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INCREASING EFL STUDENTS' WRITING ABILITIES USING PEER RESPONSE ACTIVITIES VIA FACEBOOK

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Abstract: This study was aimed to increase EFL students' abilities in writing argumentative essay via Facebook by developing peer response activities. The classroom action research was employed in cyclic activities. The subjects were 25 Indonesian fourth-year undergraduate EFL students who enrolled in Writing III course. The data were gained from writing task, observation, and field notes. The result shows that this strategy with the appropriate instructional procedures can increase the EFL students' abilities in writing argumentative essay. It is indicated by the increases of the students' writing achievement and involvement in writing class during peer response activities via Facebook. Hence, it gives insights to employ this way as an alternative teaching technique in writing classroom because of its effectiveness.

Keywords - Peer Response, Facebook, Writing Ability, Written Feedback, Argumentative Essay

INTRODUCTION

Since learning to write is considered the most difficult skill for students who lack of motivation to write in English, and whose writing capacity is not good, the writing teaching should be developed by the writing teachers. Dealing with the need of building the students' writing, Harmer (2007:113) suggests that it is encouraged to build the students' writing habit. Many students either think or say that they cannot, or do not want to write. This may be because of their lack of confidence. They think that writing is boring. Therefore, the writing teacher needs to engage them, from early levels, with easy and enjoyable activities as their habit, so that writing activities not only become a normal part of the classroom but also present opportunities for students to achieve almost instant success.

It is indicated that proficiency to write in English is one of the basic requirements for those who want to involve themselves in occupational or academic purposes as well as in international life. In any case, nowadays the students, particularly the English Education Department students of IAIN Palangka Raya in Central Kalimantan Indonesia, might involve themselves in those proposes. That is why mastering writing skill in English should be provided for the students as early as possible. To do so, the current curriculum of the English Education Department has offered the course of Writing. Writing is given as a series of courses, with 3 credits for each, beginning with Writing I focusing on the sentence and short paragraph developments, Writing II focusing on the development of paragraphs of various types, and Writing III which is focused on the development of various types of essays such as expository essay, argumentative essay, and so forth. Additionally, Scientific Writing is a course given after the students have passed from the previous series of writing courses to help students prepare their thesis writing.

In line with the efforts of the writing teaching development, the personal studies had been conducted in Indonesian English classroom where English as a foreign language (EFL) is learnt. It was to investigate the phenomenon of the writing teaching and as the efforts to find the way to encouraging EFL students to write in English by using teaching techniques or strategies and technology media. The studies were such as developing mind mapping strategy to improve students' ability in writing descriptive paragraph (Miftah, 2010), outlining guidelines for successfully implementing peer response activities via Facebook in writing class (Miftah, 2014), designing the use of blogs for teaching writing so that blogging activities can be implemented in writing class to be interactive activities to improve the students' writing skill for particular context in university level (Miftah, 2015a), developing the idea listing technique to enhance the students' ability in writing expository paragraph (Miftah, 2015b), developing the implementation of writing process approach to enhance the students' skill in writing essay (Miftah, 2015c), investigating peer response in an Indonesian EFL writing classroom (Miftah, 2015d), introducing the appropriate teaching procedures to lead to the success of implementation of project-based learning in Scientific Writing class (Miftah, 2016a), and developing blogging activities to promote EFL students' writing abilities in producing definition paragraph (Miftah, 2016b). The overall results showed that the writing classes were more effective in such a way the students could enjoy and enhance their abilities of writing such kind of paragraph or essay. Thus, it gives insight both students and teachers for writing instruction development.

In recent writing class, based on the personal experience of the writing teaching for EFL students, the fact that the students were still encountered with the problems to write.

A pretest was conducted by giving a test of writing argumentative essay to the students taking course of Writing III, it showed that their writing ability was still low. The percentage of the students' score obtained from the 25 students' writing tasks was that 4.00% (1 student) got score A, 16.00% (4 students) got score B, 36.00% (9 students) got score C, and 44.11% (11 students) got score D. These results are considered to be insufficient since majority of the students were unsuccessful in this course. Only 56.00% (14 students of the class) achieved the score greater than or equal to C (60-69). It did not yet achieve the target of the study of the course of Writing III at the university. It must at least get score C (60-69) for majority of the students for the course of Writing III success as stated in the guideline of scoring at the university.

Besides, the result of observation showed that there were a lot of problems to solve. Some students did not know how to begin to write argumentative essay, but some others did prewriting using the technique such as clustering and idea listing. Also, they got difficult to organize ideas and to arrange the sentences into a paragraph, and the paragraph into an essay so that the essays they produced were not unity and not coherence. Moreover, their writing products were inaccuracies in grammar. As a result, their writing products were not easy to understand. Furthermore, in the writing process activity, the students did not seem to express their ideas using systematic stages such as prewriting, drafting, revising, editing, and publishing. No communication each other or conference was among them when they are writing. Therefore, the students did not tend to have strong motivation and were not interested in writing in English since there was no collaborative writing among them and no process of giving feedback and comment to refine their writings.

Regarding the problems faced by the students in the writing class, the major problem shows that they almost never expressed their ideas using process of writing and never used conference activity for giving feedback or response or comments on their peers' work for revision of the work. Therefore, it needs a strategy or technique helping them to work writing collaboratively with fun activities to increase their abilities in writing. In response to the trend problem encountered by the students in the writing class, the current study proposes the implementation of peer response activities via online activity, that is, via Facebook.

In relation to the writing instruction, it is believed that the use of peer response activities via Facebook enables the students to enhance their abilities in writing. It is said that because of this technique the writers can do revising effectively on the basis of peer feedback or comments from peer readers in the form of written feedback. It is also used in the process of writing typically in the prewriting stage (Yusof, et al., 2012) especially in

the brainstorming of ideas (Yunus & Salehi, 2012) and revising stage (Liu & Hansen, 2002). Through this process it would be an effective way in improving the students' writing ability.

In writing classroom, peer response or feedback can be one source of useful information where students read each other's drafts and give comments on the drafts. Both student writers and commentators or readers gain benefits from the process of peer response (Wichadee, 2013:1). In the writing process the student writers will be aware of their writing problems and see their own progress so that they get guidance and feedback each other on their writings. Hence, the writers can use those comments and suggestion from their peers as input of revision to write the next drafts.

Written feedback can be provided either face-to-face or through the internet. Among many technologies, Facebook is the most popular social networking websites for college students (Wanchid in Wichadee, 2013:2). In this activity students get motivated and are generally comfortable with using Facebook for classes. Therefore, Facebook is deemed a new choice to be used as a learning tool for language writing development.

In relation to study on the implementation of online activities via Facebook in the writing teaching, few studies had been conducted. A study conducted by Song & Usaha (2009) reported that the electronic peer response group produced more revision-oriented comments. Moloudi (2011) found that online peer response can be used at least for three purposes in ESL context: to increase autonomous writing, to improve writing proficiency, and to complete the cycle of writing process. Next, Simpson (2012) used a teacher's diary via Facebook. It was effective and easy teaching tool in ESL classes and it could increase teacher's self-accountability. Yunus & Salehi (2012) conducted a study using Facebook group in writing class. It was an effective way in improving the students' writing abilities, especially in the brainstorming of ideas before the actual writing. Then Yusof, et al. (2012) did a study exploring the benefits of applying guided peer feedback via Facebook. The findings revealed that there were potential benefits of using Facebook Notes as a platform for guided peer feedback at the planning stage of an academic writing process.

Similarly, Wichadee (2013) has found that beside peer feedback on Facebook can develop writing ability of undergraduate students; it can also increase interaction among students and reduce the teacher workload meaning that it helps the teacher to save time in class. Tananuraksakul (2014) reported a study on how undergraduate students perceive Facebook group usage in a writing class. The findings suggested that Facebook group can be used as blended learning (a hybrid instructional model) and learning management system (posting announcements and comments relevant to the class and their writing

assignments) for the students to learn with, not to learn from, as facilitated by the instructor. In addition, Annamalai (2016) conducted a case study investigating the writing approaches that were evident when a group of ESL students were to complete their narrative writing task in the Facebook environment. The result showed that from the online interactions, product and genre approaches were evident. Process approach did not appear in the findings although time and space were available for students and the teacher to communicate with their peers and teacher.

Focusing on using Facebook in teaching writing in EFL context, a study conducted by Cahyono (2011) resulted that the use of Facebook can enhance the skill in writing English essays when it is applied in the publishing stage of the process-based essay writing activities, and it positively encourage students to write essays. The other study, Rodliyah (2016) investigated how Facebook could be incorporated in ELT through e-dialogue journal writing shared in Facebook closed group. It was found that the students responded positively to the activity and perceived improvement in their writing particularly in vocabulary and grammar, and the power of learning and sharing from others is also emphasized.

However, despite the development body of the study on peer response via online activities and its positive impacts in ESL/EFL writing setting, more study is needed on the implementation of peer response activities via Facebook to increase the students' abilities in writing argumentative essay in Indonesian EFL context, more specifically at the English Education Department of IAIN Palangka Raya. Therefore, it is very much necessary to conduct this current study. The researcher tries to develop the appropriate instructional procedures of the implementation of the strategy to be applicable in the writing instruction. On the basis of the background of the study previously stated, the research problem is then formulated as follows, "How can peer response activities via Facebook be developed to increase the students' abilities in writing argumentative essay?"

The study focused on developing the peer response activities via Facebook that could be as teaching technique to solve the problem of how students expressed their ideas in the process of writing and gave feedback on their peer's work into revision as well. The type of writing used in this study was limited to argumentative essay writing as offered in the syllabus. Writing argumentative essay is very essential for students because it forces them to think on their own such as they have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence (Oshima & Houge, 2006:142).

In relation of the study on investigating argumentative writing, some studies had been conducted in the context of EFL writing teaching. Wihastyanang, et al. (2014) conducted a study investigating the effectiveness of active learning by using learning management system (LMS) to improve students' writing skill in argumentative writing. The result showed that teaching writing by using LMS is more effective in teaching argumentative writing than conventional classroom meeting. The other study was conducted by Khunaifi (2015) reported that teaching critical thinking significantly gives effect on the students' skill in argumentative essay. Therefore, in the context of teaching academic writing in university, particularly in teaching Writing III, focusing on writing various types of essays, such as argumentative essay, is strongly suggested. By writing such kind of this essay, the students will get well prepared to write long academic texts such as term papers or thesis (Cahyono, 2011:148).

Meanwhile, the stages of writing process – prewriting, drafting, revising, and editing (Smalley, et al., 2001:3) – were applied in this study since peer response activities via Facebook is such kind of the technique that should be implemented in the process of writing. As confirmed via a study conducted by Ghufon (2016), it revealed that process-genre approach is more effective than product approach in the writing teaching. Process approach in which the stages of writing process were implemented peer response activities via Facebook was applicable. Meanwhile, genre approach in which the study focused on producing such kind of genre such as argumentative was applied in this study. Therefore, 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 (Ghufon, 2016:39). By using these steps, the students develop their awareness of different text types and of the composing process (Belbase, 2012: 2-3).

Regarding the assessment of the writing product, it focused on the writing components – content, organization, and grammar. Those three aspects are paramount importance to assess since they can establish the quality of the writing. Content is the substance and the essence of writing. It is the heart-beat of any great writing. To develop the argumentative essay students soundly organize the specific facts and ideas, and require grammar for making sentences (Onukwugha in Miftah, 2010:180).

The findings of this study were expected to have theoretical and practical contributions. It is expected to support the theory of implementing peer response activities via Facebook to increase EFL students' writing abilities in the writing classroom. Additionally, by using peer response activities via Facebook it benefits the students in

writing improvement and the teachers can utilize it as an alternative way in the teaching of writing.

METHODS

Research Design

The research design applied in this study was Classroom Action Research (CAR). It covers four steps – planning, implementing, observing, and reflecting (Kemmis & McTaggart, 1992:11-13). These phases took place in 2 cycles with 4 meetings for each. The subjects were 25 Indonesian fourth-year undergraduate EFL students who enrolled in Writing III course, particularly in English Education Department of IAIN (State Islamic Institute) Palangka Raya, Central Kalimantan, Indonesia.

Research Procedures

Preliminary Study

The preliminary study is meant to know the real condition of the students' and teachers' problems in the instructional process so that the researcher can design the appropriate action plan to solve writing ability problems. The preliminary study was on week 5 of the meeting of Writing III course. In the preliminary study, the researcher obtained the data through the writing test and observation. After analyzing the results of the preliminary study, the researcher found that the students had unsatisfactory writing abilities. This happened since there was no strategy to lead them to the collaborative writing among them and to do the process of giving feedback and comment to refine their writings.

Planning

In conducting this study, the researcher developed instructional procedures of peer response activities via Facebook to be applicable in the writing class. In applying this technique, the researcher modified the instructional procedures of it adapted from Yusof et al. (2012) and Liu & Hansen (2002) based on the material of the course, the students' need, and the class condition. When implementing it in teaching writing, the process writing approach was implemented since peer response activities via Facebook has a focus on the writing process rather than written product. By applying in the process of writing the students can hopefully produce their writings better. Therefore, the process writing approach adapted from (Smalley et al., 2001:3) – prewriting, drafting, revising, and editing – were applied in this study.

In preparing the lesson plan, it was developed based on the course syllabus of Writing III of the curriculum at the university. It focused on the implementation of peer response activities via Facebook in the class of writing argumentative essay.

The instruments required in this study were writing tasks, observation checklist, field notes, and questionnaire. Dealing with this, Koshy (2006:85) asserts that an action research can apply a variety of methods to collect the data.

To know the students' writing ability and see the progress of their writing ability, the researcher assigned the students to do activities of the writing tasks, making outline and producing argumentative essay in each cycle. In Cycle I the students were assigned to write argumentative essay based the topics suggested. They were to choose one of the suggested topics. The topics were:

Topic 1: *Agree or disagree with the following statement:*

The future status of English teacher is assured.

Topic 2: *Agree or disagree with the following statement:*

The death penalty should be given to corruptors for a clean Indonesian government.

In Cycle II the students were assigned to write their own topic of argumentative essay based on their own interests. At the end of each cycle their final works were collected as the students' portfolio. Finally, the students' works were analyzed at the end of the cycle by utilizing an analytic scoring rubric for argumentative essay (Appendix 1) adapted from Oshima & Houge (2006:316). The data obtained from this instrument were in the form of scores.

Observation checklist (Appendix 2) adapted from Tompkins & Hoskisson (1995:231) was required to observe the students' activities during the process of implementing peer response activities via Facebook to know their involvement in the instructional process in every meeting of each cycle.

Field notes were employed in every meeting of each cycle to jot down some aspects of the instructional activities not covered in the observation checklist. The aspects included the appropriateness of the writing tasks, the practicality and the ease of peer response activities via Facebook, and the students' attitudes and problems during the implementation of the technique.

The criteria of success were set up in advance as a basis to determine whether the action conducted was successful or not. This study is said to be successful if it meets two criteria of success: (1) the students' writing achievement enhances, and (2) the students are actively involved in the writing activities.

Implementing

In implementing the action, in Cycle I, the researcher applied the instructional procedures of peer response activities via Facebook developed in the writing class through two sessions: First session, peer response training in-class and online activities; second session, online peer response activities covering outlining, commenting on peers' outline, revising outline, writing draft, commenting on the peers' draft, and revising the draft. Meanwhile, in Cycle II it was applied the revised instructional procedures of peer response activities via Facebook developed in the writing class through the same sessions with the focus on giving reinforcements on the process of writing argumentative essay and on the training of peer response via Facebook. The complete schedule of implementing the action plan is shown in the Table 1.

Table 1. Research Schedule (within Lecture Activities)

Cycle	Focus/Activities	Weeks/Meeting	Learning Mode
Preliminary study	Writing test, observation - writing an argumentative essay	Week 5	In-class activity
	Peer response training Covering: 1. Providing model of outline (<u>taken from student's product</u>) 2. Providing model of essay draft (<u>taken from student's product</u>) 3. Showing a good or a weak feedback 4. Showing the procedure of peer response via Facebook	Week 8 (Meeting 1)	In-class and online activities
Cycle I	Online peer response Covering: Task 1: Outlining Task 2: Giving comments on peers' outline Task 3: Revising outline Task 4: Writing first draft Task 5: Giving comments on the draft Task 6: Revising the draft	Week 9 (Meeting 2) Week 10 (Meeting 3) Week 11 (Meeting 4)	Online activity
	Reinforcement of online peer response training	Week 12 (Meeting 1)	Online activity
Cycle II	Online peer response Covering: Task 1: Outlining Task 2: Giving comments on peers' outline Task 3: Revising outline Task 4: Writing first draft Task 5: Giving comments on the draft Task 6: Revising the draft	Week 13 (Meeting 2) Week 14 (Meeting 3)	Online activity

Review

Week 15
(Meeting 4)In-class
activity***Observing***

At this stage, it was observed the whole aspects of the implementation of the action covering the improvement of the students' writing ability and their involvement during the writing classes (in-class and outside class or online activities). The observation was conducted in each meeting in Cycle I and II.

Reflecting

This stage deals with the activity to analyze the data. In the data analysis, the researcher analyzed the data based on two classifications. The data dealing with the writing achievement in the form of the students' compositions were analyzed by utilizing the analytic scoring rubric (Appendix 1) adapted from Oshima & Houge (2006:316). The students' compositions were assessed in terms of the three writing components – content, organization, and grammar. The analytic scoring method was applied in this study since the researcher attempted to rate some aspects of writing (Weigle, 2002:114). In applying the analytic scoring method, it was made score by the weighting of scoring in the class. The score weightings – 30 for content, 45 for organization, and 25 for grammar – were given under the consideration of scoring rubric for argumentative essay adapted from Oshima & Houge (2006:316).

Moreover, the students' individual score was obtained from the sum of scores from each component obtained by them, while the mean of the students' score was obtained from the sum of their individual score divided by the number of them. Besides, the students' writings were analyzed and scored by the researcher (rater 1) and his collaborator (rater 2) independently to avoid the subjectivity of the gained scores. It was conducted to know reliability of the test. Reliability of the test of writing ability test can be gained from two rows of score taken by two raters from the students' work (Djiwandono, 2008:186). In this study the rater reliability (inter-rater reliability) was applied. Next, the student's final writing score was obtained from the mean score of their individual score taken by rater 1 and rater 2.

Additionally, the proof of validity empirically was done by presenting the empiric evidence gained from the result of correlation computation of two rows of score taken by two raters. Hence, the correlation of Pearson product-moment is used to find the correlation coefficient (Djiwandono, 2008:167).

The data dealing with the students' involvement in the writing class during peer response activities via Facebook gathered through observation checklist were analyzed

quantitatively based on the number of the scale checked by the observer in the observation checklist. The percentage of the students doing the activities was gained from the mean of total students doing the activities divided by the student number of the whole class and then multiplied by one hundred. The results of the analysis are next presented quantitatively as well as qualitatively by interpreting the number of percentage gained. In addition, the data-gathering through field notes were analyzed and then merely presented descriptively by presenting the description of the instructional process.

The analysis results, furthermore, were employed to decide whether the predetermined criteria of success were met or not. The result of this reflection was then used as the basic consideration to draw a conclusion whether the action stops or needed improving. If the action met the criteria of success, it stopped. Otherwise, the drawbacks were identified for further revised plan and then implemented it in the next cycle.

FINDINGS

Findings from Cycle I

The Students' Achievement in Producing Argumentative Essay using Peer Response Activities via Facebook

Based on the analysis on the students' compositions in Cycle I, the findings show that the students' achievement in writing argumentative essay was not satisfactory yet. It was found that the percentage of the students achieving the score greater than or equal to C (60-69) was only 68.00% (17 students of the class). This percentage was greater than those obtained from the writing tasks in Preliminary Study (56.00% or 14 students of the class). From those findings, it means that the students' achievement in writing argumentative essay in this cycle enhanced enough but it did not meet the first criterion of success. It was stated that the criterion was reached if $\geq 75\%$ students of the class achieved the score greater than or equal to C (60-69) of the range that lies from 0-100.

The students' unsatisfactory writing achievement happened because most of the students still could not yet produce a good argumentative essay. They were still difficult to express their ideas in the process of producing argumentative essay through the steps of writing such as prewriting, drafting, revising, and editing. In prewriting activity they did not maximally use outlining to explore and organize ideas. As a result, they still got problems when making argumentative essay outline, revising, and editing their drafts. Moreover, in the process of peer response activities via Facebook they did not maximally implement it. The fact showed that the students' argumentative essays were not complete with details yet. There were still many mistakes made by the students in their writings. The

results of the writing assessment administrated showed that the students still made some mistakes in terms of content, organization, and grammar.

Most of the students still got problems about writing introductory paragraph with the thesis statement, body paragraphs with the supporting sentences, and concluding paragraph. In addition, their argumentative essays were not coherent since most of them did not use transitional signals and the pattern of the organization of argumentative essay properly. As a result, most of their essays did not present some details information yet. The thesis statement or main ideas of their essays stated somewhat unclear or inaccurate and some others stated not clear or accurate. Their writings were organized with ideas generally related but it did not have transitional signals or sentence connectors properly while some others loosely organized but main ideas clear, logical, but incomplete sequencing. Moreover, their writings still contained grammatical mistakes. The mistakes made by the students made their writings not easy to understand.

The Students' Involvement during Peer Response Activities via Facebook

Based on the result of analysis on the data gained from the observation checklist in Cycle I as shown in the Table 2, the findings show that the students' involvement in the writing class during peer response activities via Facebook was categorized as *good*. It was found that the average percentage of the students doing the activities was 76.73% (19 students of the class were actively involved in the writing activities). Even though the result was categorized as good but this result was *fail* since it did not meet the second criterion of success. It was stated that the criterion was reached if the students' involvement during implementation of the technique in the writing activities was categorized as *very good* (85%-100% students of the class or 22-25 students did the activity).

It happened since during the instruction process in the session within this cycle, the students faced the trend problems. Most of the students had problems of how to make good outline of argumentative essay. They did not implement the theory that the teacher has taught during the process of academic writing teaching. They did not get involved in group activities and follow the rules yet. Also, they did not get involved yet in the process of conference in peer response activities via Facebook with adequate time.

Table 2. Progress of the Students' Involvement during Peer Response Activities via Facebook in Two Cycles

Online Activity/ Writing Stage	Indicators of Students' Activities	Progress Percentages	
		Cycle I	Cycle II
Peer Response Training	1. Pay attention to the teacher's instruction.	80%	92%
	2. Join in Facebook group of the writing class in www.facebook.com , named W3FEBTOJUN14A.	92%	100%
	3. Get involved in group activities into a small group of 4 or 5 of the Facebook group and follow the rules.	84%	96%
	4. Look at and analyze the models of outline and rough draft of argumentative essay posted by the teacher.	60%	80%
	5. Write comments/feedbacks/responses/suggestions on the models in the comment box based on the posting of the instruction.	80%	84%
	6. Revise/edit the models by considering the useful comments from peers of the small group.	68%	84%
	7. Discuss comments with their friends and teacher.	60%	76%
	8. Write the final version based on the useful comments by posting it on their accounts.	72%	80%
	Mean 1	74.50%	86.50%
Outlining	9. Respond to the instruction posted by teacher.	92%	100%
	10. Make outline of Argumentative essay on the topic.	100%	100%
	11. Write parts of the outline of essay such as introductory, body, and concluding paragraphs.	68%	88%
	12. Write parts of the outline of the body paragraphs such as topic sentence, supporting details, and examples by the label.	68%	84%
	Mean 2	82%	93%
Commenting on Outline	13. Respond to the instruction posted by teacher.	88%	96%
	14. Get involved in group activities and follow the rules.	84%	100%
	15. Give comments/responses/suggestions on peer's outline by following the instructions.	76%	92%
	16. Comment on the title, the thesis statement, the essay pattern in the thesis, and the restatement of the thesis in conclusion.	76%	88%
	17. Check the topic sentences for body paragraphs for the clarity.	72%	84%
	18. Suggest by giving examples of his/her own version of thesis statement or topic sentences or conclusion.	64%	92%
	19. Comment on the parts of the outline of the body paragraphs focusing on labelling the topic sentence, supporting details, and examples.	60%	84%
	20. Comment on the supporting details of the body paragraphs that should directly support the topic sentence.	56%	84%
	21. Comment on the examples of supporting details of the body paragraphs that should clearly support the supporting details and the topic sentence.	40%	68%
	Mean 3	68.44%	87.56%

Revising Outline	22. Respond to the instruction posted by teacher.	96%	100%
	23. Revise and edit the outline based on the good or useful feedback/comment/response/suggestion from peer reviewers.	88%	96%
	24. Make changes to reflect the comments/response/suggestion from peer reviewers.	68%	84%
	25. Write the revised outline (the result of prewriting activities) by posting it on their accounts.	100%	100%
Mean 4		88%	95%
Writing Draft	26. Respond to the instruction posted by teacher.	100%	100%
	27. Write first draft of argumentative essay based the revised outline.	100%	100%
	28. Write first draft of argumentative essay following the essay structure (containing introductory, body, and concluding paragraphs).	68%	88%
	29. Post the draft of argumentative essay on their accounts.	100%	100%
Mean 5		92%	97%
Commenting on Draft	30. Respond to the instruction posted by teacher.	96%	100%
	31. Get involved in group activities and follow the rules.	84%	92%
	32. Give comments/responses/suggestions on peer's draft by following the instructions.	84%	92%
	33. Check the introductory paragraph that should follow the technique of Funnel Introduction (covering general statements and thesis statement).	68%	88%
	34. Comment on the general statements that should introduce the general topic of the essay and capture the reader's interest.	60%	80%
	35. Comment on the thesis statement that should cover topic and controlling idea, and show the essay pattern (block pattern or point-by-point pattern).	64%	92%
	36. Comment on the thesis statement that should mention both sides of the issue or the writer's point of view only).	64%	80%
	37. Comment on the thesis statement should use expression to introduce opposing points of view, and use transitional signals of contrast to connect the opposing point of view to the writer's counter argument.	56%	80%
	38. Comment on the body paragraphs that should support arguments for thesis statement.	60%	72%
	39. Comment on the concluding paragraph should summarize the main points/subtopics or restate the thesis statement.	80%	88%
40. Comment on the concluding paragraph that should leave final thoughts (prediction, consequences, solution, recommendation, or quote an expert).	48%	64%	
Mean 6		69.45%	84.36%
Revising and Editing Draft	41. Respond to the instruction posted by teacher.	100%	100%
	42. Revise and edit the first draft based on the good or useful feedback/comment/response/suggestion from peer reviewers.	84%	92%
	43. Make changes to reflect the comments/response/suggestion from peer	68%	84%

reviewers.			
44. Write the final writing product (the result of revising activities) by publishing it on their accounts.	100%	100%	
	Mean 7	88%	94%
	Mean (1+2+3+4+5+6+7)	76.73%	89.18%

Moreover, they could not produce their argumentative essays really based on the outline commented/suggested by their peers. In addition, most of the students had problems of how to produce good writing products resulted from the process of writing through peer response activities on Facebook. They were still difficult to use one of the patterns of the argumentative essay since they did not quite understand the argumentative essay itself. Also, they did not use transitional signals properly to make the essay coherence. Moreover, some students did not refer their activities in writing final product to the comments/suggestions posted by their peers.

Revision on the Instructional Procedures of the Teaching Technique

Some modifications for the following action had made. It was centered on the instructional procedures of implementing the action in order to find the appropriate instructional procedures of implementing peer response activities via Facebook which were applicable in the writing class. The revision focused on the implementation of the technique in each session of the cycle based on the previous experience in the Cycle I.

Findings from Cycle II

The Students' Achievement in Producing Argumentative Essay using Peer Response Activities via Facebook

Based on the analysis on the students' compositions in Cycle II, the findings show that the percentage of the students achieving the score greater than or equal to C (60-69) was 83.33% (20 students of the class). This percentage was greater than those obtained from Cycle I (68.00% or 17 students of the class). From these findings, it means that the students' achievement in writing argumentative essay in Cycle II enhanced and it met the first criterion of success. It was stated that that the criterion was reached if $\geq 75\%$ students of the class achieved the score greater than or equal to C (60-69) of the range that lies from 0-100.

Even though the students' achievement in writing enhanced, it was still found the certain types of mistakes made by the students in their argumentative essays. The number of the mistakes had begun reducing. It seemed that the students doing some mistakes were those who were categorized as the students of the lower of English. Most of the students' writings presented more details information and the thesis statement and the topic sentence

of each body paragraph stated fairly, clearly and accurately. Also, most of their essays were fairly well organized and generally coherent as shown from the supporting sentences with the supporting details and the proper transitional signals used, but their writings still contained some grammatical mistakes. Even though some students could not revise their inappropriate sentences yet, their writings had already improved. In the writing class during peer response activities via Facebook the students could express or expose their ideas dealing with writing argumentative essay. Their essays were already understandable and readable since they had good content and organization.

The Students' Involvement in Writing Class during Peer Response Activities via Facebook

Based on the result of analysis on the data gained from the observation checklist in Cycle II as shown in the Table 2, it was found that the average percentage of the students doing the activities was 89.18% (23 students of the class were actively involved in the writing activities). This result was greater than those gained from Cycle I (76.73% students or 19 students of the class). It means that the students' involvement in the writing class during peer response activities via Facebook was categorized as *very good* and it met the criterion of success. It was stated that the criterion was reached if the students' involvement in the writing activities was categorized as *very good* (85%-100% students of the class or 22-25 students did the activity).

DISCUSSIONS

The Instructional Procedures in Teaching Writing using Peer Response Activities via Facebook

Based on the research findings, the implementation of peer response activities via Facebook can enhance the students' abilities in writing argumentative essay. Although all students have not achieved the maximum results, most of their writing abilities have enhanced as shown in the results of the assessment.

Regarding the above description, it seems that the students are able to communicate by using written language in which they do all of the activities provided by the lecturer during the process of the action cycles. Those activities are related to the instructional procedures employed in writing argumentative essay that may enhance their writing abilities. The appropriate instructional procedures of the implementation of peer response activities via Facebook developed by the lecturer for writing activities involves the application of the writing stages adapted from Smalley et al., (2001:3-9), those are, prewriting, drafting, revising, and editing. The focus of implementation of peer response

via Facebook implemented by the student writers in which they can revise their works effectively on the basis of peer feedback or comments from peer readers in the process of writing was typically on the prewriting stage (Yusof et al., 2012) and revising/editing stage (Liu & Hansen, 2002). Therefore, peer response activities via Facebook applied in this study focuses on the prewriting activities of the academic writing which is writing the outline of argumentative essay, and on the revising and editing activities.

In relation to the writing instruction, it was found that the process steps of implementing peer response activities via Facebook can be implemented through the process writing approach – prewriting, drafting, revising, and editing. In short, the online activity of peer response activities via Facebook can be described into the following activities: Peer response training, outlining, commenting on outline, revising outline, writing draft, commenting on the draft, and revising and editing the draft.

Some other aspects considered that had given a significant contribution to the students' enhancement during the teaching and learning process of writing argumentative essay particularly when implemented peer response activities via Facebook were (1) clear instruction and explanation of doing online activities in each writing stage by posting the instruction, (2) maximal guidance and control in applying the technique via online activities, (3) the need of sufficient signal of internet access on mobile or laptop, (4) the way of grouping in doing the writing task that should be based on the teacher's decision at random, (5) the need of one topic discussed provided by the lecturer, and other topics based on the students' interest in the next writing tasks, (6) the need of sufficient training on peer response activities via Facebook before the real implementation since online activities tend to be the complicated activities, (9) the need of reinforcement of outlining activity session, (10) the need of extra treatment individually for those who get problems during online activities by giving comments/suggestion, and (11) the need of review session of understanding the argumentative writing when implemented using peer response activities via Facebook.

The Enhancement of the Students' Writing Abilities after Peer Response Activities via Facebook

The implementation of peer response activities via Facebook with the appropriate instructional procedures developed can enhance the students' abilities in writing argumentative essay. The enhancement can be examined from the enhancements of the students' achievement in writing argumentative essay, and of their involvement in the

writing class during the implementation of peer response activities via Facebook in the teaching and learning process.

The students' achievement in writing argumentative essay enhanced is shown from the enhancement of the percentage of the students achieving the score greater than or equal to C (60-69) of the range that lies from 0-100 in Preliminary Study, Cycle I and II as shown in Figure 1.

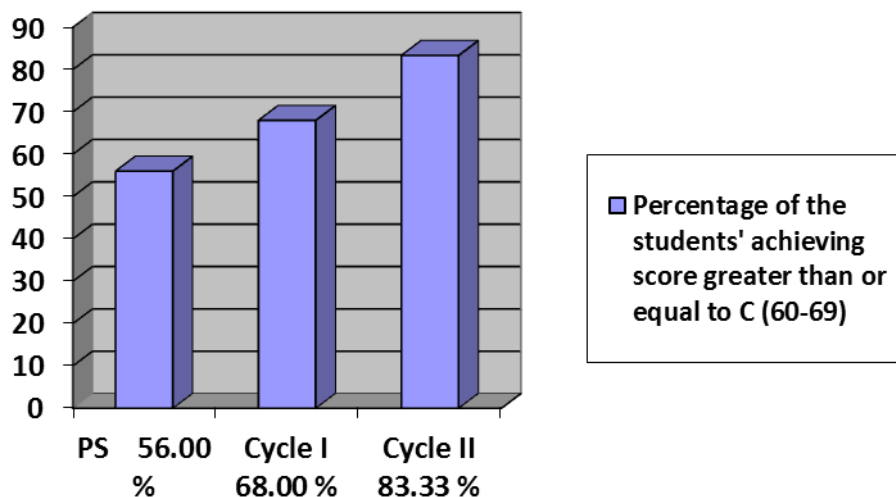


Figure 1. The Enhancement of the Percentage of the Students Achieving the Score \geq C (60-69)

Figure 1 shows that the percentage of the students achieving the score greater than or equal to C (60-69) in Preliminary Study was 56.00% (14 students of the class). It increased enough into 68.00% (17 students of the class) in Cycle I. Meanwhile, in Cycle II it enhanced into 83.33% (20 students of the class). This was a slight enhancement.

The Enhancement of the Students' Involvement in Writing Class during Peer Response Activities via Facebook

Dealing with the students' involvement in the writing class during the implementation of peer response activities via Facebook in the teaching and learning process, it is shown from the enhancement of the percentage of the students' involvement in the writing activities in every cycle. The enhancement of the students' involvement in the writing activities in Cycle I and II is shown in Figure 2.

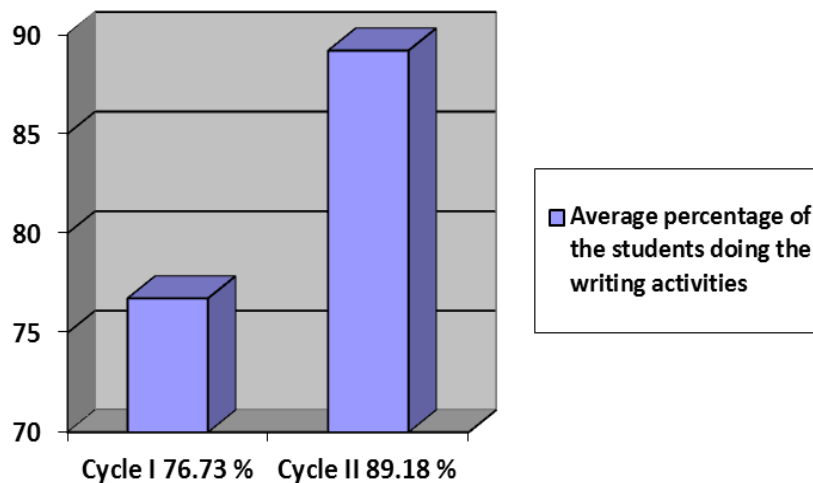


Figure 2. The Enhancement of the Students' Involvement in the Writing Activities

Figure 2 shows that even though some students did not implement all activities seriously in Cycle I, about 76.73% students (19 students of the class) were involved in the writing activities. Meanwhile, in Cycle II the students involved in the writing activities increased into 89.18% students (23 students of the class). It means that they were actively involved in the writing activities.

CONCLUSIONS AND SUGGESTIONS

After implementing peer response activities via Facebook with the appropriate instructional procedures developed, the students' abilities in writing argumentative essay enhances. It is indicated by the enhancements of the percentage of the students achieving the score greater than or equal to C (60-69), and of the percentage of their involvement in the writing activities during the implementation of peer response activities via Facebook in Cycle I and II (Figure 1 and 2). The success of this study is in Cycle II. So, it needs enough time to succeed in this study.

The enhancement of the students' abilities in writing argumentative essay can be reached but it should follow the appropriate instructional procedures of the implementation of peer response activities via Facebook. The instructional procedures of teaching writing using peer response activities via Facebook may be done by following the process of outlining, drafting, posting draft, commenting on the draft, revising and editing the draft, and writing final version. To produce the writing product in form of a composition typically argumentative essay, the process of revising and editing may be done in several stages beginning from outlining up to revising and editing stages.

The followings are the steps to teaching writing using peer response activities via Facebook: (1) Prepare the teaching of academic writing process focusing on writing argumentative essay. (2) Make Facebook group named W3FEBTOJUN14A. Teacher and all students should join in the group. For those who do not have Facebook account they may be asked to create one. (3) Group the students randomly. Each group should be consistent or stayed on their own groups. (4) Train the students how to do peer response activities via Facebook. (5) Ask the student-writers to make an outline for their argumentative essays by posting the instruction. (6) Ask the student-reviewers to give comments/responses/suggestions on their peers' outlines by posting the instruction. (7) Highlight useful feedbacks by clicking "LIKE", and the owner of the outlines should pay attention to the useful feedbacks. (8) Based on feedbacks from peers, ask the owners of the outlines to revise and edit their outlines and to write revised outlines by posting the instruction. (9) Based on their revised outlines, ask the student-writers to write draft of their argumentative essays by posting the instruction. (10) Ask the student reviewers to give comments/responses/suggestions on their peer's drafts by posting the instruction. (11) Highlight useful feedbacks by clicking "LIKE", and the owner of the draft should pay attention to the useful feedbacks. (12) Based on feedbacks from peers, ask the owners of the drafts to revise and edit their drafts, and to write their final writing products by posting the instruction. (13) Ask the students to print out their final writing products in a piece of paper. (14) Discuss the results of the writing products with the students.

To follow up the conclusion, some suggestions are proposed to the English teachers/lecturers, students and future researchers. The English teachers/lecturers of Writing Course are recommended to employ the appropriate instructional procedures of implementing peer response activities via Facebook as one of the alternative techniques in their writing classes because of its effectiveness. The instructional procedures proposed, however, need to agree with the students' characteristics and conditions. They have better develop their ways of teaching related to the instructional procedures of implementing peer response activities via Facebook for the more appropriate application. The implementation of it in the process of teaching writing can motivate the students to write better, and by this way they can express their ideas and have a conference with peers to communicate each other for giving feedback on their peers' works for revision. Hence, the success of such activities depends much on the role of the teachers/lecturers as facilitators. By their guidance, the students can experience the process of learning how to write argumentative essay through this way.

Regarding the implementation of peer response activities via Facebook with the appropriate instructional procedures developed was effective and suitable to enhance the students' abilities in writing argumentative essay, the students are suggested to apply it independently both in the classroom and outside wherever they are writing any types of writing by involving their peer response or conference in Facebook group. Finally, future researchers are recommended to conduct such kinds of research concerning with the implementation of teaching writing using the teaching techniques via other ICT-based media in various types of essay writing.

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Appendix 1. Scoring Rubric for Students' Argumentative Essay

Aspect of Writing	Indicators	Maximum Score	Actual Score
Content	The essay fulfils the requirements of the assignment of writing argumentative.	10	..........
	The essay is interesting to read.	10	..........
	The essay shows that the writer used care and thought.	10	..........
	Total	30	..........
Organization	The essay follows the outline, and it has an introduction, body, and a conclusion.	5	..........
	The introduction ends with the thesis statement.	5	..........
	Each paragraph of the body discusses a new point and begins with a clear topic sentence.	5	..........
	Each paragraph of the body has specific supporting material: facts, examples, quotations, paraphrased and summarized information, etc.	10	..........
	Each paragraph of the body has unity.	5	..........
	Each paragraph of the body has coherence.	5	..........
	Transitions are used to link paragraphs.	5	..........
	The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic.	5	..........
Total	45	..... .....
Grammar	The essay has few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.	10	..........
	The essay has few errors of negations, articles, prepositions and/or fragments, run-ons, deletions.	10	..........
	The essay has been dominated by errors.	5	..........
Total	25	..... .....
Grand Total		100	..........

Adapted from Oshima & Houge (2006:316)

Appendix 2. Observation Checklist on Peer Response Activities (A Guideline for Observing Students' Online Activities via Facebook)

Cycle : _____
 Week(s) : _____
 Day/Date : _____
 Type of Writing : Argumentative essay
 Topic : _____

Instruction: Give a check (√) on the space (scale) provided, and write total (percentage) students doing the activities!

Online Activity/ Writing Stage	Indicators of Students' Activities	Scale				Total students	Percentage
		1	2	3	4		
Peer Response Training	1. Pay attention to the teacher's instruction.						
	2. Join in Facebook group of the writing class in www.facebook.com , named W3FEBTOJUN14A.						
	3. Get involved in group activities into a small group of 4 or 5 of the Facebook group and follow the rules.						
	4. Look at and analyze the models of outline and rough draft of argumentative essay posted by the teacher.						
	5. Write comments/feedbacks/responses/suggestions on the models in the comment box based on the posting of the instruction.						
	6. Revise/edit the models by considering the useful comments from peers of the small group.						
	7. Discuss comments with their friends and teacher.						
	8. Write the final version based on the useful comments by posting it on their accounts.						
	Mean 1						
Outlining	9. Respond to the instruction posted by teacher.						
	10. Make outline of Argumentative essay on the topic.						
	11. Write parts of the outline of essay such as introductory, body, and concluding paragraphs.						
	12. Write parts of the outline of the body paragraphs such as topic sentence, supporting details, and examples by the label.						
	Mean 2						
Commenting on Outline	13. Respond to the instruction posted by teacher.						
	14. Get involved in group activities and follow the rules.						
	15. Give comments/responses/suggestions						

	on peer's outline by following the instructions.
	16. Comment on the title, the thesis statement, the essay pattern in the thesis, and the restatement of the thesis in conclusion.
	17. Check the topic sentences for body paragraphs for the clarity.
	18. Suggest by giving examples of his/her own version of thesis statement or topic sentences or conclusion.
	19. Comment on the parts of the outline of the body paragraphs focusing on labelling the topic sentence, supporting details, and examples.
	20. Comment on the supporting details of the body paragraphs that should directly support the topic sentence.
	21. Comment on the examples of supporting details of the body paragraphs that should clearly support the supporting details and the topic sentence.
	Mean 3
Revising Outline	22. Respond to the instruction posted by teacher.
	23. Revise and edit the outline based on the good or useful feedback/comment/response/suggestion from peer reviewers.
	24. Make changes to reflect the comments/response/suggestion from peer reviewers.
	25. Write the revised outline (the result of prewriting activities) by posting it on their accounts.
	Mean 4
Writing Draft	26. Respond to the instruction posted by teacher.
	27. Write first draft of argumentative essay based the revised outline.
	28. Write first draft of argumentative essay following the essay structure (containing introductory, body, and concluding paragraphs).
	29. Post the draft of argumentative essay on their accounts.
	Mean 5
Commenting on Draft	30. Respond to the instruction posted by teacher.
	31. Get involved in group activities and follow the rules.
	32. Give comments/responses/suggestions on peer's draft by following the instructions.
	33. Check the introductory paragraph that should follow the technique of Funnel

	Introduction (covering general statements and thesis statement).
	34. Comment on the general statements that should introduce the general topic of the essay and capture the reader's interest.
	35. Comment on the thesis statement that should cover topic and controlling idea, and show the essay pattern (block pattern or point-by-point pattern).
	36. Comment on the thesis statement that should mention both sides of the issue or the writer's point of view only).
	37. Comment on the thesis statement should use expression to introduce opposing points of view, and use transitional signals of contrast to connect the opposing point of view to the writer's counter argument.
	38. Comment on the body paragraphs that should support arguments for thesis statement.
	39. Comment on the concluding paragraph should summarize the main points/subtopics or restate the thesis statement.
	40. Comment on the concluding paragraph that should leave final thoughts (prediction, consequences, solution, recommendation, or quote an expert).
	Mean 6
Revising Draft	41. Respond to the instruction posted by teacher.
	42. Revise and edit the first draft based on the good or useful feedback/comment/response/suggestion from peer reviewers.
	43. Make changes to reflect the comments/response/suggestion from peer reviewers.
	44. Write the final writing product (the result of revising activities) by publishing it on their accounts.
	Mean 7
	Mean (1+2+3+4+5+6+7)

Adapted from Tompkins & Hoskisson (1995:231)

Notes:

Number of students: 25

Scale and qualifications:

1 (poor)	: 0% up to 50% of the students do the activities	(0-13 students)	☹ fail
2 (fair)	: 51% up to 69% of the students do the activities	(14-17 students)	☹ fail
3 (good)	: 70% up to 84% of the students do the activities	(18-21 students)	☹ fail
4 (very good)	: 85% up to 100% of the students do the activities	(22-25 students)	☺ succeed

☺ The criterion of success is met if at least 85% -100% students do the activities or categorized as *very good* (22-25 students).

**THE STUDY OF SIMPLIFICATION
AND EXPLICITATION TECHNIQUES
IN KHALED HOSSEINI'S "A THOUSAND SPLENDID SUNS"**

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Abstract: Teaching and learning strategies help facilitate teaching and learning. Among them, simplification and explicitation strategies are those which help transferring the meaning to the learners and readers of a translated text. The aim of this study was to investigate explicitation and simplification in Persian translation of novel of Khaled Hosseini's "A Thousand Splendid Suns". The study also attempted to find out frequencies of simplification and explicitation techniques used by the translators in translating the novel. To do so, 359 sentences out of 6000 sentences in original text were selected by systematic random sampling procedure. Then the percentage and total sums of each one of the strategies were calculated. The result showed that both translators used simplification and explicitation techniques significantly in their translation whereas Saadvandian, the first translator, significantly applied more simplification techniques in comparison with Ghabrai, the second translator. However, no significant difference was found between translators in the application of explicitation techniques. The study implies that these two translation strategies were fully familiar for the translators as both translators used them significantly to make the translation more understandable to the readers.

Keywords-explicitation, simplification, translation strategies, Khaled Hosseini, A thousand splendid suns

INTRODUCTION

The notion of translation studies searching for regularities and universal laws is not new. Toury (1995) has been the famous disciple for universal laws of translation who presented this as a crucial burden of descriptive translation studies. Similarly, more

recently Chesterman (2000) has wished to see translation studies as a rigorously scientific pursuit, seeking generalizations like any other science. Universals have a long lasting way in knowledge of language as linguistic and cognitive sight. One of the innate abilities of human beings is language. And language universals are equalized with the aspects of language that are one of the human's genetic attributes. Translation Universals are determined as “Universal features of translation that are features which typically occur in translated texts rather than original utterances and which are not the result of interferences from specific linguistic systems”(Baker, 1993:243). Baker (1993) mentioned translation Universals items as: explicitation, disambiguation, simplification, conventionalization, avoidance of repetition, exaggeration of features of the target language and manifestations of the so-called ‘third code’.

Explicitation has been seen as an inherent feature of the process of translation, e.g., by Blum-Kulka (1986), who first put forward the so-called explicitation hypothesis “according to which translations are always longer than the originals, regardless of the languages, genres and registers concerned” (Klaudy, 1998:84). Explicitation has also been considered in the context of the strategies used by both non-professional and professional translators (Laviosa-Braithwaite, 1996). Simplification is "the idea that translators subconsciously simplify the language or message or both" (Baker, 1996:181). In other words, the translator is thought to make the text more accessible for the reader by simplifying the language and/or message (Baker, 1996).

In the scope of translation and specifically in novels translation there have been many problems; for example, the translators themselves are not well aware of using suitable and appropriate strategies of features in translation of novels. In other hand, the inexact translation of a word especially titles, may result in serious problems for readers as receivers of the translation and has impact on their desire to read or reject the novel. Moreover, it may confuse the reader in selecting the appropriate translation of the novel.

The first aim of this study was to find out the frequencies of explicitation and simplification strategies according to Baker’s (1993) hypotheses for explicitation and Laviosa’s (2002) hypotheses for simplification techniques. Moreover, the study tried to identify if these two techniques were used significantly by the translators in translating novels from English into Persian. The findings of this study may pave the way for translators to draw their attention to different strategies of how to confront the possible problems posed by different languages and cultures. Therefore, the study aims at finding if the translators used simplification and explicitation techniques significantly in their

translations. Furthermore, it seeks to explore any significant difference between two translators in application of simplification and explicitation techniques.

Translation history is the same as history of man. People needed to communicate with different languages, although some meanings might be conveyed through body language and employ onomatopoeic signals to all languages for the meaningful communication to happen. Indeed, translation changed into a science in the middle of the twentieth century when structural linguists highlighted the importance of contrastive analysis in foreign languages. Nida in her book (1964), *Toward a Science of Translation*, has also emphasized the significance of translation. Munday (1998) says translation process requires the translator to make some modifications in the original language and change it into the intended target text language. Translation has always been a controversial issue throughout the history of mankind. Due to the emergence of various theories, proposed by different theoreticians in the field, the history of translation has always been witnessing dramatic changes.

Based on some researches and random observation, many translation researchers have mentioned characteristics in translated texts “which typically occur in translated texts rather than original utterances and not the result of interference from specific linguistic systems”(Baker, 1993:243). These universal features of translation as translation specific, rather than culture or language specific features, were first distributed by Baker (1993:243-247) as follows: a) “Explicitation, b) Disambiguation and simplification, c) Textual conventionality in translated novels and interpreting, d) A tendency to avoid repetition present in the source text, e) A tendency to exaggerate features of the target language, and f) Specific distribution of lexical items in translated texts vis-a vis source texts and original texts in the target language”.

In accordance with baker (1993:246), universal features like these can be seen as “a product of constraints which are inherent in the translation process itself”, and this accounts for the fact that they are universal. Kruger (1997) states that they do not differ in different cultures. Just a brief review of previously-conducted study that led to the examination of these characteristics as being translation universals makes him classify some of these characteristics together (Kruger, 1997:137) and put them in three separate classifications of “universals”, that is a penchant towards explicitation (a & e above), penchant towards disambiguation (b & d above), and a tendency towards conventionalization (c & f above). In his idea, all the early corpus-based translation study could be affiliated under these topics.

The present study tried to investigate explicitation and simplification universals. Thus, these two techniques will be briefly introduced. The term ‘explicitation’ was first raised in Vinay and Darbelnet’s paper (1958). They explain explicitation as “the process of introducing information into the target language which is present only implicitly in the source language, but which can be derived from the context or the situation” (Vinay and Darbelnet’s, 1958). Explicitation was defined as “the method and procedure of clarifying information that is unclear in the source text and in the target text” (Klaudy, 2001). It is the verbalization of information that the hearers and readers can comprehend if it were not verbalized. Considering the translation-related techniques, explicitation happens whenever translators select from a set of availabilities, all suitable ones in the target language and their selections are typically clearer (Klaudy and Karoly, 2007). This strategy can be discovered in translation texts only in reference to non-translated ones.

Simplification according to Petrilli (1992) has been absolutely conceptualized within a broader debate introduced by Baker (1993, 1995, 1996, 1998) which has concentrated on the entity of general characteristics of translation, their arrangement either as overlapping or discrete things, and the practicality of examining their plausibility. Baker (1996:181-182) explains simplification uncertainly as “tendency to simplify the language used in translation”. To put it another way, the translator seeks to make conditions “better for reader (but not necessarily more explicit)”. Toury (1995:270) articulates that in the case the destination text has an inferior message compared to the original one, it is due to the fact that the confused message in the original has been clarified in the procedure of translation. Baker (1992) expresses that an expression or word whose meaning is not vital to comprehension of text should not be translated as it might distract the reader with lengthy explanations. Deleting words, parts or phrases of the original text is the most common way of making texts simple in translation.

METHOD

The text examined in this study was a typical English literary text; namely, *A Thousand Splendid Suns* of Khaled Hoseini (2007), the book has been translated into Persian by numerous translators and there are various translations at hand. Its Persian translations including Gabrai (2007) and Saadvandian (2008) were selected as they were the most successful translations and best sellers. *A Thousand Splendid Suns* of Khaled Hoseini (2007) was selected for analysis because it is a long story and analyzing the sentences based on research questions is possible; moreover, it has different translations and the researcher can compare the techniques of different translators.

The first step taken to start the study was to select 359 sentences from 6000 sentences in original text by systematic random sampling procedure in order to be compared and contrasted with their translation with regard to the application of simplification and explicitation. The sample size was selected from Krejcie & Morgan (1970) table for a given population for easy reference. After collecting data, the Persian translations were compared with their English versions to determine the strategies adopted for their translation with regard to Baker's (1993) explicitation techniques and Laviosa's (1998) simplification techniques. After that, the percentage of each strategy and their total were calculated. To analyze data, descriptive statistics (mean and frequency) along with binominal and Mann-whitney U test as inferential statistics were used.

FINDINGS AND DISCUSSIONS

Findings

To answer the first research question "Do translators used simplification and explicitation techniques significantly in their translations?", the researcher applied both descriptive and inferential statistics. following tables and figures show the frequency of simplification and explicitation strategies applied by each one of the translators and its significance if any.

Frequency of simplification technique

The following figure and table visualize the findings.

Table 1. Distribution of frequency of overall simplification techniques

Translator		Total
Ghabrai	Saadvandian	
249	265	514
69.35%	73.81%	73.85%

As shown in Table 1, simplification techniques in general were used 514 times by both translators. Ghabrai used simplification techniques in the translation of 249 sentences equal to 69.35% of all analyzed sentences whereas the second translator, Saadvandian, applied simplification techniques in the translation of 265 sentences equal to 73.81% of overall 359 sentences analyzed in the study. As frequencies show both translators used simplification technique and the second one, Saadvandian, used it more frequently. To ensure the application of simplification techniques by both translators is statistically significant, binominal test has been used. According to this test, if a technique is used in 60% of the analyzed text, then it can be implied that the technique is used significantly by the translator.

The statistical hypothesis for the first translator, Ghabrai, is

$$\begin{cases} H_0: P \leq .60 \\ H_1: P > .60 \end{cases}$$

Table 2 shows the results of binominal test for the application of simplification techniques by the first translator to test the hypothesis.

Table 2. Binominal test for the application of simplification techniques by Ghabrai

		Category	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)
SIM	Group 1	yes	249	0.694	0.60	0.000
	Group 2	no	110	0.306		
	Total		359	1		

Yes= number of sentences (out of 359) in which simplification technique was used; No= number of sentences (out of 359) in which simplification technique was not used

According to the table 2, simplification techniques were used in the 69.2% of the sentences translated by the first translator, Ghabrai. Moreover, the table found this percentage significant as $P < 0.05$ (sig.= 0.000); therefore, null hypothesis was rejected and the other hypothesis was confirmed. Since 69% of the data was in "YES" group (249 sentences) and 30% in "NO" group (110 sentences), it can be concluded with 95% certainty that the first translator used simplification techniques significantly. The statistical hypothesis for the second translator, Saadvandian, is:

$$\begin{cases} H_0: P \leq .60 \\ H_1: P > .60 \end{cases}$$

Table 3. Binominal test for the application of simplification techniques by Saadvandian

		Category	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)
SIM	Group 1	Yes	265	0.738	0.60	0.000
	Group 2	No	94	0.262		
	Total		359	1		

Yes= number of sentences (out of 359) in which simplification technique was used; No= number of sentences (out of 359) in which simplification technique was not used

According to the table 3, the second translator, Saadvandian, applied simplification techniques in the translation of 73% of 359 sentences which were analyzed in the current study. Moreover, the table found this percentage significant as $P < 0.05$ (sig.= 0.000); therefore, null hypothesis was rejected. Since 73% of the data was in "YES" group (265 sentences) and 26% in "NO" group (94 sentences), it can be concluded with 95% certainty that the second translator used simplification techniques significantly.

Frequency of explicitation technique

As depicted in Table 4, explicitation strategies were used 182 times in general by both translators. It means that 26.14% of sentences translated by the application of explicitation. The first translator, Ghabrai, translated 78 out of overall 359 sentences by using techniques of explicitation that is equal to 21.72% of all analyzed sentences but the second translator, Saadvandian, used these techniques in the translation of 104 sentences equal to 28.96% all analyzed sentences. As it is seen, both translators used explicitation technique and Saadvandian used it more frequently than Ghabrai.

Table 4. Distribution of explicitation technique

Translator		Total
Ghabrai	Saadvandian	
78	104	182
21.72%	28.96%	26.14%

To find out if the application of explicitation technique by both translators is statistically significant, binominal test was run again.

The statistical hypothesis for the first translator, Ghabrai, is:

$$\begin{cases} H_0: P \leq .60 \\ H_1: P > .60 \end{cases}$$

Table 5. Binominal test for the application of explicitation techniques by Ghabrai

		Category	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)
SIM	Group 1	Yes	78	0.217	0.60	0.000
	Group 2	No	281	0.783		
	Total		359	1		

Yes= number of sentences (out of 359) in which explicitation technique was used; No= number of sentences (out of 359) in which explicitation technique was not used

As Table 5 shows, the first translator, Ghabrai, applied explicitation techniques in the translation of 21.7% of 359 sentences which were analyzed in the current study. Moreover, this percentage was found significant as $P < 0.05$ (sig. = 0.000); therefore, Null hypothesis was rejected and the other hypothesis was confirmed. Since 22% of data was in "Yes" group (78 sentences) and 78% of data (281 sentences) was in "No" group, it can be concluded with 95% certainty that the first translator used explicitation techniques significantly.

The statistical hypothesis for the second translator, Saadvandian, is:

$$\begin{cases} H_0: P \leq .60 \\ H_1: P > .60 \end{cases}$$

As the following table (6) reveals, the second translator, Saadvandian, applied explicitation techniques in the translation of 29.1% of 359 sentences which were analyzed in the current study. Moreover, Table 6 found this percentage significant as $P < 0.05$ (sig.= 0.000); therefore, Null hypothesis was rejected. Since 28.9% of data was in "Yes" group (104 sentences) and 71% of data (254 sentences) was in "No" group, it can be concluded with 95% certainty that the second translator used explicitation techniques significantly.

Table 6. Binominal test for the application of explicitation techniques by Saadvandian

		Category	N	Observed Prop.	Test Prop.	Exact Sig. (1-tailed)
SIM	Group 1	Yes	104	0.291	0.60	0.000
	Group 2	No	254	0.709		
	Total		359	1		

Yes= number of sentences (out of 359) in which explicitation technique was used; No= number of sentences (out of 359) in which explicitation technique was not used

The statistics done up to here made it clear that both translators used simplification and explicitation techniques significantly.

To answer the second research question "Is there any significant difference between two translators in application of simplification and explicitation techniques?", the researcher used inferential statistics. According to Table 1 and 4, Saadvandian used more simplification and explicitation techniques in comparison with Ghabrai, the first translator. Man-Whitney test was used to find if this difference is significant or not. The statistical hypothesis is:

H0: There is no significant difference between the application of simplification techniques by two translators of A Thousand Splendid Suns.

H1: There is a significant difference between the application of simplification techniques by two translators of A Thousand Splendid Suns.

Table 7. Mann-Whitney test for differences in the application of simplification technique between two translators

Sig	Mean rank	number	translators
0.186	351.50	359	GH
	367.50	359	SA

As Table 7 indicates, P value for differences between two translators in the application of simplification technique is 0.186, that is higher than the significance level ($P < 0.05$). Therefore, Null hypothesis was accepted with 95% certainty, that is, we can state that there is no significant difference between two translators in the application of simplification technique. It means that Ghabrai and Saadvandian used explicitation techniques similarly.

The same procedure was repeated to find if there is any significant difference among two translators in the application of explicitation technique. The statistical hypothesis is:

H0: There is no significant difference between the application of simplification techniques by two translators of A Thousand Splendid Suns.

H1: There is a significant difference between the application of simplification techniques by two translators of A Thousand Splendid Suns.

Table 8. Mann-Whitney test for differences in the application of explicitation technique between two translators

Sig	Mean rank	number	translators
0.024	345.89	359	GH
	372.15	359	SA

As Table 8 indicates, P value for differences between two translators in the application of explicitation technique is 0.024, that is lower than the significance level ($P < 0.05$). Therefore, Null hypothesis was rejected with 95% certainty, that is there is a significant difference between two translators in the application of explicitation technique. It means that the second translator, Saadvandian, used explicitation techniques more frequently than the first translator, Ghabrai.

Discussions

As it was stated in findings, Saadvandian used more simplification and explicitation techniques in comparison with Ghabrai, because Saadvandian used simplification techniques 265 times while Ghabrai used these techniques 249 times and this difference was found statistically significant. Regarding explicitation techniques, again, Saadvandian used them 104 times whereas Ghabrai used them 78 times and again this difference was found statistically significant. The redundancy in explicitation was expressed by a rise in the level of cohesive explicitness in the TL text. It can be a kind of pragmatic explicitation as a universal translation, therefore maximum effect with minimum effort on these translations was illustrated (Minimax Strategy; cf. (Levy, 2000).

Arrojo argues that any regularity identified in translation “will reflect the interests of a certain translation specialist, or a research group, at a certain time, in a certain context” (Chesterman, 2000). But the results of this research cannot be generalized to all Persian translations. Therefore, the more research in this area is necessary.

The goal of use of universals is “to discover more and more facets of the nature of translated text and translating and raise awareness about the complex, reciprocal relationship that links language to culture” (Laviosa, 2002:77). Therefore, one of the most helpful applications of such researches is for describing how translators tend to develop over time and raises the translator’s awareness of translation decisions and strategies and finally as Chesterman (2000) mentions, it should lead to a better understanding of how to create translations that have more desired effects.

CONCLUSIONS AND SUGGESTION

Universals of translation are linguistic features which “typically occur in translated rather than original utterances” and are “thought to be independent of the influence of the specific language pairs involved in the process of translation” (Baker, 1993:243). Baker’s notion of explicitation, that is “an overall tendency to spell things out rather than leave them implicit in translation” (Baker 1996:180). They find that translations tend to use more syntactic markers than non-translations. In terms of simplification, Laviosa identifies four “core patterns of lexical use” (1998:565): a) Translated texts have a relatively lower percentage of content words versus grammatical words (i.e. their lexical density is lower); b) The proportion of high frequency words versus lower frequency words is relatively higher in translated texts; c) The list head of a corpus of translated text accounts for a larger area of the corpus (i.e. the most frequent words are repeated more often); d) The list head of translated texts contains fewer lemmas.

The research for translation universals is useful only if the data and methods we employ are adequate for the purpose. (Mauranen, 2004). Chesterman (2000, 2004) views the research for translation universals as one way in which descriptive scholars propose and look for generalizations about translation. The aim of this research was to survey the techniques of Simplification (based on Laviosa’s hypotheses) and explicitation (based on Baker’s view) as two known universals in Persian translation of novel of Khaled Hosseini’s *A thousand splendid suns*. The results obtained in the research may pave the way for translators to draw their attention to different strategies of how to deal with the possible problems posed by different languages and cultures. In the current study, the researcher focused on use of high frequency items, range of vocabulary, ratio of lexical to running words, Sentence length, syntactic simplification technique (the complex structures are simplified by changing non-finite clauses into finite ones), stylistic simplification technique (e.g. breaking down long sentences, reducing or omitting repetitions or redundant information and splitting sentences or reframing from complex subordinations), and technique of explicitation when a target text is more redundant than the source text.

After analyzing the data, the results showed that the translators used explicitation and simplification techniques significantly. Furthermore, it was found that Saadvandian significantly applied more simplification techniques in comparison with Ghabrai, the first translator. However, no significant difference was found between translators in application of explicitation strategies.

The outcomes of this research are the data of investigation, usually assumed to be products of a particular translation process (in this case, translation of novels from English

to Persian). In the classroom, the students can use this result as a hypothesis in the Persian translations and survey such researches to compare the outcomes. Therefore, trainee translators can find the patterns of translational behavior revealed by professionals. If we accept that “Universals are absolute; translation is probabilistic” (Frawley, 1984:167); then the outcomes of this research can happen more or less in other researches in Persian translation. However, researchers should consider the differences between styles of translators.

The goal of use of universals is “to discover more and more facets of the nature of translated text and translating and raise awareness about the complex, reciprocal relationship that links language to culture” (Laviosa, 2002:77). Therefore, one of the most helpful applications of such researches is for describing how translators tend to develop over time and raises the translator’s awareness of translation decisions and strategies and finally as Chesterman (2000) mentions, it should lead to a better understanding of how to create translations that have more desired effects.

In the area of universals, researcher can also work with different types of e-corpora: parallel corpora in bilingual (or multilingual), include source texts and their translations; comparable corpora in monolingual include translated and non-translated texts. So, to find out the most norms of Persian translation, the researchers must use large corpus for investigate, in groups and team in different universities to present common features of Persian translation.

All in all, the researchers can examine the main features and achievements of corpus-based Descriptive Translation Studies and then focus on the integration of corpus-based description into translator training and translation quality assessment, with particular reference to the role played by universals in applied research carried out in the translation classroom. Today, greater emphasis is on exploring the cognitive factors that might account for regularities of translational behavior. Moreover, working in universals and finding more common features in translation can help the idea of a universal translator- a device that can seamlessly translate between languages.

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MOTIVATIONAL LEXICON IN ANTHONY ROBBINS' UNLIMITED POWER

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Abstract: In the language learning process, motivation, one of psychological factors, has a great role in endorsing students to be a successful learner. Based on the issues, the choice of words that can influence the students to do the best is practically required by the teachers. So that, teacher as a motivator has a power to influence the students to take action for achieving their excellent learning, using what Anthony Robbins suggest on his book; Unlimited Power. The writer formulated the aims of this study as follow; (1) to identify the motivational lexicons in Unlimited Power from the psychological perspective, and (2) to describe how motivational lexicons in Unlimited Power take apart in the pedagogical field. This research used qualitative research to find out the data. The data analysis technique that researcher used is content analysis since they were texts in Unlimited Power. Researcher found three motivational lexicons used by Anthony Robbins in his book Unlimited Power; think, challenge, and remember. Think used as a tool to lead his readers to come to their memory, re-identify some main points, and consider about the certain thing. Challenge used to pump readers' emotion, gave a test, and invited them to take action. Remember used as a tool to bring back a piece of information he provided before and try to keep it in readers' mind. Anthony's motivational lexicons in Unlimited Power also can use in the pedagogical field. Teacher can use them in the teaching-learning process as it determines the effectiveness of rewards for what students do and apparently influential factor for learning process.

Keywords-Motivational Lexicon, Psychological Perspective, and Pedagogical Implication

INTRODUCTION

Motivational lexicon becomes important part in human life. In many ways, it guides human to take their directions in life. It gives clues about the most important at any one moment, as well as in the broader direction of their lives are taking. It is also able to become stronger in order to face and solve problem. In this case, motivators take a part and come to human's state. They have art to convey their motivational lexicon in order to get their aim. For some reasons, many motivators have special lexicon to increase the spirit and motivation of their audience in certain channel TV program, such as, super by Mario Teguh, luarbiasa by Andrie Wongso, and so on. Indeed, it is very short and simple term but it has great effect to audience.

Klause and Gunter as quoted by Panther and Radden (2011:24) maintain that in analyzing motivation as a non-arbitrary relation between the conceptual structure of a word and the functional properties of that word. In this specific case, the content of a lexical item is a source of a motivational process, functional properties of a word constitute a target of motivation, and a reference point is a language and also operates in other cognitive domains. It offers a viable middle ground to extreme positions that are clearly untenable. Properly, characterized in terms of systems of elements serving particular semantic function, the auxiliary is seen as being efficient and highly motivated. It reflects the function served and the meaning of elements employed

Motivation will be different in intensity and direction. However, indeed both are difficult to separate, usually. Motivational intensity to involve in the certain activity mostly may depend on intensity and direction of motivation in order to involve in the alternative activity. It is not only become important in making students involve in academic activity, but also determine the number that will be learnt by student from their activity or information which faces on them (Slavan, 2009:99-100).

As people grow, language comes to serve other functions as well. Most young people develop jargon that is more meaningful, those of the same age than the older or younger individuals. Such specialized language serves to bind human more closely with their peers while at the same time excluding those who are not their peers. Language becomes a badge of sorts. A means of identifying whether a person is within a social group. Similar processes are at work in gender and social class differences in language use.

The diversity of how people use language is daunting for psychologists who wish to study language. An important consideration is that although language is intrinsically a social phenomenon, psychology is principally the study of individuals. The psychology of

language deals with the mental process that is involved in language use (Carroll, 1999, p. 4).

Psychology is an academic discipline or an area of learning that has developed a way of thinking that tests ideas. Because it is a science, psychology requires apply critical thinking to test ideas. Critical thinking does not mean judging other people's behavior and feelings. It means examining ideas and information very thoroughly and carefully by expressing them in very specific questions and thoroughly testing these questions to see whether they are accurate (Langhan and Train, 2007:3-4).

In psychology, the organism is considered as a dynamic, lawful system. In striving for an understanding of the laws of this system, psychology uses the methods of all science. The individual is observed as any other phenomenon is observed, and only conclusions which may be scientifically verified are accepted. The facts of any science are thus accumulated.

Science aims to describe as many facts as possible by the smallest possible number of principles. Currently, psychology lacks a neat set of integrated principles, partly because the organism and the environment are constantly changing, partly because psychology as a science is relatively young and has not had time to evolve such principles. A steadily increasing number of researchers have felt challenged to find answers in this science. Many subdivisions have developed, each of which seeks to emphasize a particular area of psychology. Educational psychology is one of these subdivisions (Skinner, 1958, p. 6-7).

Motivators have great power in their lexicon. For instance, Anthony Robbins, a great and phenomenal motivator ever in this world who has proven to millions through his books and seminars. He focuses on the power of humans' thought, feeling, and physiology, then trains them using Neuro Linguistic Program (NLP) in order to help them achieve their excellence life. Anthony Robbins always provides his strategies and motivations in his seminars and books. One of his phenomenal books is *Unlimited Power*.

Unlimited Power is a revolutionary fitness book for the mind. It shows reader step by step in how to perform at the peak while gaining emotional and financial freedom, attaining leadership and self-confidence, and winning the cooperation of others. It also gives the knowledge and the courage to remake the readers' self and world.

It is a great book which shows reader that they are able to have better life even now in a worst life and feel so weak. It also shows its reader how to achieve the extraordinary quality of life which is desired and deserved, and how to master the personal and professional life.

From the explanation above, researcher is interested in learning motivational lexicon in Anthony Robbins' *Unlimited Power* from the psychological perspective. The researcher believes that this research will give big influence in the pedagogical field not only to promote the analysis of motivational lexicons from the psychological perspective comprehensively, but also to ensure the teacher about the important role of motivational lexicons in teaching-learning activities in order to get the aim of education. The aims of this study are (1) to identify the motivational lexicons in *Unlimited Power* from the psychological perspective, (2) to describe how motivational lexicons in *Unlimited Power* take apart in the pedagogical field.

Motivational Lexicon

Motivation usually defined as the initiation and direction of behavior, and the study of it is, in effect, the study of the causes of behavior. The study of that term is the keystone of psychology. Every response is motivated, the more complex the response or response since, the more complicated and extensive are the underlying motivational patterns (Moskowitz and Orgel, 1969:76-77).

The term motivation is general. It refers to states within the organism, to behavior, and to the goals toward which behavior is directed. In other words, motivation has three aspects: (1) a motivating state within the organism, (2) behavior aroused and directed by this state, and (3) a goal toward which the behavior is directed. When the goal is achieved, the state that caused the behavior subsides, thus ending a cycle until the state again in some way (Morgan and Richard King, 1971:187). To interpret motivation is hazardous, considering: (1) the potential effects of motivation, and (2) the various approaches available for the study of motivation. In the first instance, motivational forces are responsible for the selection of and participation in a particular activity over other possible alternatives at any moment.

Motivation affects both learning and performance. When people are unmotivated, they do not practice or will not practice well, resulting in little if any learning. But then, again, the degree of arousal (motivation) present in an individual prior to and during the performance of a task will influence its execution and outcome (Singer, 1975:391).

Motivation stems from an internal or external source. When the origin of a drive is from within a person-that is to say, something is done for its own sake-it is intrinsically motivated. Performance in a skill or participation in a sport is for personal reasons, namely joy, satisfaction, or skill development. Intrinsic motivation implies self-actualization and

ego involvement. An extrinsically motivated in a class is done, not so much to acquire knowledge, as to attain a high grade (Singer, 1975:403).

Most people believe that lexical abilities diminish (in particular, people have trouble remembering the names of things and of other people), that comprehension is impaired with age, and that discourse in the elderly tends to run on. In fact, these stereotypes are too simplistic to explain the diversity of language behaviors associated with advanced age.

From recent research learns that there are language changes that result both from direct changes in language areas of the brain and from strategies to compensate for memory or attention deficits associated with aging. Related on that case, psychologists and psycholinguistics have studied lexical items because they are quite discrete and easy to specify, unlike syntax, semantics, discourse, and pragmatics. Early studies of word associations suggested that older subjects had a more varied range of associations that did younger subjects.

Indeed, the different styles were related not to different strategies in response but to the greater difficulty of the task. It is also interesting to note that there appeared to be no distinction among different word classes; essentially the same patterns of lexical access were found for verbs, common nouns, and proper nouns.

Thus, it would appear that the inner lexicon itself does not change structure with advanced age, except that more items are acquired over the life span; but access for production may change. The ability to access the lexicon for comprehension probably does not change. It is possible, however, that the ability to learn new words decreases in advanced age.

Psychological Perspective

Psychology is a science that studies human nature or the ways people think, act, and feel. It allows people to find out why they think, act, and feel in the ways they do. In this field, psychologists ask question, develop theories and do research, so they can understand human nature and improve people's lives. Because it is a science, it requires apply critical thinking to test our ideas.

Critical thinking does not mean judging other people's behavior and feelings. It means examining ideas and information very thoroughly and carefully by expressing them in very specific questions and thoroughly testing these questions to see whether they are accurate. Indeed, developing certain attitudes to be critical thinkers is needed. Firstly, people need to be skeptical about the ideas which is read or hear that describe or explain

human nature. Secondly, need to keep personal values and opinions separate from the ideas that put forward when they write or talk about psychology.

Science aims to describe as many facts as possible by the smallest possible number of principles. Currently, psychology lacks a neat set of integrated principles, partly because the organism and the environment are constantly changing, partly because as a science it is relatively young and has not had time to evolve such principles. Psychology studies some aspects as follow:

1. Behavior

Psychology used to be called the study of mind; today it is usually called the study of behavior. If, however, it is the mind that determines the complex behavior of higher animals, both definitions are approximately correct. In modern psychology, mind is considered to be brain activity or some part of it and is studied by objective methods. Mental events are known theoretically, being inferred from behavior, which includes speaking and writing. In such a framework, the study of animals has a natural part, both for its own sake and for the light it casts on human behavior.

Psychologists try to understand behavior scientifically and search for its causes. They also apply psychological principles to the assessment and treatment of a great variety of human problems. Working in many different subfields, with people and other species as their subjects, psychologists today study mental processes as well as behavior. Behavior is broadly defined to include dreams, thoughts, emotions, language, and psychological states. Psychological psychologists attempt to relate behavior to the way in which the organism is put together. Their basic assumption is that behavior is intimately related to structure and that, by understanding the structure of the organism, they may better understand the whys and the how's of behavior. Among the many factors that influence behavior are the structural characteristics of each individual. This structure is intimately related to how the individual responds to its environment, both external and internal (Audrey and Richard, 1986, p. 27).

Relationships between physical and psychological characteristics are relevant to causal analyses of behavior to theories of trait organization, and to practical problems of assessing people. Correlation between physical and psychological traits may indicate physique influences behavior or behavior influences physique, or that both depend upon a third factor. To measure behavior, psychologists obtain people's self-reports and reports from others who know the participants, directly observe behavior, use unobtrusive measures, analyze archival data, administer psychological tests, and measure psychological responses. Because the field of behavior study is so

enormous, and the possibilities of subdivision so many, numbers of groupings, sub groupings, and regroupings have been tried since the beginnings of scientific psychology. This recent growth of interest in motivation has come about in several ways.

Theories and research in perceptual and learning process have led to the need for more information about underlying differences in responses-likelihoods not attributable apparently to sensory process or to habits. Studies of personality organization, predictive efficiency of psychometrics, group dynamics, and clinical and abnormal behavior have again and again produced a need for concepts dealing with intervening processes presumably of a motivational character.

2. Motive

By a *motive*, something that incites the organism to action or that sustains and gives direction to action, once the organism has been aroused. A large part of the experimental work on motivation is concerned with easily identified motives such as hunger, thirst, sex and pain, and most of this work is concerned with the manifestations of these motives when they are aroused.

Most *classifications* of motives deal, however, with motivational dispositions. That is, the classification seeks to provide a catalogue of the motives that will be found in an activated state when the circumstances of arousal become appropriate. It turns out that such classification is highly arbitrary, a fact that becomes clear when the difference of various attempts to classify human motives are identified well. Thomas (1923) reduced human motives to four “wishes”: for security, for recognition, for response from one’s fellows, and for new experience. Others have preferred much longer lists. The following considerations help to account for the differences in lists that various writers propose:

- a. The expression of human motives differs from culture to culture and from person to person within a culture. This difference arises because many motives are learned as a result of specific experiences and in any case are expressed through learned behavior
- b. Similar motives may be manifested through unlike behavior. A motive to assert antagonism to another person may be expressed either by an attack upon him or by withdrawal from his presence
- c. Unlike motives may be expressed through similar behavior. Thus two people may take up oil painting, one to please a parent, the other to annoy a parent
- d. Motives often appear in disguised form. Boys have been known to steal because of sexual conflicts. Here the motive for stealing was not a “motive to acquire” but a disguised sexual drive

- e. Any single act of behavior may express several motives.

These five considerations mean that people cannot arrive at a definite list of motives simply by classifying the activities in which men engage. This discussion focuses on relatively simple motives, such as temperature regulation, hunger, and sex. These are often called *biological motives*, in contrast to more complex motives such as the need for friendship and love, often subsumed under the category *social motives*.

Some of these motives, such as *hunger*, serve to maintain the internal environment. Others, such as threats, are triggered by factors in the external environment and serve the goal of self-preservation. All of these motives are very different, as are the goals toward which they steer the organism.

Despite these differences, the motives have much in common. They all potentiate behavior and organize what we do, what we see, and what we feel. Indeed, some investigators believe that our motives all share one basic physiological process: the search for an optimal level of general stimulation or arousal. Motives ready the organism to engage in a particular behavior; they potentiate certain perceptions and behaviors rather than others, impelling the organism toward or away from some goal. The biological motive that has been studied most extensively is *hunger*. Many of the signals for feeding and satiety come from the internal environment.

According to *drive-reduction theory*, all built-in motives act to reduce stimulation and arousal. Today, most authors discount that generality, and instead note that organisms often seek stimulation, such as the taste for sweets, sexual foreplay, and the satisfaction of curiosity (Henry and Daniel, 2004:119-121).

3. Consciousness

In psychology, consciousness is often defined as moment-to-moment awareness of people itself and environment. Among its characteristics, consciousness is:

- a. Subjective and private: other people cannot directly know what reality is, nor can people enter directly into their experience
- b. Dynamic (ever changing): drifting in and out of various states throughout each day. Moreover, though the stimuli of which people are aware constantly change, typically experience consciousness as a continuously flowing stream of mental activity, rather than as disjointed perceptions and thoughts

- c. Self-reflective and central to our sense of self: the mind is aware of its own consciousness. Thus no matter what people awareness is focused on, they can reflect on the fact that they are the one who is conscious of it

Finally, it is intimately connected with the process of selective attention. William James noted that the mind is every stage a theatre of simultaneous possibilities. If the mind is theatre of mental activity, then it reflects whatever is illuminated at the moment and selective attention is the spotlight or mechanism behind it.

Consciousness is subjective, dynamic, self-reflective, and central to sense of identity. Scientists use self-report, behavioral, and physiological measures to define states of it operationally. Freud believed that the mind has conscious, preconscious, and unconscious levels. He viewed the unconscious as a reservoir of unacceptable desires and repressed experiences. Cognitive psychologists view the unconscious mind as an information-processing system and distinguish between controlled and automatic processing.

Research on visual agnosia, blind sight, and priming reveals that information processed unconsciously can influence people's responses. Emotional and motivational processes also can operate unconsciously and influence behavior. Consciousness enhances ability to adapt to our environment. It makes information available to brain regions involved in planning and decision making. It also helps us cope with novel situations and override impulsive and autopilot behaviors.

Brain-imaging studies of healthy and brain-damaged people have discovered separate neural circuits for conscious versus unconscious information processing. Many theorists propose that the mind consist of separate but interacting information-processing modules. Global-workplace models propose that consciousness arises from the unified, coordinated activity of multiple modules located in different brain areas.

In psychology, the organism is considered as a dynamic, lawful system. In striving for an understanding of the laws of this system, psychology uses the methods of all science. The individual is observed as any other phenomenon is observed, and only conclusions which may be scientifically verified are accepted. The facts of any science are thus accumulated.

Psychology has much to offer in the determination of when subjects should be begun and the order in which their content should be presented. Mursell has given us a concise statement of the exact way in which psychology should serve in this area.

He said that psychology can give us insight into the problems of the order of learning. It is always possible to learn any subject in a great many different orders. One can start foreign language with the grammar, or with direct conversation, or in other ways as well. One can start science with the logical foundations of a special science, or with the wide range of information characteristic of general science. Now, it is very probable that there is no such thing in any field as a perfect or ideal order of topics and content. So what people may gain from psychology is not so much an endorsement of one particular sequence, as contrasted with all others, as insight into the fact that difficulties are created, and also removed, for the learner by certain orders and sequences of learning (Mursell, 1939:17-18).

Anthony Robbins

Tony Robbins is an American motivational speaker, personal finance instructor, and self-help author (March 15, 2015). He became well known from his infomercials and self-help books: *Unlimited Power*, *Unleash the Power Within*, and *Awaken the Giant Within*. In 2007, he was named in Forbes magazine's "Celebrity 100" list. *Forbes* estimated that Robbins earned approximately US\$30 million in that year. These are some ultimate points that *Unlimited Power* teaches to its readers; (1) the first part of this book teaches how to take charge and run brain and body more effectively than ever before. Then, working with factors that affect the way to communicate with reader's self, (2) In the second section, studying how to discover what you really want out of life and how you can communicate more effectively with others as well as how to be able to anticipate the kinds of behaviors that different kinds of people will consistently create, (3) the third section looks from a larger, more global perspective at how you behave what motivates and can contribute on a broader extra-personal level. It is about taking the skills that have taught in this book and becoming a leader.

METHOD

This study described the motivational lexicons in *Unlimited Power* from psychological perspective by choosing library research as research approach. Library research was used to obtain and collect the materials that needed by the writer either it had been published or not. The source of data was a written data from *Unlimited Power* written by Anthony Robbins. The researcher focused on motivational lexicons which were taken from that book.

In qualitative research, the human investigator is the primary instrument for the gathering and analyzing data (Sugiyono, 2008:15). This research therefore, used human instruments in conducting the research. The researcher is the main instrument, because

there is no other research instrument that is possible to use in collecting and analyzing the data.

The researcher studied the motivational lexicons in *Unlimited Power* written by Anthony Robbins from psychological perspective. The researcher identified the data and analyzed its deep meaning from the psychological perspective by considering its part in the pedagogical field.

According to Arikunto, there are five methods in collecting data, namely questionnaire, interview, observation, test, documentation (2010:203). Methods of data collection are interactive or non-interactive depending on whether or not the researcher interact with the subjects being studied. Observation, interview or questionnaire, and documentation are commonly used methods (Wiersma, 1995:215). In this research, the researcher used documentation. The documentation technique was employed as the data. The documentation included the following steps:

a. Reading

On this step, researcher read *Unlimited Power* written by Anthony Robbins.

b. Selecting

Then, researcher began to select motivational lexicons of Anthony Robbins used in *Unlimited Power*.

c. Identifying

After selecting his motivational lexicons in *Unlimited Power*, the researcher identified its deep meaning by using psychological perspective and analyzed its role in the pedagogical field

d. Note- taking

Researcher wrote down the result and gave brief perspective in order to become comprehensive.

The data analysis technique that researcher used was content analysis. One of the most commonly used data analysis techniques of qualitative research is content analysis. According to Kaplan, cited by Westbrook, content analysis can be defined as “a research technique for making replicable and valid inferences from data to their context”. Weber characterized it as “a research method that uses a set of procedures to make valid inferences from text.” (Westbrook, December 7, 2014) It means that content analysis is a method used to analyze certain research subject and make a brief conclusion of the research based on the written data. According to Nyoman, content analysis method is used to research writing style of someone. This research is done on paragraph, sentence, and words, etc. so that the content of message can be known well. This method can also be used in analyzing letters such as Kartini’s letter (Ratna, 2012:49).

The whole process of content analysis can follow eleven steps; define the research questions to be addressed by the contents analysis, define the population from which units of text are to be sampled, define the sample to be included, define the context of the generation of the document, define the units of analysis, decide the codes to be used in the analysis, construct the categories for analysis, conduct the coding and categorizing of the data, conduct the data analysis, summarizing, and make speculative inference (Cohen, 2007:475).

In analyzing the data, researcher took only some steps of content analysis as follows:

a. Classifying

In this step, researcher classified motivational lexicons which were used by Anthony Robbins in *Unlimited Power*.

b. Analyzing

After classifying, researcher analyzed them by using psychological perspective

c. Interpreting

Each data which had been analyzed by psychological perspective then guided to be interpreted in the pedagogical field

d. Inferring

At last, researcher made conclusion based on the result of the research.

FINDINGS AND DISCUSSIONS

Psychological Perspective

Researcher found three motivational lexicons used by Anthony Robbins in his book, *Unlimited Power*; *think*, *challenge*, and *remember*. Anthony used those in his sentences by giving different meaning depends on context and case. Each of them is unique as become the important term in the whole of sentence even paragraph.

Think used as a tool to lead his readers to come to their memory, re-identify some main points, and consider about the certain thing. The next Anthony's motivational lexicon was *challenge*. It had big role to pump readers' emotion, gave a test, and invited them to take action. *Remember* as the last motivational lexicon used as a tool to bring back a piece of information he provided before and try to keep it in readers' mind. Sometimes, it also used to give a notice that something was important to know, do or avoid, and share to others.

Anthony's motivational lexicons are simple, but he is able to bring it well. His sentence likes a magic that can touch, attack, and courage his readers' emotion and feeling, then take action.

Think

Arthur S. Reber and Emily S. Reber in Kamus Psikologi defines *think* as follow:

- a. *Think* accommodates symbolic processes. So the issue is not being used for a behavior that is driven by the simple thought process, such as mice learned the maze of pathways simple.
- b. *Think* is *treated* as a process of tacit or implicit that cannot be observed directly. The existence of this thought process is concluded from the recognition of individuals who are thinking about something and observe the actions of behaviors that indicate the thinking process is underway. For instance, searching for ways to solve a complex problem.
- c. *Think involves* manipulation generally adapted elements of different, such as the components of the muscle (Watson), the words and the language component (Whorf), ideas (Locke), images (Titchener), propositions (Anderson), operations and concepts (Piaget), scripts (Schank), and so on. Note that some of these hypothetical entities rather elemental nature while others are quite holistic, but this is not a problem: all of them are serious proposals and all of them have at least some evidence to support the use of these components in the process of thinking.

Challenge

Arthur S. Reber and Emily S. Reber on Psychology Dictionary defines *challenge* by come to the psychopharmacology: providing therapeutic dose of medication to overcome its effect. For example, the term “scopolamine-challenged subject” refers to the observation of effects that arise in individuals who consume a dose of moderate scopolamine to high

Remember

Arthur S. Reber and Emily S. Reber on Psychological dictionary defines *remember* as calling back, reassemble, pull back, reshape, or reproduce the memories of experiences, events, stimulus, and others which are unprecedented.

- a. He leads them to come back to the last memory, feel it, and involve. That is one of Anthony ways to elicit someone’s strategy (*calling back*).
 - *Remember* that time when you felt totally loved.
 - *Remember* how it feels to be totally loved.
- b. For many times, in the term of giving information, he always put it by giving emphasize as one of his strategy to motivate his readers (stimulus).
 - *Remember*, there are strategies for everything-for buying and for selling, for being motivated and for being in love, for attracting people and for being creative.

Table of Motivational Lexicon in the Antony’s Book Unlimited Power

No	Lexicon	Number	Percentage
1	Think	44	38 %
2	Challenge	4	3 %
3	Remember	69	59 %
Total		117	100 %

Pedagogical Field

Researcher analyzes that Anthony's way to motivate his readers by using motivational lexicons also can use in the pedagogical field. The analysis of Pedagogical Field are motivational lexicon has powerful meaning to influence others to reset mind, state, and behavior then become resourceful to do the best for life. It is also important as a factor in the instigation of behavior and essential for people to learn. Motivational states also determine the effectiveness of rewards for what the people do, again as apparently influential factor for learning. It has something to do with what learned acts will be exhibited in a given situation, that is, what features of they are acquired repertory will be displayed or performed. It thus may contribute to the instigation, the reward and the display of behavior, and in all of these aspects it is intimately related to the learning process.

Motivation affects both learning and performance. When people are unmotivated, they do not practice or will not practice well, resulting in little if any learning. But then, again, the degree of arousal (motivation) present in an individual prior to and during the performance of a task will influence its execution and outcome (Singer & Robert, 1980, p. 391). Motivation becomes something highlighting and most manifest in the words with the deep meaning. Words are the head of every human being who speaks a language. The meaning of it is part of linguistic knowledge and is therefore a part of grammar. The mental storehouse of information about words and morphemes is lexicon (Fromkin, Victoria, Robert and Nina, 2003:174).

Incentive motivation has received a good deal of attention in recent years. Its importance in controlling learning and performance has long been described, but the weight of the evidence now suggests that its effect is on performance rather than on learning. Theoretical interpretations of incentive motivation have stressed the role of fractional anticipatory goal responses, and a number of investigations have been concerned with aspects of this mechanisms. Certain findings give it support; others do not (Cofer & Appley, 1967:466)

Although rewards for learning such as praise from the teacher (extrinsic motivation) are effective in motivating learning, increasing student interest in the material to be learned (intrinsic motivation) also is important aspect of effective teaching. In conclusion, educational programs that achieve the right balance between intrinsic and extrinsic motivation differ considerably in their effectiveness ((Benjamin, 2007:376).

In order to understand one's achievement motivation for success in college, people need to understand both what they want and why they want it. Both as goals and motives

for attaining them have consequences for their success in college and enjoyment of the process. The same is true for success in other areas of life (Benjamin, 2007:376).

CONCLUSIONS AND SUGGESTION

Motivational lexicon becomes important part in human life. In many ways, it guides human to take their directions in life. It gives clues about the most important at any one moment, as well as in the broader direction of their lives are taking. It is also able to become stronger in order to face and solve problem. In this case, motivators take a part and come to human's state. They have art to convey their motivational lexicon in order to get their aim. For some reasons, many motivators have special lexicon to increase the spirit and motivation of their audience, such as, *super* by Mario Teguh, *luar biasa* by Andrie Wongso, and so on. Indeed, it is very short and simple term but it has great effect to audience.

Researcher found that motivational lexicons (*think, challenge, and remember*) used by Anthony Robbins in *Unlimited Power* which were analyzed by psychological perspective can take apart in the pedagogical field with teacher as the subject. Anthony uses them to (a) describe his strategy, (b) lead readers to predict what will happen and get bravely, (c) make them understand about any information he provided before, (d) influence them to take action. Teacher can use those motivational lexicons in the teaching-learning process as it determines the effectiveness of rewards for what students do and apparently influential factor for learning. It also have something to do with what learned acts will be exhibited in a given situation, that is, what features of people are acquired repertory will be displayed or performed. It thus may contribute to the instigation, the reward and the display of behavior, and in all of these aspects it is intimately related to the learning process.

The researcher suggests that the further research about motivational lexicon can be conducted in the different perspective and bring to other field. Then, enhancing knowledge and enriching references to make it more comprehensive.

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**IMPROVING LISTENING SKILL
OF THE SEVENTH GRADE STUDENTS USING GAMES
AT MTsN MOJOKERTO**

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Abstract: Based on the study conducted on research at MTsN Mojokerto, the researcher found that there are some problems with teaching English especially for listening of seventh grade students at MTsN Mojokerto, those are: 1) most of the students' scores on listening test are still under the minimum of standard score (KKM) of 79; 2) most students are not attracted to follow the listening activities; 3) students are difficult to understand the native speech in a tape recorder. The main purpose of the study is to improve listening skill of seventh grade students using games. Research design for this study was Classroom Action Research and the researcher used listening tests and observation checklists as instruments. The criteria of success was successfully achieved in Cycle 2 with the percentage of 74%.

**Keywords – Listening Skill, Tic Tac Toe Game,
Running Dictation Game, Whispering
Game**

INTRODUCTION

English becomes an important factor to improve the quality of human resources. Supporting that case, Indonesia government has decided that English is one of the compulsory subjects, especially for Junior and Senior High Schools. In other words, studying English is a must, whether it is taught at general schools or vocational ones. In fact, private schools as such as kindergarten and elementary schools usually begin to teach English earlier. (Nur, 2003:181-182).

Listening is one of four basic language skills aside from Reading, Speaking and Writing. Developing listening comprehension for second language learners is essential. It is better for students with good listening skills to participate effectively in class. The

objective of teaching listening is that the students are able to understand the meaning of transactional and interpersonal discourses which tend to emphasize the interpersonal meaning variations, and to understand oral monologues. (Brown, 2001:247)

Based on the researcher's observation in teaching English at MTsN Mojokerto, there are three problems of teaching listening especially for seventh grade students, those are: 1) most of the students' scores in listening test are still under the minimum of standard score (KKM) of 79; 2) most students are not attracted to engage in listening activities; 3) it is difficult for students to understand native speech in a tape recorder.

The result of the preliminary study conducted on 6th and 8th of March 2015 revealed those problems. The questionnaires showed that the students have some difficulties in following listening activity. 73% of 36 students are difficult to understand native speech from the tape recorder. 51% of them are not able to keep up information from the teacher. 73% of them have an obstacle to complete the listening task. 57% of them are difficult to keep up the information from the text they listened. The last is that 89% of them thought listening was boring.

Those problems were aroused by two factors; the lack of creativity to use available listening material and lack of varieties in teaching listening. Therefore, it is essential to design lessons plan and teaching materials that involve students to be more motivated. By the time they are motivated to study, they will be interested in the subject they are studying and in the activities and topics presented (Harmer, 2001:53). The teacher should determine the suitability of the listening materials and the techniques used in classroom teaching. Brown (2001:81) offers "ten commandments" for motivating learners in classroom activities. All of them focus on stimulating intrinsic motivation of students. The two of the commandments are considered appropriate to motivate students in listening activity, which are creating a pleasant, relaxed atmosphere in the classroom and making the languages classes interesting.

The useful and interesting technique to create relaxed and pleasant atmosphere in the classroom is using games. It is defined as activities with rules, competition and the element of fun, a tool to raise the students' motivation, motivate students. It is interesting and attractive, and sometimes challenging. It can be used to give practice in all language skills: listening, speaking, reading, and writing (Deesri, 2002). Uberman (1998) states that games offer students a fun-filled and relaxing learning atmosphere and give a chance for them to use language in a non-stressful way.

Games may help learners developing their ability to work in-group, to cooperate and to compete. Recent studies conducted by Huyen and Nga (2003), they give insight that

games are used to support teaching and learning activities. Games are beneficial for motivating students and increasing their vocabulary mastery. Through the application of language games in the learning process, the students will experience the language they are learning. Inserting games in the teaching and learning activity will make the atmosphere joyful and interesting. Thus, the language learning achievements can be better.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. Richard believes that games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching (Uberman, 1998:20).

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon (in Uberman, 1998:20) suggests that games can be used at all stages of the lesson; it provided that they are suitable and carefully chosen.

The use of games in ESL Curriculum requires careful planning, design and execution. Games should not be used as icebreakers or time fillers only. They should be used as part of the instructional design. Games should be seen and used as a motivational tool (Mckenzie, 2004).

This research used games that can be applied in teaching listening, called Tic-Tac-Toe, Running Dictation, and Whispering Game. Tic-Tac-Toe is a very simple game. It uses teacher's voice to lessen student's problem with native speech. As Brown (2001: 254) suggested that learners need to comprehend delivered information at varying rates of speed with few pauses. Teacher provides practices by producing teacher-talk at the right level for students.

There is a reason why dictation game works well in the classroom, as stated by Wilson (2008:90), he explained that dictation is a very flexible activity with numerous variations. Because of these advantages, it is possible that Running Dictation Game can solve student's problem in listening class.

Whispering Game can be done with any level (The Chinese Whisper Phenomenon <http://www.chinesewhispers.com>). It also has some roles: as an icebreaker and as a fun game to see how language can evolve (Chinese Whispers Broken Telephone game <http://www.chinese-whisper.com>). It aims to assist students to memorize vocabulary and word spelling, and to give them a chance to use the correct vocabulary (Hakim, 2009:53). Considering these advantages, Whispering Game can be one effective way to solve the

students' difficulties to keep up the information from the text that they listen and to complete the listening task.

The researcher considers that using games is an alternative strategy in improving students' listening skill. That is the reason the researcher used interesting games in teaching listening to help the students to solve their problems during listening activity.

Based on the explanation above, the main purpose of the study is to improve the seventh grade students' listening skill using Games at MTsN Mojokerto.

METHOD

The research design used was classroom action research (CAR) that focuses on a particular group of students in a certain classroom. This study used Kemmis and Mc Taggart's model (1988) that consists of four stages: (1) planning, (2) implementing, (3) observing, and (4) reflecting. The research was conducted at MTsN Mojokerto, located at Jl. Raya Sambiroto 112, Sooko, Mojokerto.

Preliminary Study

The objective is to identify, analyse, and state the problems of the teacher and students. The preliminary study was conducted on 6th and 8th of March, 2015 in class VII-A of MTsN Mojokerto. It is consisted of 36 students. In carrying out the preliminary study, the researcher used an interview guide and questionnaire. The researcher interviewed the students to know the listening teaching and learning process in the classroom. Then the researcher gave the questionnaire related to students' problems.

Planning the Action

Model of Instructions

In this stage, the researcher and collaborator prepared the strategy of teaching listening by using game. It was consisted of Tic-Tac-Toe, Running Dictation, and Whispering Games.

Tic-Tac-Toe (also well-known as Tick Tack Toe, noughts and crosses, Xs and Os, and many names) is a pencil-and-paper game for two players, called O and X, who make turns marking the spaces in a 3x3 grid. The player who succeeds in placing three respective marks in horizontal, vertical, or diagonal rows is the winner. The stages for implementing Tic Tac Toe Game can be described as follows: (1) showing the certain picture and giving some questions related to the picture, (2) writing some words related to the topic on the whiteboard, reading the words then asking the students to repeat, (3) telling to the students

how to play Tic-Tac-Toe Game and also the rules of the Game, (4) dividing the class into two teams and drawing a grid with 9 squares on the board, (5) each representative of groups chooses a number from the grids, teacher writes on the grid the team name can answer the right answer, when the representatives do the task, the rest of students also listen the questions from the teacher and write the ingredients of the procedure texts.

Running Dictation is an activity for any level of groups, with any number of students from two upwards. Running Dictation uses to practice the dialogues, role-play, sort texts, grammatical structure, etc. Running Dictation is a multi-skill task game involving listening, speaking, reading, and writing. (Wiesman, 2007). To apply this game, teacher and students should do these steps: (1) showing the picture and giving some questions related to the picture, (2) writing some words related to the topic on the whiteboard, reading the words then asking the students to repeat, (3) telling the students how to play Running Dictation Game and the rules, (4) finding some short sentences, write each sentence in a paper then pin each paper on the tree, (5) dividing the students into some groups and make lines. (6) first student in each group run to the tree 1, read the sentence, remembers it, run back to their group, and quietly dictates what he/she remembered to second student, the next person should listen carefully and then writes it on a paper, after that the first student takes his/her position behind fifth person, (7) after writing on a paper, second student gives the paper to the third, then repeat the same cycle as the first student did

The idea of Whispering Game is for several people to form a line and for one person to think up a phrase. He then whispers to next students, and that they should make as much effort as possible to hear that phrase. During Whispering Game, a phrase should not be repeated. Then, the last player should shout out the phrase they heard. It was taken from Kang Guru Indonesia (2009:20-32). The detail of stages can be described as follows: (1) showing the picture and giving some questions related to the picture, (2) writing some words related to the topic on the whiteboard, reading the words and asking the students to repeat, (3) telling to the students how to play Whispering Game and its rules, (4) finding some short sentences and write each sentence in a paper, then copies it based on the number of the group, (5) dividing the students into some groups, each group must choose one person to write down a text, to be a writer and one person to be a runner, then all of students in each group make a line, (6) first student in each group reads the sentence number 1 and should remember it, put down the paper, run back to their group, and quietly whisper what he/she remembered to second student, the next one should listen carefully, remembers it, whisper what he/she remember to third student and soon, the last students in

each group should write it on paper, this game continues until all members has written down all the sentences.

Designing Lesson Plan

The researcher together with the collaborator designed the lesson plan for 80 minutes. The materials were developed based on the content standard 2006. The teaching learning procedures were divided into three stages: pre-listening, whilst-listening, and post-listening.

Preparing Facilities Needed Inside and Outside the Classroom

In conducting the study, the teacher needed some short texts and tasks at the right level for the students. They are descriptive texts in Cycle 1 and procedure texts in Cycle 2.

Preparing the Criteria of Success

To determine if the cycle is successful, the following criteria are set up: the improvement of students' score in listening at least 55% or more can reach 79 or above, it is considered successful. It is based on the students' listening skills that are still under the minimum of standard score.

Designing Research Instruments

1) Listening test

This study used two kinds of listening tests. First, wrote sentences as they heard to know students' ability in comprehending the text. Second, it was conducted in the form of a multiple-choice test. It consists of some questions to measure the students' ability in identifying the detailed information in the text.

2) Observation checklist

Observation checklist was used to collect the data during the study. The observer studied the students' activities as well as the teacher's performance during the teaching and learning process. The observation guide for the students' activities included the activities during the implementation of Game. Based on the qualification attached, the activities were categorized as very good, good, fair, poor and very poor. For the teacher's performance, the observer used the observation checklists to see if the researcher follows the step in the lesson plan.

Implementing the Games in Listening Class

The researcher played as a teacher who carried out the teaching learning process in class and the collaborator helped her to observe the teaching learning process. It was begun with the explanation about what the students had to do with certain type of game. The researcher carried out listening test for the students at last of every cycle, a cycle is carried out for about 80 minutes long.

Table 3.4 The Scenario of Implementation

Preliminary Test		
Cycle I		
Number	Meeting	Activity
1	I	Listening Class
2	II	Listening Class
3	III	Listening Class
Listening Test of Cycle I		

Observing

Observation was intended to obtain data related to the teaching and learning activity referred to the criteria of success. In this step, the researcher was assisted by her collaborator to observe all reactions during games implementation in listening class by using observation sheet. The researcher provided observation guideline so that the observer knew the aspects she observed.

Reflecting

It was used to analyse the implementation during the cycle obtained by the result of the observations. The data were compared with the criteria of success to determine the successful of the cycle. The result of this reflection was used as the basic consideration to revise the model for next cycle to get a better learning result and to consider if this research should be continued.

FINDINGS AND DISCUSSIONS

Findings

Based on the students' learning process and test result, it was found that there was improvement in both sectors. It means that using games in teaching and learning process improves the students' participation and achievement in listening. Most of students gradually improved their participation in the listening activities consisted of three phases of activities: pre, whilst, and post listening. Student' participation generally improved from one meeting to the next that can be seen in Figure 4.1.

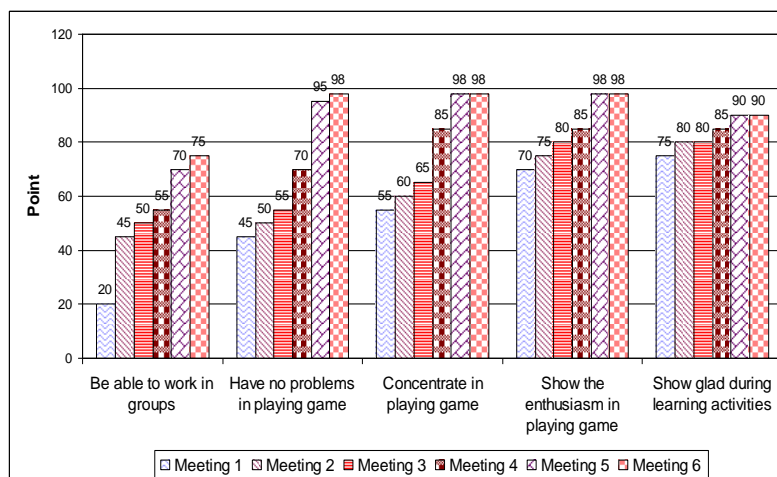


Figure 4.1 the Result of Assessing the Students' Performance

Specifically, it was found that in preliminary study 12 students (31%) got more than 79. The students' achievement was improved in first cycle when 20 students (51%) got more than 79. However, the result of students' achievement in the first cycle has not achieved the criteria of success, and the researcher should continue to the next cycle. In the second cycle, it was found that 29 students (74%) got more than 79. It means that the criteria of success have been achieved. It can be seen in Figure 4.2

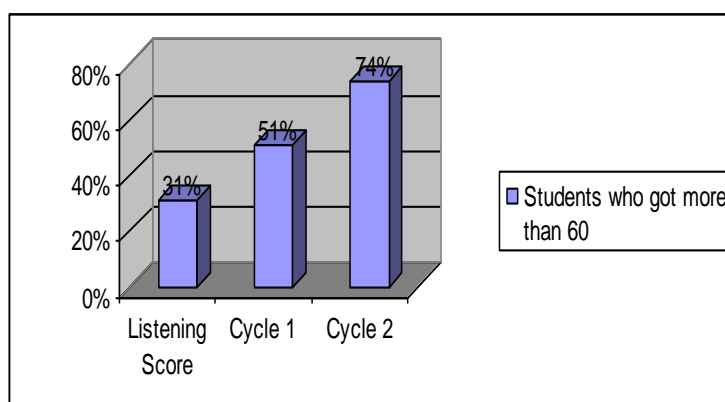


Figure 4.2 The Result of Assessing Students' Achievement in Listening

Every student was given a questionnaire to know the students' responses to the games using in the listening activities. It was found that most of the students have good

responses on the games. From the result of observation and questionnaires it showed that 95% prefer to learn listening using games, 97% consider that using games in listening is interesting, 87% state that games make the class interesting and fun, 95% consider that games make teaching and learning activities is not boring, 87% think games motivate them more in listening class, 90% think that they are not under pressure to accomplish the listening task, 80% think their listening skill improve by using games in studying listening. In conclusion, 90% of the students have good response toward listening activities and 10% of the students have fairly good response. The result of students' questionnaires can be seen in Appendix 7b. The diagram of students' responses can be seen in the Figure 4.3.

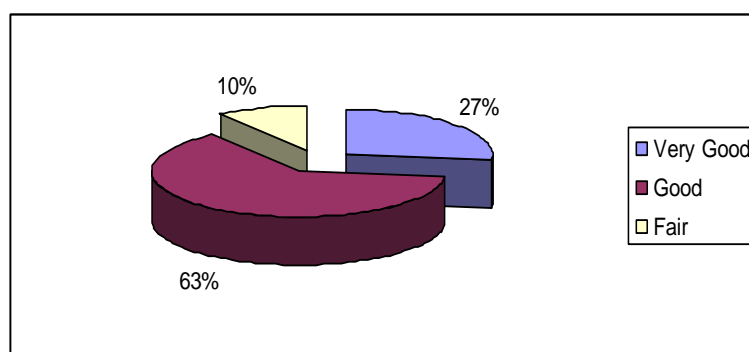


Figure 4.3 Result of Students' Responses on Teaching Listening Using Game

Training students to listen is one of the hardest things to do by foreign language researchers. That is why, teaching listening is an essential part of the whole teaching activities. Using games as the strategy in listening class gave valuable contributions to the English language learning. The use of this strategy would make students conscious of the processes underlying the learning. They were involved in learning more effectively and interesting way.

In relation to use games in listening class, the strengths of games were elaborated. The games could help and encourage the students to gain their interest and work. The students did the task in groups. Therefore, they would be more responsible in doing tasks. Using games in listening activity makes students more actively involved in the teaching and learning process. From the result of the questionnaires, it can be seen that most students have good responses to listening class using games.

Tic Tac Toe, Running Dictation and Whispering Game were an integrated game, therefore it could improve other skills such as; speaking, reading and writing. This activity can be used with any number of students from two upwards. It is a meaningful activity, which students enjoy.

It is necessary to conduct evaluation to know the teaching and learning process already has achieved the objectives. This study used two kinds of evaluations. The first evaluation is dealing with the use of games in listening activity done by observing the teaching and learning process. The second evaluation is dealing with the result of the implementation done by assessing the listening test. The result was used to identify the students' achievement in listening.

The implementation of listening strategy in teaching made the students' interested to learn and to be motivated. As a result, the students' listening achievement is improved.

From the result of listening scores, it indicated that the students' achievements gradually increased. It was proved by the students' achievement in listening score, the first test, and the second test. In other words, there were positive impacts of applying the games in teaching listening to students.

In addition, using games in listening activity can improve students' listening skill and their involvement in the teaching and learning process. Therefore, the particular games can be used in the classroom as an alternative technique for teaching listening.

CONCLUSIONS AND SUGGESTION

Based on research findings, it was concluded that implementing games in teaching listening could improve listening ability of students. This improvement proved by the students' listening score and achievement, i.e. the percentage of students pass the minimum of standard score is 74% and based on the result of questionnaires, more than 75% students have positive response on the use of game during their listening activity.

Several suggestions are proposed to English teachers, school principal and future researchers. For English teachers, particularly those who teach English at MTs Negeri Mojokerto, these games can be used for an effective way in teaching listening. Moreover, it is better than using conventional strategy.

Second, the school principal should provide facilities related to the use of games. Third, it is suggested to the future researcher - especially those who are interested in applying game - to prepare a deliberate planning before conducting a similar study in order to make the games run well because implementing these ones also had certain weaknesses. The teacher should manage and pay more attention to the class with the big number of students, because there will be more groups formed and the atmosphere would be more crowded and uncontrollable. The teacher should work harder to monitor the use of games and its implementation during the study. The students that play these games should have good concentration to listen well and remember the given sentences.

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Contributor's Biodata

Hanna Andyani was born in Mojokerto on August 29th, 1976. She is the eldest of three daughters of Hariyono Pardis and Titik Saudjarijantini, BA. She completed Elementary School in Mojokerto in 1988, Junior High School in Mojokerto in 1991, and Senior High School in Mojokerto in 1994.

She pursued her Undergraduate Program (S1) at English Department of the Faculty of Teacher Training and Education of Surabaya Muhammadiyah University and finished her study in 2004. She has been teaching at MTsN Mojokerto since 2005 until now.

The chance for joining the graduate program was got after passing the selection test sponsored by the Department of Religious Affairs and in 2008. She entered the Graduate Program, State University of Malang in English Language Education Program in 2009 and finished her study in 2011.

From her marriage to Dr.Ludi Wishnu Wardana, ST., SPd., SE., MM., in 2000, she was rewarded by Allah SWT three lovely daughters: Aqila Adinda Putri Wardana (15 years old) who is studying at the tenth year of Senior High School, Dhiyaa Khalila Akmalia Firaas (8 years old) who is studying at the fourth year of Elementary School and Ranaa Aufaa Azmii Wardana who is studying at the first year of Elementary School.

THE USE OF PICTURE SERIES TO IMPROVE EIGHTH GRADERS' WRITING RECOUNT TEXTS

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Abstract: This study involved eighth graders' of MTs Al-Islam Nganjuk and focused on their ability in writing recount text. Based on the result of preliminary study, it was found that the students' writing ability got unsatisfactory results. Therefore, this classroom action research was conducted. The finding of the study indicated that the implementation of picture series was successful. It showed that the students gained good progress from the first to the second cycle. The data analysis confirmed 71.90%, (in cycle I), 79.50% (in cycle II) students were actively involved. Hence, this study is effective to improve the students' writing

Keywords – Picture series, improve, writing recount texts

INTRODUCTION

English has an important role in this modern world as an international language. It is used as a means of international relationship, including international business, international meeting, and so forth. Due to the fact that English plays an important role in this globalization era, the Indonesian government has decided to include it as one of the compulsory subjects in the national curriculum from Junior High School up to university.

Writing is a language skill that needs to be taught in the teaching of English as foreign language (EFL) in Indonesia. The goal of teaching writing is developing written communication competence as well as spoken one. It is stated on present curriculum (*KTSP*) that the objective of teaching and learning English in junior high schools in Indonesia is to develop the ability to communicate in the language, both spoken and written (Depdiknas, 2006:287). The ability to communicate includes the four language

skills; listening, speaking, reading, and writing. The focus of this study will be one of the skills, that is writing skill.

Writing is considered as one of the four language skills that should be mastered by English Foreign Language learners. It must be taught to the students at Junior High School. Cahyono (2009: xiii) explains that English language learner can communicate with other learners who live anywhere in written English. It can be said that writing is a means of communication. Nation and Newton (2009:113) state that writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking and reading. Furthermore, Harmer (2004: 79) argues that writing essentially needs to be learned because it is as language skill. It is beneficial not only for study and pleasure, but also for language acquisition. Meanwhile, Raimes (1983:3) explains that writing is useful to reinforce grammatical structure, idioms, and vocabulary and to get the students take adventure with the language. In line with Raimes, Prastyo (2014:104) stated that linguistics competence is one of competences that is needed in writing. By writing, the students are also able to go beyond the language they have learned. In other words, writing can be used as a medium to know how much the students have mastered the language learned.

Because the fact that writing is an important activity in the classroom, the researcher cannot deny that writing is still real problem for students. They assume that writing is a boring and hard activity for them. This happens at *MTs Al-Islam Nganjuk* where most of the students still faced difficulty dealing with English writing. Based on the result of the preliminary study, the researcher found out that the students' writing achievement is still under the criteria of success. The average of the result is 48, whereas the criteria of success are 55. There were Only 8 of 44 students who passed. It means 18% students achieved it, while 87% students were still under it. The unsatisfactory result of students' writing might be caused the students have difficulties in generating the ideas and exploring the vocabularies. Meanwhile, based on the interview with the teacher, it was found that the students have low motivation in writing activities.

Considering the factual phenomenon and social condition, the teacher of English plays an important role to encourage the students' success in learning. The teacher should do many things to overcome the problem encountered in the teaching and learning process, particularly in writing skill. The teacher should be creative to provide the interesting and meaningful technique as well as media to spark students to be involved in the teaching and learning activities. It can be begun from the simple thing that is easier to prepare and related to the students' environments. So, try to utilize everything that can be found in the students environments as an alternative media to teach English.

Media is the carrier of information or message between the source and the receiver. It can help teacher transfer the information or message to the students effectively. Appropriate media lead to a successful teaching and learning process. In addition, the use of certain media can motivate the students in learning. According to Alexander (1987:415), the use of media is often effective in awakening students' interest. Furthermore, Liasari and Prastyo (2016) stated that interactive media can help teachers and students in teaching and learning process. So, it is important for teacher to use certain media in the teaching and learning process. However, the effectiveness of instructional media depends on the teacher. In this case, the teacher should prepare interesting activities in order to make the students involved actively in the process of writing activity. In deciding a certain media, the teacher should consider many aspects. Setyosari (2009: 15) explains the considerations of using media are: the objective, content, the willingness, capability, and availability. Dealing with the above consideration, a media that possible to use in the teaching and learning of writing is by using picture series.

Picture series are pictures which show some actions or events in a chronological order (Wright: 1989). It can be used as one of the stimulus in the learning activity to the students. When picture series are used as a media of teaching writing, it can help the students in generating the idea in terms of deciding the theme and the information they want to write. It also helps the students in exploring the vocabularies. Finocchiaro and Bronomo (1973:18) state that picture series extremely helpful giving extensive practice in numerous structures with a limited known vocabulary. It also leads the students to determine the generic structure or rhetorical step of recount text. In addition, Cahyono (1997: 114) explains that pictures can be used to develop and sustain motivation of students' learning. Furthermore, Raimes (1983:28) states that there are four reasons why pictures are valuable to be used as a media in teaching writing: first, picture provides shared experience for the students in the classroom. Second, they provide a need for common language form to use in the classroom. Third, they provide a variety of task. Finally, they provide a focus of interest for students. In addition, utilizing a fun media in the process of teaching and learning will help students in exploring their ability.

There are two types of text that an English teacher has to teach to the second year students of junior high school. The English competence standard of writing for eight grade students of junior high school in the second semester is that to express meaning through functional texts as well as through short and simple recount and narrative texts to interact (with people) in the (students') surrounding environment (Depdiknas, 2006). A recount text is used to tell events in chronological order that happened in the past. Anderson and

Anderson (1997:48) explain that “the recount text is a piece of text that retell past events, usually in the order in which the events happen”. A recount text can be written if the students know what happened well. Students have to memorize their experiences in the past. It takes a long time but the students do not write anything. Picture series can be used as a material of writing recount text. Students do not need to remember their experience, so they can focus on writing based on the picture that they have.

A good recount text has two characteristics. First, the text covers all the generic structure or rhetorical step, that is, orientation (giving the background information), events (telling the events chronological order), and reorientation (giving conclusion with a comment or a summary and evaluation about the topic). Second, the language feature uses certain verbs. According to Anderson and Anderson (1997:48) recount text use proper noun to identify those involved in the text, use descriptive words to give detail about *who*, *what*, *when*, *where* and *how*, and use past tense and using words that show the order of events (for example, *first*, *next*, *then*)

A previous study about similar research was conducted by Azhari (2004), She has also conducted classroom action research design by using pictures for teaching descriptive text. The subject was the students of class III F of *SLTP N 18 Malang* in academic year 2003 – 2004. The steps of her study were as follows: First the teacher shows the students sequenced pictures of a certain topic to be taught. Second, the teacher asks the students to get the ideas of the sequenced pictures. Third the teacher asks the students to make some sentence relate with the pictures orally. Forth, the teacher asks the students to write a paragraph based on the sequenced picture they read. Fifth, the teacher asks the students to edit and revises their draft. She found out that picture can make the students get involved in the teaching and learning process. It can also improve the students’ ability in writing descriptive paragraph. Another study by Hasanah (2008) used picture sequences to improve students’ ability in writing narrative texts. The subject was the students of class IX E of *MTs N Malang III* in academic year 2007 – 2008. In her study, she used the following steps: first showing the pictures to the students. Then ask the students about picture. Next giving the students guided vocabulary items related to the picture. Then, providing and discussing a model of text. After that, display the jumbled pictures. Then, asking the students to write a rough draft based on the picture series. And then ask the students to revise the draft focusing on the content, organization and grammar finally, assigning the students to have peer editing in order to edit the content, organization and grammar. Generally, the findings showed that the students’ performance in writing was better when picture sequence were used during the learning process.

METHOD

This study employed Classroom Action Research (CAR) design since it is the most appropriate research design which is related to solve the classroom problem. The purpose of action research is to solve classroom problem through the application of scientific method (Gay, 1992:11). According to Lier (1990:9) classroom action research is the central data deriving from things that go in the classroom. Harmer (2004:344) also points out that action research is the name given to a series of procedure which is engaged by teacher to improve aspects of their teaching, and to evaluate the success and suitability of certain activities and procedure. Based on statements above, classroom action research is needed by the teacher to improve the quality of teaching and learning practice in the classroom.

In conducting the study, the researcher used the design of classroom action research which is a cyclical process adapted from the model of Kemmis and Mc Taggart's (1998) namely; planning, implementation, observation and reflection. Then the researcher adapted into his procedure as the following figure:

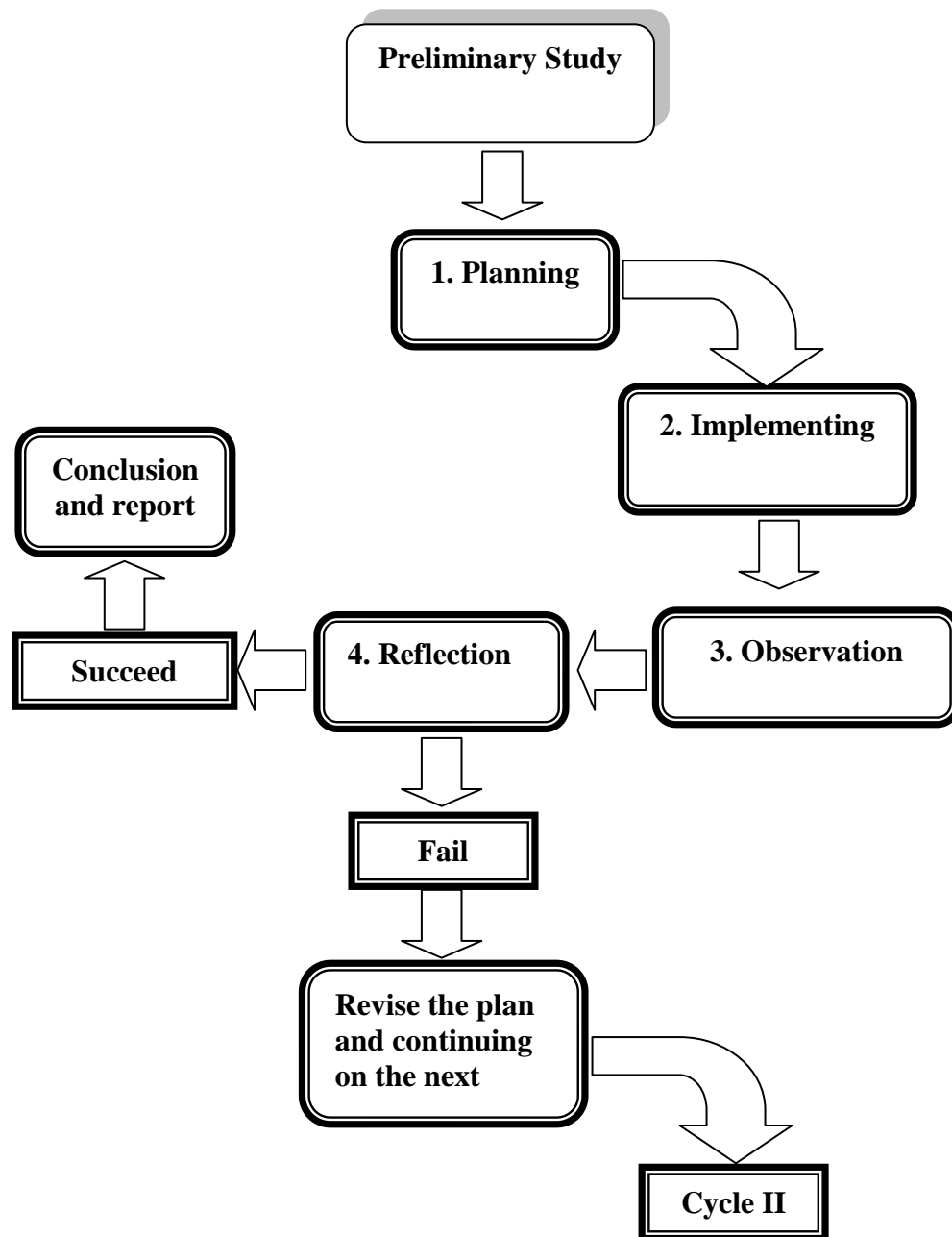


Figure 1 The Diagram of Classroom Action Research Procedure (adapted from Kemmis and McTaggart (1988: 14)

Planning the Action

In preparing the strategy, the researcher applies picture series to improve the students' writing recount text ability. This media is implemented to emphasize the students' understanding of constructing the steps of writing recount text and its language features. The researcher selects the appropriate picture series based on the material from many resources. This media is expected to stimulate the students' ideas, to guide them in organizing and developing ideas, and to improve their sentence structure.

This strategy based on the principles of teaching writing skill explained by Brown (2007: 404) that prewriting stage encourages the generation of ideas in the form of brainstorming and listing, and drafting or revising process can be applied by using the instructor's feedback and editing grammatical error. Considering that principles, the researcher set the steps are as follows: first, give the students a model of picture series and a recount text. Second, explain the text. Third, explain the generic structure and language features of recount text. Fourth, give the students another picture series. Fifth, ask the students to identify what they see in the picture. Sixth, guide the students to list the vocabulary from the pictures. Seventh, guide the students to make sentences by using vocabulary found based on the pictures. Eighth, guide the students to arrange the sentences to become a paragraph. Ninth, guide the students to revise the draft. Tenth, guide the students to edit the draft in terms of spelling, grammar and punctuation. Eleventh, ask the students to write the final version of the paragraph. The detail procedures of using this strategy can be seen in the following table.

Table 1 the procedure of applying picture series in writing recount text

Writing Stages	Teacher Activities	Students' Activities
Pre-activities	1. Explain the instructional objectives and the activity that will be done	1. Listen to the teacher's explanation
	2. Brainstorm students, background knowledge	2. Respond to the teacher's questions
Main-activities	1. Give a set of picture series and a recount text.	1. Receive a set of picture series and a recount text.
	2. Explain the text	2. Listen to the teacher's explanation.
	3. Explain the generic structure and language features of recount text.	3. Listen to the teacher's explanation.
	4. Give the students another picture series.	4. Receive a picture series
	5. Ask the students to identified what they see	5. Identified the picture

-
- | | | |
|-----|--|--|
| | in the picture | |
| 6. | Ask the students to list the vocabulary based on the picture series. | 6. List the vocabulary based on the picture series |
| 7. | Ask the students to make sentences based on list of vocabulary. | 7. Make sentences |
| 8. | Ask the students to arrange the sentences into a paragraph. | 8. Arrange the paragraph |
| 9. | Ask the students to revise their writing. | 9. Revise the draft |
| 10. | Ask the students to edit their draft in terms of spelling, grammar and punctuation | 10. Edit the draft |
| 11. | Ask the students to write the final version of their writing. | 11. Write the paragraph |

Post-activities	Ask students' opinion or questions about the teaching and learning	Give questions or comment about the teaching and learning process of meeting
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The Action

The implementation of the action is based on what has been intended in the lesson plan. The plan regarding with the teaching and learning of writing recount text is implemented after all preparation is made. The researcher teaches writing based on the lesson plan.

Collecting Data and Observing the Action

In this step, the researcher and collaborator collect any data about aspect and events during the implementation of picture series. The data will be collected by using observation check list and writing test. Latief (2010: 93) states that observation is an

activity of data collection that is use test to know the students' ability, while to know students' motivation by using questionnaires and recording all the activity in the class.

To collect the data in this study, an observation checklist is used to get data about students' activities in the teaching and learning process. The data of student's activeness are from observation during the implementation of technique starting from pre-activity, main- activity and post activity. To know the students' involvement in the teaching-learning process, the researcher was helped by the collaborator to observe all the students activities during the learning process. The researcher set three indicators to know whether the students were active or not in the teaching-learning process. The students were considered active if they met three or two of the indicators. The indicator are: (1) the students answer the teacher's question orally, (2) the students do the teacher's instruction, (3) the students able to write a recount paragraph.

Another instrument is the writing test. It was used to measure the students' writing ability and achievement in recount text. The test is given at the end of each cycle.

FINDINGS AND DISCUSSIONS

To answer the research questions, the findings of data analysis were presented in two categories: the students' participation during the learning process and students' achievement of writing test.

Findings

The findings of the study are presented in the form of description of the students' participation during the learning process and students' achievement of writing test in cycle 1 and 2. In cycle 1, It was four meetings. In the three meetings the students' activity in the classroom was observed by the collaborator teacher. In the last meeting the students were given writing test.

The Students' Participation in the Teaching-Learning Process in Cycle 1

In getting the data on the students' participation in the teaching-learning process, the researcher utilized observation checklists. The observation checklists consisted of 3 indicators which encompassed three meetings. All the indicators were used to see the students' involvement during the implementation of the technique. The researcher categorized active (A) and the active enough (AE) students as active participants.

The data obtained from the observation checklist in meeting 1, it was found that 19 students (42.2%) were active (A); as they met three indicators in the observation checklist,

15 students (33.3%) were active enough (AE) as they met two of the indicators, 11 students (24.4%) were not active (NA) as they met only one of the indicators. 2 students were absent in this meeting. From these data, it could be stated that there were 34 students (75.5%) who were categorized as active participants –active plus active enough– and who were actively involved in the teaching-learning process.

In meeting 2, it was found that 20 students (44.4%) were active (A); as they met three indicators in the observation checklist, 16 students (35.5%) were active enough (AE) as they met two of the indicators, 9 students (20%) were not active (NA) as they met only one of the indicators. 2 students were absent in this meeting. From these data, it could be stated that there were 26 students (80%) who were categorized as active participants – active plus active enough– and who were actively involved in the teaching-learning process.

The data from meeting 3, showed improvement of participation in teaching-learning process from the previous meeting. The observation checklist for this meeting showed that 22 students (46.8%) were active (A); as they met three indicators in the observation checklist, 17 students (36.1%) were active enough (AE) as they met two of the indicators, 8 students (17%) were not active (NA) as they met only one of the indicators. All students were present in this meeting. From these data, it could be stated that there were 39 students (82.9%) who were categorized as active participants –active plus active enough– and who were actively involved in the teaching-learning process.

Based on the observation checklists for those three meetings, it can be inferred that there was improvement on the students' involvement. In meeting 1, 75.5% of the students were actively involved in the teaching and learning process, whereas in meeting 2, it was 80 % of the students. It means that the improvement of the students' involvement from meeting 1 to meeting 2 was 4.5%. Meanwhile, in meeting 3, 82.9% of the students were actively involved. It indicated that the improvement from meeting 2 to meeting 3 was 2.9%. On the hand, the improvement from meeting 1 to meeting 3 was 7.7%. The students' involvement of learning activity in each meeting was shown in the Figure 2.

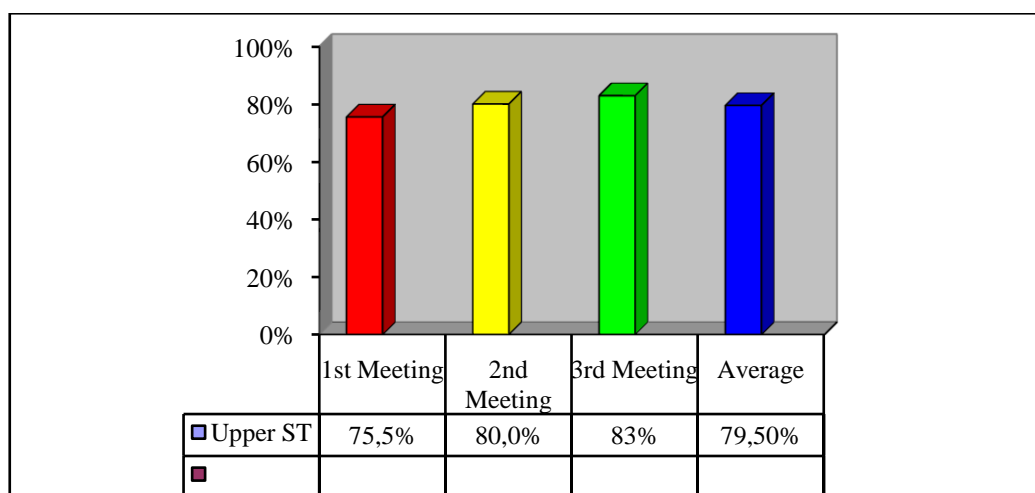


Figure 2 The Students' Involvement of learning activity in Cycle 1

The Students' Writing Achievement

In the fourth meeting the researcher gave the students a test. The result of the students' writing was collected and analysed by the researcher. It was assessed in terms of content, organization, vocabulary, grammar and mechanics. In terms of the content the students did not have difficulties to express their ideas in sentences because the picture series were really helpful for them to stimulate their mind to produce sentences. The pictures gave them inspiration to write the paragraph and also guided them to write in good order. Even though they could write the ideas of the paragraph, the way they told the paragraph was still influenced by the Indonesian style. From the analysis, it was found that the students still had difficulties in determining the tenses used. Students also had difficulties in identifying capital letters and the use of articles. The sample of students' writing was presented below.

Camping

Last Sunday my family went to the mountain for camping. We put the equipment in to the car. We did not forget to bring food. We left the house in the morning. My father drove the car. We accorded the forest. The tree was very tall. We also crossed the bridge. In the afternoon we came to the camping site. We build the tent together. Then we eat lunch. We were very happy at that time.

By Mu'ammarr

Camping in Sidomda

Last week my family went to the sidomba for camping. We take the trip by car. We bring tent and food. We left the house in the morning. My father drive the car. the forest very dark. The tree was very tall. There is the bridge. In two o'clock we come to sidomba. we make the tent together. Then we eat lunch. We are very happy.

By Tika

It was found that in terms of the content, none of the 47 students in level 1, 20 students were in level 2, 27 students were in level 3, and none of students were in level 4. In terms of the organization, 6 students was in level 1, 24 students were in level 2, 17 students were in level 3 and none of students were in level 4. In terms of vocabulary none students was in level 1, 26 students were in level 2, 21 students were in level 3 and none students were in level 4. In terms of grammar, none of students was in level 1, 21 students were in level 2, 24 students were in level 3 and 2 students were in level 4. Furthermore, in term of the mechanics, 24 students were in level 1, 22 students were in level 2, a student was in level 3 and none of students were in level 4. The result of the level of students' writing in each aspect was show in the Figure 3

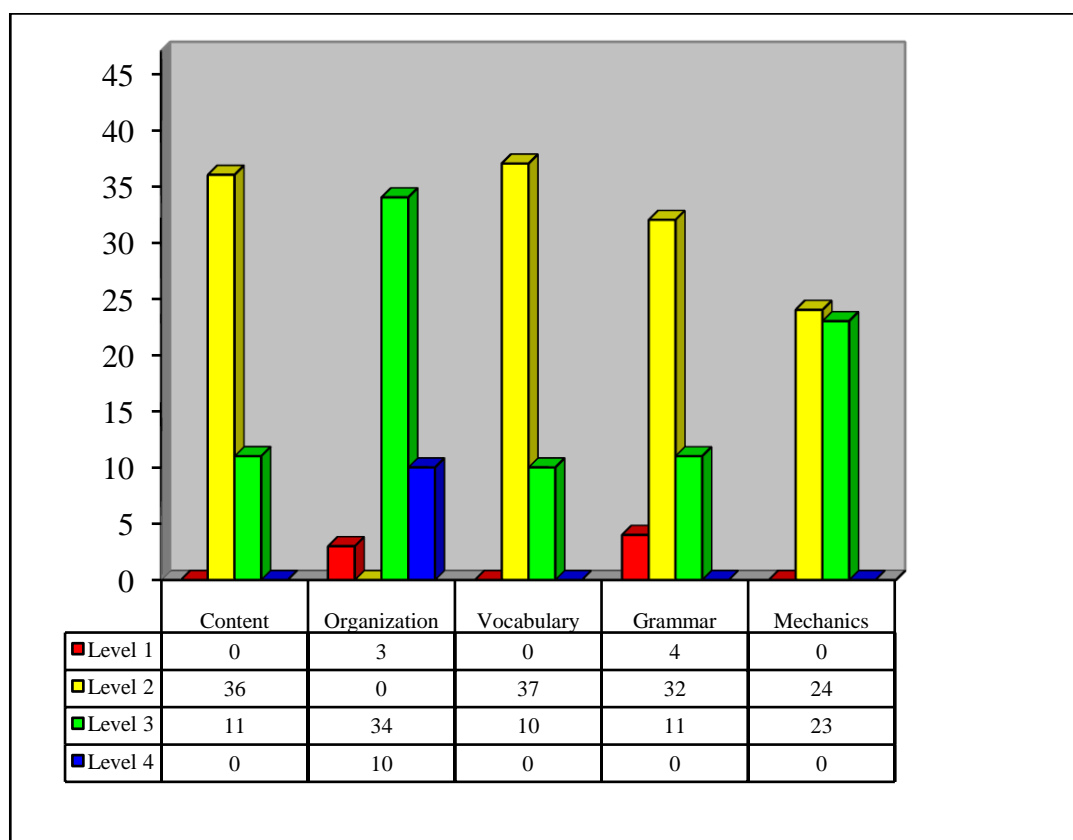


Figure 3 the Result of Students' Writing in Cycle 1

Based on the students average score obtained from rater 1 and 2, there was a student who get 75.5. It was the highest score while the lowest score was 55 and all the students got more than or equal 55.

The Students' Participation in the Teaching-Learning Process in Cycle 2

The data obtained from the observation checklist in cycle 2, in meeting 1, it was found that 19 students (42.2%) were active (A); as they met three indicators in the

observation checklist, 15 students (33.3%) were active enough (AE) as they met two of the indicators, 11 students (24.4%) were not active (NA) as they met only one of the indicators. 2 students were absent in this meeting. From these data, it could be stated that there were 34 students (75.5%) who were categorized as active participants –active plus active enough– and who were actively involved in the teaching-learning process.

In meeting 2, it was found that 20 students (44.4%) were active (A); as they met three indicators in the observation checklist, 16 students (35.5%) were active enough (AE) as they met two of the indicators, 9 students (20%) were not active (NA) as they met only one of the indicators. 2 students were absent in this meeting. From these data, it could be stated that there were 26 students (80%) who were categorized as active participants – active plus active enough– and who were actively involved in the teaching-learning process.

The data from meeting 3, showed improvement of participation in teaching-learning process from the previous meeting. The observation checklist for this meeting showed that 22 students (46.8%) were active (A); as they met three indicators in the observation checklist, 17 students (36.1%) were active enough (AE) as they met two of the indicators, 8 students (17%) were not active (NA) as they met only one of the indicators. All students were present in this meeting. From these data, it could be stated that there were 39 students (82.9%) who were categorized as active participants –active plus active enough– and who were actively involved in the teaching-learning process.

Based on the observation checklists for those three meetings, it can be inferred that there was improvement on the students' involvement. In meeting 1, 75.5% of the students were actively involved in the teaching and learning process, whereas in meeting 2, it was 80 % of the students. It means that the improvement of the students' involvement from meeting 1 to meeting 2 was 4.5%. Meanwhile, in meeting 3, 82.9% of the students were actively involved. It indicated that the improvement from meeting 2 to meeting 3 was 2.9%. On the hand, the improvement from meeting 1 to meeting 3 was 7.7%. The students' involvement of learning activity in each meeting was shown in the Figure 4.

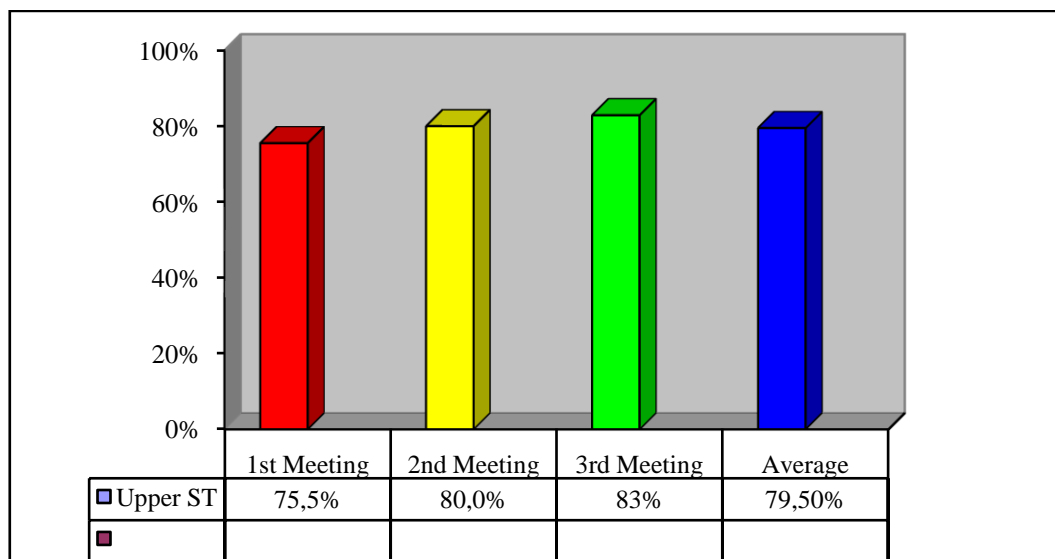


Figure 4 The Students' Involvement of learning activity in Cycle II

The Students' Writing Achievement

In cycle 2, it was found that the result of their writing was getting improved. They could express their ideas freely and developed them into paragraph. In terms of quality, some students showed good improvement. It could be seen from the increasing ability to produce grammatical sentences. During the editing, the students also made progress in editing their work in terms of grammar use, choice of words, punctuation, and capital letters. The sample of students' writings is presented below.

Go to Jakarta

Last month my family went to Jakarta. We left the house in the afternoon. We arrived at Ciledug station at 5 p.m. there were many people who were waiting the train. The train left Ciledug station at 06.00 p.m. I sat near the window. My father talked with the other people. The train arrived in Jakarta at night. There were many people who were waiting their family. My uncle, Irfan, picked up us in the station. We were very happy.

By Zumala

It was found that in terms of the content, none of the 47 students in level 1, 20 students were in level 2, 27 students were in level 3, and none of students were in level 4. In terms of the organization, 6 students was in level 1, 24 students were in level 2, 17 students were in level 3 and none of students were in level 4. In terms of vocabulary none students was in level 1, 26 students were in level 2, 21 students were in level 3 and none

students were in level 4. In terms of grammar, none of students was in level 1, 21 students were in level 2, 24 students were in level 3 and 2 students were in level 4. Furthermore, in term of the mechanics, 24 students were in level 1, 22 students were in level 2, a students was in level 3 and none of students were in level 4. The result of the level of students' writing in each aspect was show in the Figure 5.

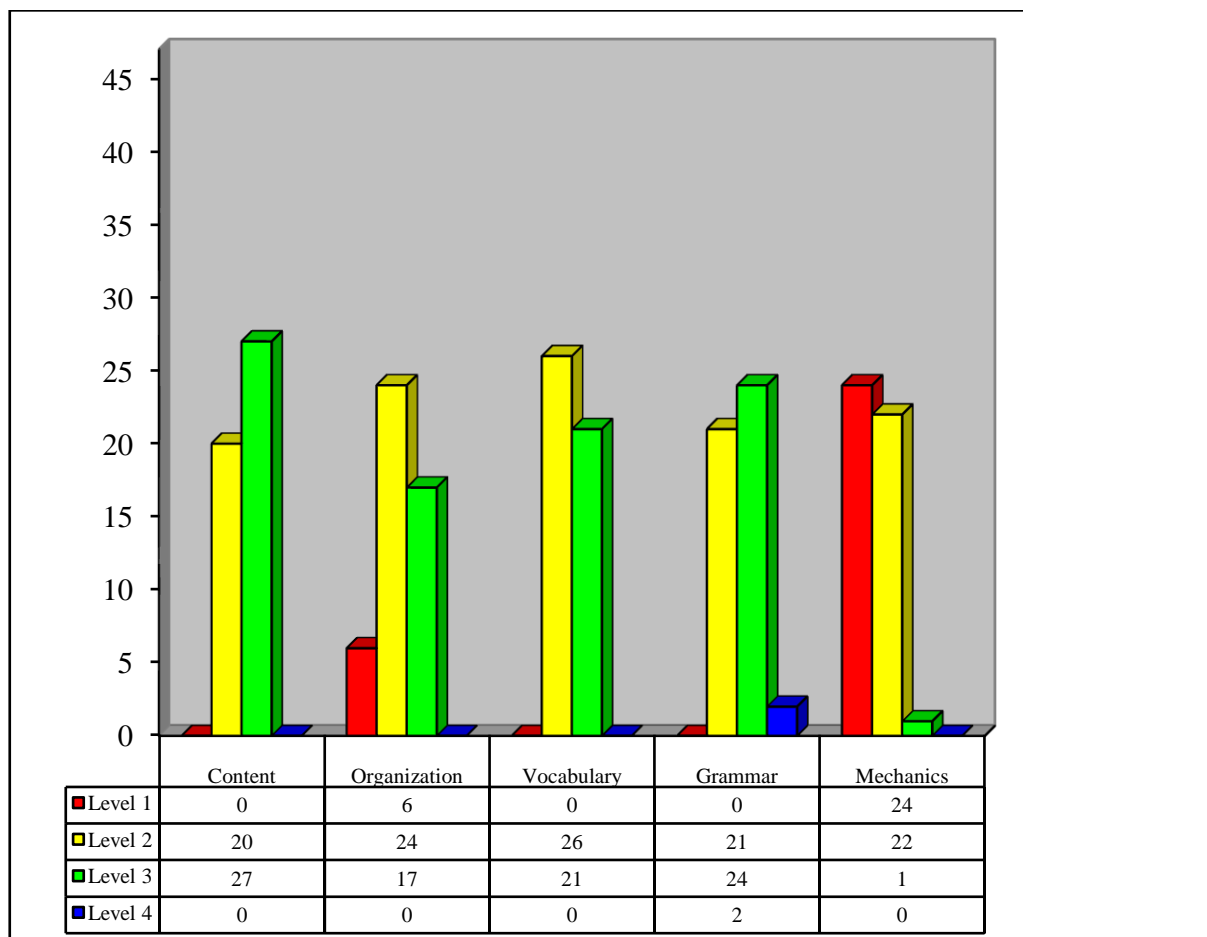


Figure 5 the Findings of Students' Writing in Cycle 2

Based on the students average score obtained from rater 1 and 2, there was found that a student get 75.5. It was the highest score while the lowest score was 55. All the students got more than or equal 55. Therefore based on the criteria of success it could be concluded that the result had already reached the criteria of success.

This part presents the discussion of the findings, i.e. the activities in implementing picture series and the improvement of the students' writings ability.

Discussions

At the beginning of the teaching and learning process, the teacher asked the students about their conditions and feeling to create a comfortable environment between

teacher and students. A comfortable environment could stimulate positive interaction between the teacher and the students and between students and students. This is in line with the statement from Hammer (2004), which says that the psychological problem faced by the students such as low motivation and reluctance to write can be reduced by creating a favourable class. The positive interaction in the teaching and learning process was expected to support the students to reach the objective of the study.

Next, the objective of the study and procedure of writing process were explained to the students in order to improve the students' understanding about the lesson and to motivate the students to write successfully. In explaining the objectives of the study and procedure of the writing process, questioning and answering were used in order to raise the students' participation in the teaching and learning process. The questioning and answering technique in the teaching and learning process was seen as a part of the teacher's role in motivating, guiding, and evaluating student's abilities. The questioning and answering of Wh- question, which are included in the pre-writing activity can stimulates student's thoughts before starting to write because the activity provide the learning experiences to the students.

The students were asked to interpret the picture series given. In this session, they were asked to answer some question related to the pictures. The questions were about the topic of pictures, the name of the objects in the pictures, the characters, the setting, etc. By asking some questions, it was expected that the students' schemata or previous knowledge about any experience related to the pictures could be activated. As an instrument in stimulating students' mind in the teaching and learning process, picture series give students basic material to their paragraph compositions and stimulate ideas to improve the paragraph (Wright, 1989).

Next, in drafting process the students were asked to list the vocabulary based on the pictures given, then write the sentences and developed it into a good paragraph in a chronological order. They were given opportunities to develop the paragraph according to their own interpretation but still in line with the topic of picture series. In process of writing, the picture series could help students to write in a good order and also helped them to continue the paragraph based on their ideas.

In the revising activity the students were assigned to revise their writing based on the feedback given by the teacher. Many students had a lot of feed back in term of vocabulary use and grammar. In this process the students did some activity: (1) adding material to support the ideas, (2) cutting parts that are not appropriate to the topic, (3)

replacing parts that the writers have cut and (4) changing the order of sentence or paragraph.

In the editing process, the students could edit their paragraph in terms of the content, organization, vocabulary, grammar and mechanics. This process was done through the teachers' conference and also peer editing. According to Cox (1998), the teachers' conference is an important part in the process approach to writing. The teacher can help the students with certain problem such as spelling, what to write about next, and so on. Meanwhile, the peer editing also may lead the students to the positive improvement where students can response to each other's works (Cox, 1998). In the first cycle, students could not make correction in their paragraph in terms of the language use or sentence structures. From the teacher' conference, the students could edit their paragraph. Through the editing process, the students could get improvement in the quality of their writing. The result of the editing process showed good progress in terms of spelling the punctuation and the organization of paragraph. The peer acted as an editor who gave suggestion for good improvement.

The use of picture series as media is effective in improving students writing skill. The picture series which arranged in chronological order help students to write paragraph in good order. Picture stimulates the writer to produce written production (Brown, 2004). The picture series can also activate students' motivation. This is in line with Wright statements (1989) which say that picture can motivate students to pay attention to the learning process and contribute to the context in which the language is being used.

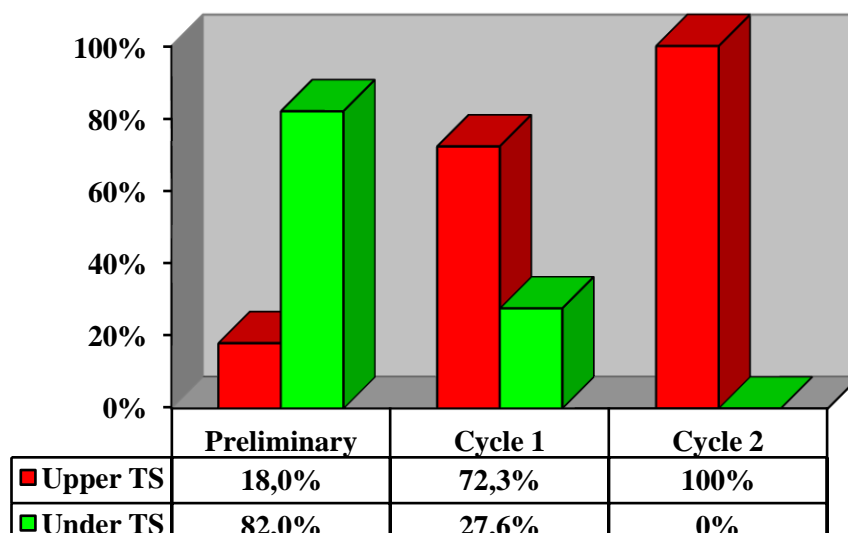
The result of the study showed that the students were able to develop the idea of the paragraph and write it with the appropriate content, organization, vocabulary, grammar and mechanics. The implementation of picture series also bring positive students' attitude during the teaching learning process. Based on the students average score obtained from rater 1 and 2, there was a student who get 75.5. It was the highest score while the lowest score was 55. All the students got more than or equal 55. Therefore based on the criteria of success it could be concluded that the result had already reached the criteria of success. They were excited and happy to have picture series. Picture series attract them to pay attention to the teaching learning process.

Discussion on the Improvement of Students' Writing Ability

The Implementation of picture series gave the students positive progress in their writing ability. The picture series gave idea and stimulated students' imagination to write a paragraph. The picture series also helped students to write the paragraph in a good order as

the picture series are arranged in the chronological order. In the writing process, the students did not feel worried anymore about what should be written, because picture series really helped them to express the idea in their mind. During the implementation, it can be seen that pictures could motivate the students to pay attention to the learning process. The picture attracted them to the context which the language is being used. Students could relate their experience in the real world in the classroom. Therefore, they could continue and developed the paragraph according to their own way of thinking.

The improvement of the students' writing skill was shown in figure 4. It showed that the result of the students' writing started from the preliminary study, cycle I and II.



*Note: Upper TS means Upper the Target Score (greater than or equal to 55)
Under TS means Under the Target Score (lower than 55)*

Figure 6 the Number of Students who Obtained Equal to or More than 55

CONCLUSIONS AND SUGGESTION

Based on the findings, the researcher draws the conclusion that the students' problems in writing recount text can be improved by using picture series. Students could improve their ability in prewriting activity. First, at the pre writing stage, the students were introduced to the picture series. A set of picture was consisting of six or five pictures.

Second, they were asked to identify the aspects in the pictures, in terms of determine the title, characters and setting. Third, they were asked to make a list of vocabulary. Fourth, at drafting stage, the students were asked to write sentences based on list of vocabulary. Fifth, they were asked to write the sentences become a paragraph. Sixth, at editing and revising stage, the students were asked to edit and revise the paragraph in terms of content, organization, vocabulary, grammar and mechanics. The editing process was done through the teacher's conference and peers editing. To give more understanding about editing and revising stage, the teacher select an example of incorrect paragraph and show to the students the correct one. At the last stage, the students were asked to write the final version of their writing. After using picture series as media in the teaching writing process, the students' ability in writing improved.

The improvements could be seen from their abilities in determining the topic and the title of the paragraph make a list of vocabulary based on the picture series. By using picture series, they could make the paragraph easier in a good order. In the writing process, students could also improve their abilities in developing and editing the sentences into a good paragraph. The role of the teacher was very important. As the facilitator and motivator, he gave the students opportunities to observe the pictures, to identify the object of the pictures, to discuss the aspects of the pictures, to develop a list of vocabulary into the sentences and arrange it become paragraph and to edit the writing in terms of content, organization, vocabulary, grammar and mechanics.

As additional finding, it is also can be concluded that implementing picture series as a media of teaching and learning writing can improve the students' motivation. Most of the students pay attention to the teacher explanation. The students answerd the teacher's question orally, did the teacher's instruction and above all, the students was feel relax and happy in the teaching and learning activities.

On the basis of finding of the study and discussion in the preceding chapter, some suggestions are presented for the English teachers and other researchers.

To the English teachers, it is suggested that use picture series in teaching of writing in order to make the students get interested in writing activities. The use of picture series can optimize the teaching and learning process especially in writing recount text. Besides, the teachers are suggested to improve students' English proficiencies by using picture series in teaching other skills and other kind of genres

Second, it is also suggested that the result of this study can be used as references in the process of teaching and learning writing through several activities such as pre writing, drafting and editing. Through the teaching learning process, the students are trained to

think critically and systematically, analyze and synthesize the aspect of the pictures to put into their writing paper. Therefore, the students' creativity can be improved.

To the future researchers, particularly those who are interested in applying picture series, it is suggested to conduct classroom action research or other designs on the use of this technique in the teaching of other language skills, for instance listening, speaking and reading and also other types of genre.

With regards to the suggestions above, hopefully the educational practitioners will be able to maximize the use picture series in improving the students' writing ability.

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ENGLISH TRANSLATION OF JAVANESE CULTURAL PIECES IN *RONGGENG DHUKUH PARUK* NOVEL

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Abstract: Translating cultural pieces is always challenging since it usually involves a task of presenting something unknown to the target readers. This case is seen in the translation of *Ronggeng Dhukuh Paruk* novel which has been translated in many languages, one of them is English. It is full of Javanese cultural pieces but it was written in Bahasa Indonesia. Later, it was translated (or rewrite) into Javanese—like coming back to its own language habitat. The objective of the paper is to identify the strategies applied to translate the cultural meaning. The data sources are the three-language versions of the novel, in Indonesia, Javanese and English. The analysis on the data revealed that there are many various cultural meanings in the text: ecological facts, social and cultural concept, the cultural products in things, religion, and linguistic features of the culture. The strategies used to translate the cultural meaning are descriptive (*badhongan* – leave garland), calque (*bukak klambu*), borrowing (*dadap*, *seling*, *kathik*), and borrowing with description (*kamitua* – respected leader). The procedure taken in translating cultural pieces considers some factor: the importance of the meaning for the narration, its foreign level, the importance of its exotics sense in the literary work, and the interest to present local nuances to the target readers.

Keywords – Translation, Cultural Meaning, Translation Strategy, Banyumas Culture

INTRODUCTION

In doing his/her task, a translator has to understand the meaning of a whole text and presents them in another language completely. The “completeness” here will never be

achieved because rendering the meaning from a source text to a target will always creates a translation loss (Harvey and Higgin, 1999:16):

“the transfer of meaning from ST (source text) to TT (target text) is necessarily subject to a certain degree of translation loss; that is, a TT will always lack certain culturally relevant features that are present in the ST.”

A translation is impossible to represent a perfect meaning due to the discrepancies of language and cultural elements involved. In a case, a translator should take an adaptation procedure by overhauling the wording of the original text. This is done especially when a translator finds the concept in the original text that is not known in the target culture (Hatim & Munday, 2004:151). He, then, should create a new wording regarded to be equivalence, the situational one. The novel of Ronggeng *Dukuh Paruk*, is titled by Lysloff (2003) as “*The Dancer*” and the movie of “*Le Grande Meaulne*” (“The Big Meaulne”) is rendered into “The Wanderer”. Their different wordings do not block the meaning delivery, the reader still gets the core meaning of the original (see Hatim & Munday, 2004:151).

Such cases are frequently encountered in translating literary works. In doing his works, a translator has to understand “the intentional meaning” of the author by interpreting linguistic, stylistic and thematic signs. Translation in this case then means interpreting the intentional meaning of the author. (Nord, 1997:34). Besides the meaning, the translator should be able to realize a similar language beauty in the translation. This paper analyzes the cultural meaning in an Indonesian novel of *Ronggeng Dukuh Paruk* which has 6 versions of translation. It will only focus on three versions of the novel, Indonesian, Javanese and English. Considering the limit space, the paper will only present three strategies employed by the translator in handling the cultural meanings: descriptive, semantic, and calquing.

DISCUSSION

Descriptive Translation

Description has been there in the original novel. It is done to depict the unique pieces in the cultural context. One of them is the ecology like the sample below.

Yang menjadi bercak-bercak hijau di sana-sini adalah kerokot, sajian alam bagi berbagai jenis belalang dan jangkrik. Tumbuhan jenis kaktus ini justru hanya muncul di sawah sewaktu kemarau berjaya. (RDP:6)

(The green spots seen here and there are *kerokot*. The natural offers for locust and cricket. The plant of cactus type only grows in a drought.

The original text has described that “kerokot” is a unique grass of cactus type. “Cactus” is made into a bridge to make the concepts understandable for the Indonesian readers. The description reflects the fact that the readers of the novel do not belong to the cultural setting in the novel. If the target readers are Javanese of Banyumas culture natives, the author won’t need to put such a description. This has an effect to the translation as the text that is translated into Javanese to which the story belongs. The Javanese version reveals the foreign term, “kaktus”.

Ning esih ana dlemak-dlemok ijo wujud thukulan sing dearani kroat, sing desedhiakna neng alam nggo pangane jangkrik utawa walang. Thukulan sing kelebu perangan kaktus kiye pancen teyenge metu angger ana mangsa ketiga.

The presence of “kaktus” in Javanese version emphasizes the intertextuality of source text (guide) in creating the text (see Halliday in Manfredi:2008). The translator does not only tell the story, but also the original wording. Banyumas readers surely know more “kerokot” than “kaktus”. Explaining it via “cactus” in fact makes the readers frown, because they are very different in forms. It’s there only to flavor the narration.

English version tends to simplify in presenting *kerokot* by putting its association with cactus at the front as premodifier.

The only spots of green here and there were the cactus-like kerokot that appeared in the fields only during a drought, nature's sacrifice to the sundry forms of locusts and crickets. (1)

The translators present the explanation at the beginning to avoid the foreignness. It is to give a clue to the target readers. However, the use of “like” here is questionable. The author of the original novel compares *kerokot* to cactus in terms of their survival nature in drought. With “like”, it seems that both have similarity in their physical characteristics, which are in fact very different. Similar cases are also seen in the translation of *badongan* (leave garland) and *bukak klambu* (the opening of net-mosquito) in which the concepts are described a lot.

Similar strategy is also seen in the translation of “rangkap”. The concept is provided with a definition and description. The word “rangkap” has been changed into Indonesian phonology from Javanese term of *rangkep*.

<p>"Rangkap" yang dimaksud oleh Sakarya tentulah soal guna- guna, pekasih, susuk, dan tetek-bengek lainnya yang akan membuat seorang ronggeng laris.</p>	<p><i>Rangkep sing dekarepna neng Sakarya mesthi baen ngenani guna-pekasih, susuk utawa liyane sing merekna dadi larise ronggeng. Pancen, Kartareja karo bojone kewentar pisan maring prekara kiye.</i></p>	<p>And, there's another thing: the problem of <i>rangkep</i>, of course. That's right up your alley, isn't it?" Kartareja chuckled. Sakarya was referring to the black magic, love charms, body piercing with talismans and other procedures that make a ronggeng dancer popular.</p>
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The writer needs to explain this way since the concept is unknown for the modern culture—including for the people with Javanese cultural background. Surprisingly, English version adopts the original Javanese terms, *rangkep*. Though its definition of “black magic” is not quite right. Cambridge Advance Learner’s Dictionary (2008) defines it “a type of magic that is believed to use evil spirits (= people who cannot be seen) to do harmful things, *Rangkep* here has a good purpose to make people love to the dancer, without any bad effect to the people. The use of original *rangkep* here proves that the translator understands the original culture of the novel and the common adaptation of Indonesian-Javanese words as it is seen in many other cases like (*mantap-mantep, mantan-manten, malam-malem, asam-asem*, and many others).

Semantic translation

It refers to the use of the terms in TL whose meaning is not really the same like that in the SL, but it is taken as “adequate” to represent the original word. In doing so, a translator should “emphatize” with the author—have a feeling in the way the writer does (Newmark, 1988:64). This is seen in the English version to deal with the artifacts like food and clothes: *gaplek* (*tapioca gruel*), *sampur* (scarf/sash), and *angking* (waistband). Besides, it is also used to transfer the cultural social status, *kamitua* (“respected elder”). The “*angking*” in Javanese is not the same like “waistband” : “a strip of material that forms the waist of a pair of trousers or a skirt” (CALD: 2008). “*Angking*” and waistband shows a similar function, but their shapes and materials are very different. The similar case is also evidence in *sampur* and its selected equivalence “scarf” or “sash”.

Calquing Translation

Calque is “a form of **cultural transposition** whereby a TT expression is modelled on the grammatical structure of the corresponding ST expression” (Hervey & Higgins, 1992: 29). This is seen in the English version to render “*Kyai Comblang*”. It is a meaningful name for a musical instrument of percussion. It is taken with its paraphrase of “*Venerable Matchmaker*”. “Kyai” is the Javanese honorifics to refer religious leader, animal and things they believe to have a magical power. “Comblang” is literally a matchmaker. Thus, it can be defined that the musical instrument has a supernatural power to make two persons in love each other. “Venerable” is not really adequate to accommodate the meaning in “Kyai”; it is lost in the magical power.

Borrowing

This is mostly used by the English version to render the ecological facts unknown in the west. The words are just taken into the translation, without any addition. They are recognized by the naming of the species, like birds and trees. The examples include *dadap* (dadap tree), *puring* (puring tree), *bluwak*, *kuntul*, *trinil* (water birds, like *bluwak*, *kuntul*, and *trinil*). With this, the readers can understand that they are the local names for the birds and the trees.

Borrowing and Description

One of the key words in the novel is *ronggeng*, referring to a traditional dance performance in Banyumas area. It is taken as a common word in Bahasa Indonesia. It is based on the assumption that the Indonesian readers in general know the performance.

Orang-orang tua bertembang kidung, dan anak-anak menyanyikan lagu-lagu ronggeng. Dengan suara kekanak-kanakannya, Srintil rnendengarkan lagu kebanggaan para ronggeng: Senggot timbane rante, tiwas ngegot ning ora suwe. (RPD: 11)

To deal with this, English version directly borrows and uses it along the narration. To bridge the understanding, the translator puts the word, “dancer”, “performance”, “songs”. The word “dancer” is the fixed modifier used by translator to help readers take the right meaning. The similar cases are seen in the translation of the words like *kidung* (traditional ballads), *thole-thole* (dance), *tembang* (Javanese traditional song).

and the songs of ronggeng dancers that were popular among the children. Srintil, in her young girl's voice, was singing "Senggot," a favorite song of ronggeng dancers.

The strategies taken in translating the cultural elements in the novel are based on the factors like the significance of the concept to the narration, the level of foreignness of the word in the target readers' mind, and the importance of presenting the exotics of the novel. Besides, the difficulty of translation of some concepts becomes the reason to take the way they are. For example, the ecological word like "waru" is translated by its Latin terms, *hibiscus*. Others are just borrowed by identifying by mentioning the species, like birds, and trees, this is done because the words are not very important to the narration and the readers do need to really know them. It is enough for them to know that they are birds and trees.

CONCLUSION

The measures a translator decides are to present the meaning of the original for the target readers. Semantic strategy, for example, may transform the cultural concept and in turn creates a discrepancy against the original. However, it is the best option to take in its corresponding case. Presenting a perfect meaning in literary text can be said to be impossible. With their authority, translators then have a space of freedom to create their own text, guided by the original work. Thus, the decision is so various, even to deal with the cultural terms. Some words are handled by descriptive translation, and others are rendered via semantic translation, calquing, borrowing, and borrowing plus description.

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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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