant	$A_1B_1 > A_2B_1$
$A_1B_2 - A_2B_2$	3.281	2.96	Significant	$A_2B_2 > A_1B_2$

Referring to the result of Tukey Test, it is proven that q_0 between columns (4.019) is higher than q_t (2.86), the difference of the mean score between columns is significant. It means that the effect of teaching writing by using Process-Genre Approach to grade eleven students differs significantly from that by using Product Approach. The mean score of students taught by using Process-Genre Approach (80.947) is higher than the mean score of those taught by using Product Approach (76.579). Thus, Process-Genre Approach is more effective than Product Approach in teaching writing.

It is also proven that q_0 between rows (3.045) is higher than q_t (2.86), the difference of the mean score between rows is significant. It means that the writing skill of the students who have high self-esteem differs significantly from those who have low self-esteem. The mean score of students having high self-esteem (80.421) is higher than the mean score of those having low self-esteem (77.105). Therefore, students who have high self-esteem have better writing skill than those who have low self-esteem.

The next finding is that q_0 of the interaction between A_1B_1 and A_2B_1 (8.955) is higher than q_t (2.96), the difference of the mean score between groups of high self-esteem

is significant. It means that the writing scores of the students with high self-esteem who are taught by using Process-Genre Approach differ significantly from those taught by using Product Approach. The mean score of students with high self-esteem taught by using Process-Genre Approach (87.316) is higher than the mean of those who were taught by using Product Approach (73.526). Thus, Process-Genre Approach is more effective to teach writing to the students with high self-esteem.

The last finding is that q_0 of the interaction between A_1B_2 and A_2B_2 (3.281) is higher than q_t (2.96), the difference of the mean score between groups is significant. It means that the writing scores of the students with low self-esteem who are taught by using Process-Genre Approach differ significantly from those who are taught by using Product Approach. The mean score of students with low self-esteem who were taught by using Product Approach (79.632) is higher than the mean score of those who were taught by using Process-Genre Approach (74.579). Therefore, Product Approach is more effective to teach writing to the students with low self-esteem.

Based on the result of Tukey test on number 3 and 4, it is revealed that Process-Genre Approach is more effective to teach writing to the students with high self-esteem while product approach is more effective to teach writing to the students with low self-esteem. Henceforth, there is an interaction between teaching approaches and the students' level of self-esteem in teaching writing.

Discussions

Through this research, Process-Genre Approach is proved more effective than Product Approach in teaching writing cause it helps students understand that whenever they are assigned to write, they should undergo the process of considering social context, defining the purpose of their writing, developing the draft, revising and editing the draft, rewriting based on the feedback, and publishing the final product. This knowledge or understanding is so important that equip the students the strategies to develop their idea or opinion in order to communicate it to other people. Thus, this is in line with what Nordin and Mohammad (2007: 81) states that the implementation of Process-Genre Approach ensures the usefulness and power of process writing pedagogy which include prewriting, drafting, feedback, and revising.

In every stage of writing using Process-Genre Approach, the students learn how to write systematically. The students consider the foundation of their writing in the initial stage. The initial step of Process-Genre Approach is the students set up a purpose by considering the social context of their writing and then start figuring out the subject matter

and organization of their upcoming composition. In this stage, the students learn that they should consider the social situation and purpose in which their writing is about to be presented before starting to write it. This benefits the students as stated by Nordin and Mohammad (2007: 82) that through this approach, the students understand that writing takes place in a social situation and is a reflection of a particular purpose. It is also supported by Troyka (1987: 3) who states that writing is a way of communicating a message for a purpose.

The fact that writing using Process-Genre Approach requires a lot of time is actually the true way of writing. It is supported by MacDonald and MacDonald (1996: 8) who state that writing is not a single event but a process. Although this is such a lengthy process, it assures a clearer, more logical, and thoughtful product. Henceforth, the students are truly trained to develop their writing skill and this is emphasized by Badger and White (2000: 157) who states that Process-Genre Approach benefits the students as they are helped to understand the importance of skills involved in writing.

During the writing process, started from setting up the situation up to publishing the composition, the students are given chance to get feedback. Feedback in writing is essential because it does help students reflect, reshape, and develop their writing to be better and acceptable by the readers. Moreover, feedback helps students to discover or understand some linguistic features they need to have in writing certain genre and the strategies they need to make some good writing. The focus of teaching is then on the writer rather than the text. Thus, the teacher focuses on how the students learn how to write a good piece of writing. The teacher ensures that each student can develop their writing skill. This consequently benefits the students as they acquire or master the skills needed to develop their idea and opinion into a good writing. This is supported by Nordin and Mohammad (2006: 76) who state that focus of writing is on how a text is written, not on the final product. They further explain that when the focus is on the students' development skills and strategies of writing, the teacher's attention is directed to providing encouragement, information, and cooperation with every student since each of them gets their own idea to be developed in writing process.

The students who have high self-esteem are proven to have better writing skills. These students have ability to cope challenge and criticism from others. They are not easily offended and discouraged when other people do not appreciate or when there is some new challenge they must overcome. During the process of writing composition, the students face some challenges like having some ideas or giving opinion on certain cases, writing what they have in mind into an understandable composition, and getting some correction

for their mistakes in grammar, diction, organization and so forth. Although this process takes a lot of energy and thought, the students with high self-esteem are open and willing to receive any suggestion and feedback from their friends and teacher and rewrite their draft as many as needed. Besides, they will take the feedback wholeheartedly as writing a good piece of writing is such a challenging experience. Henceforth, these students are motivated to undergo and withstand during all stages in writing process with all its hindrance and challenge. This fact is actually in line with what Branden (cited in Heatherton and Wyland, 2003: 219) states that students with high self-esteem are those who feel good about themselves and are able to cope effectively challenges and negative feedback. The students with high self-esteem also have varying degree of openness to experience, optimism, and lack of defensiveness (Mruk, 2006: 168).

The students with high self-esteem have better writing skills because they have high motivation to learn, love of work, and competitiveness with self. Consequently, when students are given lots of writing practice, they see it as the opportunity to learn how to write better and to be a good writer. This positive view will then encourage them to complete any writing assignment as they do not see it as a burden, but as a means to learn more. Because of that, every time they make mistakes, they are not discouraged. On the contrary, they can accept their mistakes or weaknesses. These students tend to work harder because they are optimistic that success is due to effort. These students also view that they are not competing with their friends in producing a good writing or to be the best writer, but they compete with their own self to produce a good writing which can be read and understood by their readers. Therefore, students with high self-esteem are willing to work hard to make it. It goes in line with Hayes (cited in Weigle, 2002: 25) who recognizes the important roles that motivation and affection play in writing.

A writer's goals, beliefs, attitudes, and benefit or cost estimates may influence the way the writer goes about the task of writing and the effort that will be put into the writing task. When the students believe that they are capable to withstand initial failure and other disappointment of life, they will be productive (Slavin, 1995: 60). Humphreys (1993: 3) vividly describes that the students with high self-esteem have eagerness to learn, focus on present time, acceptance of mistakes and failures, love of work, and competitiveness with self.

Process-Genre Approach focuses primarily on the writer and aims to help students understand the composing process. When Process-Genre Approach is applied in writing class, students should be the ones who are active and persistent in undergoing recursive process of writing. From the beginning of composing process, the students are given

freedom to set up the situation, purpose of their writing, the text type, and the audience. These students then explore their thought and recall their knowledge and memory in order to plan their idea and write the draft. During the writing composition, the students get some beneficial feedback in order to develop their writing. From the feedback given, the students learn how to use grammar correctly, correct or appropriate diction, and organization of the text in order to deliver their idea or opinion or message. The feedback given by the teacher and friends is different from one student to another student because they are writing different texts based on their plan or draft. The students, then, develop their own writing individually and independently. This goes in line with the nature of Process-Genre Approach as a hybrid approach, which considers writing as a process which includes knowledge of language, knowledge of the context and purpose and skills in using language. The teacher facilitates the students' progress by giving input or knowledge and skills (Badger and White: 2000: 157-160).

The students with high self-esteem have positive attitudes in life because they feel competent and worthy. This feeling is then realized through their daily attitudes. In facing everyday life with its ups and downs, they have high curiosity which further drives them to love working, challenge, and learning. These students are not easily discouraged because they have ability to accept mistakes, failures, and feedback from others. They feel good about themselves because they are fearless, and this makes them spontaneous and open to any change. This fact is clearly stated by Humphreys (1993: 3) that high self-esteem people are the ones who have natural curiosity, eagerness to learn, love of challenge, emotional expression and receptivity, spontaneity, competitiveness with self, acceptance of mistakes and failure, opportunities of failure and mistakes, fearlessness, willingness to listen to feedback, and love of work. Mruk (2006: 158) also supports by stating that the students with high self-esteem typically exhibit a positive degree of both competence and worthiness. They experience a high degree of worthiness feel good about themselves in general, relatively open to new experiences, feel accepted and acceptable, to be pleasant to be around and so forth. Students who are also high in competence are also likely to have the skills that are necessary to succeed in life, initiative, openness, spontaneity, a secure identity.

Process-Genre Approach best fits the students who have high self-esteem. This is due to the fact that the students with high self-esteem are able to undergo all stages in writing process willingly because they realize that Process-Genre Approach focuses on the writing process, rather than the writing product. They are eager to learn how to develop their initial draft to be a final writing which is well-formed and worth reading. They are

confident to share their idea, knowledge, opinion in their writing because they can accept themselves if they make mistakes during the process of producing a piece of writing. They consider any mistake and failure as one way to learn. Consequently, these students will take any feedback wholeheartedly. They are not discouraged for any feedback which is given in almost every stage of writing using Process-Genre Approach. Writing using Process-Genre Approach is such a kind of challenge for students who learn English as a foreign language. Challenge itself is powerful because it mobilizes who we are at the deepest or most authentic levels (Mruk, 2006: 29). In a word, Process-Genre Approach support the students with high self-esteem to be actively engaged in writing process since these students love learning, challenge, and work.

As its name, Product Approach focuses on the students' writing as the product of writing class. However, in this approach, the students write their own composition in the last stage, free writing. From the beginning of writing class, the teacher plays such an important role to make students familiar with certain genre by giving the model text and by explaining the related grammar and vocabulary. Based on the model text, the students then learn the grammar, expression, or vocabulary used in the genre. After, they have mastered the knowledge of language, they start writing but guided by the teacher. This process does not challenge students because they just follow what is instructed by the teacher and try to understand what is explained by the teacher. It is very important for them to thoroughly understand the teacher's explanation about the related genre, grammar, and vocabulary because in the end of writing class, they should write a piece of writing which is similar to the model given in the beginning. This is the essence of teaching writing using Product Approach: focusing the students' final product, a piece of writing. This is line with the nature of Product Approach stated by Raimes (cited in Tangpermpoon, 2008: 2) that it focuses on grammatical and syntactic forms. Consequently, the writing process is put off until towards the very end of the writing process (Tangpermpoon, 2008: 5).

The students with low self-esteem are lack of competence and worthiness. As the consequence, they are shy, fear of making mistakes or failures, sensitive to any criticism or feedback, try to avoid any challenges, have low motivation. This goes in line with Mruk (2006: 153) who states that low self-esteem is usually associated with such things as caution, timidity, lack of initiative, conflict, avoidance, insecurity, anxiety, depression, and so forth. Related to this, Product Approach is suitable for the students with low self-esteem because this approach does not require the students to explore and develop their own idea independently. Instead, the students learn how to use vocabulary and sentence structures for each rhetorical pattern or genre appropriately. Moreover, the students need not to get

any feedback because their main task is to write like the model text with different topic. Thus, the challenge in writing with Product Approach is less than that with Process-Genre Approach. According to Mruk (2006: 29), a challenge actually involves facing a task that has an uncertain outcome and taxes the students in terms of their current abilities. It gives them the opportunity to reach higher levels or fall back to lower ones. The students with low self-esteem will avoid any challenge as their success cannot be predicted. However, they would like to take any action or task which they can predict their success to complete it. Consequently, this makes the students with low self-esteem comfortable when they are taught by using Product Approach as these students can predict that they can be successful in this writing class.

To sum up, there is an interaction between teaching approaches in writing and the levels of students' self-esteem on their writing skill. Product Approach is more effective to teach writing for students who have high self-esteem and Product Approach is more effective to teach writing for students who have low self-esteem. Thus, the implementation of teaching approaches to teach writing depends on the level of students' self-esteem since there is an interaction between these two variables.

CONCLUSIONS AND SUGGESTION

Based on the hypothesis testing, the research revealed three findings. First, the students taught by using Process-Genre Approach have better writing skill than those taught by using Product Approach. Therefore, Process-Genre Approach is more effective than Product Approach in teaching writing. Second, the students who have high self-esteem have better writing skill than those who have low self-esteem. Third, there is an interaction between teaching approaches and the students' self-esteem in teaching writing. This can be seen from the finding of this research that the students who are taught by using Process-Genre Approach have better writing skill than those who are taught by using Product Approach. These students have high level of self-esteem. However, the students with low self-esteem have better writing skill when they are taught by using Product Approach.

Related to these findings, any English teachers are encouraged to apply Process-Genre Approach when teaching writing. It is also recommended that the teachers match certain teaching approach with the psychological traits of the students, such as self-esteem, motivation, creativity, and the like so that the teachers can motivate the students to enjoy the learning process. If the students can do so, the school will get a benefit, that is, the students can perform good academic achievement and behave appropriately.

The other researchers can use this experiment as the reference to conduct a research in teaching English, specifically in improving the students' writing skill. They can relate students' writing skill with other affective factors. It is hoped that the other researchers should utilize the result of this study on bigger scope for a similar research in teaching English. At last, this research is hoped to encourage other researchers to create another hybrid approach which benefits the students to improve their writing skill or other English skills. It will help the students have a good mastery of English.

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**FOSTERING STUDENT LEARNING:
EFL TEACHERS' PEDAGOGICAL COMPETENCE AND SUBJECT
CONTENT ON STUDENTS' ACHIEVEMENT**

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Abstract: this study explored whether and how EFL teachers' pedagogical competence and subject content contribute to gain in students' English achievement. Using correlational study, the results indicated that students' attitude to teachers' pedagogical competence and English lesson content were positive. Interestingly, the students' attitude towards English teachers' pedagogical competence is higher than the students' attitude towards English lesson contents. This finding provides support for policy initiatives designed to improve students' English language achievement by increasing EFL teachers' knowledge and English lesson contents.

**Keywords – EFL Teachers, Teachers' Pedagogic
Competence, Lesson Content, Students'
Achievement**

INTRODUCTION

For many years, educators and researchers have attracted to find out which school variables influence student achievement (Darling-Hammond, 2000). Some evidences indicate that "schools bring little influence to bear upon a child's achievement that is independent of his background and general social context" (Coleman et al., 1966: 325). Other researchers suggest that factors like class size (Mosteller, 1997), teachers' qualifications (Ferguson, 1991), and other school variables may play an important role in what students learn. Although some evidences suggest that better qualified teachers may make a difference for students' learning in the classroom, yet few empirical studies to date have assessed various components of teachers' knowledge directly and used them to predict instructional quality and students' outcomes (Fennema & Franke, 1992; Hill, Rowan, & Ball, 2005). In addition, the impact of subject content on students' motivation in learning has not been explored sufficiently.

This paper reports positively and substantively important relationships between English teachers' pedagogic competence and lesson contents on students' English achievement. The core question guiding the study was whether English teacher's pedagogical competence and English lesson contents make a contribution to the quality of instruction and students' motivation that impact students' achievement.

Teachers' Pedagogic Competence

One of the most important components in a learning situation is the teachers themselves. The teachers' knowledge, skill and personality are instrumental in creating the conditions for learning (Darling-Hammond, 2000). The important roles of teachers in many activities have been discussed by the educational experts for a long time. Oser (1992:23) indicates that:

The personality of the teacher coupled with his attitude towards his pupil, his colleges, his supervisor, and his work will determine the extent to which any program, no matter how well formulated, will be carried out. Naturally the general teaching skill of instructor, his special training in the field of language teaching, and linguistic ability will also affect the teaching learning situation.

In terms of teachers' pedagogic competence both content knowledge and pedagogical content knowledge has also attracted increasing attention from researchers for decades. Shulman (1987:8), for example, has formulated a widely accepted of conceptualizing teachers' content-specific belief systems about students' learning and appropriate ways of teaching. He indicates that "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction".

Over the years, educational researchers have investigated many factors that are considered affect students' learning. At the heart of this line of inquiry is the core belief that teachers make differences. It may be that the positive effects of subject matter knowledge are augmented or offset by teachers' knowledge of how to teach the subject to various kinds of students. That is, the degree of pedagogical skills may interact with subject matter knowledge to bolster or reduce teacher performance. As Byrne (1983:14) suggested:

It is surely plausible to suggest that insofar as a teacher's knowledge provides the basis for his or her effectiveness, the most relevant knowledge will be that which concerns the particular topic being taught and the relevant pedagogical strategies for teaching it to the particular types of pupils to whom it will be taught..... Similarly, knowledge of teaching strategies relevant to teaching fractions will be important.

The most promising work in measuring teachers' knowledge has been carried out in the field of mathematics by a research group led by Deborah Ball and Heather Hill, who created a sophisticated tool for measuring subject matter knowledge for elementary level mathematics and then used this instrument in a larger study (Ball & Bass, 2002). They reported on the specific "mathematical knowledge used in teaching" (Hill, Ball, Blunk, Goffney, & Rowan, 2007:377), using a common standardized test to gauge student gains in mathematics. They found that teachers with more of this type of knowledge had significantly larger student gains in their classrooms.

By recognizing the important role of teachers, we accept that teachers also have dominant factors to the success of the students in learning. The roles of teachers are needed to create a good condition in a classroom. Katz and McClellan (1997) proposed that teachers possess three roles: teachers as teachers, teachers as the participants and teachers as facilitators. These indicate that the students' positive attitude toward a subject will grow and improve based on how teachers carry out their role and profession.

Students' Attitude toward EFL Teachers' Pedagogic Competence and English Lesson Contents

The way EFL teachers teach in classrooms brings together their experience, ability and feeling as well as their attitude toward teaching English as a foreign language (EFL). The same case with classroom management that EFL teachers apply depends wholly on the teachers' way of responding to the classroom situation. If there is a common cultural heritage, there is a possibility to be a closer understanding and sympathy between the students and the teacher (Celce-Murcia & McIntosh, 1991). That's why, EFL teachers are better to understand not only students' linguistic problems, but also their predicament.

Teachers' knowledge of native language and culture has provided them with valuable insights into social and political areas of sensitivity as well as that of the English language and culture (Celce-Murcia & McIntosh, 1991). These facts can be used to direct students' attitude toward the teacher and finally will help the learners to gain success in English language learning. It is believed that the attitude of the teacher may support learners' attitude toward learning English and vice versa.

A number of recent studies have pointed up the importance of teachers' attitude to the learners. Teacher expectations have been shown to make a great deal of difference to student success (Jussim, Madon, & Chatman, 1994). With perfect ability in classroom

management, teachers may improve learners' attitude to learn by providing some tools to meet learners' needs in learning English.

Students' attitude toward EFL teachers may determine how far the learners achieve in learning English. EFL teachers should be creative enough in engaging student's attentions toward learners' learning styles, learners' cultural background, etc. EFL teachers' knowledge, skills and understanding have great possibility to influence students' willingness and motivation in learning English. Along the same line, students' excitement may improve their attitude toward learning English which will lead to a successful in learning English (Celce-Murcia & McIntosh, 1991).

Another aspect that also impacts students' achievement is students' attitude toward teaching materials (Çepni, Taş, & Köse, 2006). Students' attitude toward teaching materials (lesson contents) obviously directs how far they accept the materials that are being taught. Teaching materials should be prepared perfectly to meet the students' perspective as well as the teaching syllabus in order to success in language learning and teaching. There are certain general principles, based on good language teaching practice, which will help teachers in evaluating their course-books or their teaching materials. Faucette (2001) suggests some principles for materials evaluation: relate the teaching materials and objectives, be aware of what language will help equip your students to use language effectively for their own purposes, keep your students learning needs in mind, and consider the relationship between language, the learning process and the learner.

The four principles for materials evaluation by Faucette above can be used in determining good language teaching materials by selecting and evaluating them carefully in order to gain students' positive attitude toward teaching materials. In teaching English, EFL teachers need to find ways to increase students' attitude towards English materials as that may affect student's emotions and feeling toward English and gain the high achievement in learning (Gerry & Wingard, 1981).

Conceptual Framework and Hypotheses

There had been a growing concept of the attitude of students toward English materials and English teacher's pedagogical competence. The relationship between the attitude of students toward English lesson content and English teachers' pedagogical competence has a significant correlation with their achievements. Students can be identified with their positive attitude which affects their attainment in English language learning.

The identification of research problem may form a model of the research design in which the definition of variables may create some hypotheses in relation to the questions on the research design. The hypothesis can be answered through the methods or tools or models.

Conceptual framework (see Figure 1) describes the degree of correlation between the three variables of this research: English materials, English teachers' pedagogical competence, and students' English achievement.

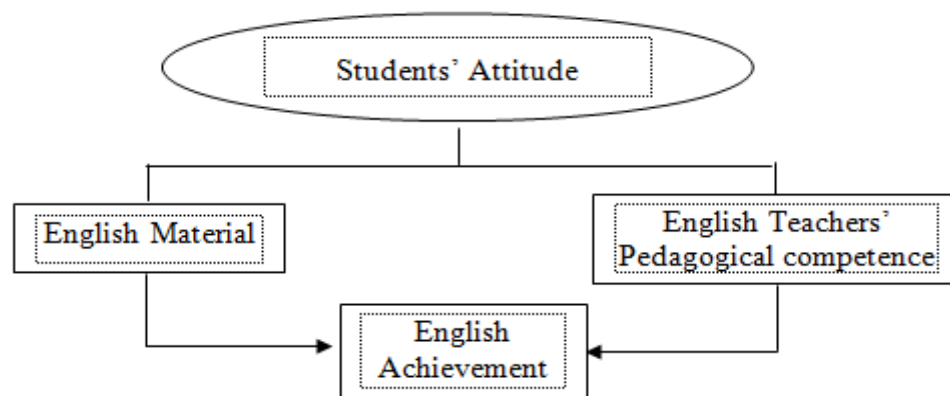


Figure 1. Correlation between independent variables and dependent variable

Based on the conceptual framework, the hypotheses for this study were as follows:

H_0 : there is no significant correlation between students' attitude toward English materials and English teachers' pedagogical competence with their English achievement.

H_1 : there is significant correlation between students' attitude toward English materials and English teachers' pedagogical competence with their English achievement.

METHOD

The method of this research was correlational research. Correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Correlational research typically investigates a number of variables believed to be related to a major, complex variable, such as achievement. This research used inferential statistics namely simple correlation test to find out correlation between students' attitude toward English materials and English teachers' pedagogical competence and their English achievement.

A purposive sampling procedure was used to determine the sample for this study. The researcher used purposive sampling technique to take three out of the six classes, namely class X, XI IA and XI IS. The number of the samples was 68 students. The chosen classes were based on the consideration that, the class XII joined at national examination,

so they could not take a part on this research. The efforts to represent the population were done to enable the researcher to generalize the results within the same context. According to Gay, Mills, and Airasian (2006) samples should be as large as possible. In general, the larger the sample, the more representative it is likely to be, and the more generalizable the results of the study are likely to be.

A set of questionnaire and English tests were constructed and administered to 68 students. The questionnaire was constructed based on the items coming from checklist and upon the data needed that was primary data. It was distributed to the students to obtain information concerning students' attitude toward English materials consist of 26 items, and students' attitude toward English teachers' pedagogical competence consist of 26 items. The questionnaire was translated into Bahasa Indonesia to help the students understand more fully and facilitate obtaining more accurate information. In addition, the English tests were distributed out at the same level. The English test was based on national examination covers listening (consisted on 11 questions), and reading (29 questions), and school examination covers speaking (3 dialogues) and writing (2 questions).

Data on students' attitude was analysed and given score using five-point Likert scale (*ranging from 1 = strongly disagree to 5 = strongly agree*). While the English tests consist of four parts: listening section (consisted of 11 questions with maximum score is 11 points), reading comprehension (consisted of 29 questions with maximum score is 29 points), writing, and speaking test presented 3 dialogues by using the scoring criteria. The gain scores in English tests were converted to a set of score of maximum of 100, using the following simple formula:

$$\text{Score} = \frac{\text{The students' correct answer}}{\text{Total number of items}} \times 100$$

Table 1. The Students' Scores Classification

91 to 100	is classified as very good
76 to 90	is classified as good
61 to 75	is classified as fair
51 to 60	is classified as poor
< 50	is classified as very poor

(Depdiknas, 2008:1)

Scores for both students' attitude questionnaires and English test was then correlated. The correlation was analysed using Pearson product-moment correlation coefficient:

$$r_{ry} = \frac{n \sum X_i X_j - (\sum X_i) (\sum X_j)^2}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_j^2 - (\sum Y_j)^2\}}}$$

To interpret the result of the correlation analysis of Pearson product-moment correlation coefficient described as the following table:

Table 2. Person Standard Correlation

No	Standard	Interpretation
1	0.000 – 0.200	Very low
2	0.200 – 0.400	Low
3	0.400 – 0.600	Moderate
4	0.600 – 0.800	Substantial
5	0.800 – 1.000	High

(Gay et al., 2006)

FINDINGS AND DISCUSSIONS

Findings

The findings of the research deal with the attitude of the students toward English materials and English teachers' pedagogical competence and their English achievements. The results were analysed using SPSS 16 for Windows (SPSS inc. 2007) in terms of test criteria analysis, descriptive statistics and test of hypothesis.

Students' Attitude towards English Materials

The results show that the students' attitude towards English materials is positive category, which is shown by 34 (62.96%) students who had ranged scores from 89 to 109. The data of students' attitude towards English materials described in the following table:

Table 3. The Interval Score on Students' Attitude towards English Materials

Category	Interval Score	Frequency	Percentage
Very Positive	110 – 130	5	7.35
Positive	89 – 109	46	67.65
Neutral	68 – 88	16	23.53
Negative	47 – 67	1	1.47
Very Negative	26 – 46	0	0.00

The majority of the students (67.65%) had a positive attitude to English materials, followed by sixteen of them stated neutral. In addition, there were five of the students had

very positive attitude to the English materials, and only one who had a negative attitude to the English materials. The mean score obtained by the students is 92.59 and standard deviation is 12.33. This indicates that the students' attitude towards English materials is categorised into 'positive', and represented by following histogram.

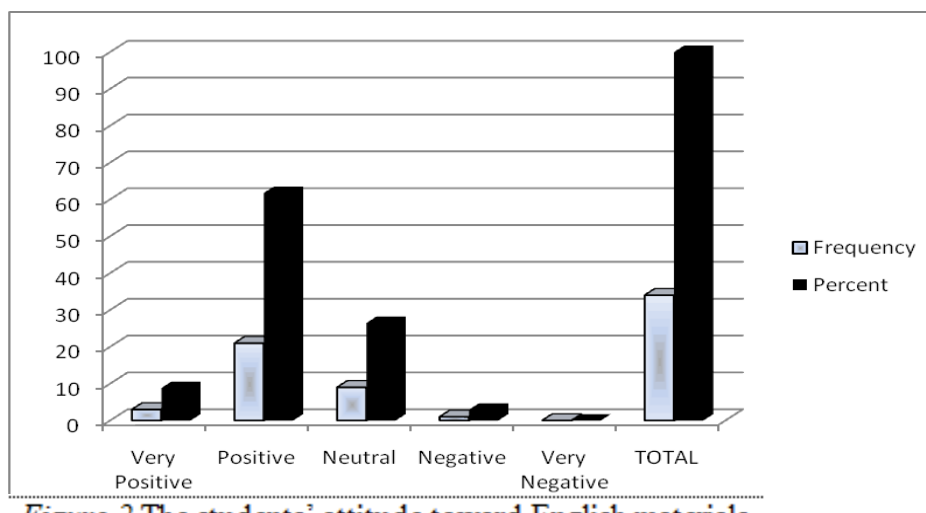


Figure 2 The students' attitude toward English materials

Students' Attitude towards English Teachers' Pedagogical Competence

The results show that the students' attitude towards English teachers' pedagogical competence is positive category, which is proved by 41 (60.29%) students who had ranged scores from 89 to 109. The data of the students' attitude towards English teachers' pedagogical competence are described in the following table.

Table 4. The Interval Score on Students' Attitude towards English Teachers' Pedagogical Competence

Category	Interval Score	Frequency	Percentage
Very Positive	110 – 130	7	10.29
Positive	89 – 109	41	60.29
Neutral	68 – 88	19	27.94
Negative	47 – 67	1	1.47
Very Negative	26 – 46	0	0.00

Most of the students (60.29%) had a positive attitude to the English teachers' pedagogical competence, followed by nineteen of them stated neutral. In addition, there were seven of the students who had a very positive attitude to the English teachers' competence, and only one who had a negative attitude to the English teachers' competence. The mean score obtained by the students is 91.85 and standard deviation is 13.12. Therefore, the students' attitude towards English teachers' pedagogical competence is categorised into 'positive', and represented by the following histogram.

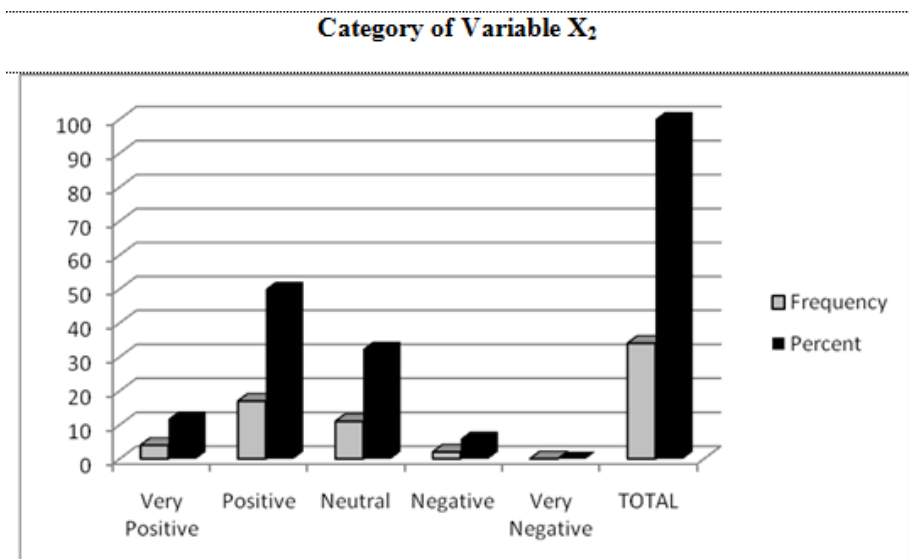


Figure 3 The students' attitude toward English teachers' pedagogical competence.

The Correlation of the Students' Attitude toward English Materials and Their English Achievement

The results of the correlation analysis of the students' attitude toward English materials and the students' English achievement show that scores of English tests as many as 0.54. Based on the interpretation of Pearson standard correlation, the students' scores are in moderate interpretation, where moderate interpretation of the table is ranging from 0.400 – 0.600. Therefore, the research hypothesis (H1) is accepted. This indicates that there is a significant and positive correlation between students' attitude toward English materials and English achievement.

Table 5. The Correlation between Students' Attitude toward English Materials and Their English Achievement

Correlations			
		Attitude to Materials (X1)	English Test (Y)
Attitude to Materials (X1)	Pearson Correlation	1	.540**
	Sig. (2-tailed)		.001
	N	34	34
English Test (Y)	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.001	
	N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

The Correlation of the Students' Attitude toward English Teachers' Pedagogical Competence and Their English Achievement

The results of correlation analysis of the students' attitude toward English teachers' pedagogical competence and the students' English achievement show that scores of English test as many as 0.62. Therefore, it can be interpreted through a Pearson standard correlation table that students score is in substantial interpretation, where substantial interpretation of the table is ranging from 0.600 – 0.800. It can be concluded that the research hypothesis (H1) are accepted. This indicates that there is significant and positive correlation between the students' attitude toward English Teachers' Pedagogical Competence and their English achievement.

Table 6. Correlation between Students' Attitude toward English Teachers' pedagogical Competence and Their English Achievement

		Correlations	
		Attitude to Teachers (X2)	English Test (Y)
Attitude to Teachers (X2)	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.000
	N	34	34
English Test (Y)	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.000	
	N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

Discussions

The results of this study provide insight into factors impacting student achievement. The findings are consistent with the results of other studies of the relationship between teachers' competence and subject matter on student motivation and achievement (Celce-Murcia & McIntosh, 1991; Çepni et al., 2006; Darling-Hammond, 2000; Hill et al., 2005). The discussion deals with arguments and further interpretation of the research findings through questionnaire and English test.

The findings of the study revealed that the students' attitude toward English materials is categorized into positive, which is shown by 67.65% of the students have scores between 89 and 109. The positive attitude from the students perhaps caused by the English materials given in teaching learning processes is mostly based on curriculum and real life context. Another aspect can be the students' willingness to get high or good grade from their English teacher as English language becomes compulsory subject in formal education and very important in students' academic achievement. This finding reflects the

need of successful language learning in the classroom (Chamot, 2005; Young, 1991).

Young (1991) indicates that the learners bring with them their whole experience of learning and of life in classrooms, along with their own reasons for being there, and their own practical needs that they hope to see satisfied.

The students' attitude toward English teachers' pedagogical competence is also categorized into positive category (60.29% of the students have score between 89 and 109). From the findings of the questionnaire item 5 (I am not interested with a teacher who do not mastery English subject well) and item 23 (I am very interested if English teacher uses English and Bahasa Indonesia in giving apperception, conducting subject and controlling class), the majority of the students strongly agreed and agreed to the English teachers' way in giving English subject. The positive attitude of the students has great possibility was impacted by the way the teachers conveyed the English materials, and as Young (1991) and Chamot (2005) indicate that teachers need to use various ways such as collaborative learning and contextual teaching and learning processes to encourage students follow the lesson and increase their motivation.

The result also indicates that the way teachers of English conduct and present lesson content is closed related to the students' attitude or respond toward English teacher. This is in line with what Brophy and Good (1984) and McGarity and Butts (1984) state that teachers' management in the classroom brings together the experience, ability and feeling as well as the attitude toward teaching English as a foreign language. Lamb and Coleman (2008) also found that students view their teachers of English as a factor influencing their like or dislike of English.

The result of the correlation analysis of the students' attitude toward English materials and the students' English achievement in Pearson standard correlation interpreted as positive and significant correlation. All of these facts above bring about some consideration in language teaching materials which will lead to the effectiveness and purposefulness of the English teaching as foreign language. The teaching materials reflect the need of successful language learning in the classroom (Allwright & Bailey, 1991) because the students bring their whole learning experience and life in classroom along with their own reason for being there, and their own practical needs that they hope to be satisfied.

The case that the students' attitude towards English teachers' pedagogical competence is higher than the students' attitude towards English materials, perhaps influenced by the fact that English teachers are put as a centre of teaching. The English teachers not only teach the material but also act as a motivator and create a warm situation

in the classroom. This is also in line with what Gardner and Tremblay (1994) found that in most cases, a positive attitude will strengthen motivation, whereas a negative attitude will negatively affect motivation in Second Language Learning. In addition, the fact that the students' attitude towards English teachers' pedagogical competence is higher than the students' attitude towards English materials is suspected that it was caused by teachers' ability to deliver subject content follow students' interest to English materials.

The findings from this study is important because it may recommend to educationalists, both policy and administrative level to take into account in which aspect need to be considered when they intend to provide professional activities for EFL teachers in order to optimize EFL teachers' teaching performance and improve student learning outcome. Teachers' ability to use appropriate teaching strategy, to manage classrooms and to engage student, as well as to choose appropriate teaching materials based on their students condition is believed have direct relation to students' achievement.

CONCLUSIONS AND SUGGESTION

The students in this study found that teachers' pedagogical competence significantly impact students' willingness to study English. In addition, the selection of appropriate English lesson content was also found to have relation to students' motivation in following English lesson. There is positive and significant correlation between students' attitude towards English materials and English teachers' pedagogical competence and their English achievement. Based on the percentage score of the correlation, the students' attitude toward English teachers' pedagogical competence (0.62) is higher than the students' attitude toward English materials (0.54).

The fact that teachers' pedagogical competence and English subject content impacted students' achievement, EFL teachers should build students' positive attitude toward English materials and English teachers' pedagogical competence. This is important because the attitude itself is directly related to motivation which has a direct effect on second language learning. Besides, the ultimate success in learning second language would most likely be seemed to depend on the attitude of learners. Similarly, teacher of English should be selective in choosing English materials and using various techniques and strategies in teaching English.

In the analyses reported here, the researcher only involved students from one senior high school. Replication of the quantitative survey with a larger population of students from other schools, including from other districts might allow wider comparisons. Next, this study only used survey as a main method for data collection. Therefore, it may fail to

grasp deep understand from students about their perceptions of aspects that impact their learning outcomes. There is a need for further research that employ mixed method for data collection in order to get larger population, as well as a deep understanding from students.

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IMPROVING STUDENTS' SKIMMING AND SCANNING IN READING SKILL BY APPLYING METACOGNITIVE STRATEGY

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Abstract: Reading is one of the main four language skills that a learner needs to master in order to ensure success in learning English. To facilitate students in comprehending a text, the effective strategies should be used. One of the strategies is Meta-cognitive strategies. The objectives of the research are to identify students' responses during learned process by using Meta-cognitive strategies and to investigate how high students' improvement of skimming and scanning reading skill after learned by using Meta-cognitive strategies in recount text. Meta-cognitive strategies improve students to reflect on thought processes and to plan, monitor, and evaluate aspects of their learning. The participants were third semester of English department students of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University. The research design was Classroom Action Research with 1 preliminary cycle and 2 cycles. This research was conducted from March, 2nd 2015 until March, 21st 2015. Data collection technique was tests. Observations were done in each cycle. Tests form was given the students, they should answer 20 questions of multiple choice test. Then, the data were analyzed using mean (descriptive statistics) to find out the improvements. Meta-cognitive strategies were applied in the teaching learning process by giving plan (giving task for students), monitoring, evaluating, and problem solving to the students. After collecting the data, the result showed the improvements of the students. Students' average score in pre cycle test was 60. In the first cycle, the average score increased became 70. This score hadn't met the minimum standard score yet 75. Therefore, second cycle was conducted. Students' average score increased became 82.16. Students' engagements also increased since the first cycle. Consequently, the objectives were reached. Based on the result, it could be concluded that Meta-cognitive strategy can improve the students' skimming reading comprehension of recount text.

Keywords – Reading Comprehension, Skimming, Scanning, Metacognitive, Language Skill, Action Research

INTRODUCTION

There are many strategies to teach reading. But, not all of them are effective, because the students usually have problem in practicing the strategies (Nurhayati, 2014:177). To facilitate students in comprehending a text, the effective strategies should be used. One of the strategies is Meta-cognitive strategies. In reading classes, Meta-cognitive strategies can help students to endorse skimming reading comprehension in recount text. Meta-cognitive strategies encourage students to reflect on thought processes and to plan, monitor, and evaluate aspects of their learning (Henia, 2006:2). This strategy can be valuable instructional tools, especially for the reading skill, because many English as Foreign Language (EFL) teachers find that there is insufficient practice time for students who are required to cope with studying a new language and to read for content. The goal of Meta-cognitive learning strategies is to strengthen students' awareness of what makes their language learning successful, it is especially important for the reading teacher to understand how to use such strategies.

METHOD

Research Design

In this study, Classroom Action Research (CAR) design was used in this research. Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process (Burns, 2010:5). It is carried out by teachers in their context, in their classrooms. Action research is a model for teaching with high transparency that enables teachers to determine student achievement on a daily basis rather than waiting for the end of a quarter (Pelton, 2010:7).

Research Place and Time

This research was conducted at third semester students of English department of Walisongo State Islamic University. The reason of choosing this subject of the study because the study was aimed to improve students' competence of reading skill.

This research was conducted in 4 weeks, from the 1st week of March 2015 until the 4th week of March 2015. During the research time, 3 meetings with the students were held. The first week was used to observe students' ability in reading comprehension, and to check students' interaction with the teacher during teaching learning process in the class. Consequently, the data about students' pre ability in reading comprehension, especially in recount text was gotten. The following week was used to teach reading comprehension

using meta-cognitive strategies. Pre-test and post-test were given to the students about reading comprehension especially in recount text to check their ability in comprehending a text. The last week was used to teach reading comprehension using meta-cognitive strategies, evaluate the strategies, and give post test to the students about reading comprehension. The rest time was used to analyse the data and make a research report.

Research Subject and Objects of Research

The objects of this research were the third semester students of English department of Walisongo State Islamic University in the academic year of 2015/2016. The reason for choosing the third semester students of English department of Walisongo State Islamic University because for improving their reading skill, so that their achievement will be good.

Focus of the Research

In this Classroom Action Research, the research focuses on:

1. Students

Students as subject of the study can be seen from students' activity in teaching learning process: students' understanding and comprehend about text which is indicated by students' achievement, students' activity during teaching learning process.

2. Teacher (as the collaborator)

The collaborator in this research was Nur Syafaah, M.Pd, one of English lecturer at English department of Islamic Education and Teacher Training faculty of Walisongo State Islamic University.

3. Teaching learning process

The improvement of students' comprehension and achievement in reading teaching learning process by using Meta-cognitive strategies is also the focus of this research.

Cycles of the Research

This research was conducted for two cycles and one pre-cycle. Pre-cycle was used to observe students' ability in reading comprehension text. The first cycle was used to teach the materials of recount text, and the second cycle was used to teach the strategy to teach reading comprehension.

The sequences of each cycle are:

1. Planning

In this stage, the researcher made a lesson plan and prepare teaching material.

2. Running

In this stage, the researcher did the teaching learning process. The researcher gave a test by giving 20 questions of multiple choice tests and give 20 minutes to answer the question. After that, the researcher applied meta-cognitive strategies to teach reading comprehension in recount text.

3. Observation

In this stage, the researcher monitored students' progress during the teaching learning process. During this observation, the researcher collected the data.

4. Reflection

In this stage, the researcher analyzed the data gotten during the cycle. Then, the researcher determined what had been done in the next step.

Data

In this research, the main data were general data and specific data. General data included student name list, school curriculum, lesson schedule and the picture documentation during the research. The specific data were used to analyse the result of this research. The specific data include data of implementation of Meta-cognitive strategy during teaching learning process, and students' skimming reading comprehension score in recount text in pre-cycle, cycle 1 and cycle II.

Data Collection Technique

During this research, the data were collected by using:

1. Observation

Observation is the activity of giving total concern to research object of the sense. It was used to know the condition of class and the obstacles appeared during teaching learning process and it was used to know students' difficulties, problems and understanding about material given. The researcher was observed the ability of the students and their motivation towards English. This observation was done in pre-cycle.

2. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group. There are two kinds of tests was used by the researcher: Pre-test and post-test. Pre-test was given before the researcher gave the

material to the students. The researcher gave pre test in each cycle, by giving 20 questions of multiple choice tests and give 20 minutes to answer the questions. Post-test was given after the researcher gives the material to the students. The researcher gave post test in each cycle, by giving 25 questions multiple choice test (the questions were different from the questions given in pre test), and gave 25 minutes to answer the questions.

3. Documentation

The researcher took pictures, videos, and recordings during the researcher conducted the research.

Data Analyzing Technique

Data analysis is an attempt by the researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner. After collecting the data, the researcher analyzed the data .It can be defined as the process of analyzing data required from the result of the research. The score of students' achievement can be calculated by using this following formula.

$$M_{xc} = \frac{\sum xc}{S_{max}} \times 100 \%$$

Where:

M_{xc} : The level mastery of content

$\sum xc$: The students' score of content

S_{max} : Maximum score of content

According to school's regulation, the scoring and category of the score of reading comprehension are as follow:

The Criterion of Reading Comprehension

Total Score interval	Category	Meaning
85– 100	A	Excellent
75 – 84	B	Good
< 75	C	Fail

The mean score of the class can be searched by using this following formula.

$$\bar{x} = \frac{\sum fx}{n}$$

Where: \bar{x} = the mean
 f = the sum offset score
 n = the number of students

Indicators of Achievement

This study will be said to be success if the research objectives' indicators are reached. In this research, the researcher formulates the research objectives' indicators as below:

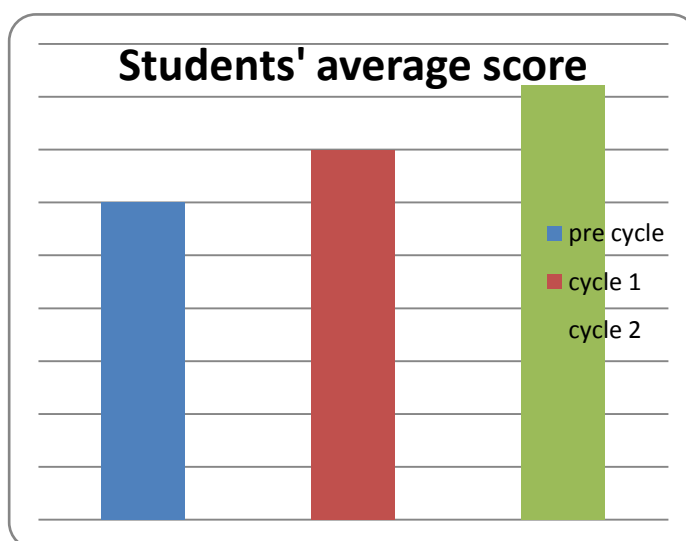
1. Students' average achievement in reading comprehension of recount text is equal to or higher than minimum score established by the English department (75).
2. Students reach the minimum score (75) are equal to or higher than 80% of total students in the research.
3. Students' interaction in skimming and scanning reading skill higher than 75% of total students in the research.

FINDINGS AND DISCUSSIONS

Findings

The findings of the research are students' improvements and student's interaction during the study. Since pre test until test in the second cycle, the increase of students' average score was shown as below:

The increasing of students' average score



The Result of Students' interaction from Preliminary until Second Cycle as follows:

No.	Cycle	Mean
1.	Preliminary	36.6%
2.	Cycle I	60%
3.	Cycle II	76.7%

In the pre cycle, all of the students have been doing the test, and the average result was 60. In this activity, the teacher still uses conventional method and didn't implement teaching strategy. He did not use meta-cognitive strategies as teaching aid. The students' interaction was 36.7%. It means that students' interaction were still low from the indicator of achievement (75%). In teaching learning process, only half of the students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sit down in backside. They like to talk with their pairs. The students look bored and sleepy.

In the first cycle, the average result increased became 70, and the students' interaction was 60%. The teacher began uses meta-cognitive strategies to teach the students. In beginning, students were still confused with the strategy. But, after several examples, they began to understand. In teaching learning process, many students joined the class enthusiastically. They sometimes paid attention, and sometimes didn't pay attention.

In the second cycle, the average result was 82.16. It was higher than result in pre cycle and first cycle. It showed that there was some significant improvement in students' achievement. The students' interaction in the class was also increased became 76.7%. Furthermore, there was also improvement from cycle 1 until cycle 2.

Teaching learning process in second cycle does not have many different with the previous one. The researcher just analyzed and gives more attention to some students that still have lower score. Before the lesson began, the teacher asked the students to give more pay attention to the lesson. Because the materials were quite difficult, the researcher would give reward to the students who can answer the question correctly, so it makes the students are more highly motivated to learn. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle run well.

The researcher felt that applying meta-cognitive strategies to endorse the students' skimming and scanning in reading comprehension for recount text was successful. Because meta-cognitive strategies encourage students to reflect on though processes and to plan, monitor, and evaluate aspect of their learning.

Discussions

Here, students' achievements would be discussed and students' progress in joining teaching learning process also would be explained.

This research is concerned with how students could comprehend a text through meta-cognitive strategy. Before implementing this strategy, the students were difficult to comprehend a text especially recount text. They also felt difficult to find information from the text. After meta-cognitive strategy was implemented, the students reflect on thought processes and planning, monitor, and evaluate aspect of their learning (Henia : 2006 : 2). In fact, the students' achievement of reading comprehension on recount text was improved. The average of students' achievement and students' interaction increased every cycle and it reached the indicator of achievement. This strategy encouraged students' interest and motivation. So, it could influence students' achievement.

In pre-cycle, students' enthusiastic was less, because the teacher used conventional method, where the students have to memorize the material from the teacher. It makes the students bored because the method is monotonous, and the students are not active in teaching learning process. When the teacher explained the material, there were some students talking with other, or doing something else, such as day dreaming, or writing something in the book. After pre-test test was conducted, the result of test was 60. It could be concluded that students reading comprehension was low. They translated the words one by one. It needed more time to understand the whole text and to find the information from the text. Here, teacher should be stimulus the students' motivation and interest in teaching learning process.

In the first cycle, meta-cognitive strategy was introduced to the students. They were asked to pay attention to metacognitive strategy rules. The students' interaction was good enough. It could be seen from most students actively in joining Meta-cognitive strategy and were able to appreciate the teacher's explanation. When the material was explained, they were looked a little confused, because this strategy was new for them. The explanation of recount text was connected with their background of knowledge. So it made them understand the material well. It could be seen in the result of test in this cycle. The score increased than before.

In second cycle, they were more enthusiastic than first cycle. They paid more attention when the materials were explained. They still made a noise, but it was still related to the material. For instance, before they comprehend a text, they have to found key word in each paragraph from the text. After that, teacher asked them to find the information from the text. The students' achievements were increased. They looked more enthusiastic in

implementing meta-cognitive strategy. In second cycle, the average result was higher than result in pre cycle and first cycle. It was because students were familiar better with metacognitive strategy in every cycle. Their motivation and interest were also better in every cycle. From the description of teaching learning process during the research above, it could be concluded that meta-cognitive strategy was effective to be implemented in teaching reading comprehension of recount text. In the learning process, some students were easy to be bored. So, the students' response in the class when teaching learning process was not maximally.

CONCLUSIONS AND SUGGESTION

After this research completed, it could be concluded as below:

1. The students' responses in the learning process: the students are enthusiastic in listening to teachers' explanation, the students show curiosity by asking the questions, the students are enthusiastic in teaching learning process, the students are active to present the material, the students are enthusiastic doing the test. The results of students' responses: Preliminary 36.6 %, Cycle 1 : 60 % and Cycle 2 : 76.7 %.
2. Based on the result of the study, the research drew conclusion that applying meta-cognitive strategies to improve students skimming scanning reading skill of the third semester students of English department of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University in the academic year of 2015 /2016 was to pass two cycles, whereas in each cycle consist of four steps. Planning, acting, observing, and reflecting. The steps of applying meta-cognitive strategies to improve the students skimming and scanning reading comprehension are: the first is planning. In this planning, there are giving the task for students. The task is about reading comprehension from the passage or text. The students began reading the text in the target language, they plan by setting the goals or thinking about what they want to get out of the text and making predictions about the text based on the title and the prior knowledge of the topic. The second steps are self- monitoring. The students mention the topic and make the conclusion from the text. As they read, check whether the text is making sense. However, as they read they decide that, based on new information in the text, they need to go back and revise some of the plan. The third steps are self-evaluating. The students continue reading and then decide to stop and evaluate themselves. And the last steps are problem solving. . If the students felt that they did not understand an important phrase or idea, they may need to go to the problem solving process. In other words, they are using each process as it is needed during the

task, although not necessarily sequentially. The student's achievement in reading comprehension of recount text were increasing significantly. Their progress during the teaching and learning activity by using meta-cognitive strategy was good. It can be seen by students' achievement in reading comprehension in each cycle. In the first cycle the average of the students' achievement was 69.8. In the second cycle the average of the students' achievement was 82.16. The students can find the information and main idea from the text using meta-cognitive strategies and how to skim reading comprehension. Students' reading comprehension increased as well as their motivation to learn English and they were understood reading English text well. Result of the research shows that the students improve their reading comprehension effectively.

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**THE EXTERNAL FACTORS OF STUDENTS' INVOLVEMENT
IN SPEAKING ACTIVITY AT SMP PROGRESIF
BUMI SHALAWAT**

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Abstract: This research is conducted to know what factors that influence the students' involvement in speaking activity in order to practice their speaking skill and what strategies that the teacher used to encourage those external factors. This research uses descriptive qualitative method. There are two instruments used for this research, namely, class observation and interview. Based on the results of class observation and interview, the researcher concludes that teacher factor gives the greatest impact on students' involvement and the appropriate strategies can support those external factors.

Keywords – Involvement, External Factors, and Speaking Activity

INTRODUCTION

Gumperz (1982) states that involvement refers to the willingness and ability of conversational partners to initiate and sustain interaction. Involvement is seen as a prerequisite to the success of any conversational encounters, and is rendered possible by the presence of a shared body of linguistic and socio-cultural knowledge among conversationalists. Based on the statement before, it becomes one of the prerequisite to the success of any conversational encounters. Therefore, the researcher believes that the students' willingness to involve in speaking activity has to be facilitated. The scare to make a mistake in students' speaking has to be avoided to make them success in speaking activity.

Many people have same perception to feel stress when talking in front of other people. There are many reasons why people feel stress to speak out in public. Samuelsson (2011, as quoted in Lejla Hadziosmanovic:7) explains these symptoms show variation from trembling, blushing, and sweating to feeling out of breath, dizziness as well as frightening to faint at the moment of speaking. Even though we have exercised to prepare it before, sometimes these symptoms are difficult to be prevented.

Several researchers have studied related to the importance of studying the factors of involvement. Some of them are Alexander W. Astin, Jamilah, Fazlur Rohman, Sanjiv Jaggia and Alison Kelly-Hawke, and Dwiyani Pratiwi. Astin (1999: 528) claims that the greater the student's involvement in college, the greater will be the amount of student learning and personal development. From the standpoint of the educator, the most important hypothesis in the theory is that the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

Jamilah (2009) mentions that there are factors contribute to the inability in speaking of junior high school. They are lacking of motivation in speaking English, lacking of vocabulary, lacking of confidence, lacking of knowledge of grammar, environment, lacking of teachers' role, and the teachers' technique. And the most affected factor to the inability in speaking of junior high school is the teacher technique. Teacher role has significant impact to make the students do not want to speak English in the class. The way how the teachers deliver the materials and treat the students in the class is important to be considered.

Regarding to the location of the study, the researcher has basic reasons in considering SMP Progresif Bumi Shalawat. SMP Progresif Bumi Shalawat is located on Lebo village, Sidoarjo. This school has fresh and natural condition to make the students comfortable in learning process. Also, the location of this school is close to the transportation access. SMP Progresif Bumi Shalawat is an integrated Islamic education. Therefore the students will have high achievement in understanding of learning material and also religious value such as honesty, sincerity, and responsibility. This system encourages the students to think critically and creatively in solving problem.

The main reason of the researcher in determining SMP Progresif Bumi Shalawat is based on the characteristic of that school. A preliminary research has been done by the researcher on 20th Mei 2014. The result showed that SMP Progresif Bumi Shalawat has special characteristics that different from other school. This school is new school that has been built by the founding father. Also, this school is a new boarding school program that

applies integrated Islamic education. A researcher has interviewed one of the English teachers in SMP Progresif Bumi Shalawat. The teacher said that the students of SMP Progresif Bumi Shalawat have high enthusiasm to involve in speaking activity. Moreover, the teacher tells the researcher some students that have good performance especially in English. Also the teacher said that they have more spirit to practice English than Arabic. The fact surprises the researcher because they stay at boarding school. As probably we know, mostly the students of boarding school is attracted more to learn Arabic than English. Therefore, the researcher believes that SMP Progresif Bumi Shalawat has special things to be the location of this research. The teacher also said that they have specific day to practice English and Arabic. In addition, SMP Progresif Bumi Shalawat has got many achievements especially in English competition. By choosing the school that has high achievement especially in English, the researcher will find much data easily because of the high performance of the students in English lesson. In 2013, the students of SMP Bumi Shalawat obtain some achievements in English competition. For example, they went to semifinal East Java English Speech Contest in IAIN Sunan Ampel Surabaya. Then, they got the third place in Surabaya-Sidoarjo-Mojokerto-Jombang English speech contest that was held in MBI (International Standardized Madrasah) of Amanatul Ummah Pacet Mojokerto. Based on those achievements, the researcher believes that the class has good atmosphere in term of the involvement of the students in English learning process. It means that the researcher will find the data about what are the external factors that influence students' involvement in speaking activity.

The researcher considers that there are many external factors that affect students' involvement in speaking activity. Based on the researches that have done by other researchers above, the researcher believes that it is important to be studied. The researcher wants to take attention more on the external factors whether those factors occur frequently or just happened exceptionally. The researcher defines the external factors as the factors that come from the outside of the student itself like environment, teacher, and friends. Therefore, the researcher focuses on this matter for this research.

There are several factors that affect students' performance especially in speaking activity. Several factors below affect second language learning.

1. Motivation

Chaer (as quoted in Jamilah, 2009) says that motivation has great effect for the language learners. A learner who has high motivation in learning process is assumed that he has bigger chance to be successful. On the other hand, a learner who has no motivation in his learning process will get less adding power to get his success.

2. Age

According to Dulay, et. al (1982: 78) the children are better at language acquisition than adults in some cases. Many researchers have focused on the second language learning. These are the following evidence:

- a. Children are more successful than adults in acquiring the phonological system of second language, even many of them speak like native speaker.
- b. Children are more successful than adults but they are always not faster.
- c. Adults are more successful in the areas of syntax and morphology, at least in the beginning of learning.

3. Formal Presentation

In this case, Chaer (as quoted in Jamilah, 2009) assumes that formal learning has specific features which the learning process occurs consciously, therefore, there are some influences to the success of second language learning, and these are explanations. The explanation is important because this is the main step how the learning material is transferred by the teacher to the learners.

4. First Language

Dulay, et. al (1982: 78) claims that the effect of first language or mother tongue (language that is required by the learner at the first time) is undeniable. It will influence the acquisition process of language learners. The first language is able to destroy in the process of second language learning. When the learner uses a second language, he also uses the elements of his mother tongue into a target language consciously or not. As the result intervention, code switching or error occur in the process of second language using. The language learners cannot avoid it because of its natural. Even some language learners attempt to practice their second language continually to minimize it.

5. Environment

Environment has great effect in influencing the development of second language. The place, time, and situation are included in environment. According to Marzano (as quoted in Jamilah, 2009), the home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counselling and guidance to parents for creating positive home environment for improvement in students' quality of work. Also Bamard (as quoted in Jamilah, 2009) states that academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success.

It can be concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Hidayat and Atti (as quoted in Rohman, 2009) mention that there are several factors influence students' achievement in speaking.

1. Enjoyment in Speaking English.

The process of becoming fluent speaker needs long time. All students expressed the enjoyable feeling in speaking English. There are not pressures to speak. Therefore, they enjoy the learning process.

2. Time allotment.

All students have no specific management of time in learning except in the class. They learn wherever and whenever the chance is, such as by watching movie, listening to song, and guiding tourist.

3. Support.

Support from family, lecturers and friends contributed to the development of students' speaking fluency.

4. Class Management

Creating good atmosphere of learning makes the learning process joyful.

5. Keeping on practice

One of the ways to keep on fluent is by keep practicing. Some students keep on practice to stay fluent in speaking.

Tannen (1989) defines involvement is a connection individuals' feel to other people as well as to places, things, activities, ideas, memories, and words. It is related to how the students engage during learning process in term of giving answer to teacher question, response to the teacher explanation, being active in class activity.

In learning English, it is impossible to eliminate speaking activity during learning process. The language learners have to speak out in the target language to make them mastering the language or the language learners should practice the target language in order to improve their ability in target language. Even in English there are four skills, but speaking seems to be the most important one to in terms of judging a learners' effective ability to use the language. Bailey and Savage (as quoted in Rohman, 2009) explain that the Communicative Approach teaching requires developing language learners in four skills: speaking, listening, reading and writing. However, speaking is seen as the main skill and the most demanding of the four skills. Therefore, planning the activity during learning process is important to be considered.

METHOD

The design of this research is descriptive-qualitative. Therefore, the result of the observation, interviewing the teacher and the students are analysed descriptively. Bailey and Savage (as quoted in Rohman, 2009) define that observation means monitoring and recording the data or information which emerges in the object of research systematically. On the other hand, interview is a method to collect the data or information by giving question to the respondents based on the subject of the research. The function of interview in this research as completer method since interview is used to complete the data or information collecting method. The researcher concludes three steps to analyse the data.

The first, after collecting the data from preliminary research and observation at the field research, the researcher orders the collected data. In ordering step, the researcher arranges the mass data in order to help the researcher easy to analyse.

The second, structuring the ordered data. In this step, the researcher transcribes the result of interview, categorizes the result whether it belongs to the external factors of students' involvement or the strategies that the teacher used. It makes the data is easier to be analysed. Then, the researcher does class observations to ensure how the students' involvement in speaking activity in specific English materials. And also the researcher matches what is the type of the strategies that the teacher used based on the theory about the strategies in teaching speaking.

The third, the researcher gives meaning and interpretation to the data. It is important to make the data clearer and easy to understand. It also helps the reader to ensure that the data is valid because of the interpretation of the researcher

FINDINGS AND DISCUSSIONS 085733757607

External Factors of Students Involvement in Speaking Activity

The result of research shows that classmate factor has significant impact to make students involve in speaking activity. The good atmosphere in that class has affected to the passive students. Some students who do not involve in class activity especially in speaking activity, they try to be active by asking to the teacher what they do not understand about friends' questions before. It shows that classmates have great impact in influencing students to involve in speaking activity. In practicing speaking skill, they need a partner that has same purpose in language learning.

The performance of most classmates in speaking English has motivated students to develop and to practice speaking skill. Therefore, the student wants to involve in

speaking activity during English class. And also the student will find partner to speak English easily because most of the students in the class have good skill in speaking.

In term of the learning media factor, the interview results show that some students argue that learning media like laptop and LCD projector have helped them to involve in speaking activity. The twelfth student explicitly says that usually twelfth student uses laptop to read English blog and browse English source. The twelfth student claims that it has enriched vocabulary and has improved the confidence to speak in front of the class because of the enriched vocabulary. Most of students that the researcher has interviewed use laptop to watch film and listen to English music in order to find new vocabulary.

Regarding to the rule factor, the interview results show that rule has significant effect in influencing students to involve in speaking activity. Most of twelve students say that because of the rule, totally English day rule, it makes the students speak English habitually. Sometimes at the other days, the students speak English to the others spontaneously. On Wednesday, the students in low level class are forced to speak English when the students communicate with the teacher or friends. Although the students' speaking is ungrammatically and even pronounce the wrong word, the point is how the students have awareness to attempt to speak English. And indirectly, it affects the performance in English class. When the teacher C gives a speaking game or activity, some of the students are enthusiastic to try to do that activity. We cannot deny that there are many mistakes in students' speaking because the lack of vocabulary and grammar. But this rule has influence the students to try to involve in speaking activity during English class.

For parents' motivation factor, the students in SMP Progresif Bumi Shalawat have to stay at Islamic boarding school. It means that the students are far from the parents. When the researcher interviewed the students about parents' motivation, many of the students say that when the students are at home, the parents always ask how about the lessons and remind to study hard. Even some of the students say that the parents specifically ask the students to practice language skills more, both Arabic and English.

While for teachers' factor, based on the observation result, some of the English teachers in SMP Progresif Bumi Shalawat deliver the material in English. Teacher A who conducts the advance level class says that teacher A explains the material totally in English. And also almost the conversation in English class uses English. Teacher A applies this method to improve students' speaking skill. On the other hand, teacher B and C who conduct low and medium level class deliver the material in English. But sometimes the teacher B and C speak in Bahasa Indonesia to ensure that the students have understood the material.

The Strategies to Support those External Factors to Involve the Students in Speaking Activity

In advance level class, teacher A uses partner communication as the strategy to involve students in speaking activity in term of classmates' factor. By applying that strategy, the students will know classmates' speaking ability. It has purpose to build students' willingness to improve the speaking skill. And finally the students will involve in speaking activity in order to practice speaking skill.

In medium and low level class, teacher B and C use grouping strategy to involve students in speaking activity. In grouping the students, the teachers place a strong student on each group as the leader of that group. The leader of each group will manage the job based on the members of that group. And also the leader will help the low students to do and to deliver the job in group. The strategy that teacher applies is interpersonal strategies that has a purpose to evaluate students' performance in speaking in order to practice more their speaking skill.

In advance level class, teacher A uses social media as the strategy to encourage students to practice speaking skill in order to make the students have high confidence to involve in speaking activity in English class in term of learning media factor. Teacher B applies unique strategy to involve students in speaking activity. Teacher B asks the students to promote their product using video as the speaking duty. In low level class, laptop will be permitted to operate if the students involve in speaking activity. Teacher A uses communication-experiential strategy. Based on the goal of promotion, teacher B applies socio-affective strategies that deal with the social interaction.

Teacher A applies totally communication rule in the class. The purpose of this rule is to make the students practice more the speaking skill in the class. It also forces the students to enrich vocabulary in order to prepare communication in the class. In medium and low level class, the teachers cannot force the students to speak English totally. As the research result above that the students have lack of speaking skill. Therefore, the teacher maximize the application of totally English day rule that instructed by the school on Wednesday.

Teacher B and C applies meta-cognitive strategies that have purpose to plan for learning and thinking about the learning process and monitoring that done by the school.

As the researcher stated above, the result of research shows that there is no specific strategy that those three teachers use in term of parents' motivation. For this factor, the teachers remind the students about parents' hope to the students. By applying

that strategy, the teachers believe that it will add students' motivation to practice speaking skills. And finally the students will try to involve in speaking activity during English class.

The strategy that those three teachers use by remaining them about their parents' hope is included in affective strategies. The goal is to touch the students' emotional problems. In advance level class, the teacher A shows the best performance in teaching process as the strategy to build students' interest to speak fluently. This strategy has the purpose to make the students train speaking skill more and finally the students will involve in speaking activity during English class. Teacher A states that maximizing the role of teacher is very effective to make the students involve in speaking activity. It means that the teacher has to formulate the best technique to be applied in the class in order to make the students involve during English class. It means that teacher A uses meta-cognitive strategies that deal with applying a plan for learning and thinking about the learning process, monitoring production and comprehension as well as evaluation after the completion of an activity.

In low and medium class, teacher B and C cannot force the students to speak English totally in the class because of the students' lack of speaking skill. Therefore, teacher B and C use speaking game to built students' interest in speaking activity.

CONCLUSIONS AND SUGGESTION

Based on the data analysis of the external factors of students' involvement in speaking activity at SMP Progresif Bumi Shalawat during English class, the writer concludes some two points. The first point relate to ecternal factor and the second point relates to the strategy to support external factors.

Based on the discussion above, the reseacher concluded that there are some external factors that can affect students involvement in the classroom. Firstly, most of students say that classmates' factor has significant impact on students' involvement in speaking activity. Secondly, some of the students argue that learning media factor affects students' involvement in speaking activity. Thirdly, The implementation of totally English day rule and English spoken rule in English class affect students' involvement during English learning process. The Next point is that several students say that parents' motivation factor is important part in improving students' willingness to involve in speaking activity during English class. The last is that almost the twelve students agree that teacher has big impact in students' involvement in speaking activity.

In addition, there are some strategies to support external factors. The first is that, teachers, in advance level class, instruct the students to find partner to communicate in

English about the material as the strategy in term of classmates' factor. While in medium and low level class, the strategy is by grouping the students and placing a strong student as the leader of each group.

The teacher uses Skype as the learning media to help the students to practice speaking skill, to ask the material that the students do not understand, and to tell students' private problems in English spoken. On the other hand, laptop is used by the students in medium level class to promote students' product. In low level class, teacher will permit the students to operate laptop if the students involve in speaking activity

Totally English spoken is applied by teacher A in the class to improve students' willingness to involve in speaking activity. While in medium and low level class, the teachers have to prepare a reward to make the students involve in speaking activity.

Those three teachers usually remind the students about the hope of the students' parents. Therefore, the students have to study hard and practice speaking skill to reach achievement in the end of learning process.

Maximizing the role of teachers is the strategy to involve students in speaking activity. In advance level class, teacher A shows the best performance in teaching to make the students interested in speaking fluently. While in medium and low level class, the teachers give the students games that make the students speak. The focus is to train the students to speak in front of the class.

Furthermore, there are some suggestion that the reseacher can give based on this research. the first suggestion can be given to teacher, students, and othe researchers. For the teachers, they should use better method and technique for different level of class. And also the motivation is needed in order to make the students involve in speaking activity during English class. For the students, the researcher hopes that the students practice speaking skill wherever they are. Since, English is important for their future. For the other researchers, they can do research in the same topic by using experimental research to investigate the effect of external factors in speaking class.

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GUIDELINES FOR ARTICLE CONTRIBUTORS

1. **INDONESIAN EFL JOURNAL: JOURNAL OF ELT, LINGUISTICS, AND LITERATURE** accepts articles on English language teaching and learning, linguistics, and literature, which have not been published or are under consideration elsewhere;
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4. Articles are to be written in essay style with a subheading for each part. The subheading system is as follows:
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The following sections show some of the more commonly used APA citation rules. All citations must be in the Hanging Indent Format with the first line flush to the left margin and all other lines indented.

A. Citation from Journal, Magazine, and Newspaper in print format

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Williams, J. H. (2008). Employee engagement: Improving Participation in Safety. *Professional Safety*, 8(2): 1-30.

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3. More Than Two Authors

Keller, T. E., Cusick, G. R. & Courtney, M. E. (2004). Approaching the Transition to Adulthood: Distinctive Profiles of Adolescents Aging out of the Child Welfare System. *Social Services Review*, 3(2):102-120.

b. Magazine and Newspaper

Article with the Author's name:

Leonard, G. 19 March, 2014. Trend Issues of Inferential Statistics. *Mathematics Today*, pp. 13-17.

Article without the Author's name:

Jakarta Post. 2015, 17 June. *The Role of Language in Politics*, p. 2.

The symbol “p” is used for 1 page, while “pp” is used for more than 1 page.

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a. Book

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Alexie, S. (2010). *The Business of Fancidancing: Stories and Poem*. New York: Hang Loose Press.

2. Two Authors

Alexie, S. & Dinald, D. J. (2010). *The Business of Life: Inspiration of Life*. New York: Hang Loose Press.

3. More than Two Authors

Alexie, S., Dinald, D. J. & Kenny, F. R. (2010). *Education for Life: From theory to Praticce*. New York: Hang Loose Press.

b. Article in Book

Cahyono, B. Y. & Widiawati, W. (Eds.). (2004). *The Tapestry of English Language Teaching and Learning in Indonesia*. Malang: State University of Malang Press

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C. Citation from Online Journal, Magazine, and Newspaper

a. Journal

Senior, B. & Swailes, S. (2007). Inside Management Teams: Developing a Teamwork Survey Instrument. *British Journal of Management*, 10(2): 22-43. Doi: 10.1111/j.1467 – 8551.2006.00507.x

Senior, B. & Swailes, S. (2007). Inside Management Teams: Developing a Teamwork Survey Instrument. *British Journal of Management*, 10(2): 22-43. Retrieved from <http://www2.management.fsu.edu/-jdi/>

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Indoensian EFL Journal uses a system of brief referencing in the text of paper, whether one is paraphrasing or providing a direct quotation from another author’s work. Citations in the text usually consist of the name of the author(s) and the year of publication. The page number is added when utilizing a direct quotation.

Indirect Quotation with parenthical citation

Libraries historically highly value intellectual freedom and patron confidentiality (Larue, 2007).

Indirect Quotation with Author as a part of the Narrative

Larue (2007) identified intellectual freedom and patron confidentiality as two key values held historically by libraries.

Indirect Quotation with parenthical citation

Darwin used the metaphor of the tree of life "to express the other form of interconnectedness—genealogical rather than ecological" (Gould & Brown, 1991, p. 14).

Indirect Quotation with Author as a part of the Narrative

Gould and Brown (1991) explained that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness—genealogical rather than ecological"(p. 14).

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