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STUDENTS' PERCEPTION ON THE UTILIZATION OF LANGUAGE LABORATORY FOR SPEAKING PERFORMANCES

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Abstract: Language laboratory is one of teaching aid that can be utilized to facilitate EFL learners in learning speaking skill. Just like any other English skills, speaking activity is potentially can be carried out using such electronic devices provided in language laboratory to help students express their verbal ideas. Utilizing language laboratory is expected to support students' speaking performances. This correlational research is conducted to examine whether the students' perception on the utilization of language laboratory in *Speaking* course correlate significantly with their speaking performances. The instruments used for collecting data are questionnaire and Speaking test. The result of this research shows that there is no significant correlation between the students' perception on the utilization of language laboratory in *Speaking* course with their speaking performances. The existence of students' perception on the utilization of language laboratory in *Speaking* course does not influence and gives any valuable contribution to their speaking performances. There are extraneous and possible factors that may influence the result of this research. Finally, this research is expected to become the new perspective about language laboratory that can be utilized as interactive media or teaching aid in teaching *Speaking* course. Furthermore, exploring the extraneous factors that occur to students in this research is needed to be investigated widely.

Keywords – Correlation, Students' Perception, Language Laboratory, and Speaking Performances

INTRODUCTION

English is taught as a foreign language in Indonesia and learned after the students master their first and second languages. The recent English curriculum objective is designed to develop students' communicative competence both in oral and in written communication. English proficiency is one of the main requirements for those who want to involve themselves in occupational or academic purposes as well as in communication and relationships within and between communities around the world (Sharifian, 2009:1).

In language teaching, the mastery of four language skills (listening, speaking, reading, and writing) is important. In the Indonesian context of English teaching, competence in speaking for students in undergraduate level of English majors particularly is considered as important as competence in other language skills. Ur (2012) states that of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as speakers of that language as if speaking included all other kinds of knowing, and many, if not most, language learners are primarily interested in learning to communicate orally (p.117). In addition, a large percentage of the world's language learners study English in order to develop proficiency in speaking.

The ability to speak in foreign language well is a very complex task while we try to understand the nature of what appears to be involved. Richards and Renandya (2002) illustrate that speaking is used for many different purposes, and each purpose involves different skills (p.201). When we use casual conversation, for instance, our purposes may be to make social contact with people. When we engage in discussion with someone, on the other hand, the purpose may to seek or to express opinions, to persuade someone about something, or to clarify information. In some situations, we use speaking to give instructions or to get things done. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in.

STKIP PGRI Banjarmasin as one of universities located in Banjarmasin has English department that trains and gives aid to the students to master English that will eventually prepare them to be professional English teachers. Within four semesters, they are trained on how to improve their speaking skill (Speaking I – IV). The objective of the course is training students to be able to communicate in English fluently and accurately within various activities, contexts, and situations. Since the first semester, the students are encouraged to speak English through various teaching and learning activities and they are

also stimulated to increase their abilities in English speaking by enriching their vocabularies.

Further, in the second semester, the teaching of speaking (Speaking II course) is focused on how to increase the students' self-confidence in speaking English, increasing their vocabulary mastery, and improving their speaking ability particularly in fluency. Speaking II course trains students to speak in attractive and communicative activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play (English Department Syllabus of STKIP PGRI Banjarmasin, 2012). Hence, the students of Speaking II course batch 2016 are engaged as subjects of this study.

Based on the observation conducted by the researcher, it was found that many students still have problems in expressing their verbal language in speaking class. A possible way of stimulating students to talk might to provide them with opportunities to use the language. However, the problems that seem to occur and to restrain their speaking are having little material and interesting media that stimulate students to speak actively. Shumin in Richards and Renandya (2002) specifies that the teacher needs to provide students with opportunities to learn from auditory and visual experiences, which enable them to develop effective interactive activities (p.209). The way of teaching speaking that conventionally asks the students to speak in front of the class is absolutely need to be updated. It was found that students perform worse when they were asked to speak only without any teaching aid to equip them develop their topics to be presented and elaborate the topic to be more communicative.

Language laboratory is one of media that cannot be separated from the language teaching. The existence of language laboratory is considered as vital and essential thing. It also becomes popular, trend, innovation of technology, and requirement to support the instructional process. It affords opportunity for the students to hear the language spoken by a native and to practice speaking the language themselves (Sampath et al., 2001, p.218). Furthermore, language laboratory can also be fascinating devices that equip students in learning language. It offers the modern alternative way for students to utilize the media to support them in learning language, from simple to high technology ones, such as: television, CD, DVD, tape recorder, multimedia, ICT, LCD, internet networking, CALL, and others relevant electronic devices.

In the context of teaching speaking, the language laboratory has been used due to intensive implementation of the communicative methodology in language teaching, particularly for speaking activities. As a medium of instruction, the language laboratory is,

like all other media, a means of reaching a purpose that speaking class trains students to have communicative competence (Wei and Liu, 2013, p.31). There have been explorations in the area of technology in language laboratory to meet this purpose. Using language laboratory, the students can use both hardware and software multimedia provided, such as: radio, television, headset, CD, DVD, Power Point slides, computer, and other materials that surely help them develop their critical thinking to be expressed verbally. Moreover, the internet network provided in language laboratory will equip them to look for and share information, additional knowledge, and other valuable ideas as basis relating to the topic they want to talk and discuss in speaking class.

Moreover, the language laboratory is also representative enough for assessing students' skills. It provides them with the technical tools to get the best practice of English language skills. The electronic devices used in language laboratory will stimulate the eyes, the mouths, the hands, the ears, and other gestures to acquire the language quickly and easily (Aulia, 2016, p.185). In short, each student can get the experience of having interaction with native speakers through the use of it. It will also facilitate both the teacher and the students to integrate the various skills of language learning (listening, speaking, reading, and writing) and integrate technology more fully into language teaching. Hence, the language laboratory has become the need in foreign language learning process.

Considering that language laboratory offers the important role in facilitating students to be more active in speaking class, it is expected that the students will be helpful and have the valuable experience and positive personal views, perception, impression, and judgment on the use of the language laboratory. Ideally, when they have experience, get the benefit on the use of electronic devices in language laboratory, and show positive perception on its utilization in speaking class, it is also followed by the progress of their speaking performances. The electronic devices used in the laboratory will stimulate the eyes, mouth, and ears of the students to acquire the language quickly and easily (Wilson and Thayalan, 2007). As a result, the students will transfer everything easily to come to their minds to be something to speak communicatively. This progress is represented as they will be more active to participate and more communicative in speaking class and later will increase their speaking performances.

In the English instructional process, the students' perception on the use of particular media is highly related to their responses after utilizing the devices. In this case, the selection of appropriate media is one of important factor in learning language. It will contribute and give an effect to their performances. When they feel comfortable and choose appropriate media, it will contribute something positive to their learning attitudes.

In other words, students who utilize reliable media demonstrate positive attitude towards the use of electronic devices though efforts to develop attractiveness of their performances (Mintzes and Leonard, 2006).

Language teaching today utilizes any varied forms of technology to enhance learning in the classroom. In a language laboratory, students do not play a passive role, but they listen to, and/or watch multimedia materials in which native speakers are talking in authentic contexts. They can record themselves and listen to themselves speaking the target language and compare themselves with the original material. Finally, they can converse with their fellow students in pairs or in groups using the target language. Students feel less self-conscious, try harder, and are more open to try new things in a lab than in a classroom. Audio, video, multimedia, and the internet provide appropriate resources culturally and prompts with which students can interact (Bush, 1997).

Traditional classroom teaching has usually offered interaction between the teacher and one student at a time. Leaving the rest of the class waiting for their turn, and possibly uninvolved in the learning activity, but language laboratory with their electronic devices enable teachers to interact with the whole class simultaneously, offering students the opportunity to develop their language skills, as well as their speaking proficiency in an environment that is entertaining and stimulating, and which promotes effective language acquisition.

Furthermore, according to Satya (2008), within a language laboratory, teachers can use modern techniques to teach speaking and to spark students' interest in learning, and because they can watch and listen to native language speakers, their speaking skills can greatly improve as they can get inspiration to develop their ideas verbally. The language laboratory supports students in gaining more confidence speaking and overcoming their natural shyness. Due to this assumption, this objective of conducting this research is to know whether the students' perception on the utilization of language laboratory in *Speaking* course correlate significantly with their speaking performances.

Above all, this study can be an alternative perspective in TEFL area focusing on infusing modern technology into students' activities. Language laboratory which is usually used dominantly for listening activity, will lead the students and the teacher develop learning experience in other language skills. This will accommodate such idea in integrating technology-based foreign language instruction.

In general, it is hypothesized that there is a significant correlation between students' perception on the utilization of language laboratory in *Speaking* course as indicated by the

progress of their speaking performances. There are two hypothesis formulated under this research.

Alternative hypothesis (H1):

There is a positive correlation between students' perception on the utilization of language laboratory in *Speaking* course with their speaking performances.

Null hypothesis (H0):

There is no correlation between students' perception on the utilization of language laboratory in *Speaking* course with their speaking performances.

METHOD

This research is conducted in *Speaking* course of English majors in STKIP PGRI Banjarmasin. It is the correlational research aiming at examining whether there is correlation between students' perception on the utilization of language laboratory in *Speaking* course and their speaking performances. There are two classes of second semester students taking *Speaking II* course. They are Morning class and Afternoon Class. There are 27 students of Morning class and 25 students of Afternoon class. In other words, the numbers of population of this research are 52 students.

The selection of second semester students as population of this research is based on some considerations. First of all, they had got *Speaking I* course as the early session *Speaking* course when they are in the first semester. Next, there is no outstanding class between them. They are considered to have homogeneous learning experience and have the same speaking activities although they do not have the same frequency of meeting in one semester of *Speaking II* course in particular situation and condition.

As the numbers of population are 52 students, the researcher employs simple random sampling due to the homogeneous of the students as the subject of this research. A simple random sampling is the one in which each element of the population has an equal and independent chance of being included in the sample. The researcher uses lottery to determine the sample. There are 26 of 52 students from 2 classes taken as samples of this research.

There are two instruments of collecting the data used in this research. They are questionnaire and speaking performance test. First of all, questionnaire is distributed and administered to the students in order to know and to see their responses, personal feelings, impressions, and perceptions about the utilization of language laboratory in *Speaking* course. In this case, perception is what a student says about his or her attitude towards the utilization of language laboratory in *Speaking* course depending on what the student

undergoes to his or her beliefs and feelings. The researcher obtains data of the opinion for each student through the questions by getting a students' expressed reaction to provided statements.

The researcher obtained data of the opinion of a student through the use of questions and by getting a student's expressed reaction to statements. All favourable statements in questionnaire are scored from maximum to minimum as: Agree (5 points), Tend to agree (4 points), Cannot say (3 points), Tend to disagree (2 points), and disagree (1 point). The result of students' responses are decided on an order and arranged chronologically by importance and by frequency of the answers given. The results of questionnaire are mapped out and calculated in form of table. The form of questionnaire can be seen in the attachment.

Next, speaking performance test is carried out to measure the students' progress on their speaking performance. The material for the test is to describe some possible topics in forms of discussion and presentation. They are asked to utilize all language laboratory devices as possible supporting media, supporting material, or supporting teaching aids that hopefully, can be helpful for their performances. The researcher employs an analytic oral language scoring rubric adapted from O'Malley and Pierce (1996, p.68). The analytical oral language scoring rubric used in this research can be seen on the attachment. The use of this scoring rubric is based on consideration that it provides students specific feedback on their speaking performance with respect to each of the individual scoring criteria so that the students will realize which parts from their ability need to be improved. The results of this speaking test are analysed as important data to see students' speaking performances.

The technique of collecting the data using both of instruments covers some steps that are presented to some meetings. First of all, at the first meeting, the researcher comes to the class and explains what the students should do in *Speaking* course, what the materials are, and everything relating to activities they have to do. Besides that, the researcher informs students to select one or more electronic devices provided in language laboratory as supporting tools for their speaking activities. They are asked to think about and provide speaking activities they have to perform utilizing such tools in the next meeting.

Next, in the second, third, and the fourth meetings, the researcher asks students to perform their speaking activities one by one by utilizing electronic devices in language laboratory to support their performances. The researcher assesses and evaluates the students' performances using provided scoring rubric. At the end of this meeting, the researcher reinforces and delivers feedback for the whole speaking activities accomplished

by them. Finally, in the fifth meeting, the researcher discusses and shares what the students had learn in *Speaking* course by utilizing language laboratory and its electronic devices. Then, the researcher distributes the questionnaire to students to gain their perceptions related to their feelings after performing their abilities utilizing it in speaking activities.

In order to measure the correlation level, the researcher employs Pearson Product Moment formula developed by Karl Pearson. The data analysis is covered by the following procedures:

- (1) Checking the result of questionnaire and giving score for each item and total score for each students, then calculating the total score of the whole items;
- (2) Checking the result of students' speaking performances and calculating the total of speaking score for the whole students;
- (3) Tabulating the questionnaire result and speaking score to describe the total for each instrument. The questionnaire result are symbolized as variable X and the students' speaking scores are symbolized as variable Y;
- (4) Computing the coefficient correlation of both variables by using the following formula:

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where:

$\sum X$ = the total score of students' perception on the utilization of language laboratory in *Speaking* course derived from questionnaire

$\sum Y$ = the total score of students' speaking performances derived from the speaking test

$\sum X^2$ = the total score of square of students' perception on the utilization of language laboratory in *Speaking* course

$\sum Y^2$ = the total score of square of students' speaking performances

$\sum XY$ = the total of multiplication between the score of students' perception on the utilization of language laboratory in *Speaking* course and students' speaking performances

N = the number of subjects/ students

r = the coefficient correlation between two variables (calculated r)

In order to ensure and convince that the result of computation using previous formula is absolutely correct, the researcher calculates the coefficient correlation using another deviation formula as follows:

$$\sum xy = \sum XY - \frac{(\sum X)(\sum Y)}{n}$$

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

where:

r_{xy} = the coefficient correlation between two variables (calculated r)

$\sum xy$ = the value deviation between the score of students' personal views of language laboratory in speaking class and students' speaking performances

$\sum x^2$ = the value deviation of students' personal views on the utilization of language laboratory in speaking class

$\sum y^2$ = the value deviation of students' speaking performances

- (5) Computing the degree of freedom (df) to test the significance of coefficient correlation using the formula : $N - 2$. The subject of this study are 26 students, so the value of $df = 26 - 2 = 24$
- (6) Testing and comparing the calculated r from data analysis with the value of r (critical r) in table at .05 and .01 level of significance to know whether it is correlated significantly or not with $df = 24$. The table of level of significance for correlation can be seen in the attachment.

There are two possibilities to interpret the value of correlation coefficient. The correlation is significant when the correlation coefficient (r) is the same as or higher than the critical r. It means that there is an actual relationship between two variables under this research. On the other hand, the correlation is not significant when the correlation coefficient (r) is lower than the critical r. It means that there is no relationship between them.

FINDINGS AND DISCUSSIONS

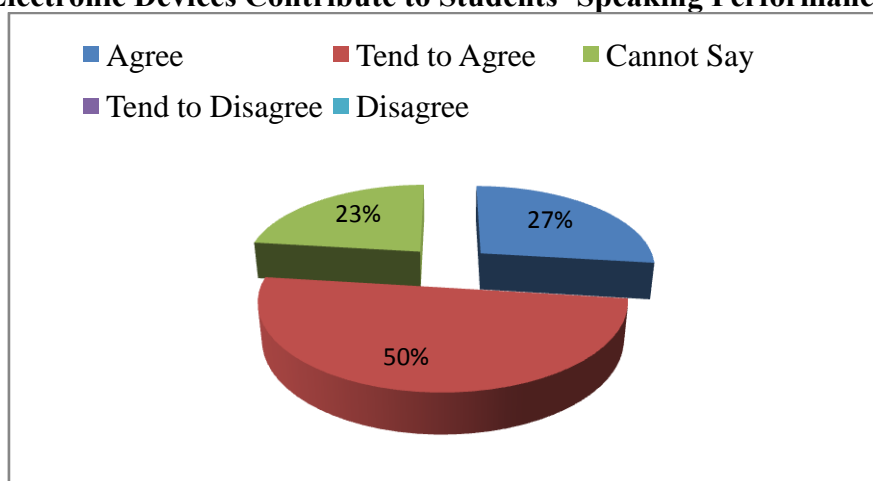
Findings

Findings of this research cover three areas. They are the result of students' perceptions on the utilization of language laboratory in *Speaking* course, the result of students' speaking performances, and the correlation result of both of them.

1. *The Result of Students' Perceptions on the Utilization of Language Laboratory in Speaking Course*

As mentioned in previous section, obtaining the data being related to what students feel about the use of language laboratory in *Speaking* course is carried out by administering the questionnaire. In this case, the researcher concludes the result of questionnaire into four essential parts that represent the students' perception about that. First of all, figure 1 describes the students' responses toward the question that ask them related to the contribution of utilizing language laboratory and its devices on their speaking performances.

Figure1. The Result of Students' Views that Language Laboratory and its Electronic Devices Contribute to Students' Speaking Performances



From Figure 1, it can be concluded that majority of students (50%) state that they tend to agree that the utilization of language laboratory and its electronic devices contribute to their speaking performances. It indicates that in average, some of them feel happy in using language laboratory in speaking class and half of them probably are uncomfortable to use it.

Secondly, figure 2 describes the response of students when they are asked whether utilizing of language laboratory and its electronic devices help them much in developing ideas to speak.

Figure 2 The Result of Students' Views that Language Laboratory Help to Develop Ideas in Speaking

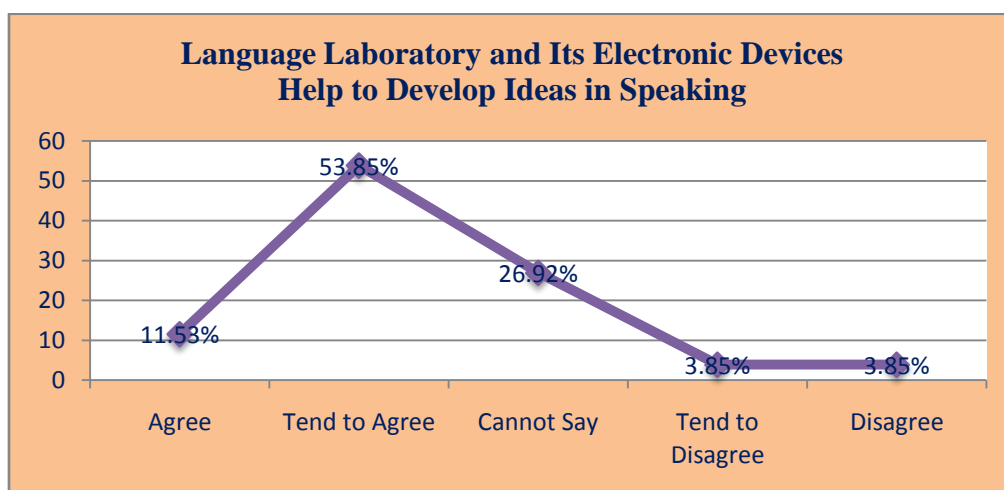


Figure 2 shows that majority of students (53.85%) state that they tend to agree that the utilization of language laboratory and its electronic devices help to develop ideas in speaking. It indicates that in average, some of them state that language laboratory and its electronic devices help much in getting and developing ideas to speak in speaking class. Half of them may feel that the use of language laboratory and its electronic devices do not contribute anything in developing ideas to speak.

Next, figure 3 describes the students' statements and personal views whether language laboratory and its electronic devices are appropriate as supporting media or not to be used in *Speaking* course.

Figure 3. The Result of Students' Views that Language Laboratory is Appropriate Media Used in Speaking Class

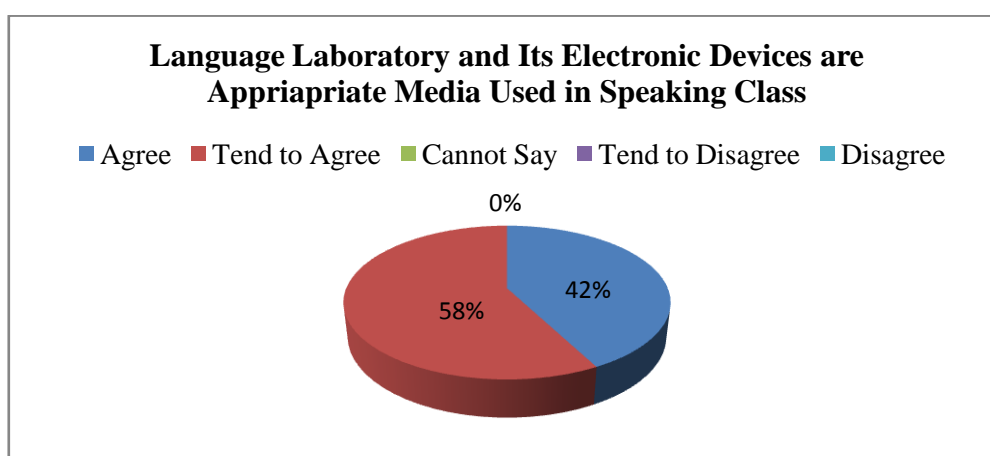


Figure 3 shows that majority of students (58%) state that they tend to agree that language laboratory and its devices are appropriate to be used as supporting media in *Speaking* course. It indicates that in average, some of them state that it is

representative enough to be used as supporting and additional media that can facilitate them in learning to speak. Furthermore, half of them may feel that language laboratory is optional to be chosen as media or teaching aid in speaking class.

Finally, figure 4 concludes the students' perception on the use of language laboratory in *Speaking* course. Their perceptions present their feelings, attitudes, and beliefs related to classroom atmosphere when they were learning to speak in English using language laboratory and its devices.

Figure 4 The Result of Students' Views on Classroom Atmosphere of Speaking Class in Language Laboratory

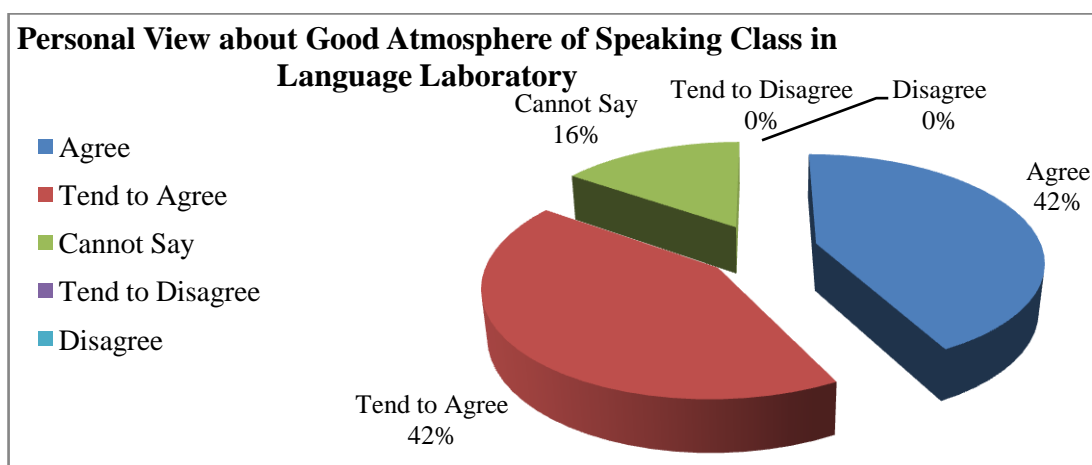


Figure 4 shows that majority of students (42%) state that they tend to agree that classroom atmosphere is good when they are learning to speak in language laboratory. It indicates that in average, some of them state that they are happy and comfortable to learn in language laboratory. However, half of them may feel that there is no something special when they are learning to speak in language laboratory. Probably, they may feel that classroom atmosphere is good enough or sometimes bad because of some personal considerations.

In conclusion, there are 51% of 100% students at average as indicated by four indicators above that the students have positive personal judgment, feel happy, and consider that language laboratory and its electronic devices help them in learning to speak in speaking class. The rest 49% of students may have the opposite statement. They may feel that the use of language laboratory and its electronic devices in speaking class do not contribute and influence their speaking performances.

2. The Result of Students' Speaking Performance

As mentioned in previous part, obtaining the data to know the students' speaking performance is carried out by speaking performances test. The data of students' speaking performances are presented in terms of percentage as follows:

Table 2The Percentage of Students' Speaking Performances

Students' Scores	Criteria	Frequency	Percentage
80	Excellent	1	4%
75 – 79	Very good	6	23%
70 – 74	Good	10	38%
65 – 69	Fair	9	35%
64 - 60	Poor	-	-
Total		26 students	100%

Based on table 2, it can be concluded that majority of students (38%) have good speaking performances. It means that the average of students' speaking performances is not too bad, but also not too good. In other words, the students' speaking performances are in the level of average.

3. The Result of Correlation Between Students' Personal Views on the Utilization of Language Laboratory in Speaking Course with their Speaking Performances

In order to calculate the correlation value of two variables, the raw score of both variables are mapped out in forms of table. The computation of the data using Pearson Product Moment formula is presented below:

$$\begin{aligned}
 r &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{26 \times 108028 - (1490)(1885)}{\sqrt{[26 \times 85608 - (1490)^2][26 \times 136905 - (1885)^2]}} \\
 &= \frac{2808728 - 2808650}{\sqrt{[2225808 - 2220100][3559530 - 3553225]}} \\
 &= \frac{78}{\sqrt{[5708][6305]}} \\
 &= \frac{78}{\sqrt{35988940}}
 \end{aligned}$$

$$= \frac{78}{5999.08}$$

$$= 0.013$$

The result of computation of correlation coefficient (r) is 0.013. Meanwhile, the value of r in the table of significance with 24 as the degree of freedom (df= N-2) at 0.5 level of significance is 0.330 and at 0.1 level of significance is 0.496. It indicates that the value of correlation coefficient is lower than the value of r. It means that the correlation between two variables under this research is not significant.

Moreover, in order to make sure that the result of computation above is reliable and believable, the researcher calculates correlation coefficient by using another deviation formula. The result of computation is presented as follows:

$$\begin{aligned}\sum xy &= \sum XY - \frac{(\sum X)(\sum Y)}{n} \\ &= 108028 - \frac{(1490)(1885)}{26} \\ &= 108028 - \frac{2808650}{26} \\ &= 108028 - 108025 \\ &= 3\end{aligned}$$

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{n} \\ &= 85608 - \frac{1490^2}{26} \\ &= 85608 - \frac{2220100}{26} \\ &= 85608 - 85388,46 \\ &= 219.54\end{aligned}$$

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{n} \\ &= 136905 - \frac{1885^2}{26} \\ &= 136905 - \frac{3553225}{26}\end{aligned}$$

$$= 136905 - 136662.5$$

$$= 242.5$$

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$= \frac{3}{\sqrt{219.54 \times 242.5}}$$

$$= \frac{3}{\sqrt{53238.45}}$$

$$= \frac{3}{\sqrt{219.54 \times 242.5}} = \frac{3}{\sqrt{53238.45}}$$

$$= \frac{3}{230.73} = 0.013$$

The result of computation using another deviation formula is 0.013. It can be concluded that the result of computation using Pearson Product Moment and the result of computation using deviation formula are the same. It indicates that the value of r (coefficient correlation) is correct and reliable to be interpreted. From both computation of correlation coefficient (r), the computed r is lower than the value of r in the table (critical r). It means that the correlation between two variables under this research is not significant.

4. Hypothesis Testing

The correlation coefficient (r) of this research is 0.013. Consequently, the value of correlation coefficient is lower than critical r (0.330 at 0.5 level of significance and 0.496 at 0.1 level of significance). Findings of the research show that the correlation between students' perception on the utilization of language laboratory in *Speaking* course with their speaking performances are not significant. The relationship between those two variables does not correlate significantly because the independent variable (the students' views on the utilization of language laboratory in speaking class) increases, and another variable one/ dependent (the students' speaking performances) decrease. It indicates that the independent variable under this research does not affect students' speaking performances to be higher, but lower in stated.

Based on the findings, the formulated alternative hypothesis (there is a positive correlation between the students' perception on the utilization of language laboratory in *Speaking* course and their speaking performances) is rejected. It cannot be proven in this

research since the computed r is lower than critical r in the table. On the other hand, the formulated null hypothesis (there is no correlation between students' perception on the utilization of language laboratory in *Speaking* course and their speaking performances) is accepted. The result of coefficient correlation shows that there is no significant correlation between them.

Discussions

Theoretically, the correlational study conducted in this research aims at measuring the extent of relationship between two or more variables. The relationship does not indicate cause and effect relationship. It expresses the extent to which changes in one variable are accompanied with changes in the other variable. The correlation coefficient (the expression of the extent of relationship) involves no units and varies from -1 (indicating perfect negative correlation) to +1 (indicating perfect positive correlation). In case the coefficient of correlation is 0 (zero), it indicates no correlation between two sets of measure (Singh, 2006, p.304). If it is positive, it is perfect positive correlation. It is perfect because there are no reversals or change of pairs of ranks and it is positive because both variables increase together. If there is high aspect on one variable, there is high on the other, and, if there is low on one, there is low on the other. The perfect positive correlation is denoted by a coefficient of +1.00.

However, there is perfect negative correlation. It is perfect because there are no changes or reversals of pairs of ranks and it is negative because one variable increase so that the other one decreases. Perfect negative correlation is denoted by a coefficient of -1.00. In other words, any coefficient less than perfect means that there have been some reversals or changes in the relative ranking.

Due to the theory explanation above, the result of this research shows that the correlation between students' perception on the utilization of language laboratory in *Speaking* course and their speaking performances are not significant. It indicates that there is no correlation between those variables. The students' perception on the utilization of language laboratory do not affect to their speaking performances. In other words, both of variables under this research do not correlate significantly which presents no relationship between them. The positive perceptions toward the use of language laboratory in speaking practice given by students are not followed by the higher score they reach.

The existence of language laboratory at the English Department of STKIP PGRI Banjarmasin does not give any contribution to support students' speaking performances in this study. Moreover, since only 51% of 100% students state that they have positive

personal judgment, feel happy, and consider that language laboratory and its electronic devices help them in learning to speak in *Speaking* course, they do not tend to have progress on their performances. The average of all students' speaking performances is 72.5 only in which it stands in good performances. It is not too excellent, but also not too bad performances. There is unabsolute result in this research because the students who have positive views on the use of language laboratory and its electronic devices do not always get satisfied in speaking performances. It seems that the utilization of language laboratory do not give any influence on the progress of students' performances.

Finally, based on the result of this research, the researcher concludes that there are some extraneous factors which may affect the students' speaking performances. Instead, their scores is not satisfied although they have utilized language laboratory and its electronic devices as media in speaking class. It is possible that the some possible factors may occur and come from internal and external of students. These factors lead and contribute to the success of students' speaking performances.

Lightbown and Spada (1993) state that internal factors known as learners' personality characteristics, such as: intelligence, aptitude, motivation, and attitudes are generally considered to be relevant to language learning (p.35). The learners with introvert character and having low self-confidence probably feel great difficult in practicing their English, while the extrovert ones will practice their English confidently. In this case, many students still have problems in expressing their verbal language so that their speaking abilities are not too good and not too bad in average. It can be seen from their performances that the students who are identified as active learners tend to speak up with rich of vocabularies. On the other hand, those who are passive tend to speak up with low intonation and limited use of vocabularies.

Further, a study that is conducted by Manalu (2014, p.379-385) about the relationship among motivation, attitudes, and learning achievement supports the result of this study. She found that there is no significant correlation among motivation, attitudes, and learning achievement. Motivation and attitude donot always become the predictor of someone's learning performances. In fact, students who have high motivation and positive attitude toward the subject being learned are not followed by the success of their learning results. Instead, the other factors might be the determinant affecting the students' learning outcome.

Other internal factors that seem to restrain their speaking is lack of self-confidence. The majorities of students still feel reluctant, nervous, and shy to speak, especially when they are asked to speak in front of their friends. This condition also affects to their active

involvement during the speaking class. Very few of them who are willing to ask for clarification, responding to or answering the teacher's instruction and question, doing the task given by having active discussion with their classmates, helping or asking for help from each other, and answering their friends' question actively. Yagub et al (2014, p.44) said that the language laboratory gives every learner of any language freedom to learn at their own pace. It allows every student his or her privacy in speaking practice. Dealing with this, the students should utilize the language laboratory as a media to practice their speaking abilities without feeling anxious of making mistake. If they feel enjoy and comfortable, they will have positive attitude towards the use of language laboratory.

Furthermore, there are also external factors that give contribution in students' speaking performances. First of all, learning atmosphere in language laboratory becomes the main factor affecting students' speaking performances. Language laboratory is a room designed for learning language and equipped with some electronic devices enabling both teacher and student to work together using technological tools. The rapid development of technology has offered a better tool to explore the new teaching method (Pun, 2013, p.29). However, traditional lesson format still exist. There is no change related to classroom atmosphere in conventional classroom and in language laboratory. There is no something special that encourages students to be more active in *Speaking* course using language laboratory and its electronic devices. As a result, students may feel that there is no difference of classroom atmosphere either in conventional classroom or in language laboratory.

Secondly, the number of students' seats provided in language laboratory affects the students' speaking performances. There is lack of space for students when they move from conventional classroom to language laboratory. Since the number of students is relatively high, it is difficult to accommodate them at the same time. As a result, each student is limited to speak up in 15 minutes maximally. The teacher has difficulty to focus or give much time to all the students in speaking. These cause students may feel that learning to speak in language laboratory is not effective due to the lack of students' opportunities to speak maximally. It is inline with the statement of Ajisafe and Okotie (2011, p.112). They describe that a language laboratory can only accommodate a limited number of students. This does not give chance for the teacher allocates adequate time for giving attention to students.

The last is the goal of teaching speaking utilizing language laboratory affects the way of teacher in guiding students' speaking activities. It becomes the challenges that teachers or lecturers should be able to guide students using the language laboratory for the

right interest. Although the language laboratory is completed with any super modern elements, but the students do not utilize it maximally, the goal of teaching and learning for *Speaking* course is not well achieved. As teachers, we need to be aware of utilizing the media for learning that fit the students in terms of their learning potential and technology literacy (Aulia, 2016, p.183). Utilizing language laboratory for learning language is not easy. It requires much time to study and to train all students becoming familiar with the technology. Teachers should have the competency required for operating such electronic tools to achieve the success of learning objectives.

Hence, the researcher concludes that no matter what the students perceive related to the use of language laboratory and its electronic devices, it does not affect and contribute to their speaking performances. In addition, no matter how high the score of their speaking performances, it is affected by extraneous factors that come from inside and outside of students. Investigating the possible obstacles of integrating language laboratory and other electronic tools on students' speaking performances should be conducted in the future.

CONCLUSIONS AND SUGGESTION

Concerning to the result of two variables that have been investigated, the result shows that there is no significant correlation between students' perceptions on the utilization of language laboratory in *Speaking* course and their speaking performances. The existence of independent variable (the students' perceptions on the utilization of language laboratory in *Speaking* course) does not influence and gives any valuable contribution to changing and progress of another variable one (the students' speaking performances). It may happen because of many extraneous factors that occur to students. They are internal factors that come from themselves as well as external one coming from outside of students. Based on these results, this study provides further opportunity to be investigated widely on identifying larger area contributing on the success of students' speaking performances. It also includes on studying the infusing of technology in all English skills as well. Hopefully, it gives additional knowledge on the possibility of integrating the development of technology into EFL instruction based on students' needs.

Due to the result of this research, some possible suggestions may be given to the English teacher, the students, and the future researcher. The English teacher is recommended to employ enjoyable extra activities and extra time for students in learning to speak in English. It aims to encourage them to improve their speaking performances better. He or she needs to determine appropriate technique, strategy, and media that can help students practically. Moreover, the creative technique and activities will create

effective classroom atmosphere either using conventional way or modern tools as language laboratory.

Secondly, the students are suggested to train their speaking performance by practicing to speak in English using various topics and activities. No matter they use language laboratory and its devices or not. Speaking ability is essential to train as early as possible since it will be used actively for English communication. The use of language laboratory or other technological devices as supporting tools in speaking activity should be utilized based on their needs.

The last is suggestion for future researcher. It is suggested to conduct the further research by exploring the other extraneous factors that may occur to students widely based on the results of this research. They are expected to develop the research by administering specific instruments in order to get more reliable results. Moreover, the scope for similar research can be considered to cover some weaknesses found in this research.

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VALIDITY AND RELIABILITY OF ENGLISH SUMMATIVE TEST FOR SENIOR HIGH SCHOOL

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Abstract: This study aims to analyze statistically the validity and reliability of English summative test for the second semester of the tenth graders of SMAN 2 Palangka Raya in academic year 2015/2016. The writer used descriptive quantitative approach to find the result. In analyzing the validity, the writer used Point-biserial correlation formula, while to analyze the reliability, the writer used K-R20 formula. The validity was analyzed based on test item, and the validity of the whole test was determined based on the percentage of all valid items. The result was that the English summative test was valid and reliable. Specifically, from 50 items of questions, 32 items (64%) were valid and 18 items (36%) were invalid. Interpreted from the 64% of valid items, so overall the summative test was valid in substantial level. The summative test was also reliable. The coefficient of reliability was .907. Therefore, the reliability was in the level of excellent reliability.

Keywords – Analysis, Validity, Reliability, English Summative Test, Characteristics of Good Test

INTRODUCTION

Test is one of good important components in teaching and learning process. There are the components which relate each other actually in teaching and learning process. They are goal, activity, and evaluation. Goal is the purpose of the lesson, activity is the process or activity in classroom itself, and evaluation is the procedure to measure the success of the goal and the activity. Test is a kind of evaluation which is as instrument of measurement of teaching and learning process, instrument to see the ability/ achievement of students, or instrument to take educational decision.

It is known that a test should fulfil standard or characteristics of a good test. Based on theories, there are five characteristics of a good test. They are: 1) the test should be valid, 2) the test should be reliable, 3) the test should be objective, 4) the test should be practicable, and 5) the test should be economic (Djiwandono, 2008; Sudijono, 2011). From the five characteristics of a good test, the two firsts are the most important; they are the test should be valid and reliable.

Validity is the extent to which the test measures what it is wanted to measure. In other words, a valid test can really measure what it is supposed to measure. For instance, if the test is supposed to measure speaking ability, so the test is constructed, conducted, answered orally. Rajhy (2014) stated that the term validity refers to the extent to which the test measures what it says it measures. In line with Ary, Hughes (2003, p. 26) also stated "A test is said to be valid if it measures accurately what it is intended to measure". Consequently, validity refers to the suitability between a test as an instrument of measurement and the domain of what it is supposed to measure.

The extent of validity can be analysed logically or empirically. The kind of validity analysed logically is called as logical validity, while the validity analysed empirically is called as empirical validity (Sudijono, 2011). Logical validity is resulted from the process of thinking logically. So a test if it has been supposed that has fulfilled logical validity, it means that the test rationally has been able to measure what it should measure. Empirical validity is resulted from the correlation between the test and the empirical data. Empirical data are obtained from experiences which are interpreted into numbers or scores.

Logical validity can be divided into two types; they are content validity and construct validity. Content validity is the extent to which the test measures the materials that has been taught and programmed in syllabus. So, in content validity, items should be representatives of whole materials. Hughes (2003, p. 26) stated "A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned". Rajhy (2014) stated that content validity is the extent to which the selection of tasks one observes in a test taking situation is representative of the larger set of tasks of which the test is assumed to be a sample, so in the other words that a test should be a representative sample of the teaching/instructional contents as defined and covered in the curriculum.

Actually, content validity is automatically fulfilled when the construction of the test finished, because logically the teacher should construct the test based on the materials in syllabus. So it can be concluded that the condition of logical validity does not need to test/analyze, but automatically gained after the construction finished. But if it is needed, to

test/analyse the content validity, generally the researcher/analyser only needs to compare each item of test to the materials programmed in syllabus. Analysis can be done before or after the test conducted.

Construct validity is the extent to which the test measures aspects of thinking (Sudijono, 2011). Aspects of thinking refers to psychological theory such mentioned by Benjamin S. Bloom; they are cognitive domain, affective domain, and psychomotoric domain. Cognitive, affective, and psychomotoric aspects are constructed as have been established in Specific Instructional Objective of the learning. This is in line with Rajhy (2014) who stated that construct validity is the relation between a test and the Psychological abilities it measures. Construct validity should also automatically fulfilled when the construction of the test finished, because logically the teacher should construct the test based on aspects of thinking which have been established in Specific Instructional Objective of the learning.

Besides validity analysis by using analysis logically and empirically above, there is a technique that also can be used; it is item analysis. This technique is called as test item validity analysis. The technique of this analysis is by correlating the score of each item to the total score. The validity of whole test can be determined by the value of the percentage of all valid items.

Another important characteristic of a good test is that the test should be reliable. Reliability refers to the consistency of scores. A test would be considered as a good test and credible as a measurement of learning achievement if the result/score of test is consistent in how many times the test conducted. Consistence does not mean the scores have to be the same, but it can be stable changing of scores. A test is considered reliable if the result (scores) is approximately the same repeatedly (Sugianto, 2016a). Brown (2005, p. 175) stated "Test reliability is defined as the extent to which the result can be considered consistent or stable". Also Rajhy (2014) stated that the results of test should be consistent where they remain stable and the test should not produce different results when it is used in different days. So, a test that is reliable will yield similar results with similar group of students took the same test on two occasions, and their results are roughly the same. For instance, if a test is give twice, in first test student A gets score 60 and student B gets score 80, so the scores will be indicated consistent if in the second test, the result/scores of students A gets such 70 and student B gets 90 or close to those scores. The scores of the second test can be conformably increased or decreased. If the result/scores have been consistent, it means the test is reliable, and it is credible to be instrument of measurement of learning achievement.

In measuring the extent of reliability of test, many techniques and formulas can be used. Techniques and formulas are also related to the types of data. So, techniques, formulas, and data are closely related each other.

In case of this study, summative test is a type of test analysed in terms of validity and reliability. Summative test is kind test which is conducted after all units of learning material finished to be learned or taught. In Summative test (assessment), the teacher wants to find out what the students can remember about the course material so that a mark can be determined (Qu & Zhang, 2013). Based on the explanation above, the result of summative test can be used to get scores and to determine the educational decision.

Summative test is one of tests which are categorized based on the function in teaching and learning process. Actually there are some kinds/terms of tests categorized based on the function, such as pre-test, post-test, formative test, and including summative test (Djiwandono, 2008). Pre-test is type of test conducted before the teaching and learning process. So, the purpose of pre-test is to know the prior ability of the students before treatment. This prior ability is the knowledge obtained from the previous grade. Schalich(2015) stated that the pre-test is assessing the student's knowledge of the previous grade and then progresses based on what the students should learn by the time of the next assessment period.

Post-test is type of test conducted after the teaching and learning process. So, the purpose of post test is to know the achievement of the students after treatment. In a research, pre-test and post-test are usually used to measure the effect of any treatment. So pre-test and post-test are used as a method of research. The deviation between the result of pre-test and post-test is analysed to see the level of significance by using certain statistical formula (Djiwandono, 2008).

Formative test is type of test conducted after every unit finished. It is in order to see achievement of students in every unit learned. Formative test is types of assessment which is as a part of instructional process where the result can provide information needed to adjust teaching and learning while they are happening, so the adjustments helps to ensure students achieve the learning goals within a set time frame (Garrison & Ehringhaus, 2007).

While, summative test is type of test conducted after all unit finished. It is in order to see achievement of students for all unit learned. In Indonesia, summative test is conducted in the end of every semester. The same with the result of formative test, the result of summative test also can provide the information related the elements of teaching and learning process including curriculum, materials, teaching method, exercise and tests have been used. So, summative test is a part of comprehensive evaluation of teaching

program. As part of comprehensive evaluation of teaching program, so the materials for constructing the summative test involve all materials those have been taught from the beginning of semester to the end of the semester (Djiwandono, 2008).

In this study, the writer focuses on the English summative test for the second semester of the tenth graders of SMAN 2 Palangka Raya in academic year 2015/2016. This study is aimed to give information and as reference for the teachers and researchers. For the teachers, the result of this research can be valuable information about the condition of summative test made by the English teacher, especially in terms of statistical validity and reliability. So, in the future the teacher can construct the test well and better. While for the researcher, this study can be reference to enrich knowledge about theory and practice of related topic; test and its analysis. The writer chose SMAN 2 Palangka Raya because this school is the model of best school in Palangka Raya. SMAN 2 Palangka Raya is a school with accreditation A. the writer assumed if the result of analysis of teacher-made test is good, the school can be the model for the other schools, but if the result is not good, it will be a big question in other schools.

There are some previous studies related to this study. The first is a research written by Sugianto (2016) entitled “An Analysis of English National Final Examination for Junior High School in Terms of Validity and Reliability”. The study was to analyse the validity and reliability of the English National Final Examination for Junior High School. The study was analysed by using the descriptive method. Content validity was analysed logically (logical validity) by comparing the materials in syllabus to the items of the test, and construct validity was analysed by comparing the indicators in syllabus to the items of the test. The reliability was analysed by using Kuder Richardson Formula (KR-20). The result of the study showed that the English National Final Examination for Junior High School was valid and reliable. The content validity showed 100% valid, and the construct validity showed 100% valid. While the reliability showed coefficient 0.89, and it meant reliable. So, the English National Final Examination for Junior High School has fulfilled the characteristics of a good test. The study investigated about validity and reliability of a test where the validity was analysed logically (type of logical validity) which used qualitative method. It is rather different with this recent study where the validity is analyzed statistically (type of empirical validity).

The second previous study is written by Setiyana (2016) entitled “Analysis of summative tests for English”. The study aimed to analyse the quality of summative tests for English at MAN Boarding School Meulaboh I in terms of validity, reliability, difficulty index, discrimination index, and the effectiveness of distractors. Content analysis was

employed in this study. Two techniques were carried out to collect the data, namely a checklist and document analysis. The data from the checklist was analysed using statistical procedures and the data from the document analysis was analysed using *Anates* software version 4. The results showed that the validity of the English summative tests at MAN Meulaboh I was on average either sufficient or poor since the percentages were below 72%. Secondly, the tests had a high and consistent degree of reliability. The index of difficulty was above 70%. Thirdly, 60% of the difficulty index in the test of the first grade, 48% in the second grade, and 8% in the third grade test were accepted. Fourthly, more than half of the discrimination index was good. In detail, good in the discrimination index of the test was 76% in the first grade, 56% in the second grade and 72% in the third grade. Finally, the effectiveness of distracters in the English summative test in the first grade was 53%, in the second grade was 67% and in the third grade was 50%. In the study, the analysis was complete to see the quality of a test. The writer analysed the English summative test based on validity (logical and empirical validity), reliability, difficulty index, discrimination index, and the effectiveness of distracters, while this recent study focuses on the analysis of the validity statistically (empirically) and reliability. Nevertheless, the result can be reference of the next study.

The third previous study is written by Haryudin(2015) entitles “Validity and reliability of English summative tests at junior high school in West Bandung”. The study was purposed to measure the validity and reliability of English summative test items for the third grade of Junior High School in West Bandung. The study was categorized as quantitative descriptive analysis. The results, there were 21 items (70%) of the test regarded valid because the value of correlation coefficient result (r) was greater ($>$) than table value (r -table) = 0.213 for the 5% level. Meanwhile, the number of correlation coefficient (r) by using KR-20 of the test was in the amount of 0.71. The correlation number of 0.71 lied between the interval 0.70-0.90 with a high interpretation. It can be concluded that the English Summative test has good validity and high reliability. Based on significance and method of the study, this recent study is the same. The different is the place and the objective of research. If the study was conducted in Junior High School of West Bandung, this recent study is conducted in Senior High School of Palangka Raya.

The fourth previous study is written by Agustito(2012) entitles “An Analysis of English National Final Examination (UN) for Junior High Schools in Kurun Viewed from School-Based Curriculum (KTSP)”. The writer finds that there is a previous studies dealing with analysis of English National Final Examination to criteria of a good test. The analysis is to match whether the English National Final Examination is matching with the

competencies and materials in English syllabus of Junior High Schools in Kurun, and the result is it is matching.

The fifth previous study is also written by Sugianto (2011) entitles “Analysis of Validity and Reliability of English Formative Tests”. The study was conducted in order to analyze the validity and reliability English formative tests made by the English teacher of grade VIII of SMPN-4 Mentaya Hulu. The validity covered the content and construct validity. The writer applied descriptive method in conducting the study. The population and sample of this study was the English teacher-made tests (formative tests) for the grade VIII of SMPN-4 Mentaya Hulu in the first semester of academic year 2008/2009. The writer analysed two English formative tests as the representative of all English formative tests in the first semester of academic year 2008/2009. The result of the data analysis, the writer found that the English formative test conducted on October 2008 belongs to high validity in its content validity and excellent validity in its construct validity. The English formative test conducted on November 2008 belongs to low validity in its content validity and high validity in its construct validity. While the English formative test both conducted on October 2008 and November 2008 are unreliable. The same with the first previous study, the study investigated about validity and reliability of a test where the validity was analysed logically (type of logical validity) which used qualitative method. It is rather different with this recent study where the validity is analysed statistically (type of empirical validity).

The sixth previous study is written by Fauzi (2011) entitles “An analysis of the content validity of the English summative test for the second grade of Madrasah Tsanawiyah Salafiyah Bedahan Kota Depok”. The research aimed to find the empirical evidence of the English summative test validity, in this case especially content validity. The summative test was made by the professional team (KKM) for the second grade students of Madrasah Tsanawiyah Salafiyah Bedahan. The summative test consisted of 45 items where 40 items were multiple choice questions and 5 essay questions. The research used descriptive method. The results of the research showed that items of the English summative test for even semester of the second grade students in Madrasah Tsanawiyah Salafiyah Bedahan have bad content validity. It meant the materials of the English summative test were not appropriate to the recommended English syllabus. The study was analyzing especially on the content validity the English summative test for the second grade of Madrasah Tsanawiyah Salafiyah Bedahan Kota Depok. So, it was only comparing the suitability of the content of English summative items to the material in syllabus of the school. The analysis was conducted logically (types of logical validity) and qualitatively.

The seventh previous study is written by entitles “An Analysis of Validity of English Summative Test Constructed by the Teachers for the Seventh Grade Students of SLTPN-1 Pahandut”. The results of Marleni’s study showed that the content validity belongs to the poor qualification, the construct validity belongs to the very low qualification, the criterion-related validity belongs to the good validity level, and the wash back validity belongs to the low qualification. The study discussed especially on the validity and the result was such not good. It is questionable if the test was used to be summative test while it is know that the result of summative test usually used to determine educational decision. It can harm the students at the school.

The eight previous study is written by Claritha (2006)entitles “An Analysis on the Summative Test made by the Teacher of SMP Katolik Palangkaraya”. While some results of Claritha’s study showed that the content validity belongs to the high qualification, the construct validity belongs to the fair qualification, the criterion-related validity belongs to the very low category, the reliability of the Multiple Choice Question (MCQ) belongs to the reliable level, and the reliability of the Essay Question belongs to the unreliable level.

From the studies above, it can be concluded that the tests constructed by the English teachers (teacher-made tests) still have many problems. The analyses of quality of test still become informative needs for English teachers and the schools to pay more attention to improve their knowledge and ability in constricting a good test based the characteristics of a good test such mentioned by Djiwandono (2008) that besides validity and reliability, there are some other aspects that should be analysed to prove that the test has fulfilled the standard of good quality (the characteristics of a good test) such as mentioned in the elements of test item analysis; they are item difficulty, item discrimination, and distracter analysis. So, to make the test qualified, these elements (validity, reliability, item difficulty, item discrimination, and distracter analysis) should be in good level (high level).

METHOD

This research used descriptive quantitative method on processing the data. It described summative test as it was. The analysis was processed through obtained scores. The population of this study was the English summative test made by the English teachers of SMAN 2 Palangka Raya. The sample was the English summative test for the second semester of the tenth graders of SMAN 2 Palangka Raya in academic year 2015/2016. There were some classes that got summative test at the semester such as Class X IPS 1, Class X IPS 2, Class X IPS 3, Class X MIPA 6, Class X MIPA 7, and Class X MIPA 8.

The writer chose randomly a summative test for Class X MIPA 6 as the data source of the sample. So, the data sources were from the question sheet and answer sheets of 38 students of Class X MIPA 6. The summative test consisted of 50 items.

Validity was analysed by correlation technique and appropriate formula. It was analyzed based on each item of the summative test. So theoretically it belonged to test item validity. The appropriate formula was determined based on the types of data (Sugianto, 2016c). The correlation formula used Point-biserial. The writer used Point-biserial correlation formula because the technique was by correlating dichotomous data to interval data. Theoretically, if the correlated data are between the scores of each item to the total score of the test where the score of each item consists of dichotomous data (objective test scores) and the total score is interval data (total score of the objective test), the appropriate formula that should be used to get accurate result is Point-biserial Correlation formula (Sugianto, 2016b). Sudijono (2011, p. 185) stated that if the variable I is discrete data or dichotomous data, and the variable II is continuous data, the appropriate correlation technique to be used is Point-biserial Correlation. Brown (2001) also stated the point-biserial correlation coefficient (symbolized as r_{pbi}) is a statistical measurement used to estimate the degree of relationship between a naturally occurring dichotomous nominal scale (individual item) and an interval (or ratio) scale. Point-biserial is one of statistical tools (see the Table 1)

Table 1. Types of Correlation Coefficients

Correlation Coefficient	Types of Scales
Pearson product-moment	Both scales interval (or ratio)
Spearman rank-order	Both scales ordinal
Phi	Both scales are naturally dichotomous (nominal)
Tetrachric	Both scales are artificially dichotomous (nominal)
Point-biserial	One scale naturally dichotomous (nominal), one scale interval (or ratio)
Biserial	One scale artificially dichotomous (nominal), one scale interval (or ratio)
Gamma	One scale nominal, one scale ordinal

These are the formulas of Point-biserial Correlation:

$$\text{Formula I} \\ r_{pbi} = \frac{M_p - M_q}{S_t} \sqrt{pq}$$

Formula II

$$r_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where:

- r_{pbi} : Point-biserial correlation coefficient
- M_p : mean on the whole test for those students/testee who answered correctly (coded as 1s)
- M_q : mean on the whole test for those students/testee who answered incorrectly (coded as 0s)
- M_t : mean of total scores
- S_t : standard deviation for whole test
- p : proportion of students who answered correctly on the whole test
- q : proportion of students who answered incorrectly on the whole test

p and q can be calculated by the following formula:

$$p = \frac{Np}{N}$$

$$q = 1 - p$$

Where:

- Np : Number of students who answered correctly on the whole test
- N : Number of whole students

The correlation coefficient (r -observed/ r_{11}) was interpreted by consulting with r -table. The coefficient correlation was consulted to the r -table based on the value of Degree of Freedom (df) with significant level 5%. For the correlation, the formula of Degree of Freedom is $df = N - 2$. If r -observed \geq r -table, it means the item is valid, and if the r -observed $<$ r -table, it means the item is invalid. The whole test could be interpreted based on percentage of all valid items. The extent of validity could use the following general interpretation range:

.80(80%) – 1 (100%) : High to Very High

.60 (60%) – $<$.80 (80%) : Substantial

.40 (40%) – $<$.60 (60%) : Moderate

.20 (20%) – <.40 (40%) : Low

.00 (0%) – <.20 (20%) : Negligible

Reliability was analysed by using Kuder-Richardson formula; it is K-R20. The formula of K-R20 is often used to analyse the reliability of test if the data is dichotomous data such for objective test score (usually 1 for correct, 0 for incorrect) and the technique is single test – single trial approach. Below is the K-R20 formula:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{S_t^2} \right)$$

Where:

r_{11} : reliability coefficient of test

k : number of items

1 : constant number

S_t^2 : total variance

p : proportion of students who answered correctly on the whole test

q : proportion of students who answered incorrectly on the whole test

Generally, the reliability coefficient can be interpreted by the criteria:

$r_{11} \geq .70$: reliable

$r_{11} < .70$: unreliable

General Interpretation by the level:

.90 and up : excellent

.80 - .89 : good

.70 - .79 : adequate

below .70 : may have limited applicability

FINDINGS AND DISCUSSIONS

Validity

In this study, the validity of the summative test was analysed in each item. The analysis was by correlating the score of item to the total score. The score of item was in form of dichotomous data and the total score was in form of interval data, so the writer used Point-biserial correlation to analyse the data. The coefficient was interpreted by r-table with Degree of Freedom (df)=N-2 and Significant level on 5%. The whole test was interpreted based on the sum of valid items.

Here is the result:

Table 2. Distribution of Item Validity

Numbers of Items	50	
Valid Items	32	3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 20, 21, 22, 23, 26, 29, 30, 31, 32, 33, 35, 38, 39, 41, 45, 46, 48, 49, 50
Invalid Items	18	1, 2, 12, 17, 18, 19, 24, 25, 27, 28, 34, 36, 37, 40, 42, 43, 44, 47

Where:

N	38
df=N-2	36
r-table 5%	0.320

From the Table 1., it can be seen, there 32 items are valid and 18 items are invalid. The interpretation was consulted to the value of r-table at significant level 5%; it was 0.320. So, the valid items were determined if $r_{11} \geq 0.320$, while the invalid items were determined if $r_{11} < 0.320$.

The statistical analysis found some fundamental cause of invalid items. Besides the coefficients were below 0.320, there some items were undefined. These undefined coefficients were caused if the items could be answered correctly by all the students. It meant the items were too easy. Good items should not be too easy and not too difficult. In the theory of item difficulty, based on Djwandono (2008, p. 219), on the extreme level where the items are able to be answered by all students correctly or the items are not able to be answered by all students, it means the items are not effective. The items where no one can answer correctly or the items can not discriminate the ability among the students (all students can answer correctly), means the items are not useful. So, the items are categorized as invalid. These types of invalid items (undefined coefficient) happened to 25, 27, 34, 36, and 37. The items could be answered by all students correctly or too easy.

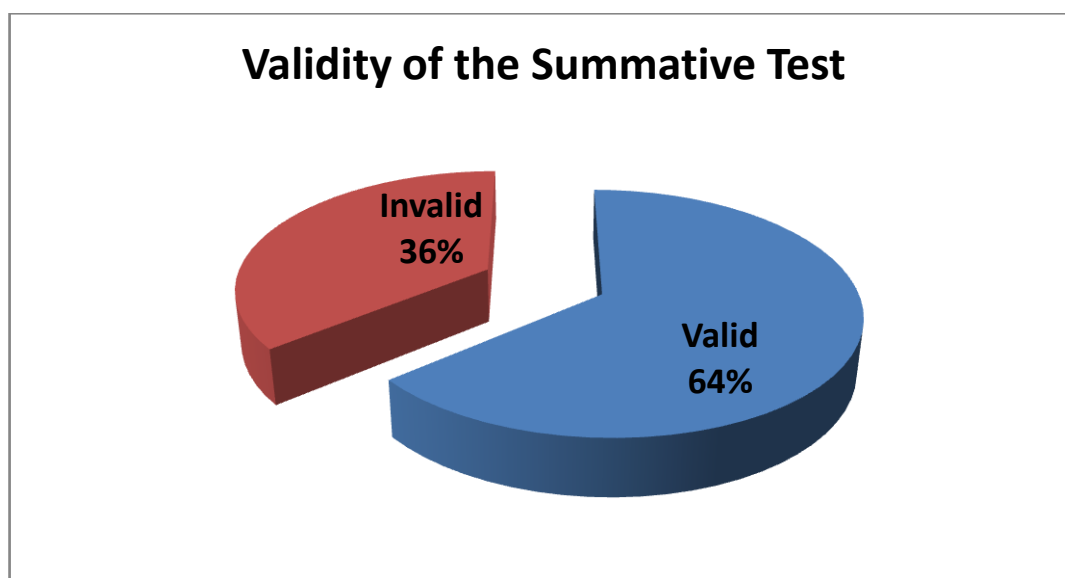


Figure 1. Chart of Validity of Summative Test

From the Figure 1., it shows that 64% items were valid and 36% were invalid. From the percentage of valid items, the extent of validity of whole test could be determined. The validity of whole test was interpreted based on the following general interpretation range:

- .80(80%) – 1 (100%) : High to Very High
- .60 (60%) – <.80 (80%) : Substantial
- .40 (40%) – <.60 (60%) : Moderate
- .20 (20%) – <.40 (40%) : Low
- .00 (0%) – <.20 (20%) : Negligible

The whole test was categorized as valid test if the value of percentage was started from .60 (60%) and more than it. So, since the percentage was 64%, it could be categorized that the Summative test was valid in the level of substantial validity.

Reliability

Reliability refers to the consistency of scores if the test is given to the test-takers two occasions or more. Consistent scores do not mean the scores have to be the same exactly, but it can be approximately the same or stable changing of scores. The reliability level is important to be analysed in order to see whether the test is credible to be an instrument of assessment. The credibility is indicated by the consistency of the scores. In this study, since the form of summative test was multiple choice questions, the reliability was analysed by using K-R20 Formula. The calculation was as follow:

k : 50 items

$\sum pq$: 5.52

S_t^2 : 49.64

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{S_t^2} \right)$$

$$r_{11} = \frac{50}{50-1} \left(1 - \frac{5.52}{49.64} \right)$$

$$r_{11} = 1.02(0.889)$$

$$r_{11} = 0.907$$

So, the reliability coefficient was 0.907. The coefficient was interpreted by criteria:

$r_{11} \geq 0.70$: reliable

$r_{11} < 0.70$: unreliable

General Interpretation by the level:

.90 and up : excellent

.80 - .89 : good

.70 - .79 : adequate

below .70 : may have limited applicability

So that, based on the criteria, since the coefficient was 0.907, it was interpreted that the summative test was reliable in the level of excellent reliability.

CONCLUSIONS AND SUGGESTION

A good test should fulfil the characteristics of a good test. It should be valid and reliable. Based on this study, it can be concluded that statistically the summative test for the second semester of the tenth graders of SMAN 2 Palangka Raya in academic year 2015/2016 is valid and reliable. It means that the summative test fulfil the characteristics of a good test. Thus, the summative test can be the instrument of measurement of teaching and learning process, instrument to see ability/ achievement of students, or instrument to take educational decision.

In this study, the validity was analysed based on items. So every item was analysed one by one to see the extent of validity. The coefficient of item validity was interpreted by using r-table on criterion 0.320. If the coefficient is 0.320 or more, the item is valid, less than 0.320 is invalid. It was found that 32 items were valid and 18 items were invalid. The

invalid items were also influenced by the difficulty level of items. There were 5 items were too easy so all students can answer correctly. The results/ coefficients were undefined, so they were also categorized as invalid.

Based on the percentage of valid items, the validity of whole test could be known. The validity of whole test was considered by the value of percentage of all valid items. From 50 items of test, 32 items were valid, and the rests were invalid. It meant that 64% items were valid. So, overall, summative test was interpreted as valid test.

Reliability refers to the consistency of scores. If the test is conducted repeatedly and the scores are consistent, it means the test is credible to be used as instrument of educational measurement. In this study, the reliability was analysed by using K-R20 formula. The result of analysis by the formula was gotten coefficient 0.907. Based on the coefficient, it was interpreted that the summative test was reliable in the level of excellent reliability.

Besides validity and reliability, actually there are some other aspects that should be analysed to prove that the summative test has fulfilled the characteristics of a good test (good quality test) such as mentioned in the elements of item analysis which consists of item difficulty, item discrimination, and distracter analysis (Djiwandono, 2008).

Furthermore, in the term of validity, not only statistical analysis, but also it can be analysed logically such as mentioned in the types of validity. But in this occasion the writer only has opportunity to analyse the statistical validity and the reliability. It will be worth consideration and suggestion if the next researcher or next author's writing will analyse these other aspects.

From 50 items of questions, it is only 64% of valid items. Even though 64% is in level of substantial, but for the level of school with accreditation A, according to the writer it is not expected result. The school is expected to be role model for other schools which have not got the accreditation. To be the role model, it should be good result or better than this, at least it is on high level ($\geq 80\%$). From this view, so it is suggested to the teachers of the school to improve their knowledge about how to construct a good test. To improve the knowledge, the school can delegate the teachers to follow some workshops or by holding some workshops and obligating the teachers to participate.

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COMMUNICATION STRATEGIES USED BY EFL STUDENTS IN THEIR PRESENTATION

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Abstract: In the process of communication using the target language, EFL students usually have some problems to communicate their ideas. To cope with the problems they encounter, the students will try to use certain communication strategies so that their ideas can be clearly explained. This paper reports the results of the research on the communication strategies used by EFL students in their presentation. This study is designed as a qualitative research. The subjects of the study were the seventh semester students representing more and less proficient students in their classes. The data are the communication strategies employed by the students when they had oral presentation for Cross Cultural Understanding course. The results of the research reveal that the more proficient students used eleven types of communication strategies and the less proficient students used thirteen types of communication strategies. Some interlingual strategies, code switching, appeal for help, and some non linguistic strategies were used by the students. It is also found that the more proficient students used more L2 based strategies, and L1 terms occurred in the language of all levels of proficiency. Despite the differences, the students need to be encouraged to use more compensatory strategies to achieve their communication goal.

Keywords – Communication strategies, oral communication, EFL students

INTRODUCTION

It cannot be denied that having ability in oral communication is similar to knowing the language since speech is the most basic skill means of communication. Related to that

speaking in a second or foreign language has often been viewed as the most demanding of the four language skills. So the students who learn English as a foreign language are demanded to be able to use English orally when they interact with other people or when they deliver their ideas to their listeners. It is widely accepted that the main purpose of language learning is to communicate and acquire communicative competence. In an EFL classroom, an English teacher should create activities where the students can practice using the language they are learning. In the case of university contexts, the students whose major is English should be given opportunities to use the target language in any subjects they take. One of the ways is by assigning them to present a paper in English.

With the advent of the theory of communicative competence and the practice of communicative language teaching, the teaching of oral communication skills as a contextualized sociocultural activity has become the focal point in many ESL classrooms as well as in foreign language classrooms. To achieve communicative competence, EFL students should be given opportunities to acquire the four dimension of communicative competence. Savignon (1983) states the need of learners to have experience of communication. Through practice and experience, students gradually expand their communicative competence, consisting of grammatical competence, discourse competence, sociocultural competence, and strategic competence.

Furthermore, Savignon (1983) asserts that the effective use of coping strategies is important for communicative competence in all contexts and distinguishes highly competent communicators from those who are less so. Furthermore, Scarcela & Oxford (1992) defines strategic competence refers to language learners ability to use communication strategies either to solve communication problems to enhance the effectiveness of communication, which allows speakers to appear more adept than they actually are. Strategic competence is manifested in the use of communication strategies by EFL students in their oral communication. Bachman (1990: 124) asserts that communication strategies serve function to negotiate meaning in an appropriate situation. It is regarded as an integrated part in achieving communicative competence.

In the process of communication using the target language, EFL students usually have some problems to communicate their ideas. The problems the EFL students face may come from lack of vocabulary, lack of grammatical structure, lack of knowledge of the content, affective factors, etc. It is said by Lazaraton (2002) that the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. We take an example that in presenting their ideas orally an EFL student should monitor his own utterance, monitor and understand the other speaker when he asks

a question, think about his answer, monitor its effect, and so on. To cope with the problems of communicating their ideas and opinions, the students will try to use certain communication strategies to be able to communicate well and explain their ideas and opinions clearly. Communication strategies help students to keep in communication and so provide them more input and chances to develop their interlanguage systems. Besides, communication strategies lead students to more successful performance and the success will bring positive impact.

According to Corder (in Faerch and Kasper, 1984) all language users adopt strategies to convey their meaning. In the case of EFL learners, the attempts to communicate their meaning may be caused by inadequate grasp of the target language system. In their attempts to convey their ideas, EFL students apply certain strategies. These strategies are called Communication strategies. Corder (in Dornyei, 1995; Faerch and Kasper, 1984) defines Communication strategy as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulties”. Using appropriate communication strategies, EFL students will be able to overcome their problems in expressing their ideas.

Some early Studies on communication strategies have contributed significantly to later research since the theories from the early studies have been adopted by other researchers. Some of the researchers whose theories have been considerably influence the research of recent researchers are for example, Bialystok (1990), who comprehensively analyzes communication strategies linked to L2 acquisition. According to Bialystok in Yani (2007) the familiar ease and fluency with which we sail from one idea to the next in our first language is constantly shattered by some gap in our knowledge of a second language. The forms of gaps can be a word, structure, a phrase, a tense marker or an idiom. The attempts to overcome these gaps are described as communication strategies. Another contribution is from Dornyei (1995), who outlines an explicit classification of communication strategies. Other descriptions and taxonomies of CS also appeared in Tarone’s (1980).

The aim of the study is to describe the types of communication strategies employed by the students in their presentation. This paper reports the results of the research on communication strategies used by EFL students in their presentation for Cross Cultural Understanding (CCU) course at Universitas PGRI Ronggolawe Tuban. It is expected that this study will give benefits for both EFL teachers and learners. For EFL teachers, understanding the communication strategies will enable them to help and improve their learners’ communication skills by introducing the strategies to their learners. For the

learners, the findings of this study will provide them with some strategies to solve their communication problems so that their communication goal can be achieved.

Communication Strategies

According to Ellis (2008) communication strategies is one aspect of procedural skill that is the performance aspect of actually doing something in real time.

Communication strategies as one aspect of procedural skill relates to discussion of how second language learners overcome the problems that result from insufficient L2 knowledge or inability to access L2 knowledge. He also says that communication strategies focus on a subset of production phenomena that is those that are conscious and arise as a result of a communication problem the learner is experiencing.

Selinker (1972) mentions communication strategy as one of the five processes he identified in interlanguage development. He defines the concept of communication strategies as a by-product of a learner's attempt to express meaning in spontaneous speech through a limited target language system. Ellis further asserts that the definition of CSs and their identification and classification have been ongoing issues and can become a starting point for an examination of the CS research. She classifies the definition of CS into two kinds of definitions: Interactional definitions and psychological definitions.

A definition of communication strategies can be viewed as discourse strategies related to social interaction involving learners. For this interactional definition, Tarone (1980) defines CS as involving a mutual attempt of two interlocutors to agree on meaning in situations where prerequisite meaning structures do not seem to be shared. Meanwhile, Corder in Faerch and Kasper (1984) defines CS, as systematic technique employed by a speaker to express his meaning when faced with some difficulty, related to the speaker's inadequate command of the language used in the interaction.

The psycholinguistic approach is adopted by Faerch and Casper (1984), who define CS as the conscious plan for solving the problem in reaching particular communicative goal. They categorize communication strategy into two types: reduction strategy strategies and achievement strategy. Reduction strategy is employed by a learner to avoid solving the problems by changing the communicative goal. The other strategy is achievement strategy which is employed when a learner try to maintain the problem by developing an alternative goal.

The definitions mentioned above reveal the same purpose of communication strategies that is to solve the speaker's problems in communication by applying some kinds of techniques.

Taxonomies of Communication Strategies

To clarify the application of communication strategies, Taxonomies of communication strategies from Dornyei cited by Brown (2007) and from Tarone in Bialystok (1990) will be discussed here.

According to Brown (2007) Dornyei's taxonomy of communication strategies is considered appropriate for practical basis on the discussion of communication strategies. It is divided into two opposite main parts. One is avoidance strategies and the other is compensatory strategies. Avoiding strategies can be broken down into several subcategories, for example message abandonment and topic avoidance. Message abandonment is leaving a message unfinished because of language difficulties, and topic avoidance means avoiding topic areas or concepts that pose language difficulties. Topic avoidance is frequently employed by students. It is common to see students who prefer not to answer questions because they do not know the words or forget the words.

Compensatory strategies refer to compensation for missing knowledge. Dornyei (1995:58) classifies compensatory strategies into eleven strategy types:

1. Circumlocution: the strategy is used to describe or paraphrase the target object or action, for example a learner does not know the word, so he replaces by saying the thing you open the bottle with.
2. Approximation: the strategy in which a learner uses an alternative term to express the meaning of the target lexical item as closely as possible, for example ship for sailboat
3. Use of all purpose words: the strategy which is used when a learner extend a general, empty lexical item to contexts where certain words are lacking, for example the use the words thing, stuff, what do you call it.
4. Word-coinage: the strategy when a learner creates a nonexisting L2 word based on his knowledge of the supposed rule, for example vegetarianist for vegetarian.
5. Prefabricated patterns: the strategy in which a learner uses memorized stock phrases, usually used for 'survival' purposes, for example what is the...? where the morphological components are not known to the learner.
6. Nonlinguistic signals: the strategy in which a learner uses mime, gesture, facial expression, or sound imitation.
7. Literal translation; the strategy in which a learner translates literally a lexical item, idiom, compound word, or structure from L1 to L2.

8. Foreignizing; a strategy when a learner uses a L1 word by adjusting it to L2 phonology, for example with an L2 pronunciation and/or morphology for example adding to it a L2 suffix.
9. Code switching: a strategy when a learner uses L1 word by adjusting it to L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2.
10. Appeal for help: a strategy when a learner asks for help from the interlocutor either directly, for example what do you call...? or indirectly, for example rising intonation, pause, eye contact, puzzled expression.
11. Stalling or time gaining strategy: a strategy when a learner uses filling words or hesitation devices to fill pauses and to gain time to think, for example well, now, let's see, uh, as a matter of fact.

Meanwhile Tarone's Taxonomy is simpler and has more categories compared to

Dornyei's. Tarone (1980:429) divides the taxonomy into five categories and some are elaborated into subtypes:

1. Avoidance
 - a. Topic avoidance
 - b. Message abandonment
2. Paraphrase
 - a. Approximation
 - b. Word coinage
 - c. Circumlocution
3. Conscious transfer
 - a. Literal translation
 - b. Language switch
4. Appeal for assistance
5. Mime

From Dornyei' and Tarone's Taxonomies of communication strategies, we can identify the similarities and differences. They use the same terms for seven types of communication strategies: message abandonment, topic avoidance, circumlocution, approximation, word coinage, literal translation and appealing for help. The differences can be seen on the categorization as follows: 1) while Dornyei divides communication strategies into two main categories – avoidance and compensatory according to the result of communication, Tarone divides communication strategies into five major categories –

avoidance, paraphrase, conscious transfer, appeal for assistance and mime; 2) Unlike Dornyei, Tarone does not include use of all purpose words, prefabricated patterns, and stalling or time-gaining strategies ; 3) to represent non verbal signal Tarone only uses the term mime, but Dornyei includes mime in together with gesture, facial expression and sound imitation into nonlinguistic signals. From the explanation above, Dornyei's classification seems to be more systematic and integrative than Tarone's.

METHOD

This study applies qualitative research design. This research is designed to identify and describe the observed phenomena in the form of words rather than numbers in detail. This research describes the types of communication strategies used by EFL students in their presentation for CCU course. The phenomena occur naturally without any treatment managed by the researcher. In this research, the researcher has an interactive role as she is the key instrument (Bogdan and Biklen, 1982:27). As the key instrument, she has a significant role to directly observe the Cross Cultural Understanding (CCU) class to collect the data needed and then analyze and interpret the data. She employs her eyes, ears, thoughts, capability as well as understanding for the whole process of the research.

The data were in qualitative forms collected directly from the participants when they had an oral presentation in CCU course. The data were the students' utterances (verbal behavior) and non-verbal behavior such as hand movement and other types of gestures showing the communication strategies used by the students. Some fieldnotes and documentation were also collected.

The subjects of the study were from three classes of the seventh semester, each of which consisted of 24 students. The subjects taking CCU course were assumed to be used to having a presentation, for they also got presentation assignments for other courses in the previous semesters and in the semester they were taking. In CCU course the students working in a group of two were assigned to find a topic of their own choices related to the culture of English speaking countries. They had to make a three page summary of the topic, prepare PowerPoint slides, and present it for about half an hour presentation divided into presentation and question and answer session. The subjects chosen to be observed were six groups from each class representing students who were more proficient and less proficient students. The decision on proficiency was made by the evaluation of their performance on the first presentation in which the topics were determined by the lecturer. In the second presentation the students could choose their own topic.

The subjects were video recorded while they were doing the task. The process of recording each group presentation lasted about 20-25 minutes. The recorded data were transcribed for analysis. The types of communication strategies used by the students were identified, coded, classified, described and interpreted.

FINDINGS AND DISCUSSIONS

Findings

The findings of the study are divided into two parts: the types of communication strategies used by more proficient students and the type of communication strategies used by less proficient students.

The types of Communication Strategies Used by More Proficient Students

There are eleven types of strategies used by more proficient students: message abandonment, circumlocution, approximation, all purpose words, nonlinguistic signals, literal translation, code-switching, appeal for help, stalling or time gaining strategies, repetition, and self correction.

From the study the writer finds that stalling or time gaining strategies got the highest number with the percentage of 20.94 % or as many as 31. The students used fillers to gain time to think such as *I mean that, ah, uh, I think, ok, well*. They used this strategy because the students wanted to start or to explain his/her idea, or to answer his/her classmates' question and they needed time to think for a while to communicate his/her ideas smoothly. The examples of using fillers are "***It means that eh... for the first slide we say like that because...***"; "***ok... ah... the next is about Valentine's day traditions and customs***"; "***well, ah.. it depends on the people if they don't celebrate it. It's ok.***"

The second highest strategy used by the students is repetition, which got 16.89 % or 25 in number. The following examples showed the use of the strategy: presenting the topic of table manner, a student explains how to hold a glass of red wine, she said, "***when you... when you hold a glass... a glass of red wine, you must hold the red wine, you must hold on the bowl.***" Another example, when a student answer a question from her classmate, she said, "***so if I... if I...I become a guest, a guest, I will know what I wear, not more colorful than the host's.***" In using this strategy, the students repeated the same word or words to gain time to think of certain word, phrases or structures because they forgot words or structure they actually knew. Repetition here is used to avoid silence while thinking of the appropriate terms to make the communication can run smoothly.

The third highest number is code switching getting 12.16%. The students used this strategy when they had difficulty to get the English word, or when she knew the meaning but she thought that it would be easier for his/her classmates to understand what he/she meant. For examples: A student said, “*In western life if they live together in an apartment it is **sudah biasa**”;* “*in Indonesia we know that we celebrate a party for social moment like wedding or **sunatan**.”;* “*They usually eat fried chips. Actually there is no taste. So it’s **hambar**.*”

Circumlocution got 11.49 %. In this strategy the students paraphrased the target object or action, for example a student wanted to clarify the word **to respect**, she said, “*They drink alcohol not to get drunk. They drink it **to respect** their guests, **to welcome the guests, not to get drunk**.* Another student, instead of using the word **avoid being recognized by the ghost**, said **to make the ghost go**.

Self-correction is included as the communication strategy used by the students, which got 8.11 %. In this strategy the students corrected directly the utterance when they realized that they made mistakes so that his or her classmates could understand what he or she actually meant. A student when asked by his classmate whether he celebrated Valentine or not, he said, “*We never did it. **We look for**... eh... **we look at** our religion. It is not our custom and it’s not our tradition.*” Other examples of self correction are “**People use**... **people wear** a mask if they leave their home”; “**When you**... **when your** turn to take care the children...”

The next strategy used is approximation, with the percentage of 7.43 %. This strategy is used as an alternative to express meaning of the target lexical items as closely as possible, for example a student used the word **goal** instead of **purpose** in his sentence: “*Someone who wants to make a party, **the goal** is not to make the host happy but the first **goal** is to make the guests happy.*” Another example is a student used the word **eating rules** instead of **eating etiquettes**.

Use of all purpose words has the same number as the use of approximation, which got 7.43 %. This strategy is used by the students to extend a general empty lexical item to contexts where specific words are lacking. Using the expression ‘**what is it?**’, the student might get the audiences’ attention, or if he or she could get the right words, he or she would use it., for example “*when we watch... **what is it?** When we watch old films”;* “*Maybe in Indonesia if changing name... **kind**,, **what is it?** Just call name without register or get a certificate.”; “*When we have some blessing from God, we... **what is it?** We,, (one of the classmate gave an answer: **sedekah bumi**) like that... like that...”**

The students also applied literal translation, with the percentage of 6.75 %. In this strategy the students tried to use English as far as they could by translating the L1 words into English, for example instead of saying *the host* for *tuan rumah* a student said *master of the home*. A student also translated directly the word *nasi pecel* into *rice pecel.*, and another example, to translate *mencari nafkah* she said *to survive their life* instead of saying *to earn for a living*.

Non linguistic signals got 6.08 %, in which the students used mime, gesture, and pictures (from slides). This strategy was used when the students wanted to express meaning more clearly, for example when asked by her classmate of how to hold a glass of red wine and white wine, a student used mime and showed a slide.

The low number of strategy used were appeal for help, with the percentage of 2.03 % and message abandonment, with the percentage of 0.68 %, which was the least strategy used by the students. The low number of percentage showed that the students tried to keep trying to explain his/her ideas and tried to overcome the difficult words or concepts instead of asking his/her partner or the listeners. They seemed that they were not afraid to make mistakes and to take risk. Appeal for help was used by a student by saying '*what is mewariskan?*' or he or she looked at her partner or looked at the lecturer. Message abandonment was used when a student explained women's clothing of 18th century. When explaining how a woman wore a pocket, she forgot the word '*pettycoat*' and left her sentence unfinished and continued using other sentences by saying "*we wear it after ... after ... This is pocket. It usually menempel in our clothes....*"

The types of Communication Strategies Used by Less Proficient Students

There are thirteen (13) types of communication strategies used by less proficient students: Message abandonment, topic avoidance, circumlocution, approximation, use of all purpose words, word coinage, non linguistic signals, literal translation, code switching, appeal for help, stalling or time-gaining strategy, repetition, and self correction.

Similar to the communication strategies used by more proficient students, the less proficient students also used stalling or time-gaining which got the highest number with the percentage 38.46 % or the same as 70. The fillers used by the students *ah, uh, I think, ok*. Some of the students who tried to present his/her ideas used fillers a lot showing that he/she had difficulty to express his/her ideas because he/she forgot the words and had difficulty to construct her sentences. For example, a student when asked the history why there was father's day, she answered with a lot of fillers: "*father's day... father's day is eh.. is eh...that one day eh...Sonora eh.. eh... that her mother died...*" or another

example, when a student was asked what kind of nanny would be chosen to take the children when both parents worked, she said, “*Ok eh...in this case... in this case... eh.. in my paper what kind of nanny ah...is someone they know...*”

Besides stalling and time gaining strategy, repetition was also used, with the percentage of 18.68 %. The examples of repetition were: “*There are many games...eh... for apple bobbing it means that ah... an apple ...an apple... it means that ...*”; “*there is someone like ah... there is someone like Saint Claus...*” here the students tried to get the right words to answer her classmates questions, but she had difficulty to get the right words. The third highest number of strategy was code switching, which got 12.09 %, for example “*In Indonesia we have free health care like ASKES for pegawai negeri, PNS. Then Jamkesmas for poor people.*” In the sentence above the student used the word ASKES, which refers to health insurance, pegawai negeri, which refers to civil officer, and Jamkesmas, which refers to health insurance for poor people. In this strategy the student used code switching because it could be that he/she did not know the English words for the idea he/she wanted to express or she thought it would be easier for her classmates to understand her explanation.

The fourth strategy with the percentage of 7.14 % is message abandonment. The percentage was higher compared to the more proficient students, which is only 0.68% and the least frequently used. The students used this strategy because of language difficulty like in the following example: “*In Britain ah... people in Britain celebrate Oak Apple day eh... because that is to celebrate King Charles II who save and ... (a long pause)*” The student could not continue her sentence because of language difficulty. When this situation occurred, the students usually paused for quite long and tried to find the answer from the paper or asked her/his partner.

The strategy of appeal for help was higher compared to the more proficient students, that is 6.59 percent. It seemed that the students who used this strategy tended to rely on their partner to help them to solve their difficulty and even to answer the questions.

The next strategy was literal translation with the percentage of 4.39 %. The examples of literal translation used by the students: a student used the term *call name* to refer to *surname*; another student used the term *contain* to refers to *consist of*, and another one used the term *employ* to refers to *work*.

Self correction strategy got 3.85 %. The students used this strategy when they realized that they made a mistake and they corrected it to make their explanation clearer, for examples, “*the child eh... the children’s home...*” (the student corrected it when she saw at the slide it was written children); “*you can formalize aspects of your status with a*

partner by drawing up a legal agreement called a cohabita eh... cohabitation contract ...; April fools day have celebrate... have been celebrated..”

Use All purpose words got 2.20 %. In this strategy the students used the words **what is it?** She expanded an empty lexical item to context where certain words were lacking like in the following example: *if there is... there is ...no parents...eh... what is it? the local authority will make eh...*

The next following five strategies got quite low number. The first was topic avoidance which got the percentage of 1.65%. When using this strategy the students avoided answering the question because she felt that she could not answer it and she asked her partner to answer. The second was approximation which got the same percentage as topic avoidance. In this strategy the student tried to express the meaning of a word, for example using the word **belief** to refer to **superstitions**. The three following strategies were the lowest number of communication strategies: circumlocution, word coinage, and use of non linguistic means, each of which got the same percentage of 1.10 %.. Circumlocution was used when a student explained the word **siblings**. She used the word **sister, cousin, and nephew**. Word coinage was used when a student used a word **nominality of one dollar** to refer to the **nominal value of one dollar**. The last was non linguistic signal, for example a student, who wanted to explain the word **touch the wood**, said “*to avoid bad luck they can touch the wood*” (use gesture by touching the chair). Some students who had difficulty to explain words or concepts from their topics actually could use the pictures on the slides they had made to help them explain some terms, but unfortunately they did not use them.

Discussion

Based on the findings of the research, it is clear that both more proficient students and less proficient students employed compensatory strategies much more frequently compared to the use of avoidance strategies. The employment of the strategies were mostly due to their lack of appropriate vocabulary of the target language. However, the achievement of communication goal is influenced by the students use of communication strategies. The students had attempted to communicate their ideas as far as they could by employing communication strategies.

The study shows that compensatory strategies were applied more frequently reaching more than 90% for both groups of students: 99.32% by more proficient students and 91.21% by less proficient students. The dominant usage of compensatory strategy over avoidance strategy is similar to the result of a previous study conducted by Malasit and Sarobol (2009), who concluded that learners tended to use compensatory strategy (94,85%)

than avoidance strategy (5.55%). The fact that the students used more compensatory strategies than avoidance strategies shows their effort to communicate their ideas instead of their L2 deficiencies. As Bialystok (1990:1) assured that communication strategies are the consequence of the existence of gaps either between the speaker and hearer or the speaker himself with his knowledge of language. In other words, communication strategies are the attempts to overcome communication gap. In this study, the students employed communication strategies as their efforts to cope with the problems they encounter when communicating their ideas. Furthermore, the students tried to communicate their ideas by employing more compensatory strategies than avoidance strategies. These attempts enabled the students to cope with their language problems when they communicated their ideas.

The efforts made by the students can be clearly seen by their usage of some types of communication strategies showing that they tried to go on despite their problems in communicating their ideas. The result of the study shows that the students, when facing with problems, they tried to make use of the words they are familiar with rather than avoided the communication. The finding proved Bialystok' statement (1990) that foreign language learners are inclined to utilize familiar words rather than risking unfamiliar ones.

From the data analysis, the more proficient students employed eleven types of communication strategies: time gaining, repetition, code switching, circumlocation, self correction, approximation, use of all purpose words, literal translation, non linguistic signal, appeal for help, and message abandonment. Meanwhile, the less proficient students used thirteen types of communication strategies: time gaining, repetition, code switching, message abandonment, appeal for help, literal translation, self correction, use of all purpose words, topic avoidance, approximation, circumlocation, word coinage, and use of non linguistic means. Those findings showed that the less proficient students used more communication strategies although the different number from the more proficient students was not quite high.

The first three types strategies were employed the most frequently by both groups. Time gaining (20.94% by more proficient students and 38.46% by less proficient students) was used because this strategy allowed the students to have time to think to find the right word and it is also to help them to speak naturally. Similar to time gaining, repetition (16.89% by more proficient students and 18.68% by less proficient students) was used to give time for the students to think. In addition, the use of those strategies could also be caused by the students' affective factors such as nervousness and being afraid of making mistakes. Mesnwhile, code switching strategy (12.16% by more proficient students and

12.09% by less proficient students) was used due to the students' similar L1 background, so they thought it would be easier and clearer if Bahasa Indonesia was used.

Although both more proficient students and less proficient students employed more compensation strategies than avoidance strategies, the more proficient students applied more L2 based strategies such as circumlocation (11.49%) and approximation (7.45%), while the less proficient students used circumlocation only 1.65% and approximation only 1.10% from the total number communication strategies they employed. The more proficient students also used less time gaining and repetition strategies than the less proficient students. This indicates that the more proficient students communicate more effectively and efficiently than the less proficient students.

The results of the study also supported some previous studies related to the influence of the students' language proficiency to the communication strategies applied by them. The previous studies (Parabakhi, 1985; Chen, 1990; Liskin-Gasparro, 1996 and Nakatani, 2006) were quoted in Huang (2010), who reported that a learner' language proficiency is a potentially influential factor in the choice of communication strategies. He concluded that high language proficiency students were more likely to resort to linguistic knowledge to convey meaning and they were able to select appropriate and effective strategies for interaction. He added low language proficiency students tended to rely on knowledge-based or conceptual-based strategies and used more abandonment strategies. Meanwhile, Tiono (2004) concluded from her research findings that students with high communication apprehension level used more communication strategies due to their affective factors such as being nervous, being afraid of making mistakes, and too much hesitation.

CONCLUSIONS AND SUGGESTION

The total number of communication strategies used by the students from more proficient students was 148, which equals 44.85%, while the total number of communication strategies used by less proficient students was 182, which equals 55.15%. The more proficient students used eleven (11) types of communication strategies and the less proficient students used thirteen (13) types of communication strategies. There were three types of communication strategies which were the most frequently used by the students from the two levels of proficiency. They were use of fillers or time-gaining strategy, repetition, and code switching. Compared to the more proficient students, the less proficient students used higher number of avoidance and appeal for help strategies. In contrast the more proficient students used more L2 based strategies like circumlocation,

and approximation. Instead of the similarity and the little difference between the two groups, the more proficient students seemed to be more efficient in using communication strategies, so they could explain their ideas more clearly, and they seemed to be more confident in using English. Furthermore, from the observation, the more proficient students spoke more fluently without depending too much on their written paper and could make use the slides more efficiently than the lower level students. Some of them also used interactional negotiation strategies such as comprehension and confirmation strategies although these strategies were not included to be studied in this research.

The study shows that the employment of communication strategies had enabled the students to achieve their communication goal despite their insufficient linguistic resources. This study also reveals that some students still struggled to communicate their ideas. Based on the findings, some suggestion are offered for teachers, students, and further researchers. The teachers are suggested to introduce communication strategies to their EFL learners. The teachers may teach communication strategies and encourage their students to use them appropriately. Beside that, with some knowledge of communication strategies they can encourage their students to use more compensatory strategies instead of avoidance strategies to lead their language learners to be more proficient in using English for oral communication.

For the students, it is expected that they use more effective communication strategies that lead them to become more fluent language learners. For next researchers, Further study on communication strategies on more complex or difficult subjects based on classroom research need to be explored by further researchers so that more fruitful findings will give more contribution to English language teachers.

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EFFECTIVE WAYS IN TEACHING ENGLISH AS FOREIGN LANGUAGE TO YOUNG LEARNERS WITH VARIOUS LEARNING STYLES

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Abstract: In response to learning revolution, teaching is not only transferring knowledge to students but also it should be conducted by accommodating students' learning styles. By viewing to these two factors, the teaching learning process will be more successful. This study presents the strategies to improve students' speaking skill related to age and learning styles. The teaching strategies were developed by analysing the students' needs, students' wants, and students' lack.

Keywords – effective way, EFL, young learners

INTRODUCTION

Teachers who teach English in the countries, which do not use English as their daily language, might think harder to create an interactive class for active students. Moreover, it always finds quite confusing for some English teachers whose students are teenagers (Junior and Senior High School) due to both their less of interest and lack of prior knowledge about English.

Quoting Birdsong (1992); DeKeyser (2000); Oyama (1976); Patkowski (1980) asserts that age has been considered as an important factor in the ways in which language learners differ, and a vast amount of research has been conducted regarding age effects on second language acquisition. The statement means that age is one of the essential factors for everyone to learn language that is being a determining aspect for successful in mastering a new language. Furthermore, that case happens to

teenagers (especially Junior and Senior High School) where in their age of growing, it is a right time for them to gain new information and to acquire basic knowledge about one particular language, in this case English. Therefore, they really need to be guided and to be given much attention while the teaching-learning process goes on.

Beside the factor of age, attitudes also play an important role in forming our students' view about learning language. They influence our perception of the foreign language and determine how we respond to different languages which are used in community. In view of the vital role played by attitudes in learning language, it is not surprising to know that students' attitudes will give effect how English is learned in Indonesia. The Encyclopedia of Psychology (2004) discusses the attitudinal model, with a slight modification, on the basis of three factors which are affective, behavioral, and cognitive. Thus a dominant aspect of attitude is emotional response to learn English. Attitude or response may also be described as an abstract unit which is realized in the form of behavior. Attitude not only predicts behavioral patterns (Spielberger, 2004), but it also triggers various manifestations of behaviour. Mostly, students who are learning English think that English is not easy to learn. For students who have a negative and positive attitude about learning English will make different atmosphere in language learning classroom.

Various intelligences also influence how a teacher will conduct a language teaching strategy in a classroom. As stated by Gardner (1993) that every person has a different lifestyle and a different work style. It is why the students also have various intelligences. Two of them (logic and language) are very highly valued in traditional education. The intelligences involve linguistic intelligence, mathematic intelligence, musical intelligence, spacial or visual intelligence, kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. The students who have the linguistic intelligence will be easier to practice foreign language. It is caused by having the linguistic talent will make them love to learn the foreign language. Moreover, an approach should be used to the students who do not have linguistic intelligence in order to persuade them like the foreign language and then practice it. Also, the teacher should consider a teaching method for conducting a classroom which can accommodate these intelligences.

The most extraordinary thing about being a good teacher is that he or she transcends accepted educational methods. The statement means that the methods of the teacher teach and deal with the students are also being so important in the classroom activities. The teacher should develop various methods and techniques in teaching and

learning in order to fostering students' participation in every teaching and learning activity. Therefore, those goals of education itself can be achieved progressively.

The most crucial case that teacher should think is about how the students learn language. There are currently about twenty different methods of identifying learning styles. A reasearch conducted by Professors Ken and Rita Dunn provides one of the most comprehensive models. They have also produced a simple questionnaire which anyone can complete to obtain a computerized learning-style printout. On the other hand, Dunn's research revealed that they discovered that only thirty percent of students who remembered even seventy five percents of what they hear during a normal class period. Forty percents retain three-quarters of what they read or they observe. These visual learners divided into two types, which are some process information in the word-form, while others retain what they analyse in the diagram or picture-form. Whereas, fifteen percents students learn best tactually. They need to handle materials, to write, draw and be involved with concrete experiences. Another fifteen percents are kinesthetic learners. They learn best by physically doing by participating in real experiences that generally have direct application to their lives. According to the Dunns, everyone usually has one dominant strength and also a secondary one. Also, it can be observed in the classroom or seminar that if the main perceptual strength is not matched with the teaching methods and some difficulties in learning are faced, people can compensate with their secondary perceptual strengths.

The case above is being the major implications for solving the high school dropout problem. Based on the writers' experience, kinaesthetic and tactile learners are the main candidates for failure in traditional school classrooms. The students need to move, feel, touch and do, and if the teaching method does not allow them to do these activities, the students will feel left out, uninvolved, and bored in the classroom activities.

Moreover, the physical environment obviously affects learning. For instances, sound, light, temperature, seating and body posture are all important. People also have different emotional needs and emotion plays a vital role in learning. It is in many ways the key to the brain's memory system. In addition, the emotional content of any presentation can play a big part in how readily learners absorb information and ideas.

While teaching method is an important thing in conducting a classroom activities and learning styles also contributes to get a successful classroom in achieving the students' creativity through teaching language. In learning English, the students should master four main language skills which are writing, speaking, reading and listening. These four skills are very important to support the students' abilities in mastering English and, thus those

language skills be separated from one another. Finally, this paper will only focus on discussing how to teach writing skill for second year students of Senior High School.

METHOD

This paper used qualitative approach, in which the research data were analysed by in-depth interview to know what students' need in learning English. There were three questions given to the students related to their need the why they were in English class. To find out the students' wants about learning English three different questions also given to them. Students' learning styles are not separable from students' wants in learning. How should be a teacher conduct an English also view the students' lack in communicating with English.

FINDINGS AND DISCUSSIONS

The questions of need analysis which are given to the students are about their learning styles and the suitability of speaking materials for students. In responding to these questions, the students answered that the learning materials should be developed based on their ages. The students' lack can be viewed by observing their activities in learning process. All of the students have strength themselves but the teacher should find out the window how to use their strengths in persuading the students' abilities. Most of students have lacks in mastering grammar rules and vocabularies but those weaknesses can be solved by implementing the interested strategies.

Writing is being one of the important skills that students need to be mastered. It requires the ability of students to be able to deliver their thought by writing and confidently. "You cannot learn swimming without landing in water, so just start writing, no matters correct or incorrect. There are more than a million words in English language but you need only few thousand words to write it (Sharma, 2012). As Sharma's above statement, it is clear that to learn language is to practice the language whenever we speak.

However, it is also clear that the most difficult thing students do is to write their English. Some major problems are like the less confidence they have, the lack of English knowledge as well as the less motivation they have in practicing their English. Also, the latter statement is the most-appeared reason answering by students due to their teacher lack of interesting ways in teaching writing. Because of that, the English teachers are obligated to be able to make various creative materials as well as media designs in order to attract the students' interest in learning speaking skill.

1. Material Design

Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From the above statement, it can be concluded that preparing materials for teaching is a must thing to do for teachers that purposes as a direction that controls the teaching learning process.

Littlejohn & Winseatt (1989) emphasize that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. That means that, in designing the material, the teacher does also have to remember when they want to design the material, they have to make the curriculum as the direction to design the material. Clarke (1989) also argues that communicative methodology is important and that communicative methodology is based on authenticity, realism, context, and a focus on the learner. That is why, to design a material, the teacher has to understand the condition of their students so that the activity can run effectively.

In designing the material for teaching speaking for second year of Senior High School, the teacher has actually wide ways to improve their students' ability. In this case, the teacher will determine to use the students' centered approach that aimed to give the students more times to participate actively in every activity the teacher makes. Then, the teacher will divide the class into some small groups in which there are only five students in each groups. The technique used by the teacher is the debate technique where each student in the groups has to speak and to deliver their opinions based on the topic given.

In choosing the topic discussed, the teacher needs to be very careful and consider some things. The topic that is going to be debated must be simple, important and familiar topics in order to ease students to state their opinions. Furthermore, the teacher needs to also analyze the students' interest that aims to attract students' attention when they read the topic given. The more interesting the topics are, the more enthusiastic they will. Another thing that needs to be considered when designing materials is providing as many topics as possible to prevent boredom for the students. Giving the same topic for every round in debate will make students feeling bored and less motivated. The example of the topics that are possible are such (1) *School uniforms should be abolished*, (2) *Girls are more selfish than boys*, (3) *A high*

educational background is needed for all higher public officers, and (4) The usage of cell phones in class should not be permitted.

Those given topics seem quite easy for students to activate their prior knowledge before debating. Having the students had the basic knowledge of those particular topics will, of course, impact to the successful of the activity because the students will feel glad and enthusiastic in following the debate activity. More than that, they will also be easy to relate the topics with their schemata and finally create a natural debate activity.

2. Media Design

Designing a media is as important as designing material to attract students' interest in learning. The source <http://serc.carleton.edu/sp/library/media/index.html> is stated: "The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media **engages students, aids student retention of knowledge, motivates interest** in the subject matter, and **illustrates the relevance** of many concepts." There are some choices of media that can be used to make the speaking teaching learning activity being effective, such as:

a. Video

Providing a video will be a very nice thing to do to attract students' attention. In teaching speaking through debating, the video is very useful for the students to help them to re-call their memory about a particular topic. Before the students are going to debate, the teacher can first play the video to give a clue and slight information to the students. The function is to re-call the students' memory and attract them to think what they should argue.

b. Pictures

Another thing that the teacher can do is preparing some pictures, still, related to the topic about debate. Besides video, if the teacher wants the students to think hard without giving too much information, pictures are a good idea as the choice. For example, if the topic is about *the usage of cell phones in class should not be permitted*; the teacher can simply show pictures of students using their phones at classroom as also the clue for them.

c. Power Point

The use of power point is just the same like using pictures. Another way besides using pictures is through power point. By using power point, the teacher can show some texts related to the topic that will be debated. This also will attract students' curiosity and as the clue of the debate topic to diagnose the problem.

3. Assignment

According to Risk, one of the purposes of the assignment is to teach the pupils how to study. It is certain that the assignment should contribute materially to training pupils to this end. It means that assignment also contributes more to deepen students' understanding about the topic they have learnt.

McKeachie (1999: 27) suggests giving a stated purpose for each assignment, even reading assignments, for simply asking a student to 'learn' or 'read' or even 'spend time on' something is unlikely to generate focused and productive learning activity. Designing assignment for students also needs to be as careful as possible so that it is still in the same line with the learning objectives. The assignment must represent the topic they study. The teacher cannot make the assignment that does not relate with the topic. This will cause to the students' less motivation in completing the assignment. Furthermore, the teacher also must create a valid assignment. When creating a speaking assignment, the teacher must provide a valid speaking assignment that tests the students' ability in speaking.

The next things to do are writing each sentence carefully. The teacher needs to make sure that there is no room for misunderstanding about doing the assignment. Be clear about what you do not want to write. In addition, explaining the reason why such information excluded will help students to understand better the questions and the desired response. The teacher has to be clear also about the paper requirements. The teacher has to be strict to the due date of collecting the assignment, to let the students know about the special criteria (if any) the teacher will use when grading the assignment.

4. Assessment

According to Morrison, assessment is important because of all the decisions you will make about children when teaching and caring for them. All of your assessment decisions taken as a whole will direct and alter children's learning outcomes. It means that assessment is actually being a part of teaching

learning process, on how teachers can objectively assess their students and how the assessment can enhance the teaching process as well as the student learning process. In assessing the students, the teacher also needs to pay attention to the assessment criteria they make. The same thing as making the assignment, the assessment criteria should consist of both the valid criteria so that the teacher can obtain the valid information about the students' capability as well as the appropriateness of the content and the data collection (cognitive, psychomotor and affective).

A teacher has to be very objective in assessing their students' ability. For example, when the assessment is about speaking, then the common criteria that assessed are like communicating ability, the fluency, accuracy and natural. Those are all the things that teachers have to concern and prepare when they are going to teach. However, it is not that easy to teach English as a foreign language to students but, if the teacher prepares all the things appropriately and correctly, then it will also be possible that the students will feel easy to adjust the material designed by the teacher.

This is an example a strategy of teaching English by elaborating learning materials, media, teaching technique and also focus to the learning styles:

Teacher observed students' learning styles and categorized them into visual students, audio students, and kinesthetic students. Teacher may analyze these characteristics (Dryden and Vos, 1994). A student who sits and looks straight ahead, or whose eyes look upwards when accessing information, and who is a fast talker, is generally a visual learner. Whereas, a student who looks from side to side when accessing information, or looks down to his "offside" (right-handed student looking to the left), is probably an auditory learner. He will generally speak with a rhythmic voice. On the other hand, a right-handed student who moves a lot looks to the right and downwards when accessing information, and is a slow speaker, will probably be a kinaesthetic learner.

After recognized the students, teacher may arrange the position of students' seat with their learning styles, for example: teacher mixes students with different learning styles in the same group. This arranging are obtained to combine the styles in order the students do not feel bored in learning. In starting the class, the teacher plays music and then introduce the topic "Vegetarian Food". The the teacher will give the students a record of vegetable names with its sentence and play it repeatedly. Teacher shows a picture or asks students to put

some pictures on the wall and write some sentences on it. Furthermore, the teacher asks students to write a paragraph about: "Being younger with Vegetable". Finally, the teacher may invite students to give comments of their writing.

CONCLUSIONS AND SUGGESTION

The major implication of the work is the realization, that the implementation of teaching- learning strategies should consider the students' learning styles that involve audio, visual and kinaesthetic. Curricular materials and learning process should be rich and not only depend on the text book, and the consistency within the chosen strategies or style that all students familiar with.

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AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS' PROPOSALS

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Abstract: This research aims to elaborate the kinds of grammatical errors and to disclose the factors that made the students do those kinds of grammatical errors. The data were collected from proposals written by the seventh semester students of English Department, Faculty of Letter, Hasanuddin University. These data were collected by using note-taking technique. The samples were 10 students' proposals. The researcher to collect the data used random sampling technique. The writer used descriptive quantitative and qualitative methods in analyzing the data. The result of the data analyses shows that there are many kinds of grammatical errors, which students make in writing proposals, especially in Subject-Verb Agreement, Number Agreement, Reference, Word Order, Omitted Subject and Omitted Verb. The most frequent grammatical error that students make in writing proposals is Number Agreement. In addition, the factors that make students do some kinds of grammatical errors in writing proposals are overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concept hypothesized.

Keywords – Grammatical Error, Overgeneralization, Ignorance of Rule Restrictions, Incomplete Application of Rules and False Concept Hypothesized

INTRODUCTION

Linguistics is the systematic study of language. Language may refer either to the specific human capacity for acquiring and using complex systems of communication, or to

a specific instance of such a system of complex communication. It is used in different context and meaning, for example: written language, oral language, speech, utterances, etc.

Language is a means of communication. Using a language is not as simply as we think because there is a set of rules that must be followed, which is called Grammar. If the students are serious about learning a foreign language, grammar can help them to learn a language more quickly and more efficiently.

Having a good grammar system of a language will be helpful for learners in delivering their ideas, messages and feelings either to listeners or to readers. Language without grammar would be disorganized and results in some communicative problems, like grammatical errors in writing.

In order to use a language well, learners should learn the rules of a language. However, learning a second or foreign language cannot be separated from creating errors. Even the native speaker themselves are not free from creating errors. The errors usually occur in the productive skills, speaking and writing, but in this thesis, the writer decides to analyse only the grammatical errors in writings.

Students' writings are important to be analysed, because it contains rich grammar variations. Many students often make some syntactic errors maybe because there are some main rules of grammar that they have to understand. Thus, it needs a detailed examination.

The writer finds out some previous studies about grammatical errors that have been done by other people. They are: Fitria (2006) focuses her writing on grammatical errors in Subject-Verb Agreement in essays made by the students of advanced 4 of LBPP Lia Makassar. She tries to find out the grammatical errors in Subject-Verb Agreement made by the students in their essays. Another researcher is Hestiyani (2008) in which she emphasizes her research on grammatical errors in students' essay. It is a case study at English Department, Hasanuddin University. She tries to find out grammatical errors in Subject-Verb Agreement and Wordiness, then how they affect the quality of writing. Besides, Ridwan (2007) concentrates his project on some grammatical errors in texts written by students of English Department, Hasanuddin University. He discusses some kinds of grammatical errors in syntax; such word order, preposition, concord, and us verb groups.

Having these reasons, the writer wants to present *An Analysis of Grammatical Errors in Students' Proposals*. The title of this writing will involve many facts of errors that occur in writing. However, the writer will not discuss all of kinds of errors, but only some kinds of grammatical errors. From the data, the errors that can be found are the errors in applying Subject-Verb Agreement, errors in using reference, errors in using number

agreement, namely indefinite and demonstrative pronoun, errors in word order, and omitting subject and verb.

METHOD

In collecting the data, the writer uses note taking technique. She collects primary data from ten proposals that have been written by the seventh semester students of English Department by using scrutinized method in analysing the written works.

The writer uses the descriptive quantitative and qualitative method in analysing the data. These methods are carried out with the following steps:

Step 1: The writer reads the proposals carefully. Then, she identifies the grammatical errors in the texts.

Step 2: The grammatical errors in the data are recorded. The writer then classifies the collected data by tabulating them into a table, which will be divided into three columns.

Proposal	Data	Grammatical Errors
I	1.
	2.
	3.

Step 3: The writer uses descriptive qualitative in analysing the data. She explains the errors specifically, and makes the reconstructions of the grammatical errors.

Step 4: Finally, some conclusions will be drawn by examining the table and their analyses.

FINDINGS AND DISCUSSIONS

Findings

All the errors are identified in the table below. The errors are selected from proposals by separating the sentences, which have grammatical errors in the paragraphs of the students' proposals.

STUDENT	DATA	GRAMMATICAL ERRORS
I	1.	Love generally includes an emotion of <u>intense</u> attraction to another person, a place, or thing; and __ may also include the aspect of caring for or finding __ identification with those objects, including <u>self love</u> .
	2.	Love is essentially an abstract concept, __ __ easier to __ <u>experience</u> than to __ <u>explain</u> .

	<p>3. Her movie <i>I Am Sam</i> is a 2001 American <u>drama film</u> written and directed by Jessie Nelson and ___ tells the story of a developmentally disabled and autistic man, Sam Dawson, who <u>fathers a child</u> with a homeless woman.</p> <p>4. Sam has the mentality of a seven <u>year</u> old, but ___ ___ the common sense, compassion and determination of a mature adult.</p> <p>5. However_ at Lucy's seventh birthday party, ___ friends from school are invited and several <u>mock</u> Sam and Lucy.</p> <p>6. The <u>child's parents'</u> already uncomfortable with Sam, ___ target him as ___ unfit father.</p> <p>7. From ___ description of behaviour of main character in the <i>I'm Sam</i> _ the writer tries to bring out <u>some interesting point</u> to ___ <u>analyse specifically</u>___ describe the main character.</p> <p>8. The writer <u>choose</u> the title because of two reasons.</p> <p>9. Despite his disabilities, Sam manages to raise his baby daughter, and ___ <u>try</u> to get custody of his daughter .</p>
II	<p>10. Educated people usually master ___ foreign <u>language</u>, such as English, Japanese, Chinese, etc.</p> <p>11. The reason why the writer <u>choose code mixing used in lyrics Indonesian song nowadays</u> as <u>his object research</u> because language cannot be separated from the society.</p> <p>12. <u>Beside that</u>, this research investigates the effects of code mixing in <u>lyrics Indonesian song</u> to society.</p>
III	<p>13. As Edgar V. Roberts <u>state</u> that :</p> <p>14. Women are interesting <u>object</u> to be analysed because of their status, which becomes a controversy among the society, especially for men.</p> <p>15. It also has been the norm for women. <u>She</u> must obey it.</p> <p>16. Most of her <u>fiction is</u> set in Louisiana and most of her best-known <u>work focuses</u> on the lives of sensitive, intelligent women.</p> <p>17. In analysing <u>this short stories</u>, the writer uses genetic structuralism approach.</p> <p>18. This approach <u>lead</u> the writer to analyse the structures of <u>this short stories</u>, especially the characters and connects them with ___ outside elements of literary work structure.</p>

<p style="text-align: center;">IV</p>	19.	<p>With the high increase of diverse populations entering and maintaining communities all over the <u>country</u>, racism has expanded to include antagonism between peoples of many cultures.</p>
	20.	<p>In this thesis, the writer <u>want</u> to present the Black poetry that started to be popular in the 1950' s.</p>
	21.	<p>One of those <u>great poet</u> is Langston Hughes who wrote <u>some great poem</u> reflected the situation and condition in that time.</p>
	22.	<p>Literary work not only reflects the social condition and situation of life, <u>but</u> also can be the <u>messenger</u> and an inspiration for the readers.</p>
	23.	<p><u>Those Poem</u> reflect the racial issues_ such as Skin Color and Racial segregation <u>which</u> happened to Black American in the certain time and which made the life of Black people <u>was</u> always under pressure.</p>
<p style="text-align: center;">V</p>	24.	<p>When people relate one another in a communication_ they use the words or sentences to send their message, and ___ expect the hearer understands what they <u>intends</u> to mean.</p>
	25.	<p>In conversation_ ___ speaker sometimes <u>use</u> implicature in his <u>utterance</u> that are covered by polite words_ but the hearer can understand what he means.</p>
	26.	<p>In this thesis, the writer <u>choose</u> the Drama “Death of a Salesman” to support her writing_ because many <u>of</u> characters use implicative in the dialogues to express their ideas, feeling, and thought.</p>
<p style="text-align: center;">VI</p>	27.	<p>Never choose anyone, everything into a single unit, children, adults and even people around us ___ very fond of this magic box.</p>
	28.	<p><u>Culture watch</u> for some people <u>has</u> become the most unique ways to <u>eliminate fatigue, boredom and to seek entertainment</u>.</p>
	29.	<p><u>Manga cartoons</u> is one spectacle that <u>is</u> the children enjoy doing in general_ as an example of manga cartoon ___ "Naruto".</p>
	30.	<p>The characters in the Naruto series <u>is</u> not uncommon to say "Damn!" And "Bastard".</p>
	31.	<p>There is <u>a martial arts</u> use the left and right, but the level of violence is very abundant.</p>

	32.	In Naruto there is also a scene <u>she</u> was in the shower with a sexy woman ___ wearing only a bathing suit that is <u>very inviting</u> .
	33.	Disturbingly, <u>comic Naruto</u> tops are consumed by children.
VII	34.	Communication requires a sender, a <u>message</u> , and an intended recipient, although the receiver <u>need</u> not be present or aware of the sender's intent to communicate at the time of communication, <u>thus</u> communication can occur across vast distances in time and space.
	35.	From <u>some definition</u> of communication above, ___ writer <u>conclude</u> that the definition of communication is a system for sending and receiving messages.
	36.	<u>There is a phenomena</u> in communication where occasionally a speaker says one thing but ___ means another.
	37.	This phenomenon also accommodates a condition where the language used in that conversation event ___ does not show ___ correlation in the superficial level, or we can say the utterances from oral interaction of people have another meaning, what he <u>literally says is</u> not what he exactly means, the result ___ sometimes the hearer <u>do</u> not understand what the speaker says.
	38.	<u>All character</u> in that works begin to be made in manuscript by scenario writer.
	39.	Movie ___ also entertainment tool for many people in various <u>kind</u> of age and social strata.
VIII	40.	The <u>object</u> of this study are the sentences that contain implicit meanings in the novel.
	41.	Sentences that contain implicit meaning <u>is</u> taken as data and analyzed using descriptive comparative method.
	42.	A good translator must not only be able to overcome ___ differences in language and cultural systems, <u>but</u> it also must be able to get the message or the <u>message implicit</u> in the source language and <u>present</u> it back into the target language.
	43.	<u>This becomes important</u> because the integrity of a text more or less influenced by the presence or <u>meaning implicit message contained</u> therein.
	44.	To be able to capture the implicit message well, ___ ___ needed the ability to recognize a wide range of meanings and ways of translating it.

	45.	Here is an example of <u>implicit meanings</u> :
	46.	These two words are exactly the same, but if __ carried further assessment <u>was</u> implicit meaning <u>contained</u> in both the "Yes" <u>were</u> different from each other.
IX	47.	Within the conversation, people try to preserve the conversation still run well and finish it without <u>any oddity</u> .
	48.	For example, when a student meets the other classmate in the <u>corridor campus</u> , they greet each other with verbal or non-verbal language (gesture or body movement).
	49.	Those utterances do not need an answer because their function __ only for greeting or showing the relationship (neighbourhood).
X	50.	<p><u>Literary works</u> is a product of imagination and creativity of a writer, a writer usually <u>get</u> __ inspiration or ideas in making his literary works from an Environmental social life around <u>it</u>.</p> <p>51. The purpose of a writer makes <u>a literary works</u> that is to show <u>a some entertainment</u> to the reader and would like to convey the message of the work_ so that_ it can be used as a learning, nor a work entitled "The <u>yellow wallpaper</u>".</p> <p>52. <u>These work</u> are work that reflect the social life of people, especially women, where women are occupying a position in the status and role.</p> <p>53. Basically_ every human <u>being have</u> the rights of his own life,</p> <p>54. Throughout the 18th century to 19th century_ authors appreciate <u>his</u> work on the condition that occurs at that time, after entering the 19th century's __ has sprung up a strong protest against these conditions, <u>Charlotte Gilman</u>_ __ author who wrote "The Yellow Wallpaper" has certainly written <u>his</u> work about __ own experience to become the literary work short story "The <u>yellow wallpaper</u>".</p> <p>55. In <u>his</u> work entitled "The <u>yellow wallpaper</u>" a work that is very interesting for <u>the case thoroughly</u> because <u>__ talking</u> about __ liberation struggle of creative rights of women.</p> <p>56. In the 19th century_ women only has space in the home environment_ __ is not uncommon in those days __ women did not socialize, but since entering the 19th century <u>there began</u> an awakening of women minority who are demanding <u>his</u> rights of freedom.</p>

	<p>57. In the short story “The <u>yellow wallpaper</u>” _ it is very clearly seen the suffering of a woman who had been bound by a marriage that is actually expected to make <u>his</u> life happy_ but the opposite happened_ he was given no restrictions for __ __ activities and socializing at all.</p> <p>58. <u>because</u> it is considered that a woman only has a duty as a good housewife and a mother who is responsible for <u>his</u> son and <u>the rest are not there any activity</u>.</p> <p>59. <u>He</u> experienced these conditions for so long that causes disturbed mental state __ is not infrequently <u>he</u> hallucinating from not being able to channel what <u>he</u> wanted to do and make her into a depression.</p> <p>60. But in the end_ she did not stop there_ though <u>he</u> was locked but she had time to write a scream screaming that one of them is “The <u>yellow wallpaper</u>”.</p> <p>61. Once the state can no longer <u>he</u> was facing the end <u>he</u> decided to go and leave her husband and became a writer_</p> <p>62. The reason why the <u>author chooses short story</u> "The <u>yellow wallpaper</u>" as subject on the <u>works</u> of analysis_ because it appeared in the 19th century where social conditions in American society __ the subject of __ attention, especially women, <u>and</u> the work of "The <u>yellow wallpaper</u>" is one of the works <u>are</u>__ __ the subject of attention __ __ society in those days, and the work is a real story.</p> <p>63. In the short story _The Yellow Wallpaper_ by Carlotte, it is clear that the social condition of society in the 19th century that a woman has only the task of doing domestic <u>work</u>_ but the figures on the short story <u>isthat</u> in the story are not given the name_ because according to Charlotte's character __ is not important_ his actions are considered <u>is not reasonable</u>_ because in the 19th century in America_ a true woman should follow four main principles: Piety (kereljiusan), purity (purity), submission (obedience), and domesticity (domestication).</p> <p>64. <u>He</u> considered not religious_ because they do not listen to what was said by <u>her</u> husband, a man (masculine) that at a certain level is considered to have the power in the presence of his wife (feminine), like Jesus (masculine) over his people (feminine).</p> <p>65. It is closely related to the third principle, namely the submission, <u>he</u> did not obey what was said by her husband: would prefer to write when her husband had forbidden such activities related to the intellect.</p>
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	66.	<u>He</u> let his brain <u>do</u> not puree aka holy because_ thinking about the things <u>he</u> should not think.
	67.	The fourth principle-domesticity-is one thing that looks to the naked eye, the true culmination of the female principle which <u>he</u> had broken: <u>he</u> prefers to write rather than perform domestic housekeeping tasks: <u>taking</u> care of home, husband and children.
	68.	'Great sin' which <u>he</u> expressed in <u>his</u> writing is that <u>he</u> wants to share her anxieties with other women_ 'poison' other women to agree with <u>his</u> way of thinking: the intellectual pursuit by writing more 'fulfilling' than doing housework.

Discussion

The writer uses descriptive analysis in analysing the data. The reconstructions of the errors are given in the analysis.

1. Errors in Using Number Agreement

The students make some grammatical errors in number agreement. Number agreement concerns proper relation of words in terms of number (the single and plural aspects of language), especially within a sentence.

The grammatical errors are in data 7, 19, 21, 35, 38, 47, and 58. They are “*some interesting point*”, “*all over the country*”, “*those great poet*”, “*some definition*”, “*All character*”, “*any oddity*”, and “*any activity*”. In these data, the noun “*interesting point*”, “*the country*”, “*great poet*”, “*definition*”, “*character*”, “*oddity*”, and “*activity*” which are modified by “some, all, and any” should be added with a suffix -s/es. According to Thomson & Martinet (1986 : 67) : “The quantifier “some” means certain number or amount.” It is used with both uncountable nouns and plural countable nouns and it is mostly used in an affirmative sentence. The word “some, all, and any” in this case should be followed by plural nouns, because they indicate an indefinite number which is more than one entity. Therefore, the suggested forms should be “*some interesting points*”, “*all over the countries*”, “*those great poets*”, “*some definitions*”, “*All characters*”, “*any oddities*”, and “*any activities*”.

Different with “some, all, and any” that can be either singular or plural, “*several*” is only used as a plural indefinite pronoun. It can be seen in datum 5 “*several mock*”. Plural indefinite pronoun subjects take plural verbs. In this sentence, the student

has to use a plural verb because the pronoun “*several*” is plural. Therefore the verb used is “*mocks*”.

Other ungrammatical forms are the use of demonstrative pronouns. A demonstrative pronoun points to and identifies a noun or a pronoun. “*This*” and “*These*” refer to things that are nearby either in space or in time, while “*That*” and “*Those*” refer to things that are farther away in space or time. “*This*” and “*That*” are used to refer to singular nouns or noun phrases. Whereas, “*These*” and “*Those*” are used to refer to plural nouns and noun phrases. The demonstrative pronouns are identical to demonstrative adjectives, though, obviously, we use them differently. They are adjectives because they modify nouns. That means they come before nouns in a sentence.

The errors can be seen in data 17 and 18 : “*this short stories*” . “*short stories*” is a plural noun. So that, the student has to change “*this*” become “*these*”. On the contrary, in data 21, 23 and 52 : “*those great poet*”, “*Those Poem*” and “*These work*”. The noun “*great poet*”, “*poem*” and “*work*” are singular. Therefore, the demonstrative adjective that the students must use are “*that great poet*”, “*that poem*”, and “*this work*”.

Besides, the next grammatical errors are found in data 4, 24, 25, 39, and 63 : “*a seven year*”, “*they intends*”, “*his utterance that are covered*”, “*various kind*”, and “*domestic work*”. The words “*year*”, “*utterance*”, “*kind*”, and “*work*” have to –s form, because they are plural forms. Whereas, in data 31 and 51 : “*a martial arts*” and “*a literary works*”, the noun “*arts*” and “*works*” should be changed into singular noun, because the noun phrases are singular, that are marked by the use of an article “*a*”.

In datum 28 “*the most unique ways*”, the noun “*ways*” should be singular, because it uses “*the most*” in which it means the only one thing. So, the noun “*ways*” must not use –s form.

In datum 10 “*Educated people usually master __ foreign language, such as English, Japanese, Chinese, etc.*” The student has to add a quantifier “*some*”, because in this case there are more than one language. Whereas, in datum 14 “*Women are interesting object to be analysed*”, the noun “*object*” must in plural form because it refers to a “*women*” in which “*women*” is plural form of “*woman*”.

Another grammatical error is in datum 36 “*There is a phenomena . . .*”. In this sentence, the student uses “*phenomena*” as a singular noun. Whereas “*phenomena*” actually is a plural noun. The noun in this sentence is singular in which it is marked by an article “*a*”. Therefore, the singular noun form that has to use is “*phenomenon*”.

Therefore, the correct form is “*There is a phenomenon . . .*”.

Based on some grammatical errors that are explained above, it indicates that the cause of errors is the ignorance of rule restrictions. It is closely related to the generalization of deviant structures is failure to observe the restrictions of existing structures.

2. Errors in Applying Subject-Verb Agreement

In this case, the students use ungrammatical form. They do not obey the rule of Subject-Verb Agreement. The fundamental rule of Subject-Verb Agreement is that verbs must agree with, or match, their subjects. This means that singular subjects must go with singular verbs, and plural subjects must go with plural verbs.

There are two limitations to Subject-Verb Agreement. Firstly, agreement only applies when the verb is in the present tense. In the past tense, there is no overt agreement between the subject and the verb. Secondly, agreement applies only to third person subjects. There is no distinction, for example, between a first person singular subject and a first person plural subject.

The ungrammatical sentences above are caused by the use of verbs that do not agree with their subjects. Such as: in data 8, 11, 20, 26, and 66 “*The writer choose*”, in datum 13 “*Edgar V. Roberts state*”, in datum 18 “*This approach lead*”, in datum 18 “*The writer want*”, in datum 35 “*The receiver need*”, in datum 36 “*Writer conclude*”, in datum 25 “*Speaker sometimes use*”, in datum 51 “*A writer usually get*”, and in datum 66 “*he let*”.

Flynn and Glaser (1984: 52) argue that a verb must agree with its subject in number. When the subject is plural, the verb must be plural too. The rule is we have to use –s form of a verb in the present tense when the subject is third person singular. For all other subjects, we use the base form in the present tense. Because all of the subjects in the data above are third person singular, the verbs that are used should be –s form. Accordingly, the grammatical forms are in data 8, 11, 20, and 26 “*The writer chooses*”, in datum 13 “*Edgar V. Roberts states*”, in datum 18 “*This approach leads*”, in datum 18 “*The writer wants*”, in datum 35 “*The receiver needs*”, in datum 36 “*Writer concludes*”, in datum 25 “*Speaker sometimes uses*”, in datum 51 “*A writer usually gets*”, and in datum 66 “*he lets*”.

Other ungrammatical forms are in datum 29 “*Manga Cartoons is . . .*”, in datum 30 “*The characters in the Naruto series is . . .*”, in datum 51 “*Literary works is . . .*”, in datum 65 “*The figures on the short story is . . .*”, and in datum 41 “*The object of this study are . . .*”. In these sentences, the students make errors in Subject-Verb Agreement.

The –s form (present tense) “be” is “is”. “Is” is used with third person singular subjects (except “I” we use “am”). Whereas, “are” is used with other subjects in the present tense. Based on the fundamental rule of Subject-Verb Agreement, the plural nouns subjects on these ungrammatical sentences should be matched with the plural verbs. Therefore, the grammatical forms are in datum 29 “*Manga Cartoons are . . .*”, in datum 30 “*The characters in the Naruto series are. . .*”, in datum 51 “*Literary works are. . .*”, in datum 65 “*The figures on the short story are. . .*”, and in datum 41 “*The object of this study is. . .*”.

Another ungrammatical form in Subject-Verb Agreement can be seen in datum 53 “*every human being have the rights of his own life*”. In this case, the student makes an error. He uses plural verb “have”, whereas the noun is singular “human being”. The rule is “every” used with singular noun to refer to all the members of a group of things or people. According to Azar (1989: 216): “ ‘one’, ‘each’ and ‘every’ are the words followed immediately by singular count nouns (never plural nouns, never no count)”. “Every” is a determiner. We normally use it before a singular noun, if the noun is the subject; its verb is also singular. So, the right sentence is “*every human being has the rights of his own life*”.

The cause of errors in the sentences above is the students do not have a complete mastery on English rule on the use of suffix –s or –es after verb with third singular person as subject. Another cause of errors is overgeneralization. Overgeneralization is kind of errors, which cause by wrong prediction based on general rules. For the reason, the rule does not apply to general rules. There is possibility that the item belongs to a different category, which is covered by another rule. Therefore, it can be said that the causes of errors are an incomplete application of rules and overgeneralization.

3. Errors in Using Reference

The students make some grammatical errors in reference. These are words whose meaning can only be discovered by referring to other words or to the elements of the context, which are clear to both sender and receiver. The most obvious example of them is third person pronouns (*she/her/hers/herself; he/him/his/himself; it/its/itself; they/them/their/theirs/themselves*).

The errors can be seen in datum 15 “*It also has been the norm for women. She must obey it*”. “Women” refers to “they”, because “women” is more than one woman. In datum 32 “*In Naruto there is also a scene she was in the shower*”, “Naruto” is a man. So, it should be third person singular, that is “he”. In datum 67 “*the female principle*

which he had broken”, “female” means a woman. Therefore, the appropriate referring expression is third person singular “she”.

Other ungrammatical forms are in datum 50 “a writer usually get inspiration or ideas in making his literary works from an Environmental social life around it.”. “a writer” is a third person singular “he/she”. The student’s aim is “a writer” in general, so a writer refers to “he”, and the accusative of “he” is “him”. Therefore, “it” should be changed into “him”. In datum 56 “women minority who are demanding his rights of freedom”. “Women” is plural form of woman (she). So, the possessive pronoun is “their”. Whereas, in datum 57 “a woman” and datum 58 “a mother” are the third person singular “she”. The possessive pronoun of “she” is “her”. In data 54 and 55 “Charlotte Gilman” is a woman. Its possessive pronoun is “her”.

The next grammatical errors are in data 59, 60, 61, 64, 65, 66, and 68. “Charlotte Gilman” is a woman. She is a writer of a novel that is discussed in student’s proposal. Thus, the student has to use “she” in referring to “Charlotte Gilman”.

The errors can be classified as the false concepts hypothesized. In this case, the students do not comprehend the rule of pronouns. The errors derive from faulty comprehension of distinctions in the target language.

4. Omitted Subject

In this case, the students use ungrammatical form that is the omission subject. A [sentence](#) is commonly defined as "a complete unit of thought." Normally, a sentence expresses a relationship, conveys a command, voices a question, or describes someone or something. It begins with a capital letter and ends with a period, question mark, or exclamation mark.

The basic parts of a sentence are the *subject* and the *verb*. The subject is usually a [noun](#); a word that names a person, place, thing, or idea that is *doing* or *being* something. The [predicate](#) (or *verb*) usually follows the subject and identifies an action or a state of being. In a [sentence](#), every [verb](#) must have a subject.

The examples of the students’ errors in forming simple sentences can be seen in data 44 and 45. A simple sentence consists of a single independent clause with no dependent clauses. In datum 44 “To be able to capture the implicit message well, ___ ___ needed the ability to recognize a wide range of meanings and ways of translating it.” and in datum 54 “after entering the 19th century’s ___ has sprung up a strong protest against these conditions”. In datum 44, the appropriate subject that has to be used is “it”, whereas, in datum 54, the subject that should be used is “she”, because that

sentence relates with the previous sentence that explains about Charlotte Gilman as a writer of the novel “The Yellow Wallpaper”.

Other grammatical errors in subject omission in compound sentences are in data 1, 3, 4, 9, 22, and 46. A [compound sentence](#) consists of multiple independent clauses with no dependent clauses. The independent clauses of a compound sentence are usually joined by a comma and a coordinating conjunction (and, but, or, nor, for, so, or yet). In datum 1 “*Love generally includes an emotion of intense attraction to another person, a place, or thing; and ___ may also include the aspect*”, the subject that must be added is “it”, because “it” refers to “love”. In datum 3 “*Her movie I Am Sam is a 2001 American drama film written and directed by Jessie Nelson and ___ tells the story of a developmentally disabled and autistic man*”. The appropriate subject is “it”, because “it” refers to “the movie *I Am Sam*”.

In datum 4 “*Sam has the mentality of a seven year old, but ___ the common sense, compassion and determination of a mature adult.*”, and datum 9 “*Sam manages to raise his baby daughter, and ___ try to get custody of his daughter*”. In these two data above, the suggested subject is “he”, because it refers to “Sam”.

In datum 22 “*Literary work not only reflects the social condition and situation of life, but ___ also can be the message and an inspiration for the readers*” and in datum 46 “*These two words are exactly the same, but if ___ carried further assessment was implicit meaning*”. The subject that has to be used in these data is “it”. “it” refers to “literary work” in datum 22 and “two words” in datum 46.

Other ungrammatical forms in forming complex sentences are in data 55 and 63. In datum 55 “*In his work entitled “The yellow wallpaper” a work that is very interesting for the case thoroughly because talking about . . .”*, the appropriate subject is “it”, because “it” refers to Charlotte Gilman’s work entitled “*The Yellow Wallpaper*”. Whereas, in datum 63 “*the figures on the short story is that in the story are not given the name_ because according to Charlotte's character ___ is not important . . .*”, “it” is the suggested subject in this sentence, because it refers to “*the figures that are not given the name*”.

The next ungrammatical forms of omitted subject are in data 6, 37, and 56. These sentences are superfluous comma. In datum 6 “*The child's parents' already uncomfortable with Sam, ___ target him as ___ unfit father*”. The subject that has to use is “they”, because it refers to “*the children’s parents*”. Besides, in datum 37 “*This phenomenon also accommodates a condition where the language used in that conversation event ___ does not show ___ correlation in the superficial level . . .*”, the

suggested subject is “it” that refers to “this phenomenon”. In datum 56 “*In the 19th century_ women only has space in the home environment_ __ is not uncommon in those days*”, “it” is as the subject of this sentence, because it refers to “*women only has space in the home environment*”.

In these data (6, 37, and 56), each of them should be divided into two sentences, because they consist of a single independent clause. In datum 6 “*The children’s parents already uncomfortable with Sam.*” and “*They target him as an unfit father*”. In datum 37 “*This phenomenon also accommodates a condition where the language used in that conversation event.*” and “*it does not show __ correlation in the superficial level . . .*”. In datum 56 “*In the 19th century, women only has space in the home environment.*” and “*It is not uncommon in those days.*”

Therefore, the errors can be classified as incomplete application of rules. In this category, the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.

5. Omitted Verbs

In these cases, the students make grammatical errors in omitting verb. The definition of a sentence is a group of words consisting of a subject and predicate, even if one or the other is implied, beginning with a capital letter and ending with a full stop. The basic parts of a sentence are the subject, the verb, and (often, but not always) the object.

In datum 2 “*It__ easier*”, the subject of the sentence above is “it” and it is followed by “*easier*” as the degree of comparison. So, the students has to add “*to be (is)*” between them. In datum 29 “*as an example of manga cartoon __ "Naruto"*”, the student must add a linking verb. According to Alwasilah (1993 : 118), a linking verb (copulative) connects a subject to a complement which tells something about the subject. In this case, the suitable linking verb is “*is*”, because it shows “*an example*”. The next error is in datum 39 “*Movie __ also entertainment tool for many people in various kind of age and social strata.*” The subject of the sentence is “*movie*” and the object is “*entertainment tool*”, but there is no any verb in that sentence. Because the tense of that sentence is present tense and “*movie*” is a singular subject, the appropriate verb is “*is*”. Likewise in datum 2, datum 49 “*their function __ only for greeting or showing the relationship*” also needs a linking verb. Linking verbs do not express action. Instead, they connect the subject of the verb to additional information about the subject. Linking verb connects a subject to a complement and it can be “*to be*” and

“*non-to be*”. In this sentence, the suggested linking verb is “*is*”, because the subject is singular form.

The next error is in datum 4 “*Sam has the mentality of a seven year old, but he ___ the common sense, compassion and determination of a mature adult.*”, the student has to use the –s form of a verb in the present tense, because the subject is third person singular “*Sam*”. The –s form of the verb “*have*” is “*has*”. Whereas, in datum 27 “*people around us ___ very fond of this magic box*”, the verb that has to be used is “*are*”, because the subject is a plural noun “*people*”.

The cause of grammatical errors in these cases is an incomplete application of rules. The students omit the basic part of a sentence, that is a verb. The omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

6. Errors in Word Order

The following are the students’ errors in word order. Hudson in his “*Word Grammar*” (1984: 75) : Word Order is what kind of words may combine with what other kinds of words, and in what order, and with what effect on their meaning. The errors are in data 11, 33 and 48: “*object research*”, “*Comic Naruto*” and “*corridor campus*”. In these cases, the students make errors in word order. It seems that the student applies her native language grammar or Indonesian language into the English sentence.

As it is known that the rules of the two languages, Indonesian Language and English are different. The difference is the rule of the noun phrase in Indonesian Language is “*head + modifier*”, for instance: *komik Naruto*, whereas the rule of noun phrase in English is “*modifier + head*”. Therefore, the grammatical forms are “*research object, Naruto comic and campus corridor.*”

In datum 42 “*message implicit*”. The error in the sentence is the wrong use of adjective “*implicit*” to modify the noun “*message*”. The noun phrase “*message implicit*” is wrong. The correct form of the sentence should be “*implicit message*”.

Another ungrammatical word order is in datum 11. Battles, Brengelmen and Halder (1976) states that word order is a part of sentence and how words are put together. In this case, the wrong order of “*lyrics Indonesian song*” should be “*Indonesian lyrics song*”. Whereas, in datum 43 “*meaning implicit message*” must be changed into “*implicit message meaning*”.

The cause of error is categorized as interference. The students use their previous mother tongue experience as a means of organizing the second language data. The

students apply the rule of Indonesian language, which is different from English, into the use of English.

CONCLUSIONS AND SUGGESTION

There are some conclusions that can be summarized. First, most of the students still make some grammatical errors in writing proposal. The kinds of grammatical errors that students make in writing proposal are Omitted Subject, Omitted Verbs, Number Agreement, Subject-Verb Agreement, Word Order, Reference, Article, Word Form, Passive Voice, Infinitive Verb, Faulty Parallelism, Conjunction, Gerund, Verb Form, and Relative Pronouns. In addition, the factors that make the students do some kinds of grammatical errors are overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

As suggestion, it is important for students to improve their ability in applying many kinds of grammatical rules in writing by learning more about English grammar, particularly about the most frequent error that they make. Besides, the occurrence of errors on what students make in writing proposal can be solved by giving them more attention and practice in order to develop their knowledge about English grammar.

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HOW DO PEOPLE SAY ABOUT LANGUAGE, CULTURE, AND IDEOLOGY?

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Abstract: This article talks about definitions on language, culture, and ideology from several point of views and experts and also how the three are linked and connected and created relationship that the question of ‘Which comes first?’ or ‘Which one is more important?’ can only be answered by putting language, culture, and ideology together. This article also provides understanding on intercultural within the heterogeneous society as well as whether or not culture can be improved.

Keywords – Language, culture, ideology, intercultural, heterogeneous society

INTRODUCTION

It is generally approved that language and culture are closely related. Language is viewed as a verbal expression of culture. It is used to maintain and convey culture and cultural ties. Language provides many of the categories used for expressing thoughts, so it is therefore natural to assume that the language used influences thinking process. Cultures hide in languages. In our big world every minute is a lesson looks at intercultural communication and examines how it can affect interactions between people from countries and backgrounds.

Living in multicultural societies within a global life, we all face the question “How do people understand another when they do not share a common cultural experience?” every day. We now realize that issues of intercultural understanding are connected in other

complex question: What kind of communication is needed by a pluralistic society to be both culturally diverse and unified in common goals?

DISCUSSION

HOW DO PEOPLE SAY ABOUT LANGUAGE?

LANGUAGE

Language displays properties, which enable human to express themselves through verbal communication, like words, phrases, sentences, and nonverbal communication, like body language, sign language. The most remarkable property of language is the way it enables us to talk about anything we want.

The effects of language are remarkable, and include much of what distinguishes human from animals. However, it is only within the last several centuries or so that language has been studied in a scientific way, by careful and comprehensive observation, Linguistics, the study of language, is only in its beginnings. Language is more than just a means of communication. It plays a great part in our life, influences our culture and even our thought processes. During the first four decades of the 20th century, American linguists and anthropologists viewed language as being more important than it actually is in shaping our perception of reality.

This was mostly due to Edward Sapir and his student Benjamin Whorf who said that language predetermines what we see in the world around us. In other words, language acts like a polarizing lens on a camera in filtering reality--we see the real world only in the categories of our language.

Leonard Bloomfield in his book *The Study of Language* stated that the Greek generalizations about language were not improved upon until the eighteenth century, when scholars ceased to view language as a direct gift of God, and put forth various theories as to its origin (1933: 5-6).

Danish linguist Otto Jespersen (1860-1943) grouped some theories that are commonly held about the origin of language into five types (Crystal, 2007: 350-351):

- *The 'bow-wow' theory*
Speech arose through people imitating the sounds of the environment, especially animal calls.
- *The 'pooh-pooh' theory*
Speech arose through people making instinctive sounds, caused by pain, anger, or other emotions.

- *The 'ding-dong' theory*
Speech arose because people reacted to the stimuli in the world around them, and spontaneously produced sounds which in some way reflected or were in harmony with the environment.
- *The 'yo-he-ho' theory*
Speech arose because as people worked together, their physical efforts produced communal, rhythmical grunts, which in due course developed into chants, and thus language.
- *The 'la-la' theory*
Speech arose from the romantic side of life – sounds associated with love, play, poetic feeling, perhaps even song.

Those five theories on how language is developed still had not taking into account the aspects of emotional and rational of speech expression and thus made those theories lacked of support and were being questioned.

Language reflects culture, and is influenced and shaped by it. In the broadest sense, it is also the symbolic representation of a people, since it comprises their historical and cultural backgrounds, as well as their approach to life and their ways of living and thinking. Sapir (1949) in the first place, language is primarily a system of phonetic symbols for the expression of communicable thought and feeling. In other words, the symbols of language are differentiated products of the vocal behaviour, which is associated with the larynx of the higher mammals. Chase (1969) declares that the purpose of language use is to communicate with others, to think, and to shape one's standpoint and outlook on life. Indeed, language figures human thoughts.

Saussure (1959) believes that language is a system of signs. For him, a sign consists of a signifier (the sound- image or the written shape) and a signified (a concept), in the manner that, they both are inseparably linked with each other. In other words, the sound-image cannot be separated from the concept, that is to say, these two never part with each other. Crystal (1981) introduced language as “the systematic, conventional use of sounds, signs or written symbols in a human society for communication and self-expression.

Brown (1994) describes the two as follows: ‘A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.’ In a word, culture and language are inseparable. Language is a system of arbitrary signs, which is accepted by a group, and society of users. It is taken delivery of a specific purpose in

relation to the communal world of clients. (Pollock, 1997). Language is a system of signs that is seen as having itself a cultural value” (Kramsch, Claire. 1998).

Defining language is an impossible task. The best way to formulate a working definition `is to consider the origin of the word itself, which comes from the Latin *lingua*, meaning tongue.”(Danesi, 2004). A composite of a number of possible definitions of language let the following combination definition

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

We can say that language is acquired symbols which have conventionalized meanings used for communication in much the same way. As human, we have brain that has some functions like the control of hearing and acquiring language.

CULTURE

Culture is often described as a structure that is constructed in the society. Hoed (2014) in his book *Semiotik & Dinamika Sosial Budaya* stated that culture is the way a nation perceives the world, the way of thinking, value system, basic assumptions, and the lifestyle of the nation. Culture also involving material aspects such as text, architectures, crafts, manufactures things, and even culinary.

In previous ages, some scholars define culture in several ways although it led to particular words that have almost the same meaning. “Culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”. (E. B. Tylor, 1871). Civilization and culture the same and they believe the two terms have been used synonymously. For them, they both indicate different levels of the same subject. Civilization indicates the great development of a civilized society; culture

indicates the same subject too. Each society has its own special culture either simple or complex". (Kroeber and Kluckhohn, 1952).

Culture is a system of behaviors and modes that depend on unconsciousness. (Edward Sapir, 1956). Culture is the pattern of life within a community, the regularly recurring activities and material and social arrangements characteristic of a particular group". (Ward. H. Goodenough 1957). Culture is the framework of beliefs, expressive symbols, and values in terms of which individuals define their feelings and make their judgments" (Geertz, 1957). Culture is as a capital and means for developing all cultures and knowledge in order to terminate all human sharing problems, for helping economical stabilization and political security". (T. S. Eliot, 1961). Culture is the entirety of socially transmitted and common behaviour patterns, prototypes, samples, arts, beliefs, institutions, and all other products of human work and thought". (Levis Strauss, 1963). Culture the milieu of super organic and highlights the separation of culture from physical and natural factors. He believes that the super organic factor is only for man, whereas; the other two factors are the same for man and animal". (Spencer, 1986)

Culture has multifarious meanings. Culture means farming. It is used everywhere as rural culture, urban culture, American culture and so on. Today, in every field, in humanities, every research requires a general view of culture. It is used in archaeology, linguistics, history, psychology, sociology etc. It is even said that man is an animal with culture (Roohul-Amini, 1989). Culture refers to what has been grown and groomed, the word *culture* from latin *colere*: to cultivate). Culture forces nature to reveal its essential potentialities. (Kramsch, 1998). Culture as a way of life based on a signifying order developed originally in a tribal context that is passed along through the signifying order from one generation to the next". (Danesi. M and Paul Perron, 1999). Culture is everything that people has, thinks, and does as members of a society" (Ferraro, 2003).

Interest in culture is as old as human history where the first scientific definition of culture was in the nineteenth century. At that time, the British anthropologist Edward B. Taylor defined it in 1871, as a complex whole including knowledge, belief, art, morals, law, custom, and any other capability or habit acquired by human beings as members of society (Danesi & Perron, 1999: 3).

Furthermore, Kroeber and Kluckholn, both anthropologists, found 150 qualitatively distinct definitions about culture. They found that there are two broad consensuses dealt with defining culture:

1. That culture is a way of life based on some system of shared meanings; and
2. That it is passed on from generation to generation through this very system. (Danesi & Perron, 1999: 22).

Much of the difficulty of understanding the concept of culture stems from the different usages of the term as it was increasingly employed in the nineteenth century. Broadly speaking, it was used in three ways (all of which can be found today as well). First, as exemplified in Matthew Arnolds' *Culture and Anarchy* (1867), culture referred to special intellectual or artistic endeavors or products, what today we might call "high culture" as opposed to "popular culture" (or "folkways" in an earlier usage). By this definition, only a portion – typically a small one – of any social group "has" culture. (The rest are potential sources of anarchy!) This sense of culture is more closely related to aesthetics than to social science.

Partly in reaction to this usage, the second, as pioneered by Edward B. Tylor in *Primitive Culture* (1870), referred to a quality possessed by all people in all social groups, who nevertheless could be arrayed on a development (evolutionary) continuum (in Lewis Henry Morgan's scheme) from "savagery" through "barbarism" to "civilization". It is worth quoting Tylor's definition in its entirety; first because it became the foundational one for anthropology; and second because it partly explains why Kroeber and Kluckhohn found definitional fecundity by the early 1950s. Tylor's definition of culture is "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society". In contrast to Arnold's view, all folks "have" culture, which they acquire by virtue of membership in some social group – society. In addition, a whole grab bag of things, from knowledge to habits to capabilities, makes up culture.

The third usage of culture developed in anthropology in the twentieth-century work of Franz Boas and his students, though with roots in the eighteenth-century writings of Johann von Herder. As Tylor reacted to Arnold to establish a scientific (rather than aesthetic) basis for culture, so Boas reacted against Tylor and other social evolutionists. Whereas the evolutionists stressed the universal character of a single culture, with different societies arrayed from savage to civilized, Boas emphasized the uniqueness of the many and varied cultures of different peoples or societies. Moreover, he dismissed the value judgments he found inherent in both the Arnoldian and Tylorean views of culture; for Boas, one should never differentiate high from low culture, and one ought not differentially valorize cultures as savage or civilized.

Culture can be defined as human creation (Freire, 1970). It is the human part of the environment (Wang, Brislin, Wang, Williams, & Chao, 2000). In other words, culture is the non-biological aspects of life. It is the process of generating and sharing meaning within a social system. This social system is comprised of values, norms and ways of behaving and so culture comprises the ways we interact, behave, and communicate with one another. Culture is something that is learned from parents, schools the media and the broader community.

Singer (1998) defined culture as: a pattern of learned, group-related perceptions – including both verbal and nonverbal language, attitudes, values, belief systems, disbelief systems and behaviours that is accepted and expected by an identity group (Singer, 1998:5)

Yet cultures are not fixed. They changed and interconnected, but it may be slow or irregular. Cultures are dynamic as they are created and recreated through shared interactions (Gudykunst, 1983). However, these changes may be slow or irregular.

Furthermore, Bronislaw Malinowski said that everything contained in society is determined by the culture that is owned by the community itself. The term for that opinion is called Cultural-determinism. In addition, Andreas Eppink's idea contains the entire understanding of the culture, values, norms, knowledge and overall social structures. Also, Clifford Geertz defines culture is a symbolic meaning system. It is semiotic system in which symbols function to communicate meaning from one mind to another. Cultural symbols encode a connection between a signifying form and a signaled meaning.

For one thing, some Indonesian archaeologist namely Ki Hajar Dewantara said that Culture means the fruit of the human mind. It is the result of the struggle of man against two strong influences, the nature of the times and is a testament to the triumph of human life to overcome the obstacles and hardships in life and livelihood in order to achieve salvation and happiness at the birth is orderly and peaceful.; besides, Koentjaraningrat defined Culture is a whole system of ideas, actions, and the work of human beings in order to become a society that human beings belong to learn; also, Selo Soemardjan dan Soelaiman Soemardi define culture is a means of work, interest, and creative community; then archaeologist R. Soekmono expressed Culture is all the result of human effort, either an object or just a piece of mind and the life.

Moreover, M. Jacobs and B.J. Stern said that culture covers all forms of technology including social, ideological, religious, and arts and objects, all of which are social heritage. Another idea explored by Francis Merrill who emphasize two points about culture: Behavioral patterns are generated by social interaction; All behavior and all products

produced by someone as a member of a community that is found through symbolic interaction.

Moreover, Bounded, et.al said culture is something that is formed by the development and transmission of human beliefs through certain symbols, such as language symbols as a series of symbols that are used to divert the cultural beliefs among the members of a society. The messages about the culture, which is expected to be found in the media, government, religious institutions, educational systems and such.

Next, Mitchell said Culture is the most overall looping action or human activity and human-generated products that have been popular in the community socially and not just in the genetically switch. Then, Robert H.Lowie said that Culture is everything in getting individuals from the community, including beliefs, customs, norms artistic, eating habits, skills obtained not from his own creativity but rather a legacy of the past which can be through formal or informal education.

In addition, Ralph Linton culture is the entirety of the knowledge and attitudes and patterns of behaviour that is a habit, owned and inherited by members of a particular community. 'The sum total of knowledge, attitudes and habitual behavior patterns shared and transmitted by the members of a particular society' (Ralph Linton (1940).

More ideas on culture found the pattern of life within a community, the regularly recurring activities and material and social arrangements characteristic of a particular group' (Ward Goodenough (1957). Geertz 1973, an American Anthropologist said Culture is the framework of beliefs, expressive symbols, and values in terms of which individuals define their feelings and make their judgements". is 'an historically transmitted pattern of meaning embodied in symbols, a system of inherited conceptions expressed in symbolic form by means which men communicate' (1973: 89).

Nababan formulates Culture as the whole communication system that binds and allows operation of a set of people called the public. Thus culture can be defined as a "system of rules of communication and interaction that allows a society occurs, preserved, and preserved". Culture gives meaning to all business and human movements. (Nababan, 1984: 49)

Sapir wrote more complex of the word "culture" seems to be used in three main senses or groups of senses. First, the ethnologist and culture-historian to embody any socially inherited element in the life of man, material and spiritual, technically use culture. Culture so defined is coterminous with man himself, for even the lowliest savages live in a social world characterized by a complex network of traditionally conserved habits, usages, and attitudes.

Kramersch (2009) in her book *Language and Culture* stated that language is the principal means whereby we conduct our social lives. Furthermore, she mentioned three notions of language that are:

- Language expresses cultural reality
- Language embodies cultural reality
- Language symbolizes cultural reality

From the three notions of language proposed by Kramersch above, it is clearly seen that language cannot be separated from culture. Language when it is used in context of communication will involve culture in favor to help understanding the message being conveyed.

In analyzing the culture of a particular group or organization, it is desirable to distinguish three fundamental levels at which culture manifests itself: (a) observable artifacts, (b) values, and (c) basic underlying assumptions. When one enters an organization, one observes and feels its artifacts. This category includes everything from the physical layout, the dress code, the manner in which people address each other, the smell and feel of the place, its emotional intensity, and other phenomena, to the more permanent archival manifestations such as company records, products, statements of philosophy, and annual reports. (Schein 1990: 111)

In addition, a culture involves a social group (such as a nation, ethnic group, profession, generation, etc.) defined in terms of similar cultural representations held by a significant proportion of the group's members. In other words, people are said to belong in the same culture to the extent that the set of their shared cultural representations is large. (Žegarac 2007: 39–40)

Culture is learned from the people you interact with as you are socialized. Watching how adults react and talk to new babies is an excellent way to see the actual symbolic transmission of culture among people. Two babies born at exactly the same time in two parts of the globe may be taught to respond to physical and social stimuli in very different ways. For example, some babies are taught to smile at strangers, whereas others are taught to smile only in very specific circumstances. In the United States, most children are asked from a very early age to make decisions about what they want to do and what they prefer; in many other cultures, a parent would never ask a child what she or he wants to do but would simply tell the child what to do. (Lustig and Koester 1999: 31–2)

At least two or more people share culture, and of course, real, live societies are always larger than that. There is, in other words, no such thing as the culture of a hermit. If a solitary individual thinks and behaves in a certain way, that thought or action is idiosyncratic, not cultural. For an idea, a thing, or a behaviour to be considered cultural, it must be shared by some type of social group or society (Ferraro 1998: 16).

IDEOLOGY

It was Antoine Louis Claude, Comte Destutt de Tracy (1754-1836), who invented the term *Idéologie* (Dijk, 1998) in that naturalizing move of the French Enlightenment rendition of Locke that sought to understand human 'nature' (Silverstein, 1998). Ideologies are system of ideas, ideas are also social, political and cultural, and that therefore it is needed to account for them.

Ideologies may be defined as the basis of the social representations shared by members of a group. This means that ideologies allow people, as group members, to organize multitude of social beliefs about what is the case, good or bad, right or wrong, for them, and to act accordingly (Dijk, 1998). Ideology is science of idea. (Destutt de Tracy in Brian William Head, 1985)

Ideology as a particular organization of signifying practices which goes to constitutes human beings as a social subjects, and which produces the lived relations by which such subjects are connected to the dominant relations of production in society. (Eagleton, 1991)

Ideology defined as the basis of the social representations shared by members of a group. Ideologies are self-serving and a function of the material and symbolic interests of the group. (Van Dick, Teun A. 1998)

Ideology is (a) process of production of meanings, signs and values in social life; (b) a body of ideas characteristic of a particular social group or class; (c) ideas which help to legitimate a dominant political power; (d) false ideas which help to legitimate a dominant political power; (e) systematically distorted communication; (f) that which offers a Position for a subject; (g) forms of thought motivated by Social interests; (h) identity thinking; (i) socially necessary illusion; u) the conjuncture of discourse and power; (k) the medium in which conscious social actors make sense of their world; (I) action-oriented sets of beliefs; (m) the confusion of linguistic and phenomenal reality; (n) semiotic closure; (O) the indispensable medium in which individuals live out their relations to a social structure; (P) the process whereby social life is converted to a natural reality". (A. Naess in Eagleton, 1991)

Ideology is an organization of opinions, attitudes, and values—a way of thinking about man and society. We may speak of an individual's total ideology or of his ideology with respect to different areas of social life: politics, economics, religion, minority groups, and so forth. (Adorno et al. 1950). Ideology is maps of problematic social reality and matrices for the creation of collective conscience. (Geertz, 1973)

Furthermore, Van Dijk provided timeline discussion under the notion of ideology throughout stages ever since the term was introduced. The remnant of the classical debates are crystallized in the everyday commonsense uses of the notion of 'ideology' taken as a system of wrong, false, distorted or otherwise misguided beliefs, typically associated with social or political opponents.

In the second part of the twentieth century more inclusive and less pejorative notions of ideologies developed. Ideologies are defined as political or social systems of ideas, values or prescriptions of groups or other collectivities and have the function of organizing or legitimating the actions of the group. Ideology needs to be analyzed systematically in the study of language, not invoked opportunistically or dismissed summarily. In a critical essay on social scientific notions of ideology generally, Geertz long ago called for systematic attention to the social and, semiotic processes, through which ideologies come to signify (Woolard, 1991).

Boas cited in Woolard (1991) proposed that language is a cultural system whose primary structure is little influenced by secondary rationalizations and so is an exemplary target of analysis. Bloomfield (1933) is among the sharpest statements of the disregard for linguistic ideologies that sometimes followed from this position among structural linguists.

Language Ideology

A review of the literature on 'language ideology' reveals that the concept can be traced back to more than three decades ago when it was introduced by Silverstein (1979) and Kress and Hodge (1979, 1993). They viewed ideology as a construct that is not only of a sociocultural and political nature (as mentioned in the dictionary definitions above), but also is closely connected with language and its use by individuals and/or groups. Silverstein (1979) defined language ideologies as sets of beliefs about language articulated by users as a rationalization or justification of perceived language structure and use [5] (p. 193). In the preface to their book titled *Language as Ideology* (written between 1973 and 1976 and first published in 1979), Kress and Hodge described the rationale for creating

their work as the necessity they had felt to link history and linguistics, that is, to relate forms of thought to the existence of the procedures of those thoughts [6] (p. vii). Indeed, they attempted to fill the gap between language and ideology. Regarding 'ideology' as being organized from a particular point of view, they discussed two aspects of the ideological nature of the language. First, they viewed language as an instrument of control as well as of communication, where hearers can be both manipulated and informed, preferably manipulated while they suppose they are being informed. Second, in a socio-political sense, they believed that language as ideology deals with systematic distortion in the service of class [particular sociopolitical groups] interest [6]. Kress and Hodge (1993) also suggested that language and power could be interrelated in the sense that what is said by the powerful is often assumed to be right.

Accordingly, the concept of 'language ideology' is concerned with control and power. Introduction of such a concept by Silverstein (1979) and Kress and Hodge (1979, 1993) later led to the emergence of critical discourse analysis (CDA) pioneered by Fairclough (1989, 2001). In his book titled *Language and Power*, he sought to elucidate how language functions in maintaining and changing power relations in contemporary society, ways of analysing language that can reveal these processes, and how people can become more conscious of them and more able to resist and change them. In other words, CDA deals with analysing language to find the ideology behind its use. Whatever is uttered by language users can carry certain ideas, and when the utterances are analysed, such ideas are revealed. As Bloor and Bloor (2007) have emphasized, the beliefs or attitudes that stem from ideology can be so deeply ingrained in our thought patterns and language that we take them for granted as self-evident. Therefore, the position one has in the society and how s/he may think of, influence, and control others are mainly related to the personal opinions s/he holds.

Review of the literature about 'language ideology' also shows that different terms have been used in this area. According to Woolard (1998), some works have concentrated on 'linguistic ideology' and its relation to linguistic structures; some other works have dealt with 'language ideology', focusing on the contact between languages or language varieties; still some other works have addressed 'ideologies of language', produced by the historiography of public discourses on language. Despite the variety of terms in the literature, in this essay, 'language ideology' is used as an umbrella term to cover the other two, i.e. 'linguistic ideology' and 'ideologies of language'.

Language ideologies as analytic tool

Many contemporary educational researchers study the role that language plays in learning and identity development. However, only some have focused on the contemporary work in linguistic anthropology (Wortham, 2001). I argue that a focus on language ideologies—one concept developed in linguistic anthropology of education over the past two decades—can be a useful analytic tool in conducting educational research.

Wortham (2001) defines the research in the field of linguistic anthropology of education with the following characteristics: 1) it studies people using language instead of concerning itself with structural grammar or phonology; 2) it tries to understand its participants' point of view; 3) it tries to address macro-sociological questions by doing detailed analyses of language use in particular contexts; 4) it studies how language use can represent aspects of culture and identity in particular contexts; and 5) it systematically analyzes patterns of semiotic cues across particular segments of language use (pp. 254-255). My study draws on many of these aspects described above.

Language ideologies is defined as “the beliefs and attitudes shared by individuals regarding the use of particular language in both oral and written form in the context of power struggles among different groups” (Martínez-Roldán & Malavé, 2004). Woolard (1998) defines language ideologies as “representations, whether explicit or implicit, that construe the intersection of language and human beings in social world”. Thus, language ideologies theory allows us to make a link between forms of social life and forms of talk (Woolard, 1998).

Focusing on both macro-level beliefs about language and micro-level analysis of utterances, language ideologies studies describe “a general process of positioning and the enactment of social identity” (Wortham, 2001, p. 256). Language ideologies works as a “mediating link between social structure and forms of talk” (Woolard & Schieffelin, 1994, p. 55). For example, Silverstein (1985) explains the loss of deferential second person plural *thee/thou* during 17th century in relation with Quakers's identity to index their moral objections to social hierarchy at that time. Quakers's purposeful use of *thee/thou* in any context, as a resistance toward social hierarchy, developed language ideologies: using *thee/thou* sounded like Quaker in favour of their political ideas. Thus, others only used *ye/you* in order to avoid sounding like Quaker. This example illustrates that language ideologies not only explain but also affect linguistic structure. Language ideologies can be a powerful analytic tool because it makes a link between linguistic form and forms of social life, as presented in the aforementioned example.

The concept of language ideologies can provide both theoretical insights and empirical contribution to the educational processes. For example, a study can illustrate how

language ideologies mediate the development of learners' social identities and classroom behaviour (Wortham, 2001). Furthermore, language ideologies link the micro-classroom context for learning with more distant socio-cultural-historical contexts that mediate the local pedagogical practices; thus, it plays as a "pivotal relational concept" (Moll, 2004). Language ideologies theoretical framework empirically proves how people in the context of everyday language use—such as educational context—reproduce or sustain hegemonic relations (Gal & Irvine, 1995; Gal, 1998; Razfar, 2005). Thus, language ideologies involve the issues of identity, morality, epistemology, and social and political dimensions of life (Gal, 1998; Woolard, 1998). Our language ideologies are not only about language, but they are always about definitions of human beings in the world (Woolard, 1998).

How Can Culture Be Improved?

The question about possibility to improve culture has always emerged especially because the constant change of the world. It leads to the next question about whether or not there is superior and/or inferior culture that needs more concern. Kramsch argued that cultures are not only heterogeneous and constantly changing, but they are the sites of struggle for power and recognition (2008:10).

Improvement on the side of culture needs to be carefully understood and done. The concern of cultural authenticity (Kramsch, 2009) arise with culture improvement because improvement most of the time come together with changes which for the good and the bad may disturbed the essential authenticity of culture.

However, the need for survival for human being also urges them to change or shift their culture accordingly so that they can still live the world they are living in. The interesting part here is that the needs for survival, that is crucial for human, should now be shifted. The need for human to survive that may have effect on culture survival should be changing from just be survived to at least survive so that culture still have its way to come along side by side.

The concept of political recognition introduced by Kramsch (2009) has also brought up a difficult and complex issue for the sake of culture, like tolerance, empathy, and recognition of other cultures. The need for those three things may also lead to cultural change or shift that sometimes or even most of the times misunderstood with the term cultural improvement.

In one session of lecturing on the subject of Language and Culture, Arafah (2016) explained that improvement goes beyond the idea of survival like moral, emotional,

philosophical. Culture is like an iceberg, what we see on the surface is just merely a small fraction of the whole gigantic thing underneath it. He also stated that improvement is different from evolution and it must not be misunderstood or misused term to explain in the needs for survival.

Intercultural

Intercultural can be roughly understood as communication process between two or more different culture with emphasize on the communication process. Kramsch (2009) defined intercultural as:

1. It refers to the meeting between people from different cultures and languages across the political boundaries of nation-states.
2. It refers to communication between people from different ethnic, social, gendered cultures within the boundaries of the same nation.

Intercultural is different levels of awareness and control between people with different cultural backgrounds, where different cultural backgrounds include both national cultural differences and differences which are connected with participation in the different activities that exist within a national unit". (Allwood, 1985). Intercultural is groups and individuals interact with cultural 'others' with a view to bridging differences, defusing conflicts and setting the foundations of peaceful coexistence. (UNESCO, 2013)

Intercultural refers to communication between people from different ethnic, social, gendered cultures within the boundaries of the same national language". (Kramsch, 1998). For instance in intercultural is education. Baldwin et.al mentions that another major source of international travel is international education. Very likely, many readers of this book are reading it in a country outside of their own. The Institute of International Education, based in the United States, reported a 5% increase in international students studying in the U.S. from the 2009/10 year to the 2010/11 year, with students from China, India, and South Korea constituting nearly 50% of the students. There were nearly 300,000 each of undergraduate and graduate students studying abroad in the United States. (Baldwin. et.al, 2014).

Through intercultural relationships, we can learn a terrific figure about other people and their cultures, and about ourselves and our own cultural background. Intercultural can also involve divider like stereotyping and discrimination.

As we learn more about other cultures, we also learn more about our own cultures and about ourselves. Learning new cultures gives us new ways to think, feel, and act. We may become “intercultural man,” who can move freely between cultures, or at least understand different cultural perspectives more easily. We can say that intercultural is something that take place between people of different cultures including different religious groups or people of different nation and culture.

As cultures differ from one to another, the communication process, practices and behaviors of people involved will be varied as a result of different point of view in looking at the world. One more important thing being understood in the intercultural communication process is that from one culture to another must have one underlying same notion of knowledge, in this case language.

One clear example of intercultural communication can be easily seen in a country with variety of discourse and speech community such as Indonesia where there are more than 17,000 local languages live in it that makes Bahasa Indonesia is used in an intercultural communication when people from Java, who speaks Javanese, meet people from Sulawesi, who speak Buginese.

Another example is in Australia where immigrants from other countries come to live there. The intercultural communication that happens in Australia will certainly involve the use of English so that people from various cultural, and language, background can communicate. Like people from India, Saudi Arabia, China, South Korea, German, Indonesia who will certainly use English when they meet in one room and practices intercultural communication.

The important thing to remember about culture is that while it may be fundamental, it is not innate. Yet it is often not discussed, analysed or critiqued but is seen as being ‘common sense’. Culture is made up of the shared values and assumptions of a particular group of people. Because these values and assumptions are shared, it is easy to take them for granted and believe that they are ‘normal’. In this way it is possible for people to believe that the ways in which they behave and the things they value are right and true for everyone.

As Paige, (1993) has pointed out, cultures have an internal logic and coherence and hence their own validity. However, in order to facilitate communication between cultures it is necessary to understand human reality as socially constructed (Berger & Luckman 1967 cited in Paige 1993). If we can understand that then we can begin to understand that different groups may have different values, different way of communicating, different customs, conventions and assumptions. While these may conflict with our own

understandings and assumptions it does not necessarily mean that they are inferior, 'wrong' or 'rude'.

Wang et al., (2000:1-3) identify the essential features of culture. They are:

- a. Culture is the human made part of the environment.
- b. Culture reflects widely shared assumptions about life.
- c. Culture is so fundamental that most people do not and cannot discuss or analyse it.
- d. Culture becomes evident when someone encounters someone from another country who deviates from their own cultural norms.
- e. Culture is transmitted from generation to generation
- f. Even in new situations, people can make a judgement about what is expected in their own culture.
- g. Cultural values endure and change takes place over a number of generations.
- h. Violations of cultural norms have an emotional impact
- i. It is relatively easy (although not necessarily helpful) to make generalisations about cultural differences.

CONCLUSIONS AND SUGGESTION

There are some conclusions that can be summarized. First, most of the students still make some grammatical errors in writing proposal. The kinds of grammatical errors that students make in writing proposal are Omitted Subject, Omitted Verbs, Number Agreement, Subject-Verb Agreement, Word Order, Reference, Article, Word Form, Passive Voice, Infinitive Verb, Faulty Parallelism, Conjunction, Gerund, Verb Form, and Relative Pronouns. In addition, the factors that make the students do some kinds of grammatical errors are overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

As suggestion, it is important for students to improve their ability in applying many kinds of grammatical rules in writing by learning more about English grammar, particularly about the most frequent error that they make. Besides, the occurrence of errors on what students make in writing proposal can be solved by giving them more attention and practice in order to develop their knowledge about English grammar.

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Level Three : Capitals-lowercase, Italic-bold, Left Justification

5. Non-Research articles should include: (a) Title; (b) Full name of contributor(s) without title(s), email address, institution; (c) Abstract (max. 100 words); (d) Keywords; (e) Introduction; (f) Body; (g) Conclusion, and (g) References;
6. Research articles should contain: (a) Title; (b) Full name of contributor(s) without title(s), email address, institution; (c) Abstract (max. 100 words); (d) Keywords; (e) Introduction, which includes review of related literature and research purpose; (f) Method; (g) Findings and Discussions; (h) Conclusions and Suggestions; (i) References; and (j) Appendix, if any;
7. The references should be presented alphabetically and chronologically, and be written in accordance with *style of Indonesian EFL Journal: Journal of ELT, Linguistics and Literature*;
8. Manuscripts, as well as contributors' brief CV, and a number of selected items to be included in the subject index (about 20 items) should be emailed to:
indonesia_efljournal@yahoo.co.id

Style of Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature

The following sections show some of the more commonly used APA citation rules. All citations must be in the Hanging Indent Format with the first line flush to the left margin and all other lines indented.

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

a. Journal

1. One Author

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

2. Two Authors

Keller, T. E. & Cusick, G. R. (2005). Approaching the Transition to Adulthood: Distinctive Profiles of Adolescents Aging out of the Child Welfare System. *Social Services Review*, 7(1):31-53.

3. More Than Two Authors

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

b. Magazine and Newspaper

Article with the Author's name:

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

Article without the Author's name:

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

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

B. Citation from Book and Article in Book

a. Book

1. One Author

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

2. Two Authors

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

3. More than Two Authors

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

b. Article in Book

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

The symbol “ed” is used for 1 editor, while “Eds” is used for more than 1 editor.

C. Citation from Online Journal, Magazine, and Newspaper

a. Journal

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

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

Use the article’s DOI (Digital Object Identifier) for article in online Journal. However, if you find article in online journal that does not have DOI, please use the journal’s home page URL (or web address). There is no period at the end of web address.

b. Magazine and Newspaper

Article with the Author’s name:

Leonard, G. 19 March, 2014. Trend Issues of Inferential Statistics. *Mathematics Today*, pp. 13-17. Retrieved from <http://www2.statistics.fsu.edu/-jdi/>

Article without the Author’s name:

Humanities. 2015, 17 June. *The Role of Language in Politics*, p. 2. Retrieved from <http://www2.politics.fsu.lang/-jdi/>

D. Reference Citation in Text from Main Source

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

Indirect Quotation with parenthical citation

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

Indirect Quotation with Author as a part of the Narrative

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

Indirect Quotation with parenthical citation

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

Indirect Quotation with Author as a part of the Narrative

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



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