

The Asian EFL Journal

April 2020

Volume 27, Issue 2.2



**Senior Editor:
Paul Robertson**



Published by the English Language Education Publishing

Asian EFL Journal
A Division of TESOL Asia Group
Part of SITE Ltd Australia

<http://www.asian-efl-journal.com>

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Publisher: English Language Education (ELE) Publishing

Chief Editor: Dr. Paul Robertson

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Assistant Copy Editor: Eva Guzman

ISSN 1738-1460



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**The Development of Language Policy and Language Education in Indonesia:
Pre-Colonialism to Industrial Revolution 4.0**

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Abstract

Language policy is very vital to be constructed and reconstructed to regulate language use in a country. The issue of language policy in multilingual countries has been a never-ending issue since many complex aspects need to be taken into a part. A descriptive qualitative study was the design of this study with document collection as the methods in collecting data. Finding out the language policy documents as well as the curricula as the basis of language education have been completed. From the analysis, it was found that there are changes in the use of three languages in Indonesia, local, official, and foreign language. To overcome those problems, recreating the language policy is a vital decision to be considered. The reconstruction cannot be on the political aspect as what has been done so far, but ideological consideration is also needed.

Keywords: *language policy, language education, multilingual*

Introduction

Language policy has been discussed as a vital issue in all over the world. It is developed in order to provide legal language functions believed by a certain country as well as its access (Phillipson & Skutnabb-Kangas, 1996), which is made by the government to rule the language in that country and its relation to social life (Djite, 1994). Because the government decides it, political ideologies have an impact on the design of language policy as well as language use in society (Hayati & Mashhadi, 2010), including what is mentioned by Rahman (2015) as micro-political issues. It means that there are many possibilities for the language policy to be reconstructed over the time of countries' development.

The implementation of language policy is significantly associated with the implementation of language education. Liddicoat (2004) argued that one critical dimension of language and social life relation governed in language policy could be seen naturally in the setting of the education field. Kaplan & Baldauf (2002) and Paulston & Mclaughin (1994) in Liddicoat (2004) called it as 'Language-in-Education-Policy' while Cooper (1989) gave the term 'Acquisition Planning' for it.

Many researchers have conducted studies on the 'language-in-education policy'. Some of them found that the language policy in one country contributes to the chance to get an education (Tollefson & Tsui, 2014) and the quality of education gotten in that country (Gandara & Rumberger, 2008; Potgieter & Anthonissen, 2017; Budiharso & Arbain, 2019). For that reason, planning and implementation of the language policy should be conducted with full of

consideration (Ibrahim & Gwandu, 2016), by deliberating factors such as the aspects or contents of the policy. It is also need to be considered on the level to its sufficiently resourced, including how it can be easily interpreted, well appreciated, and effectively conducted (Wiley & Garcia, 2014). Because most of the language policy in many countries is decided using top-down style, there is a quite big risk of the incongruity between the intention of the designer of drafter, the understanding of the implementers, and optimization of the provision (MOSE, 2017). Thus, feedback (Koksal & Sahin, 2012), assessment (Koksal & Sahin, 2012; Gorter & Cenoz, 2016), and evaluation (Koksal & Sahin, 2012; Gorter & Cenoz, 2016) on the implementation of that policy is really needed to be used as the basis of policy reconstruction (Koksal & Sahin, 2012; Gorter & Cenoz, 2016; Spolsky, 2012; Syukri & Humaera, 2019).

Especially in this globalization era, when the needs to master more languages become vital for people around the world, the issue of multilingualism cannot be deserted. Multilingual countries need to reexamine the relevance of their policy of language and language education (Wiley & Garcia, 2014). For the country with many vernacular languages as well as the country with many official languages, it is a need to be careful in designing the language policy. Even though 90% of the multilingual countries studied by Trudell (2016) have language policy which supports local languages as the instruction language, but it is found that the implementers, in this case, teachers, use international languages more commonly for classroom instruction. It shows that there is a lack of alignment between policy and practice.

It is mentioned by Hornberger and Johnson (2007) that language policy is like an onion, consists of layers. It is processed across national, institutional, and interpersonal layers (Hornberger & Johnson, 2007). The awareness to understand it is vital in determining the success of language education. With limited awareness, teachers, as the primary actor in education, will have no clear guidance to choose appropriate methodology (Cooper, 1989; Liddicoat, 2004; Prima, 2019), perform well in teaching (Bianco, 2010), and at the end failed in helping the students to achieve the broader aim of education (Ahmad & Khan, 2011).

A survey has been conducted to 160 teachers in 80 elementary schools in a multilingual country to find out whether the teachers are familiar with the language policy as the basis for the implementation of language education. 100% mentioned that they never read any regulation documents of language policy. 92.5% mentioned that they get the information of the policy from curriculum training (only the name of the documents and some summary of the content), and they did not read the documents by themselves. The only document that they use as the basis for their teaching is curriculum, and even only the part of Core Competence and Basic Competence that the students need to achieve. That fact leads us to the conclusion that teachers

have limited knowledge and understanding of the language policy and have no clear insight on how to conduct language education ideally.

Reflecting to those phenomena, research in analyzing the significance of language policy and the implementation of language education by the practitioners in the classroom setting is very crucial to be conducted. Unfortunately, a study in this focus is minimal to be conducted in Indonesia, a multilingual country with 726 local languages and one official language, Bahasa Indonesia. Remembering the history of Indonesia, when it was under colonial power, its language policy has become a captivating case to deliberate. Indonesia as a multicultural and multilingual country needs to always face numerous challenges during the efforts of uniting the nation under one language, Bahasa Indonesia (Paauw, 2009). Besides, Indonesia also has an obligation to preserve and protect the vernacular languages, and it makes the consideration of building Bahasa Indonesia more challenging (Simanjuntak, 2009). Making the decision of language policy more complicated, as the rapid development of information and technology in the industrial revolution 4.0, English becomes a must to be mastered, and it is one more aspect to consider in constructing language policy.

Thus, the language policy and the implementation of language education in Indonesia (Vernacular, National, and International languages) will be described from period to period, starting from before colonial, colonial, independent, until the Reformation period. Document study will be used as the method to collect the data.

Methods

A descriptive qualitative study was the design of this study with document collection as the methods in collecting data. Documents concerning Indonesia Language Policies and Curricula were collected and studied to gain the primary regulation governed. Empirical review on some studies was also done to know the implementation of the policy and curricula and its relevance to the policy.

Findings and Discussion

A. Language Policies in Indonesia form Phase to Phase

Indonesia has grown to be a multilingual country that can still preserve the vernacular languages, unite the civilization with national language (Bahasa Indonesia), and prepare the society with a foreign language (English). It is not easy to stand still with the complexity of problems and challenges as a multicultural society. Language policies are revised and reconstructed based on the changes in political issues and situations. Abduh & Rosmaladewi

(2019) divided historical development of language policy in Indonesia into 4 phases, before the independence phase (before 1945), the independence-post independence phase (1945-1966), new order regime phase (1966-1998), and reformation regime phase (1999-present). Considering the phase of Indonesia before the colonial is also essential to see the holistic development of the language policy of the ancestor of the Indonesian people. Besides, in this disruptive era, where everything changes so fast, and the reformation regime is started to be questioned, it is also vital to put education revolution 4.0 as the most updated regime phase. This study then classifies the historical development of language policy in Indonesia into 6 phases, which can be seen in the following figure.

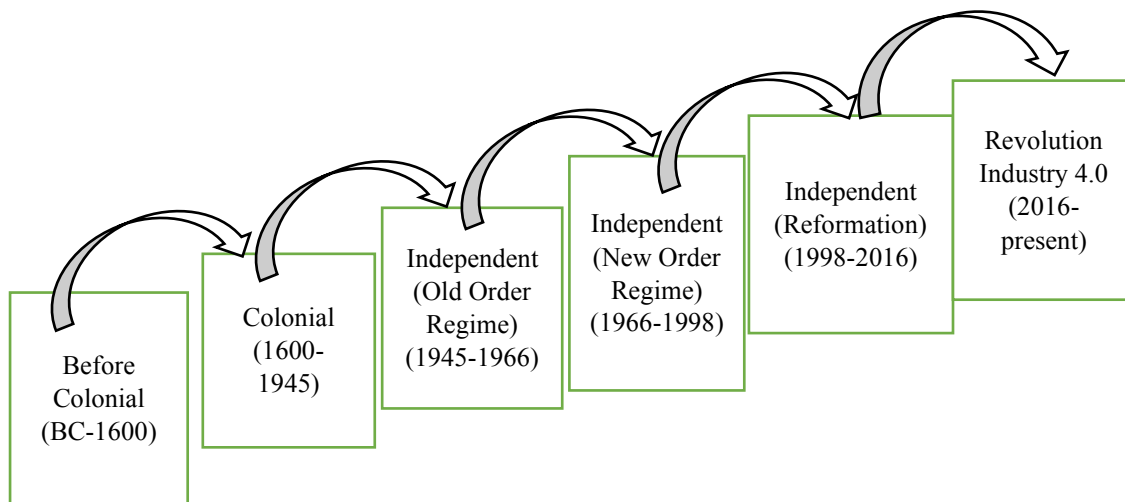


Figure 1. Phases of Language Policy Development in Indonesia

1. Before Colonial phase

In the 1500s BC, Indonesia still followed the original Neolithic culture without any influences (Sugiyono, Aman, Kumalasari, Sutopo, & Nuryanto, 2013). At that time, life was still in small groups that are known as a tribe. A customary leader or tribal chief led each tribe. The Maritime culture was still firm, especially in Kalimantan and Sulawesi Islands. At that time, the society followed Animism and Dynamism tenet, because the concept of religion had not yet entered into society. Within these small groups, the interaction with cooperation was still substantial (Sugiyono, et al., 2013). Customary leaders or tribal chiefs played more roles in traditional ceremonies.

In the education concept, the Family was still the only center of education. Parents were responsible for developing their children to be educated. Mother had a duty to educate her daughter to have household skills, and the father had a task to train his son for technical matters. At that time, the particular position was blacksmith and shaman. Blacksmiths were considered as world experts, and shamans were considered as spiritual experts. He was believed as a teacher for the society before century.

The language of each tribe was used in the communication where the speakers were limited to these tribes. Inter-tribal interactions were still rare. Even if the interactions occur, it was due to the desire to expand their respective tribal areas. The conflict between tribes was quite challenging to be avoided because of the limited understanding of language communication between one tribe and another tribe (Sugiyono, et al., 2013).

As Hindu-Buddhist came to Indonesia, the previous community system was changed to the social system of the community. The previous management of the community was a tribe that turned into a kingdom. The kingdom was led by each king, who was the chief of each tribe. The expansion of the kingdom more often happened. Based on spreading religion and strengthening royal power, Education is focused on achieving these goals. Djojonegoro (1995) mentioned that Indonesia was well-known as the center of education, teaching, and science development during the Hindu-Buddhist period. In general, education during the Hindu-Buddhist kingdom was exclusive, where only the aristocrats who had royal legitimacy were allowed to get an education at that time Sugiyono, et al., 2013; Djojonegoro, 1995). The language used during that period was Sanskrit and Javanese (*Jawa Kuno*).

The ancient Malay language in the 7th century, during the Sriwijaya Kingdom, was used as the language of the kingdom/state. The discovery of inscriptions in Kedukan Bukit in 683 AD (Palembang), Talang Tuwo in 684 AD (Palembang), Kapurberangka in 686 AD (West Bangka), and Karang Brahi in 688 AD (Jambi) were the evidence of historical heritage in the kingdom (Palembang) (Pramuki, 2014). The inscriptions were written in the Old Malay, Pranagari letters, which still contained elements of Sanskrit. At that time, Malay was the language used by the trade authorities, so people were forced to use it even though there were still various errors use. These types of mistakes then produced local and temporal variants in Malay, which were commonly called Market Malay languages. The use of Malay continued to spread throughout the archipelago through trade.

Through the development of international trade on the coast of Indonesia, the influence of Islam entered through the merchants of Gujarat, India. In addition to trading, Gujarat traders taught Islam in the surrounding community. The coastal kingdom welcomed the presence of

Islam, and Islam became stronger and stronger in Indonesia. With the influence of Islam, education that used to be exclusive becomes more popular. Through Langgar education, pesantren education, and madrasa education, all communities get the same rights in education. The Arabic language began to be learned through the verses of the Koran. Through the Sorogan method, each student gets the opportunity to study Koran in the morning, after the morning prayer, or in the evening, after the evening prayer for about 2 hours.

The use of regional languages was widely used, both in the family, community, and education through the development of international trades. Only after trade began to flourish, along with the spread of religion to various regions, Malay emerged as Lingua Franca, which began to spread throughout Indonesia, especially the coast. People started using Malay in their daily life, although they still used their local language for more intimate and personal communication.

Furthermore, in Pramuki (2014), it was explained that in the 15th century, the Sultanate of Malacca, who had used Malay, became the official Malay Language reference, which was then named High Malay Language. Its use was limited among royal families around Sumatra, Java and the Malay Peninsula. Because Malacca is a central meeting place for fishers from various countries, a city was formed as a meeting point for fishers who later developed their language by taking the best words from languages around the area. Then, the language spread throughout Southeast Asia and became the most appropriate language in the eastern region.

2. Colonial Phase

Indonesia was colonized by Europeans – predominantly Dutch – over three and a half centuries (Hoffman, 1979; Paauw, 2009). Under the Dutch colonialism, the existence of Malay Language in archipelago shifted. Keputusan Raja Belanda 30 September 1848 and its elaboration in Lembaran Negara No. 125 Tahun 1893 forced to use Dutch both in government and formal schools. However, when seeing the low ability of Dutch language by Indigenous employees, the Dutch government took the attitude to use Malay to facilitate communication, namely by benchmarking the High Malay language, which already had reference books. Subsequently, Malay (former name of the Indonesian language) became the *lingua franca* for the diverse population to communicate daily. Besides, Hoffman (1979) pointed out that in 1865, Malay was adopted by the Dutch government as the second language for trade and administrative affairs. This decision signaled the commencement of a bilingual agenda in Indonesian language policy where the colonized Dutch language was used alongside the Malay language until the early 1900s.

In 1901, the term 'Malay' (Bahasa Melayu) was replaced by 'Indonesian (Bahasa Indonesia)' and was selected as the national and official language of the state and medium of instruction. This decision was recognized with the publication of a Latin alphabet spelling system standard for Bahasa Indonesia, constructed by the C.A. van Ophuijsen, a Dutch scholar (Hoffman, 1979; Lowenberg, 1992). By Putrayasa (2018: 4-5), it was explained that Dutch scholars then began to standardize Language and disseminate it in 1908. In 1917, the committee of standardized Malay was later named Balai Poestaka. Through this agency, the spread of official Malay to the broader community was carried out by publishing novels, such as Siti Nurbaya and Salah Asuhan, the guide books for farming, and maintaining health. Schools also continued to include Malay as one of the subjects, compulsory in elite schools, and Language Instruction of Education in the native schools.

Then, on June 16th, 1927, during the Volksraad session (People's Council Meeting), Jahja Datoek Kajo used firstly Indonesian language in his speech. It is where the Indonesian language began to be developed. The milestone in strengthening Indonesian was conducted on October 28th, 1928, during a speech at the second National Congress, Muhammad Yamin proposed Malay to be the national and official language. Bahasa Indonesia is officially recognized as "the language of national unity" at the Youth Pledge. The use of Indonesian has been widely adopted as the medium of instruction not only in governmental affairs but also in public schools from primary to university level up until the initial period of the Japanese invasion in 1942 (Paauw, 2009). It indicated the emerging development of Indonesian and bilingualism since the recognition of Indonesian in the periods of Japanese imperialism. On June 25th-28th, 1938, the First Indonesian Language Congress was held in Solo, which was proof that the efforts to foster and develop the Indonesian language had been carried out consciously by Indonesian scholars and artists at that time.

During the Japanese colonization from 1942 to 1945, the non-explicit bilingual language policy was changed. Anderson (1966) claimed that the Japanese immediately prohibited Dutch to be used for any purpose. In Undang-Undang No 12 Tahun 1942, there was a statement that the Japanese became the ultimate language of education and official administration. Unfortunately, it was not realistic to be done in a blink of an eye. As the consequence, Indonesian became the official language used in education, formal administration, and mass media. At this point, Anderson (1966) indicated that there was no resistance from the society due to Bahasa Indonesia (formerly known as Malay) had long been the archipelago *lingua-franca*, and this became the basis of an inherently political language of Indonesia. Besides, Anderson (1966) stated that Indonesian language was seen as a flexible

and straightforward language. It makes Bahasa Indonesia rapidly established into a modern language to political use and, more importantly, was tied to no particular regional social structure. The Indonesian language was considered 'national unifier' (Anderson, 1966, p. 105). Paauw (2009) described that every texts in high schools and universities which were in Dutch should be translated into Bahasa Indonesia.

3. The Independent Phase

a. Old order Regime Phase

After independence, Indonesia was united in the form of the Unitary Republic of Indonesia. Although there were a variety of ethnicities and tribes, Indonesian diversity was marked by the existence of regional languages , which were the pillars of diversity culture (Bhineka Tunggal Ika). Regional languages after independence were seen as a vehicle to grow and maintain the local wisdom of each region that showed the identity of its speakers. It also acts as 'national language supports, language of instruction supports especially in primary schools in certain areas, and development and support tools geographical position' (Halim, 1976).

However, Indonesian became a first language throughout the archipelago. The most memorable moment was when President Ir. Soekarno and Vice President Drs. Moh. Hatta read the text of Independence Proclamation on August 17th, 1945. In short, Indonesian was established as the official language of the state through Article 36 of the 1945 Constitution on August 18th, 1945. Officially, Indonesian became the State Language. With Indonesian liberation declared on August 17, 1945, the bilingual language agenda was transformed into a domestic bilingual language policy where Indonesian was designated the sole national language for formal administrative and educational affairs of the new nation. Simultaneously, Paauw (2009) argued that the existing vernacular (local) languages were acknowledged within national cultural heritage and used for intra-regional communications.

Over time, Indonesian spelling experienced a simplification of the Minister of Teaching, Education, and Culture Decree No. 264 / Bhg. A on March 19th, 1947 (Sudaryanto, 2018). The example of simplification was in the change of sound *ou* to *u*. The spelling was then known as the Republic Spelling, which characterized nationalism in the field of Language. Sudaryanto (2018) explain that from October 28th to November 2nd, 1954, the Indonesian Language Congress was led by the government and established the Indonesian Spelling Renewal Committee. The committee then produced the forerunner of the Enhanced Spelling (ES), which was inaugurated in 1972.

In order to strengthen the position of Indonesian and preserve local culture, Indonesian politics continues. The Government is engaged in various language development through the Language Agency. Kridalaksana (2011) explains that language development is an exertion to expand the practice of language outside the linguistic community concerning language teaching, mass media, and others. Sudaryanto (2017) explains that language development is an effort to improve the quality of language use, among other things, including improving attitudes, knowledge, and language skills carried out, for example, through education and correctional channels. Through these two efforts, the role of Bahasa Indonesia as the authorized language of the country will become stronger.

With independence came the opportunity for Indonesia to divest itself of significant Dutch and Japanese influence. The languages that came to prominence in Indonesia during this period were categorized as 1) regional or vernacular languages (*Bahasa Daerah*); 2) national language (*Bahasa Indonesia*); and 3) foreign languages, e.g., English, German, and Arabic languages (Dardjowidjojo, 1998; Nababan, 1991). Interestingly, even though Indonesia was colonized by the Dutch and the Japanese consecutively, none of those colonized languages were studied formally in educational settings. English became the first foreign language taught from secondary school to higher education (Dardjowidjojo, 1998; Nababan, 1991). Alisjahbana (1974b) described English as a more important language for world science and knowledge rather than the colonized languages of Dutch and Japanese. This implicit bi/multilingualism policy, which can be seen in Undang-Undang 1950 No. 4 about the national education system, has become part of the Indonesian national language policy and planning from the independence period (the 1940s-1950s) to the new order government regime (1960s-1990s).

b. New order regime phase: 1966-1998

The bilingual agenda became more commonly prevalent in educational sectors. *Bahasa Indonesia* was strongly promoted through the use of 'good and correct' language (Hooker, 1993). Allen (2013) argued that the national language was secured legally, modernized, and standardized under the ideology of National standard. It marks the institutionalization of the Bahasa Indonesia across Indonesia.

However, the central government promoted the teaching of English started from primary schools, along with the teaching of vernacular languages. Undang-Undang Nomor 2 Tahun 1989 about the national education system created an implicit bilingual agenda and a distinct movement from monolingual to bilingual instruction. In this period, many education institutions began considering using English as an instructional language. English flourished at

the University level as it was frequently used in teaching subjects in many universities (Departemen Pendidikan dan Kebudayaan, 1994).

During this period, English was spreading among a few elite and privileged Indonesians in educational and non-educational contexts. Fishman (1998) argued that although English was used among Indonesia's elite communities. Fortunately, Bahasa Indonesia becomes stronger because the government emphasized the use of Indonesia's official language on many occasions. The United States of America supported the use of English in the Indonesian education systems. Lie (2009) claimed that during this period, there was significant assistance from the USA, including teachers' education, and scholarships for further studies (M.A. and Ph.D.) in the USA. As a result, many Indonesian graduates expanded their abilities to learn English as a foreign language. It implies that both English and Indonesian as a form of bilingualism were used, even though it was prevalent in specific communities only.

c. Reformation phase: since 1998-2016

Two notable events explicitly recognized bilingual education. Firstly, the approval of the new Education Act (Departemen Pendidikan Nasional, 2003), which acknowledged the two languages (Indonesian and English) as the instructional languages from primary to university levels. Even in 2009, with the Peraturan Menteri Pendidikan Nasional RI Nomor 78, 2009 about "The implementation of International Standard-Based School" the position of Bahasa Indonesia is pressed. It indicates that the use of English not only as of subject course but also as the medium of instruction. Secondly, two following laws: The Law for Languages, Flags, and National Anthem (Sekretaris Negara Republik Indonesia, 2009) and Law for Higher Education (Ministry of Law and Human Rights, 2012) supported the use of two languages (Indonesia and English) as a medium of instruction.

Since it was approved legally, using two languages (bilingual) as the instructional languages has been practiced at many education levels in Indonesia. In particular, the implementation of bilingual education policy in higher education aimed to promote universities in Indonesia to be internationally recognized. This policy intended not only to attract international students but also to expand the university partnership with other accredited and recognized institutions overseas, such as joint double degree programs (Direktorat Pembinaan Sarana Akademik DIKTI, 2010; Setiawati, 2012).

d. Revolution Industri 4.0. Phase (2016-present)

In this current industrial revolution, new technologies, industries, products, and experiences rise, a continuous language shifting cannot be neglected (Esquivel, 2019). The diversity of more than 240 million of the Indonesian population consists of more than 700 local languages and ethnicities across the Indonesian archipelago (Badan Pusat Statistik, 2014). Such diversity resulted in tensions among local identities. On the other hand, since then, the quantity of international students enrolling in Indonesian higher education increased in recent years from 6200 students in 2011 to over 7000 international students in 2012 coming from 73 different countries (Ministry of Education and Culture, 2014). Considering both factors, which are maintaining a national identity and learning other culture and to engage globally, become contributing factors perpetuating the implementation of bilingual education in Indonesia.

But along with the strength of National Language, as well as the requirement of English mastery in the globalization era, the way to handle regional languages attracts attention. From 652 regional languages that have been recorded and identified, only 71 languages have been mapped in vitality or life force (based on the study of language vitality in 2011-2017). As a result, eleven languages are categorized as extinct, four critical languages, nineteen endangered languages, two languages have suffered a setback, sixteen languages are in a vulnerable (stable, but endangered) condition, and nineteen languages are safe (Ismadi, 2019). Five hundred eighty-one other regional languages still need to be studied more deeply.

Ismadi (2019) states that there are two reasons for shifting the position of Regional Language at this time, namely: a) exchanges between cultural basics and between these cultural basics with the nearby setting which causes internal dynamic and b) peripheral effects that arises because the advance growth of ICT and worldwide deviations in several features of life. Besides, Ismadi (2019) adds that the neglect of the use of local languages by young speakers is also a symptom of language that will go to extinction. Common assumptions show that young people are no longer able to use their respective regional languages. We hope that the language will still survive. Of course, as a dynamic culture, we all hope that the local Language moves in a stronger direction, not vice versa.

Paying attention to the shifting position of Regional Language to depressed level, some efforts to protect the language in the regions is regulated in Law No. 24/2009 and PP 57/2014 that it is not optimal yet and get some obstacles. In this connection, the regional government is indeed to be responsible for the development, fostering, and protection of regional languages. Also, they are obliged to report the results of these efforts and evaluations to the Minister of Interior.

Recognizing the deteriorating position of Regional Language during this disruption period, several local governments from 2013 until now have begun to make policies that increasingly emphasize their support for the preservation of regional languages. We can see the DIY Governor Regulation No. 64 of 2013, Governor Regulation of West Java No 69 of 2013, Governor Regulation of Bali No. 20 of 2013, Governor Regulation of Lampung No. 39 of 2014, East Java Governor Regulation No. 19 of 2014, Regional Regulation NTB No. 4 of 2015, South Sulawesi Regional Regulation No. 2 of 2016, and South Kalimantan Regional Regulation No. 3 of 2016, which in general regulates the compulsory Local Content of Regional Languages to be taught from elementary to high school levels, minimum 2 hours of lessons per week plus additional extracurricular. The learning is arranged in each governor's regulation to be held pragmatically, attractively, creatively, and pleasantly, as well as to be useful for student life and come from the cultural values of each region.

Another good example can be seen from the policy of the Government of the Province of North Sumatra, which issued Regional Regulation No. 8 of 2017 concerning Prioritization of Indonesian Language and Protection of Regional Language and Literature. The Regional Regulation is the first regulation in Indonesia, which regulates the protection of Indonesian and regional languages and literature in North Sumatra following sanctions for institutions and or agencies that do not carry out these provisions. The policy then inspired the Governor of Bali to issue a regulation similar to No. 1 of 2018 for the Preservation of Balinese Language, Literacy, and Literature.

In line with the action for perceiving local languages, in 2009, Law No. 24, 2009, concerning the Flag, Language, National Symbols, and Anthem was passed, which further support the improvement of Indonesian function into an international language. Article 44 Paragraph 1 of the Constitution states that *"the government is increasing the function of Indonesian Language into an international language in a gradual, systematic and sustainable and sustainable manner."* One of them is through teaching Indonesian for Foreign Speakers (BIPA). BIPA is increasingly widespread, along with the enactment of MEA. The Indonesian government has established a policy to protect the Indonesian labor market by requiring ASEAN citizens who will work in Indonesia to learn and master Indonesian language skills (Ahadiat, 2015). This ability must be proven by getting the certificate of Indonesian Language Ability Test results (UKBI). Foreign speakers and Indonesian citizens can participate in UKBI. Ahadiat (2015) continues that BIPA and UKBI programs are intended for international students, professionals, and foreign tourists who want to learn Indonesian. Hopefully, in the

future, BIPA program can be a good thing and can meet the needs of the community as a response to well and correct needs of Indonesian language

However, in Law No 24 2009 article 43, there is also a policy to facilitate the learning of foreign language. The existence of English is certainly no longer something fancy. It even seems to be a norm and an obligation to be mastered in the current era of globalization. Being able to master English is no longer an added value, but it becomes a necessity and needs if we want to develop in all aspects of life. With English mastery, we will be able to master other sciences easily, such as science and technology. It seems that mostly English is used, and even a variety of documents and technical guidelines for the use and improvement of devices that can speak English.

Moreover, since 2015, the ASEAN community has agreed to implement AFTA. Of course, in the ASEAN Economic Community, English mastery becomes the underlying capital. Iriance (2018) explains that recent developments indicate that working languages in countries in the ASEAN region have been conditioned that English is used as a lingua franca language. With this application, sell and buy activity can be done in the ASEAN market. Indeed, English is used as the medium of communication, both written and orally.

The role of higher education, especially in English education, is crucial and needed by the community to actively communicate with English, both written and oral, in official communication as well as communicating with others regionally and internationally. Iriance (2018) emphasizes that in general, there are three big reasons why English is essential to be mastered by the community in the competition of the AFTA, as stated in the Asean Secretariat (2015). First, knowledges are gained through English, because it is the most used of academic language. Students can easily recognize and advance new information through understanding English words. Second, English helps get a decent job. The requirements of communicatively competence in English is mandated by many national and international companies. Third, English helps someone promoting local goods on the worldwide section.

Nevertheless, with the decision of policies on local language preservation mentioned before, new issues are emerging in the language policy, especially EFL. New age foreign language education practitioners began to be fretted because the effort to preserve local languages have an impact on enforcing English as local content in elementary schools. Because the development of local language skill is focused, many schools choose to use the local language as the local content and English is omitted from the curriculum. It has also begun to draw protests from parents who feel that English language skills today are fundamental. That phenomenon of language position in Indonesia today can be seen in the following figure 2.

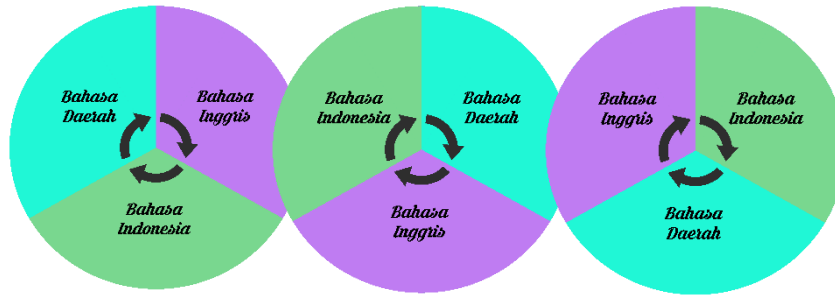


Figure 2. Language Position in Multilingual Indonesia

B. Implementation of Language in Education Policy

After describing the historical development of language policy in Indonesia from phase to phase as well as the position of regional or vernacular languages, the national language, and foreign languages, it will be beneficial if we can see the implementation of language education in Indonesia from phase to phase. The following charts will show a summary of the time allocation given for each language learned in Indonesia.

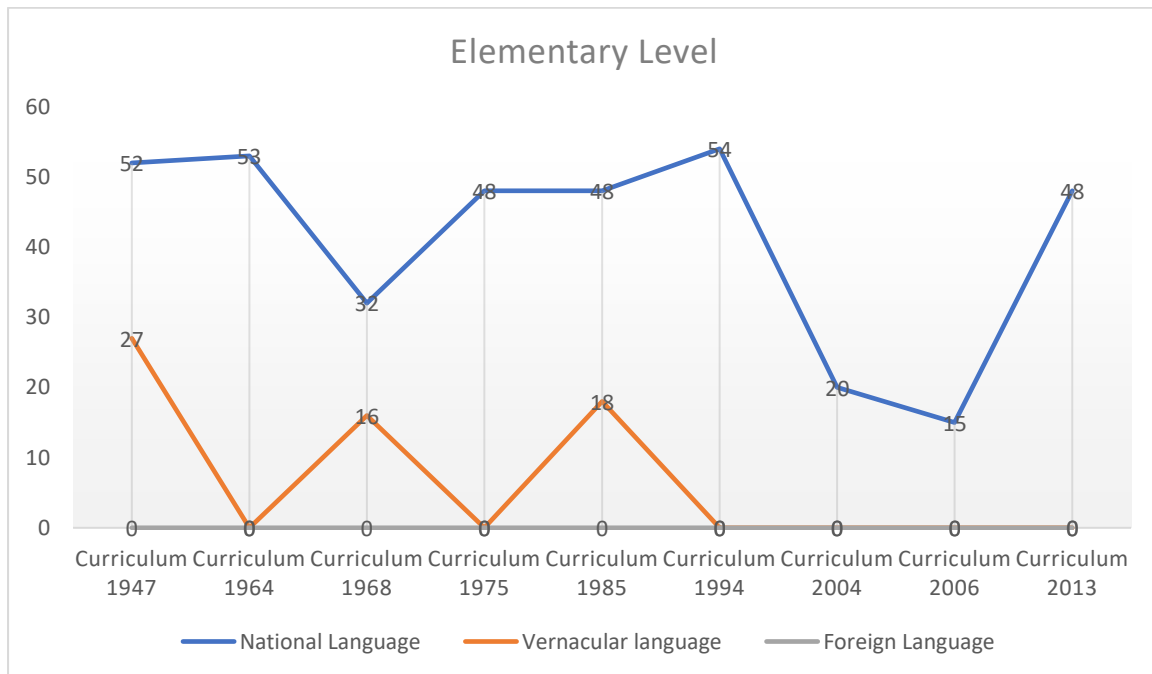


Chart 1. Time Allocation for each Language in Elementary School Level

From chart one above, it can be seen that National Language teaching becomes a priority at the elementary level. At the beginning of independence, it is conducted to build

nationalism of Indonesian people through national language. It is supported by Khair (2018), who mentioned that teaching Indonesian in elementary schools has a strategic value; one of them is fostering a sense of belonging, love, and pride in Indonesia. As mentioned by Sudaryanto (2017), language development is an effort to improve the quality of language use, including improving attitudes, knowledge, and language skills that are carried out, for example, through education and correctional channels. Through these two efforts, the position of Indonesian as the official language of the country will become stronger.

In curriculum 1968, the decreasing amount of allocation for Indonesian happened in line with the increasing of vernacular language's time allocation. In that period, Indonesia had passed PKI regime, which caused chaos in the educational sector. Many schools were stopped to operate, and the new order regime needs to rebuild the educational system. Djojonegoro (1995) stated that the government held the purification of the spirit of Pancasila by (1) strengthening mental, moral, character, and religion; (2) enhancing intelligence and skills; and (3) fostering a healthy and robust physique. During this period, subjects such as mathematics and natural sciences, as well as moral and religious education, received a higher portion than Indonesian.

It can also be seen the decreasing amount of time allocation of Indonesia in the curriculum 2004 and 2006. It happened because, in grade 1-3, Indonesia was taught in integration with other subject matters, like mathematics, social, sciences, and it is known as thematic. Fortunately, in the latest curriculum, 2013, Indonesian gets more allocation to be taught explicitly. It is not a thematic part anymore, and students learn Indonesian more intensively.

The most crucial point to focus from chat 1 is the allocation for vernacular language. It was dropped from 27 hours to 0 hours. Even starting from 1994, the vernacular language is not considered to be taught formally at the elementary level. Although Rosita & Aprilia (2006) mentioned that according to the primary education curriculum, one of the teaching programs includes local content in which local language is one of the compulsory local content, but in reality, not all schools will implement it. Furthermore, it was explained that the local content serves to develop the ability of students deemed necessary by the region concerned under environmental conditions and the characteristics of the educational unit concerned by not reducing the curriculum that applies nationally (Article 14 paragraph 3 PP No. 28 of 1990). If the region views regional art subjects more as an element of regional characteristics, then regional languages will be ruled out more.

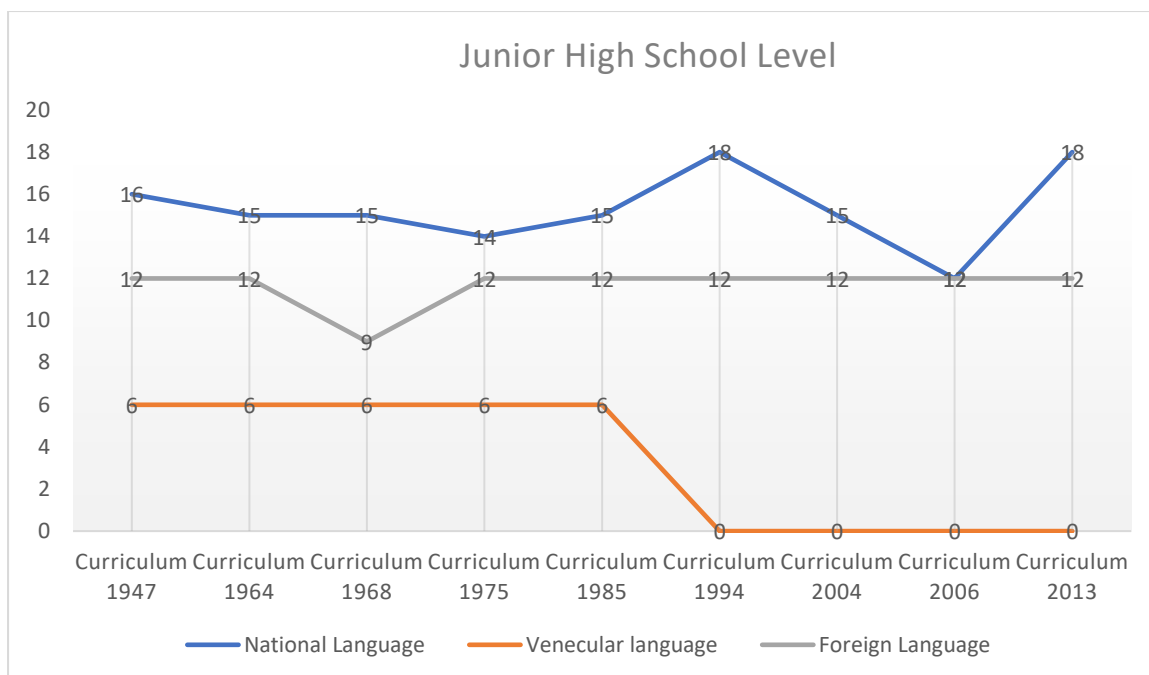


Chart 2. Time Allocation for each Language in Junior High School Level

Quite different phenomena happened at the junior high school level. Indonesian is still in the top position of language priority to be taught. The time allocation for Indonesian is entirely consistent from one curriculum to the other curriculum. The same phenomena also happened in English as a foreign language in Indonesia. Formally, English is taught started from junior high school, and it becomes the basis to build students' knowledge and skills in a foreign language. Santoso (2014) mentioned that English is the academic language used worldwide and in order to seek academic information of science and technology, the mastery of English is a must. It also vital in spreading knowledge that is developed in Indonesia (Santoso, 2014). Besides, modern society develops into a global society, and the mastery of foreign languages will become an entrance for the Indonesian people to interact in a global society (Santosa, 2014). Realizing this, the Indonesian government always places English lessons as a priority after Indonesian.

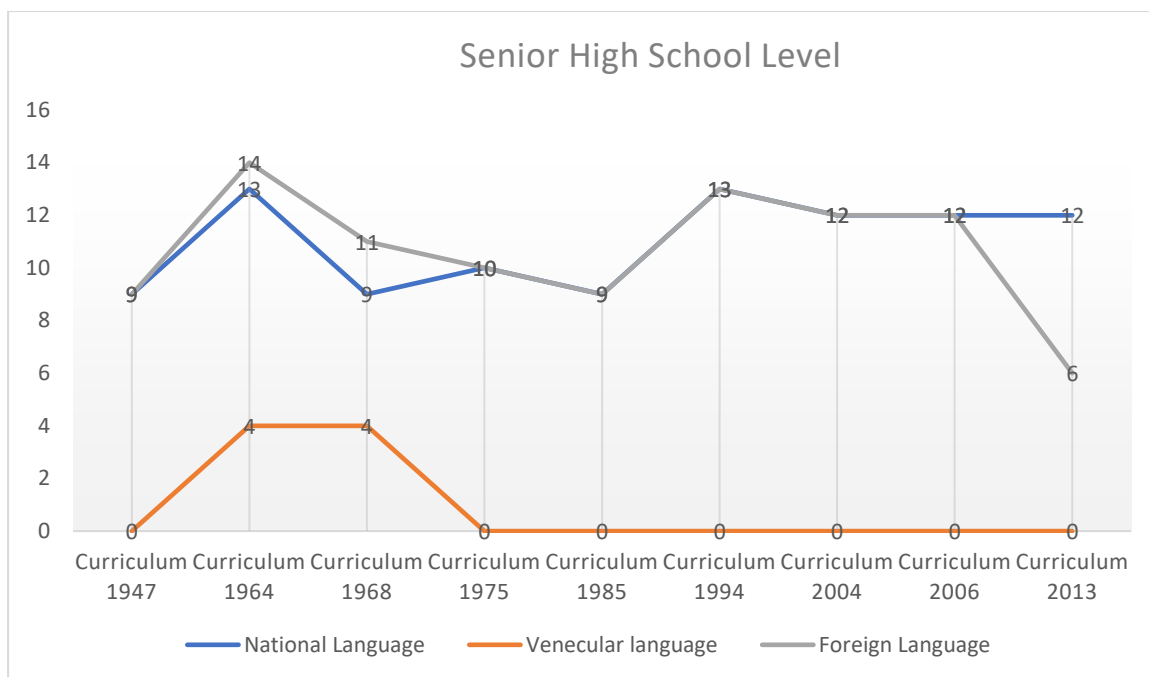


Chart 3. Time Allocation for each Language in Senior High School Level

Interesting phenomena can be seen in chart 3, the summary of time allocation in Senior High School. English seems to be a priority compared to Indonesian. The same number of time allocation, or even more, often occurs from curriculum to curriculum. English is considered more vital to support high school graduates preparing for higher education. It can be interpreted that English as one of the bridges to the success of students' academic field at the level of higher education and to support a career in the work field (Sinaga, 2010 in Megawati, 2016).

The policy that seems to be reviewed is the determination of the time allocation of English in the 2013 curriculum. In compulsory subject groups, English is only studied two hours per week in each grade. The allocation of compulsory English subjects is only two hours face-to-face per week on the assumption that high school students study English to access another knowledge. However, some students only get English when entering junior high school. Only by studying it for three years, junior high school graduates are not equipped enough to use it as a means of accessing knowledge in high school. Not to mention, the need for high school graduates is to continue their studies to college or even compete to find work during globalization.

Considering the implementation of language education by looking at the time allocation of each language in curriculum, suggestions on the proportion of time allocation should be given. In elementary school, to build a strong foundation of national language in Indonesia, Indonesian should be given priority to be taught. English and Vernacular language also need

to be considered as the local content starting from the first grade. In Junior high school, since the students have gotten basic in Indonesian, the time allocation can be decreased in line with the increasing amount of time to foreign language. Without neglecting the position of vernacular language, it also needs to be taught as local content for a minimum of 2 hours in each grade. The detail will be presented in the following chat. In preparing the senior high school students to acquire more knowledge in higher education, or even prepare them to get jobs, prioritizing English will be beneficial. With the same amount of time in Indonesian and vernacular language, the English competence of students can be more improved during senior high school. The following chat shows the suggestion for time allocation for each language.

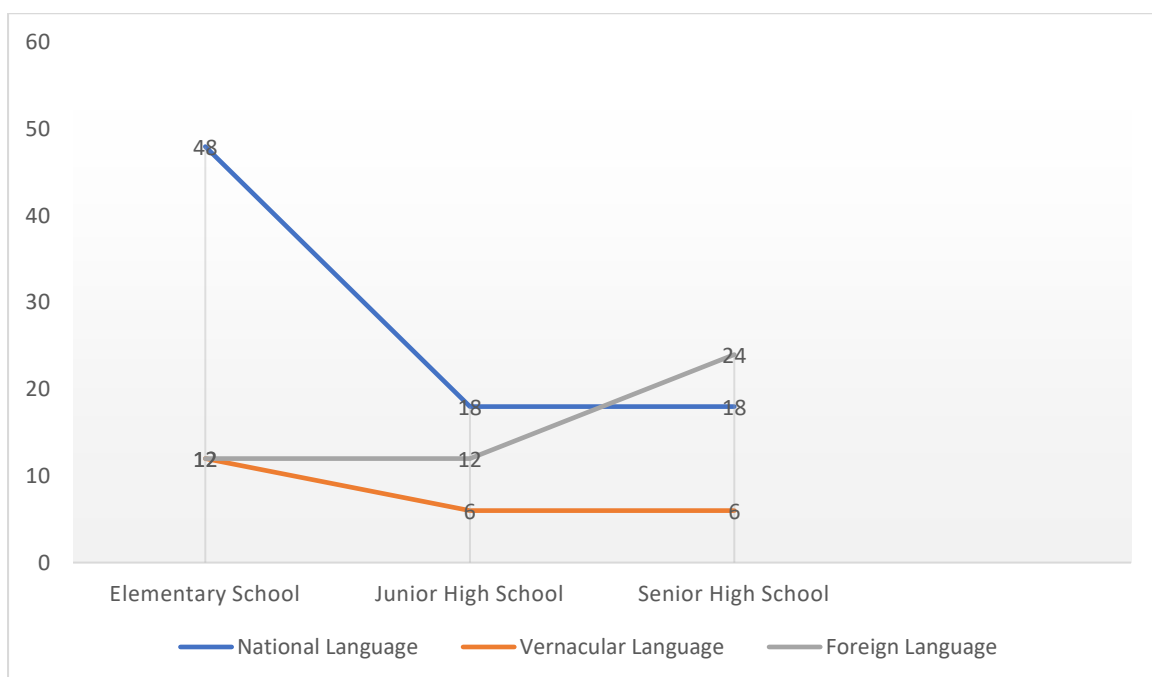


Chart 4. Suggestion for Time Allocation for each Language

Besides the reconstruction of the language curriculum suggested previously, it is also crucial to reconsider the language policy as the basis for language education in Indonesia. Since language policy impacts many features of language (Johnson, 2013), this situation requires serious attention from all levels of language policymakers to be able to reconstruct the policies carefully. Even though language policy is a model of layer (Hornberger and Johnson, 2007), which is designed by authority (Shohamy, 2006), but since it includes school as the micro-level of the user (Spolsky, 2016), it is central to conduct evaluation on the implementation of previous policy in the latest layer, school. In line, Schiffman (2006) suggested to construct a

language policy with full of consideration, politically and ideologically, since it is not only about official regulation and ‘top-down’ decision-making about language, but also about language in a particular context of situation and culture, including language education (Schiffman, 2006). As Throop (2007) said that teachers are not the passive recipient of language policy, and Wang (2008) mentioned as the most important players in executing policy, considering the evaluation from teachers can be the basis for (re)creating a language policy. Möllering, Benholz, & Mavruk even proposed a bottom-up solution to involve the language communities, local schools/teachers, local politicians, the local university, and different funding bodies to set up a new language policy on target. The following figure will show how it can be modeled.

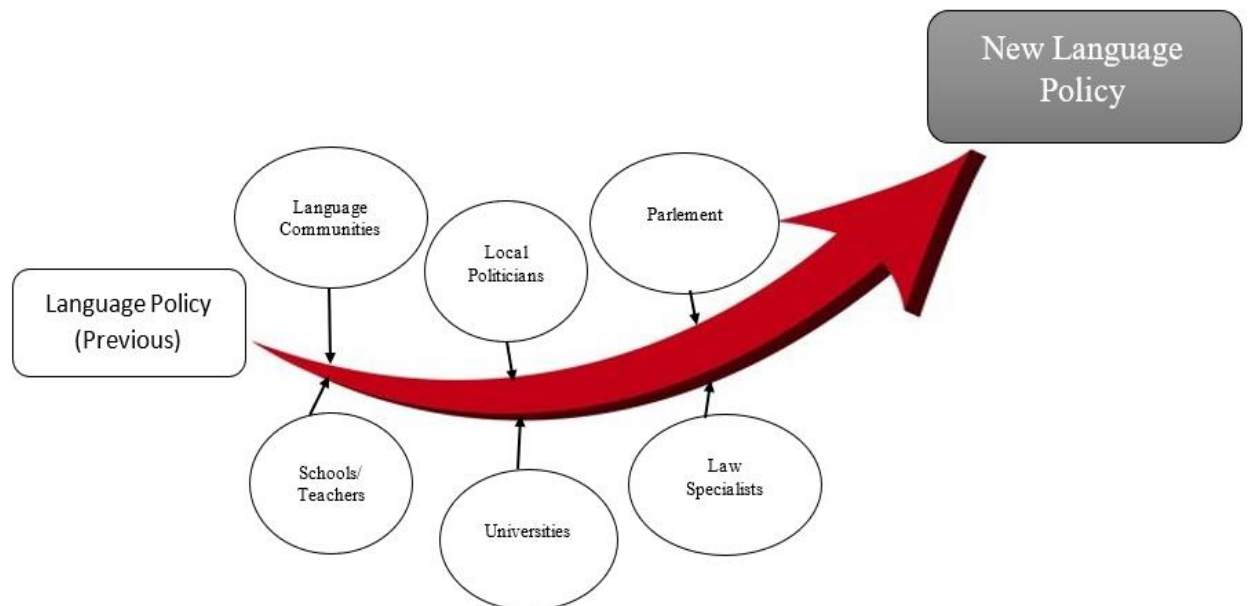


Figure 3. Model for Recreating Language Policy

Conclusion

After describing the historical development of language policy and language education of Indonesia as a multilingual country, there are changes in the use of three languages in Indonesia, local, official, and foreign language. Indonesian is currently in a lower position than English. Most people think if we want to look cool, they have to use English in a conversation. However, if we are not proficient in English, it is okay to mix Indonesian sentences with other words or sentences in English. It happens especially among young people. Even worse, the position of regional languages can be said to be the lowest. People consider the local language to be "tacky" and not very interesting to use in everyday conversation. However, in reality,

foreign languages are fundamental and in nowadays era, it is not impossible to learn outside school. Many people take the initiative way to learn foreign languages independently. Thus, there must be severe and ongoing steps to be able to implement the language policy correctly.

To overcome those problems, recreating the language policy is a vital decision to be considered. The reconstruction cannot be on the political aspect as what has been done so far, and ideological consideration is also needed.

Pedagogical Implication

Reflection on the previous policy implementation will help in formulating the most appropriate regulation for language. Top-down style can be combined with a bottom-up style that involves the language communities, local schools/teachers, local politicians, local university, and different funding bodies to set up a new language policy on target. By having appropriate language policy, the existence of local, official, and foreign language can be maintained well and the language education practice for those three languages can be set better.

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Gender Representation in MBC Advertisements: A linguistic Associative Account

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Abstract

This study investigates the representation of gender in the commercial MBC advertisements, particularly "personal hygiene and body care products" displayed at MBC and the associative meanings that such advertisements convey to the audience. It concentrates on the analysis of the linguistic features employed by the copywriters to influence the targeted gender. This study adopts Leech's (1981) associative meaning model as a theoretical framework. The corpus of this study consisted of 12 advertisements (6 ads for each gender); such advertisements were collected over an extended period of time from 2013 till 2018 so as to entail any change in gender theme focus/ associations, promotion of sexism and ethical transgression. Then, a linguistic analysis of these advertisements as well as the associative meanings they foster in gender image in the context was carried out. The findings of the study

reveal that the copywriters employed various strategies that, apart from chief profit-gain, represent universal stereotypical gender identity which promotes the social construction of gendered based images in the repeated video ads. It was also revealed that these ads do not promote gender sexism, obscene connotations, or opposite gender relationship. However, they are associatively in line with the conventional body, conceptual and emotional image of each gender contextualizing the social Arabic limitations and ethical laws.

Keywords: *Advertisement, associative meaning, gender, Arabic context.*

Introduction

Advertising is an act of communication where readers are driven into a certain reaction mainly to the profit of the advertisers. An advertisement aims at influencing the consumer to induce him/her to buy a product, request a service or accept an idea. This depends on the psychological knowledge of the consumer. The means of advertising include brochures distributed to consumers, magazines that devote complete pages of advertisements, billboards displayed in the streets, besides visual ads of radio, television, and cinema.

To persuade the most significant number of consumers, an advertiser usually takes into consideration the audience the ad is targeting, the gender and other social variables. When attempting to persuade a woman to buy a product, the advertisement uses soft and feminine language, as opposed to the language used to persuade a man, as the latter is more coarsely and enacts masculinity. Besides, the goal of each company is basically to reach its users and make its services and products easily accessible to them, trying in various ways to draw their attention. Therefore, such companies usually tend to use a vernacular language in their advertisements instead of the standard language. Interestingly, it is noticed that most of the advertisements that are interested in beauty and personal care in the Arab world use the Lebanese dialect due to the nature of the Republic of Lebanon itself, which is known as the center of beauty and care in the Middle East.

Literature reveals that the linguistics of advertising has been studied and investigated by many researchers. Spitzer (1962) carried out a stylistic analysis of advertising; Henry (1963) investigated their truth conditional semantics; Vestergaard and Schroder (1985) conducted a sociolinguistic account of advertising and Leech (1966, 1992) proposed a descriptive linguistic and semiotic analysis of advertisements. It is also crucial to indicate that Leech (1992) identified four functions for successful advertising ,namely, attention value, readability, memorability and selling power. It is perhaps crucial to shed some light on these functions:

- i) Attention value: advertisements need to attract and draw attention; to achieve this, copywriters often break the conventions of language by using the wrong spelling, rhymes, neologisms, puns, grammatical solecism, and semantic deviations.
- ii) Readability: Once the advertisement is successful in attracting attention, it must then achieve that purpose. Therefore, it is usually noticed that the style of the advertisement is mostly colloquial. Leech (1992) described this practice as "public colloquialism."
- iii) Memorability: After attracting attention and maintaining this attention, the message of the advertisement must be remembered by the audience, and to improve this function, copywriters often use the repetitive linguistic devices such as alliteration, metrical rhythm, rhyme, grammatical parallelism, lexical repetition, as well as semantic and syntactic repetition. Therefore, the continuous repetition of product names and brands provides remembering the product.
- iv) Selling Power: Advertisers now want to sell their products and consequently the correct way to accomplish such function is to urge consumers to buy some products. Therefore, the advertisement resort to all sorts of linguistic and non-linguistic techniques to do so and the aim is to provide a positive image of their products. In this case, the positive adjectives play a significant role in the language of the advertisement (Leech, p.123).

To conclude, it is vitally significant to indicate that this study examines the gender differences in MBC TV advertisements, especially the personal care ads. It is initially intended to find out the linguistic differences employed in ads which are directed at men and women. Then, it provides a linguistic analysis of the advertisements employing the Leech's theory of associative meaning (1981). Such a kind of study might reveal insights on how men and women are depicted via media and how the language is used to attract the consumers' attention to products. It is hoped that the findings of this study would be informative in revealing the ads prospect in the Arabic context over the past seven years and would be, thus, useful for the interested researchers and advertisers.

Objectives of the Study

The main objectives behind conducting this study are as follows:

1. To highlight gender differences as depicted in Arabian MBC Video advertisements.
2. To analyze the features of gender differences existing in the language of advertisements.

Questions of the Study

The study aims to answer the following questions:

1. How are gender differences linguistically depicted in Arabic MBC video advertisements?
2. To what extent is there any difference in the language of video advertisements addressing men and women?

Limitations of the Study

The study investigates the linguistic features of twelve video advertisements (personal care advertisements) addressing Male and Female consumers displayed on MBC channel in the Arab world including the local Saudi community, adopting the theory of Leech (1981) concerning associative meanings. Non-verbal signs, colors, and images are beyond the scope of the present study.

Theoretical Framework

This study adopts Leech's (1981) model as a theoretical framework where meaning is mainly divided into different types, namely, associative meaning (connotative meaning), stylistic social meaning, affective emotive meaning, collocative meaning, and reflected meaning. This semantic theory provides a conceptual framework to analyze the selected TV advertisements. This model is particularly selected as it provides a framework for data analysis. Here is the typology of meaning based on this model:

TABLE 1. Types of Meaning Based on Leech's Associative Meaning Theory (1981, P.23)

| | | |
|---------------------|-------------------------------|--|
| ASSOCIATIVE MEANING | 2.CONNOTATIVE MEANING | what is communicated by virtue of what language refers to . |
| | 3. SOCIAL MEANING | what is communicated of the social circumstances of language use. |
| | 4. AFFECTIVE MEANING | What is communicated of the feelings and attitudes of the speaker / writer |
| | 5. REFLECTED MEANING | What is communicated through association with another sense of the same expression. |
| | 6. COLLOCATIVE MEANING | What is communicated through association with words, which tend to occur in the environment of another word. |

Literature Review

The study aims to investigate and explain the gender representation in television video advertisements qualitatively, and to examine the linguistic differences among these advertisements, using an associative parameters of Leech (1981). There are many studies which have been conducted in the domain of gender representation in an advertisement. For instance, Yang (2010) investigated the nouns and adjectives that are directed individually for male and female in order to prove gender differences in advertisements. His study focused on whether gender differences correspond to what is expected of men and women in society. He studied 18 advertisements (9 advertisements for men, and 9 advertisements for women) which were collected from 6 magazines; 3 of them are male magazines, and the others are female ones. In these sample advertisements, Yang found 137 adjectives and 173 nouns which were distributed as follows: 85 adjectives and 94 nouns were used in female magazines while 52 adjectives and 79 nouns were employed in male magazines. The findings of his study revealed that the number of nouns and adjectives in female advertisements is very close whereas in male advertisements, nouns were much preferred to adjectives. He concluded that advertisements in magazines convey information about gender differences through their language and that the aim of the advertisers is to cater to the separate interests and desires of men and women.

Furthermore, Samariana and Poliakova (2018) presented and used gender stereotypes as a tool to convey information on the subject of the advertisement and the social reality. The importance of their paper was to identify the ways of linguistic and stylistic representations of gender stereotypes used in modern advertisements, and the material included 430 advertisements taken from several magazines published in the United Kingdom, Canada, and the United States over the past ten years. They concluded that “since the advertising text is a collection of lexical units in which a particular gender stereotype is encoded and which is aimed at a particular gender stereotype, then, it is a means of reinforcing and adopting existing gender stereotypes” (p.58).

Shaikh, Bughio, and Kadri (2015) also examined the social values and ideologies that are produced in advertisements, and based their analysis on Pakistan’s TV channels and focused on how male and female were represented separately in advertisements. The collaborators mentioned in the study how the linguistic features of the advertisements reinforce gender differences and inequality. Through these ads, women were represented as an empty form (body without a mind), and according to their data analysis, they argued that the essential message of the ads is to refer to the ideal appearance of women and also to emphasize that unlike men, women’s duty is only their housework.

Johannessen, et al. (2010) examined and analyzed the language of eco-advertising. The aim of their study was to understand how advertisers use the innovative language to promote eco-friendly products, services, and companies. They investigated the language of advertising in three countries Portugal, Latvia, and Norway, and they uncovered some exciting ideas. They contended that advertising is a powerful medium and the choice of words helps to assist this power. They also concluded that the powerful and short slogans which are chosen carefully are more persuasive than pictures. They recommended that advertisers should use romance, humor, shock and scare tactics to express their audience emotions in that the audience are affected by the advertisement if it contains influential music or a celebrity.

Furthermore, Noor, *et al.* (2015) investigated the language of TV commercials' slogans. Their study focused on analyzing the linguistic tools used by the advertisers to influence and persuade the consumers; they adopted Leech's (1981) model as a theoretical framework for their study. They identified the associative meaning with its sub-types, namely, the connotative meaning, thematic meaning, affective emotive meaning, collective meaning, stylistic social meaning and reflected meaning. They applauded that this model is a useful tool for the analysis of such a kind of data.

Vasiloaia (2009) also discussed the linguistic features of the advertisement. She focused on the prototypical features of the ads rather than peripheral variation; she also investigated the four primary functions of the successful advertisements identified by Leech (1981), namely, the attention value, readability, memorability, and selling power. She maintained that the language of the advertisement is capable of taking any shape and form in order to deliver its message. Besides, this study concluded that the advertiser should use a direct and straightforward language to address the audience.

Finally, Lapsanska (2006) described the theoretical and the practical aspects of advertisements. The theoretical part was concerned with the linguistic features especially the lexical, phonological, morphological, syntactical, and semantical aspect while the practical part was concerned with analyzing the advertising slogans based on the phenomena described in the first aspect.

In the Arabic context, linguistic studies which investigated the representation of gender in advertisements are rare . Nassif and Gunter (2008) conducted a content analysis of TV adverts from two channels, one in Arabic Arabia and the other in the United Kingdom. The findings of their study revealed that men and women were equally visually represented as lead characters in advertisements in the two countries. However, male voice-overs dominated in Arabic advertisements more than in British advertisements. Besides, they found that women

appeared more often in domestic roles and settings and less often in occupational or leisure roles and settings, and were much more likely than men to promote body care and household cleaning products.

Although some studies investigated many aspects of advertisements, this study is mainly concerned with investigating the representation of gender in advertisements in the Arabic context. It provides an in-depth analysis of how men and women are linguistically depicted in ads and how the associative language is used to attract the attention of both men and women in Arabic Arabia.

Methodology

This section explains the methodology of the study including the design of the study, data selection and the method of analysis.

The Study Design

The study adopts the qualitative approach for collecting and analyzing the data of the study. The qualitative paradigm is selected for this study as it is more relevant and suitable for this kind of studies. This approach allows the researcher to be the main measurement device (Miles and Huberman,1994). It is more appropriate for analyzing the advertisements concerning the gender representation in the Arabic context.

Qualitative Content Analysis

The present study makes use of qualitative content analysis because it is a flexible method to analyze the data of the study in light of the theoretical model. Krippendrof (2004) views this technique as “making replicable and valid inferences for texts (or other meaningful matters) to the context of their use. It provides new insights, increases a researcher understanding of particular phenomena, or informs practical actions” (p.18). Besides, it is a flexible method commonly employed for the analysis of textual data (Hsieh & Shannon, 2005). In this regard, Andren (1981) claims that qualitative content analysis is a technique employed in analyzing the textual data, describing a group of analytic methods ranging from intuitive, interpretive, impressionistic analyses to strict and systematic analyses of texts.

Data Collection and Analysis

The data of the study are collected via YouTube. Twelve TV advertisements (6 ads addressing each gender) are collected over an extended period of time from 2013 till 2018.

Each of the ads directed to men and women is divided into five semantic fields, hair shampoo ads, body lotion ads, razor blades ads, deodorant ads, and cream ads. The data are qualitatively analyzed based on Leech's (1981) associative types of meaning.

The choice of data is limited to the personal care products ads and the classification of ads into a semantic field is in line with their semantic contents target addressing either male or female. Beside each advertisement, there was this symbol (*) and a number to refer to the advertisements links in the appendix. The video ads were presented in two versions, namely, Arabic and English. Each semantic field was subdivided into further classification entailing different products "all fall under personal care products". Men semantic field comprised 6 ads, which are equal to women's ads. The corpus of the study is presented in Appendix A in a table form, and in videos from the source YouTube in Appendix A1.

Analysis of Data

The language of the advertisement relies on associative meanings to attract the consumers' attention. As mentioned above, the collected data are analyzed using Leech's associative meaning (1981) which provides a conceptual framework for the analysis of the data of the study. The associative meaning compromise variation of a set of five patterns of language use, which depend on some mental connections to stereotyping of men and women. These links are based on conceptual communication of the real world experience rather than the linguistic context (Mwihaki, 2004).

Male Advertisements

This section presents the analysis of the male advertisements. Please consider the following example in Table 2:

TABLE 2. Analysis of advertisement 1

https://youtu.be/u5rT7ju9_eU

A goalkeeper shoulders **carry more than a name**; as the last line of defense they can **carry an entire team**. They **carry praise from some and criticism from others**. Sometimes shoulders **carry a bag of footballs**, but when they are at the top of their game they **can carry glory**. Shoulders are **made to carry a lot**, one thing they will not carry is dandruff.

The advertisement shown in table 1 above has associative meaning of connotative nature reflecting a combination of stylistic and social meaning. The connotative meaning

appears in the highlighted phrases. These phrases refer to the meaning associated with the word shoulder. Verbs such as “carry and receive “ are connected to the subject “shoulder”, but shoulder cannot receive appreciation, carry glory, or carry a name, so the copywriter used these verbs as a reference that the shoulder or goalkeeper in general can withstand and face all the difficulties, except for the existence of dandruff on the shoulder.

The reflected meaning arises here in the word "shoulders" because it carries two meanings; the first meaning is the goalkeeper's shoulders while the second meaning is an indication of the name of the company itself. In this way, the copywriter was able to draw the audience’s attention from the beginning of the advertisement.

The stylistic social meaning can be noticed here; firstly, the writer used the Lebanese dialect. This is probably to attract the consumers’ attention since Lebanon is known as the center of beauty and personal care in the Middle East. Secondly, the word "goalkeepers" shows that the advertisement is directed to men and to men’s most favorite sport. Besides, football is usually one of the male’s interests, not female.

TABLE 3. Analysis of advertisement 2

https://youtu.be/uo9yHW2_d-o

Every time you sweat your scalp becomes greasy leading to dandruff. Clear is specially engineered for men with refreshing mento, it **beats** grease and dandruff for fresh hair that stays dandruff free. **Unbeatable performance for the unbeatable man.** Clear.

The associative type of meaning is reflected logically and in the form of a process, and state of the fact for an urgent necessity of men, meaning dandruff. Associative meaning can be observed in the word “beat you off” which translated by the copywriter as “beats”. As dandruff must be got rid of, defeated and beaten, and is represented as enemy of man. This word has several meanings in different contexts. For example:

- 1- Jack beat his brother
- 2- Normal heart rate ranges from 50-90 beats per minute
- 3- We can beat poverty and starvation

The lexical item “beat” in these sentences has different senses. In the first sentence, it means to hit and hurt someone; its meaning in the second sentence is “the heartbeats” or “the pulses” and in the third sentence, it means “to defeat or get the better out of something”. The third meaning is related to the ad because the lexical item “beat” is used as a feature of the shampoo

that removes dandruff and grease. Besides, the copywriter uses this phrase “Unbeatable performance for the unbeatable man “at the end of the ad in order to refer to the shampoo end result and state of fact.

TABLE 4. Analysis of advertisement 3

<https://youtu.be/xOPy46rJQ6k>

Any body wash can clean your skin. New Dove Men Plus Care is different since it is specially designed for men. Its micro moisture formula **protect skin from dryness**. Thus it is better than the regular men’s body washes. Dove Men Plus Care.

The associative meaning which appears in this ad is that of stylistic social meaning. The use of the phrase “protect skin from dryness “instead of using the phrase "moisturizing your skin "which has the same meaning. It shows that the ad is directed to males because if the copywriter uses the lexical item “moisturizing,” which is often addressed to women, the ad will be less influential to male consumers.

TABLE 5. Analysis of advertisement 4

<https://youtu.be/yICawdHseJQ>

Can a deodorant really **give you success and fame**? all this resulted of a deodorant? of course not. Fresh Power gives you a maximum protection and care to feel fresh all day, **everything else get it yourself**. Nivea men starts with you.

This advertisement has a connotative and stylistic social meaning. The connotative meaning emerges at the end of the ad “everything else, get it yourself”. Here, the implied meaning is to say that only man himself can achieve fame and success and nothing else can bring these for him. The ads use an exclamatory interrogative construction to exclude common deodorant products ads that associate success and fame to a specific brand. The indirect attach of other brand slogan is presented in counter juxtaposition with the brand Fresh Power. This secures maximum protection and freshness. What men are interested in and not the unrealistic slogan of success are fame and lights.

The stylistic social meaning appears in the use of the Lebanese dialect as well as the usage of such nouns “fame and success” to target those men who are interested

in success and fame. The affective emotive meaning can be seen at the beginning of the ad when the copywriter uses the negation for a purpose. Here, the copywriter used the negation, and is aware of its specific emotional meaning with its emotive meanings.

TABLE 6. Analysis of advertisement 5

<https://youtu.be/HeIsdtFJADI>

When it comes to what men want, we went back to basics. Men like **convenience**, so we created a tool you can take anywhere. Men pay **attention to detail**, so we added a screw top lid and side grips. Men like **masculine colors**, so we made it dark blue and silver. Men prefer it fast-absorbing, so we made it without any grease. Men this is your cream. Nivea Men, the official sponsor of Real Madrid.

The associative meaning and level of language formality cooperate in most of the ads to create a close interpersonal connection between the copywriters and consumers. Stereotyping of the basic necessities of men are narrated, defined in a row and crowned at the end with the official sponsor, i.e. the celebrated football club for the most part of the royal Spanish professional Spanish team. The ads build up projective thematic details and order items to 'what man needs and likes most', especially with regard to shape, sides masculine colors and finally the non-greasy texture all men like, as opposed to women who do not mind greasy moisturizing cream and look for it mostly. First, when the writer uses the Lebanese dialect to attract the most significant number of consumers. Second, this ad is directed mainly for men, and the copywriter has brought the men's attention by describing what men like such as "convenience", "attention to details", and more importantly, his interest in "masculine colors". In this way, the copywriter was able to attract the male audience to buy the product by attending to their basic necessities.

TABLE 7. Analysis of advertisement 6

<https://youtu.be/QYzodzldEHc>

Maybe they get passed down from father to son, or maybe they are embedded into a man's DNA. But there are some things that guys just believe like the smallest details can make the biggest difference. There are no shortcuts to anywhere worth going. It is about the **journey** not the destination and that no matter how you like to look well, here, you

should look like you care. It happens that we share those beliefs. In fact, they are reason we have gotten out of bed every morning for over one hundred years. Precision defines everything we do. It shows our care to the degree of the obsession over things as nanometers and coefficients of friction. They made us developed a range of tools for a whole range of looks. See, if our products reflect what is important for men, so he then is capable of achieving all what he desires. Gillette the best a man can get.

The associative meanings of the overall expressions employed in this ads are masculine domains associated with the final referent, i.e. Gillette. All the images presented involve features typically ascribed connotatively to the referent. Heredity is a fact; yet acquiring little practices is what counts, whether by adaptation or practice and shaving is a man destiny. The ads are artistically intertextual images and patterns of thoughts from science "heredity", poetry" it is the journey, not the destination that counts" referential associative meanings which create connotative meaning enacted this advertisement. In fact, this ad maps life's road to the process of shaving and draws on compound associations of shaving as taking care of minute things and small details. This what motivates the manufacturer of Gillette for over 100 years.

It can be seen from the first sentence "Maybe they get passed down from father to son, or maybe they are embedded into a man's DNA ."The implied meaning of this sentence is that shaving is like a process inherited from one generation to another or it is embedded into their genes. By using the lexical item journey, shaving is described as a journey which never ends up, accompanying a man throughout his life. The use of Nanometers and coeffiency of fraction reflects specific men register and scientific register that promote the associations of accuracy and precision linked to the process of shaving. Male gender associations of heredity, shaving as a journey, daily routine, men presentable image, nanometers and coefficients of friction extend the ad and builds up a series of male features physical and concrete.

Female Advertisements

This section presents the analysis of the Female advertisements:

TABLE 8. Analysis of advertisement 7

https://youtu.be/IcovMB_bQh8

Sayidaty Magazine chose the best shampoo for soft hair, silky and worthy to be on its cover. And you will be surprised when you know it is Head & Shoulders Vitality and Silky which has six times more moisturizing elements. It nourishes your scalp and makes your hair soft, silky and hundred percent without dandruff. Head & Shoulders Vitality and Silky.

The associative meaning which is enacting in this ad is advocated by Sayidaty "My Lady" magazine. The copywriter used the introduction of a renowned Sayidaty "My Lady" magazine with all the positive, feminine associations of the magazine and its denotative entity that it represents. Sayidaty, the magazine of Arab women, raises issues and advice for women and society in various fields especially beauty and cosmetics. The use of the lexical items like "silky, soft and vitality "is due to the fact that they are female attributes employed denotatively to describe women's hair preferences and the features they like to sense. these attributes also provide positive features the ladies are aspiring for. Hyperbole is tolerated in women ads in describing the product as maintaining moisture 6 times more, guaranteeing dandruff-free skull.

TABLE 9. Analysis of advertisement 8

- <https://youtu.be/zGSIYmL2X3k>

New Clear with superfoods with the intense power bamboo, I do not just keep my body healthy, I make sure my hair is strong to. New, for dandruff reached out and ten times stronger hair, I have nothing to hide. New Clear is with enriching scalp nourishment.

Right from the start, the ad presents the name of the product. In this advertisement, the associative meaning is the stylistic social meaning which appears when the woman said "I have nothing to hide ", rather than saying "getting rid of or remove it". This is always associated with men to bring his dominant position; she used "hide" to present her defensive position.

TABLE 10. Analysis of advertisement 9

- <https://youtu.be/NW8BZ2FvXX8>

We invited two friends to test body wash versus milk." Me and Lea are close friends" "We agree very much like sisters". Which one does moisturize better? "Dove", "Milk", "Dove", or "Milk" "Are we going to try?". Romi tried milk while Lea tried Dove body wash. Dove body wash contains nourishing moisture which moisturizes your skin from deep within and

makes your skin smooth and supple. “It is getting softer and smoother too!”. New Dove body wash moisturizes better than milk.

This ad starts with a scene which is similar to a speech event. The connotative meaning can be noticed when one of the girls said “we agree very much like do sisters” .The purpose of this phrase is to show that they will disagree when they asked about “which product moisturizes better?”. The emotive meaning appears in the use of the exclamation form in “it is getting softer and smoother too!, in order to show her admiration for the product and its deep moisturizing. Thus, the person who uses the word recognizes its specific emotional meaning with its additional meanings.

The use of Lebanese dialect shows the stylistic social meaning of the ad, as mentioned before; it affects the audience to buy this specific product. Furthermore, the sentence “which moisturizes your skin from deep within” describes what women need as women prefer deep moisturizing cream but not fast absorbing cream.

TABLE 11. Analysis of advertisement 10

- https://youtu.be/9NJgbO_pb4o

New Nivea powder touch deodorant for irresistibly soft underarms. Instantly dry with Nivea’s unique care, forty-eight-hour protection and powdery fragrance. Feel irresistibly soft skin with new powder touch deodorant from Nivea.

This advertisement invests on the connotative and stylistic social meaning to convey the promotion message. The powder touch here connotes a different meaning, which is the softness or the soft touch because powder never touches, but it has a velvet feel. The stylistic social meaning can be seen in the use of adjectives like “soft, unique, powdery” which shows the features and characteristics that women prefers in any product.

TABLE 12. Analysis of advertisement 11

- <https://youtu.be/UFHqirRFTIg>

Nivea Cream protects my skin and hers. It nourishes and softens its flair. Thus, when she is happy I am happy. When she Laughs my heart laugh with her. In my eyes, I hide her, and I protect her with everything I own. Nivea Cream protect my skin and hers, nourishes it,

makes it softer. We share the same skin so I give her the same care I grew up with. Nivea my one and only.

This ad is directed at a particular group of the society, namely, mothers. The ad is connecting Nivea with all the positive associations of the utterance "mother". The reflected association of the product is presented in the extend of mother-daughter relationship that extends to cover smiling, skin caring, and skin nourishing. Besides, the interrelation, mutuality of happy existence is maintained by Nivea. Moreover, using the verb “nourish” shows the mother’s position and her first job to feed and nurse her child and associatively continues to do so with the use of Nivea. The connotative meaning appears in the last sentence “Nivea is the most precious thing I have”; it has multiple layers of associative meanings; the first meaning is the precious thing a mother had (i.e. her child) while the second meaning is the cream itself as the most precious thing for a woman.

TABLE 13. Analysis of advertisement 12

<https://youtu.be/g8KoY5QWp0Q>

Let every woman embrace a feeling of unsurpassed smoothness. Get to know Venus embrace. It is the only five bladed razor surrounded by ribbon of moisture that hugs every curve and gets virtually every hair. Experience the brilliance of five blades new Venus embrace. Discover the secret of beauty in you.

In this advertisement, the connotative meaning shows up in the word “hugs” as it connotes that the razor blade can reach all body curves. It is noticed that “embraces-hugs” connotatively means the ability to reach and cover all body areas. The reflected meaning is in the product name “Venus embrace ” as the lexical item “embrace” has several meanings in different contexts and different domains, for example:

- 1- The bank must embrace a wider and deeper debt relief.
- 2- The priest embraced Islam.
- 3- The mother embraces her baby for the first time.
- 4- The man embraces the opportunity.

The lexical item “embrace” here has different meanings. In the first sentence, it means “to adopt or take into consideration” while in the second sentence it, as an Islamic term, means “converted to Islam.” In the third example, it means “hug and cuddle”. It also means “to take

the opportunity” in the last example. The third meaning is the closest to the lexical item “embrace” in this ad because “hug” is mentioned in the advertisement.

The stylistic social meaning appears in using the phrase “discover the secret of your beauty” ; this phrase is addressed directly to women, because only women try to show their beauty, as opposed to men who try to show their masculinity and their powerful position. Furthermore, the name of the product is “Venus” which is known as the planet of women and Mars planet of men.

TABLE 13. Types of meanings used in male and female ads

| Types of meanings | Male | Female |
|---------------------------|-------------|---------------|
| Connotative meaning | 43% | 57% |
| Reflected meanings | 67% | 33% |
| Collocative meaning | None | None |
| Stylistic social meaning | 40% | 60% |
| Affective emotive meaning | 0% | 100% |

A total number of 139 nouns and 67 adjectives were used in sample T.V. advertisements. Of which, 86 nouns and 33 adjectives were used in male advertisements whereas 53 nouns and 34 adjectives were used in female advertisements.

Male and Female Advertisements

The current study presents the analysis of the language of the advertisements based on Leech’s associative meaning (1981). It presents two levels of analysis; the first level is concerned with how gender differences are linguistically depicted in Arabic MBC video advertisements while the other level deals with highlighting the differences in the language of video advertisements addressing men and women.

The analysis of data reveals that the associative meaning used in male ads are minimal and convey less social and connotative meanings, but the reflected meanings are used extensively. Nouns are also used more than adjectives in male ads. However, the associative meanings are commonly used in female's ads compared to those of males in that women’s ads have more connotative and stylistic social meaning and also hold affective emotive meanings which are common in the male ads. It is also noticed that nouns are commonly used more than adjectives in women’s ads compared to those of males. The differences between ads of both

genders are attributed to the fact that copywriters consider the psychological, physical and emotional needs of both men and women through semiotics, tone and so forth.

Conclusion

The analysis of data revealed that in the advertisements directed to females, dominance of emotive meanings realizes women specific cognitive and emotional needs; the use of informal and spoken Lebanese dialect indicates the impact of the surrounding beauty industry promoters; and the frequent use of adjectives suggests the importance of the features of the product for women. Besides, it was found that the nouns and adjectives addressing women employ feminine and soft expressions and **FEMININE ATTRIBUTES** and areas of interests. On the contrary, the study showed that in advertisements directed to males, ads addressing men are direct, clear and practical; the low employment of associative meanings evidence that men prefer the direct meaning; nouns are used more than adjectives because men care most about the features of the product; the advertisement aims to impose positions of dominance through a competitive orientation; and nouns and adjectives addressing men employ masculine expressions and features. To conclude, it is clear that there exist gender differences in **THE ARAB** context in the personal care ads. Men differ from women in the use of words and implied meanings. Unlike women, men prefer direct meanings whereas women who use connotative meanings. These differences in advertisements eco the differences between them in the society. Such findings might be useful for the interested researchers, consumers and most importantly the advertisers who wish to attract the consumers' attention to their product.

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APPENDIX A: CORPUS OF THE STUDY

| Women Ads | Men Ads |
|---|---|
| <p>A. Hair Shampoo: 7- Head & Shoulders *7</p> <p>Sayidaty Magazine chose the best shampoo for soft hair, silky and worthy to be on its cover. And you will be surprised when you know it is Head & Shoulders Vitality and Silky which has six times more moisturizing elements. It nourishes your scalp and makes your hair soft, silky and hundred percent without dandruff. Head & Shoulders Vitality and Silky.</p> | <p>A. Hair Shampoo: 1- Head & Shoulders *1A goalkeeper</p> <p>shoulders carry more than a name, as the last line of defense they can carry an entire team. They carry praise from some and criticism from others. Sometimes shoulders carry a bag of footballs, but when they are at the top of their game they can carry glory. Shoulders are made to carry a lot, one thing they will not carry is dandruff.</p> |
| <p>8- Clear *8</p> <p>New Clear with superfoods with the intense power bamboo, I do not just keep my body healthy I make sure my hair is strong to. New, for dandruff reached out and ten time stronger hair, I have nothing to hide. New Clear with enriching scalp food..</p> | <p>2- Clear *2</p> <p>Every time you sweat your scalp becomes greasy leading to dandruff. Clear is specially engineered for men with refreshing mento, it beats grease and dandruff for fresh hair that stays dandruff free. Unbeatable performance for the unbeatable man. Clear.</p> |
| <p>B. Body Lotion : 9- Dove *9</p> <p>We invited two friends to test of body wash versus milk.”Me and Lea are close friends” “We agree very much like sisters”. Which moisturizes better? “ Dove” “Milk” “Dove” “Milk” “Are we going to try?”. Romi tries milk while Lea tries Dove body wash. Dove body wash contains nutrium moisture which moisturizes your skin from deep within and makes your skin smooth and supple “It getting softer and smoother too”. New Dove body wash moisturizes better than milk</p> | <p>B. Body Lotion: 3- Dove *3</p> <p>Any body wash can clean your skin specially designed for men. Dove men plus care is different it is special micro moisture formula protect skin from dryness better than regular men’s body washes. Dove men plus care.</p> |

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| <p>C. Deodorant:</p> <p>10- Nivea *10</p> <p>New Nivea powder touch deodorant for irresistibly soft underarms. Instantly dry with Nivea’s unique care, forty-eight hour protection and powdery fragrance. Feel irresistibly soft skin with new powder touch deodorant from Nivea.</p> | <p>C. Deodorant:</p> <p>4- Nivea *4</p> <p>Can a deodorant really give you success and fame? all this from a deodorant? of course not. Fresh power gives you maximum protection and care to feel fresh all day, everything else get it yourself. Nivea men it starts with you</p> |
| <p>D. Cream:</p> <p>11- Nivea *11</p> <p>When she is happy I am happy. When she Laughs my heart laugh with her. In my eyes, I hide her, and I protect her with everything I own. Nivea Cream protect my skin and hers, nourishes it, makes it softer. We share the same skin so I give her the same care I grew up with. Nivea my one and only.</p> | <p>D. Creme:</p> <p>5- Nivea *5</p> <p>When it comes to what men want we went back to basics. Men like convenience so we created a tool they can take anywhere. Men like attention to detail so we added a screw top lid and side grips. Men like masculine colors so we made it dark blue and silver. Men like it fast-absorbing so we made it without any grease. Men this is your cream. Nivea Men the official sponsor of Real Madrid.</p> |
| <p>E. Razor Blades:</p> <p>12- Gillette *12</p> <p>Let every woman embrace a feeling of unsurpassed smoothness. Introducing Venus embrace, it is the only five bladed razor surrounded by ribbon of moisture that hugs every curve and gets virtually every hair. Experience the brilliance of five blades new Venus embrace. Reveal the beauty in you.</p> | <p>E. Razor Blades:</p> <p>6- Gillette *6</p> <p>Maybe they get passed down from father to son, or maybe they are embedded into a man’s DNA. But there are some things that guys just believe like the smallest details can make the biggest difference. There are no shortcuts to anywhere worth going, see it is about the journey not the destination and that no matter how you like to look well, you should look like you care. We happen to share those</p> |

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| | <p>beliefs, in fact they are why we have gotten out of bed every morning for over one hundred years. Why we use the word precision to define just about everything we do, why we obsess over nanometers and coefficients of friction, there why we have developed a range of tools for a whole range of looks. See if our products reflect was most important to him and then whatever he wants to achieve is that much more within his grasp. Gillette the best a man can get.</p> |
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Appendix A 1

Men Ads

- *1 - https://youtu.be/u5rT7ju9_eU (Jun 13, 2016)
- *2 - https://youtu.be/uo9yHW2_d-o (Feb 18, 2018)
- *3 - <https://youtu.be/xOPy46rJQ6k> (Nov 11, 2013)
- *4 - <https://youtu.be/yICawdHseJQ> (Jul 25, 2017)
- *5 - <https://youtu.be/HeIsdtFJADI> (Nov 29, 2015)
- *6 - <https://youtu.be/QYzodzldEHc> (Mar 10, 2017)

Women Ads

- *7 - https://youtu.be/IcoyMB_bQh8 (Jan 7, 2016)
- *8 - <https://youtu.be/zGSIYmL2X3k> (Dec 31, 2018)
- *9 - <https://youtu.be/NW8BZ2FyXX8> (Sep 9, 2015)
- *10 - https://youtu.be/9NJgbO_pb4o (Apr 15, 2015)
- *11 - <https://youtu.be/UFHqirRFTIg> (Mar 14, 2016)
- *12 - <https://youtu.be/g8KoY5QWp0Q> May 2, 2013



The Effectiveness of Integrated Thematic Learning Model Using Project Based Learning in Elementary School

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Abstract

This study aims to describe the effectiveness of integrated thematic learning model project-based learning (PBL) in fifth grade of elementary school in Blitar city. A descriptive

qualitative approach is performed as method by collecting data through structured and non-structured observations techniques. Further, the data analysis techniques are performed by arranging the results and recording records to get the description of the expected sequences of the data. The results of the study show that the Effectiveness of PBL-Based Integrated Thematic Learning in the fifth grade of Blitar City Elementary School amounts 88% (good category). The details of the Central City Regional Elementary School are 77% (quite effective); Suburban Elementary School amounts 95% (very effective category); while the elementary school of the City Border Area amounts 92% (very effective category). Based on the results found, elementary school teachers are expected to have the same understanding in implementing integrated PBL-based thematic learning models as mandated in the implementation of the 2013 Elementary School Curriculum.

Keywords: *survey, model, learning, project based learning, elementary school*

Introduction

The implementation of 2013 Curriculum is emphasizing on the activity-based learning and its assessment which includes some aspects such as attitudes, knowledge, and skills. The Ministerial Regulation of Education and Culture Number 65 of 2013 concerning the Basic and Secondary Education Standards Process stating that “In accordance with Graduates’ Competency Standards and Content Standards, the principles of learning are used from partial learning for integrated learning”, the statement was reaffirmed in the Minister of Education and Culture Regulation Number 67 of 2013 concerning the Basic Framework and Structure of the Elementary School/Elementary Religion School Curriculum, stating that “Implementation of the 2013 Curriculum in Elementary School/Elementary Religion School” implemented through learning with thematic-integrated approaches (Solikhah & Budiharso, 2019; Sujito, Budiharso, Solikhah & Muttaqin, 2019).

In the school year 2013/2014, the Government implemented a new curriculum called 2013 Curriculum. Successful implementation of the Elementary School 2013 curriculum in learning activities as expected by the government and society determined by its main stakeholder and elementary school teachers understanding. In this case, Elementary School teachers are expected to have comprehension, awareness, ability, creativity, patience, and tenacity in implementing the 2013 curriculum of Elementary School. Suduc, et al. (2015) states that the application of integrated thematic learning with scientific approach shows implications

on learning changes at Elementary School. The change has made in the student books, teacher books, and assessment systems.

The learning approach used in the 2013 curriculum is in accordance with the technical guidelines for integrated learning with the scientific approach in Elementary school, namely (1) a project-based learning model, and (2) discovery-based learning models. In relation to the three learning models, not all three types of models are used to develop integrated thematic learning.

Økland, et al. (2017) states that the project-based learning model is one of the learning models used to encourage students' ability in produce contextual work, both individually and in groups. Integrated thematic learning using the project-based learning model can provide learning outcomes not only in the form of knowledge (cognitive), but also skills and attitude. It is in-line with Bell (2010) who argued that Project-Based Learning (henceforth, PBL) is innovative learning that teaches many important strategies in facing the development era in 21st century. By implementing the basic learning model, students are encouraged through investigation and work collaboratively to conduct research and create projects that reflect the knowledge of them (Budiharso & Arbain, 2019; Nanni & Pusey, 2020).

Afterwards, Balan et al. (2019) describe that the characteristic of PBL is the implementation are pursued and adjusted to the demands of the implemented curriculum (2013 Curriculum). In this case, students can learn more actively in accordance with the characteristics of the 2013 curriculum which is commonly known as 5 M with its scientific approach. PBL intends to bring students deeper learning by using inquiry, the teacher's role as a facilitator who guides students to gain experience and conduct experiments that allow students to discover principles and construct an independent understanding (Dickinson & Jackson, 2008; Nanni & Pusey, 2020). In this case, students can improve their activity through observing, trial, reasoning and communicating the results of observations both hands on and mind on. Thus, in accordance with the demands of the 2013 curriculum for integrated thematic learning using PBL in Elementary Schools as mandated in Government Regulation of Education and Culture Number 22 of 2016, integrated thematic learning based on PBL can be implemented in Elementary School (Hasyim, 2019; Syukri & Humaera, 2019).

The connection with the use of Klein's project-based learning model explains that project-based learning is a learning strategy that empowers students to gain new knowledge and comprehension based on their experiences through the various presentations (Widyantini, 2014). The characteristics of project-based learning are that students investigate important ideas and raise questions, students find comprehension in the process of investigating,

according to their needs and interests, produced the products and thought creatively, critically, and they have skills in investigating, concluding material, and connecting with the real world (García, 2016; Kettanun, 2015; Tascı, 2015). Tascı (2015) explain further that PBL approach has become an educational approach attached to more information on student-center education in recent years. On the basis of this perspective, the research was carried out entitled Integrated Thematic Learning Model using PBL in Elementary School which the location is more focus in Blitar City.

Method

This study uses a qualitative descriptive approach and is conducted in Blitar City Region, namely Elementary School of Sukorejo District; Elementary School of Kepanjen Kidul District; and Elementary Schools in Sananwetan sub-district. The school location is taken from district area including Elementary School in the City Center; Elementary School in the Middle City; and Suburban Elementary Schools. The research subjects were Elementary School teachers in Blitar City Region who had applied integrated thematic learning in the fifth grade of Elementary School. The determination of the three research subjects was based on the consideration that the representative teachers had represented the teachers who implemented the integrated thematic learning in Elementary School.

The data used in this study is divided into two kinds of data namely survey data and field data. Survey data is obtained while the teachers are implemented the integrated thematic learning. Meanwhile, the field data is obtained through descriptive field note and reflective field note. The descriptive data contains the manifestation form of the students and teachers' interaction. Otherwise, the reflective data contains of data collection's interpretation and comprehension through 1) observation, 2) note process, 3) interview.

Observations are implemented in two ways, namely structured and unstructured observations (Hopkins & Ahtaridou, 1993). Structured observation is implemented by using analysis guidelines toward planning and implementing integrated thematic learning based on project-based learning in the fifth grade of Elementary School. Unstructured observation is implemented by recording each event in accordance with the focus of the study. This unstructured observation will open up the researchers' opportunity to record the appeared phenomena in more detail. After the observation has been finished, the selection is done in accordance with the formulation and the intended research objectives (Budiharso & Arbain, 2019).

The recording of the planning and implementation of integrated thematic learning based on project-based learning is conducted on sheet of papers which are commonly called field notes. The recording is also carried out in well negotiations and a predetermined schedule between researchers and research subjects. It means every data in the form of the teacher's ability in implementing learning are all recorded without following specific recording guidelines. The selection of data in accordance with the focus of new research is implemented after data collection completed.

The usage of interview techniques in this study is intended to reveal data about the teachers' reasons and other instruments. Data planning and implementation learning of teachers' abilities are obtained after the teacher conducts learning in the classroom. Similarly, in-depth interviews are conducted to the teacher after implementing learning activities. In preparation for the interview, the researcher learned the collected data and write down the main points of the interview questions. When the observation is complete, the question items are arranged and selected so that it will form a relevant interview guideline in accordance with the expected data.

The interview guidance is composed of a number of questions which are basically intended to obtain more in-depth information concerning the reasons or considerations of the teacher using the instrument items as reflected in the guidelines planning and implementing learning instruments. The question items can be developed and changed during the interview and can be corrected after the interview is completed. During the interview, the researcher made a brief note of the answers and responses given by the research subjects. In order to the results of the interviews can be well described, the researcher uses a tape recorder. Furthermore, after the interview activities finished the brief notes compiled the researcher was developed by doing transcribing the results of data recording.

Data analysis is conducted through several steps. At first, the data are integrated with the results and records. Furthermore, the data is compiled in a special sheet so that it is drawn in entirety. Second, the data that has been re-organized is sorted and given certain codes based on the determined formula. The sorted data is the classification of raw data. The analysis performed after the last step of the data collection period is reviewing the entire analysis that has been done during data collection. Activities implemented at that stage include additions, development, improvements, and temporary conclusions.

Afterwards, the interview data analysis is conducted with the subject of the research at the end of the study. In relation to this research, the steps in analyzing data are similar with Miles & Huberman (1984) which includes (1) data reduction, (2) exposure or data presentation,

and (3) verification or conclusion. Reduction of research is still in the form of raw data including the process of selecting, sorting, simplifying, and categorizing data. The activity is intended to facilitate organizing and the need to make research conclusions. On that basis, to get the full and systematic exposure beforehand, the data is organized as a whole and coherently.

Results

The effectiveness of integrated thematic learning using PBL can be described in two activities. The first is preliminary activity which consisting of (a) greeting and inviting prayers, (b) singing national song, (c) reading books for 15 minutes before the lesson started, (d) conditioning pleasant learning atmosphere, (e) associating present learning material with students' experience or with previously studied material, (f) delivering the competency target and (g) delivering the scope and assessment technique. The second is core activities, including (a) mastery of learning activity, (b) approaches, models and educational learning methods, (c) utilization of learning resources and learning media, (d) students' involvement in learning activity, (e) assessment of learning process and results, (f) language use, (g) and closing activities.

Table 1. The Value of Project Based Learning (PjBL) Effectiveness in Fifth Grade Students in Blitar

| Number | Data Code | Number of Assessment Aspect | | | Percentage | | |
|--------------|-----------|-----------------------------|--------|----------|------------|--------|----------|
| | | Indicator Values | Border | Suburban | Urban | Border | Suburban |
| 1 | KPN | 28 | 33 | 25 | 80% | 94 % | 71% |
| 2 | KI | | | | | | |
| | a. PMP | 19 | 19 | 17 | 95% | 95% | 85% |
| | b. PMM | 59 | 58 | 47 | 98% | 97% | 78% |
| | c. PSM | 13 | 13 | 10 | 87 % | 87 % | 67% |
| | d. KSP | 23 | 23 | 21 | 92 % | 92 % | 84% |
| | e. PPH | 9 | 8 | 8 | 90% | 80% | 80% |
| | f. PB | 14 | 13 | 11 | 93% | 87% | 73% |
| 3 | KPT | 10 | 15 | 9 | 33% | 50% | 30% |
| Total | | 175 | 182 | 148 | | | |
| Value | | 92 | 95 | 77 | | | |

Code Description:

KPN : preliminary activities

| | |
|-----|--|
| KI | : core activities |
| PMP | : mastery of learning material |
| PMM | : approach, model, educational learning method |
| PSM | : utilizing of learning resources and learning media |
| KSP | : involving the students in learning |
| PPH | : assessment of learning processes and results |
| PB | : language use |
| KPT | : closing activity |

Based on the table above, the implementation of project-based integrated thematic learning in border elementary schools and suburban elementary schools were well-qualified with total value for 175 in border elementary school and 182 in suburban elementary schools. Meanwhile, the urban elementary school was qualified in quite good assessment. This was appropriate with the guidelines instruments for implementing project-based integrated thematic learning. Therefore, teachers on border and suburban elementary schools owned better project-based integrated thematic learning teaching skills than teachers in urban elementary schools.

Discussion

The suburban elementary school had been implemented all of the preliminary activities during the learning process, while the border and urban elementary school did not implement the whole preliminary activities. In border and urban elementary school, teachers did not delivering the scope and assessment technique used for learning process and implementing 15 minutes of reading activity before starting the lesson. Hence, based on the table 1 above border elementary school only implement 80% of preliminary activities during the learning process, urban elementary school for 71% and the highest percentage is in suburban elementary school for 94%. As Arifin (2009) stated that if the evaluation within teaching learning activity reaches 90% -100%, it can be qualified as very good.

Some research found that, in urban elementary school, teacher did not command or implement his students to do the reading activity before the lesson start, while in fact, reading for 15 minutes before the lesson started may provide a large impact to students' reading habit (Chang, et al., 2015; Elbestawi, et al., 2018). The Government Regulation on Education and Culture number 23/2015 stated that teacher who did not command his students to do reading activity is considered not supporting the growth of students' reading habit (Nanni & Pusey, 2020). Moreover, teacher who did not deliver the scope and assessment technique of the lesson

can lead to students' confusion on what they will do during the lesson (Budiharso & Arbain, 2019).

For the core activities, border and suburban elementary schools have had higher percentage for mastery the learning process for 95%, including the ability to (1) show mastery of material, (2) connect material with other knowledge which integrated to science and technology development and real life, (3) deliver material in a clear and appropriate way, and (4) present learning combination such as, integration between lessons, integration between attitudes or values of character, literacy, knowledge, and skills, and integration of learning content with themes or subjects. Richmond & Striley (1996) claimed that the interactive process with colleagues can help the process of knowledge construction (meaning-making process). Thus, social transactions play a very important role in the formation of cognition (Nanni & Pusey, 2020; Budiharso & Arbain, 2019).

In these three elementary school categories –border elementary school, urban elementary school and suburban elementary school, teachers are mastering the material so well. They are fluent in explaining and guiding students. They also connected material with other knowledge that related to science and technology and real life. The material is also clearly conveyed according to the hierarchy and characteristics of students, therefore integrated learning between the contents can be carried out well, for instance, the language content in science discussion (Budiharso & Arbain, 2019). A concept can be formed through direct experience with objects or events in life, through visual images, and meaningful or semantic words (Wang, et al., 2009). However, in urban elementary school, the aspects of science and technology are less mastered by teachers so that students' enthusiasm is decreased.

Next, the aspects of approach, model, and learning method, which consists of the ability to (1) implement learning based on the competencies, (2) implement learning in coherently and systematically, (3) master the class, (4) implement contextual learning, (5) present the learning using appropriate learning approaches and models according to the PBL syntax (determining basic questions, arranging schedules, monitoring students and project progress, testing results, and evaluating experiences), (6) implement learning that enables to create positive habits, (7) present activities that encourage students' skill in communicating the results orally or written, and (8) implement learning based on the planned time allocation. In this aspect, border elementary school gets the highest percentage for 98%, while suburban elementary school gets 97% and 78% for urban elementary school is 78%. This is in line with Hosnan (2014) that the steps within the aspect of approach, model and learning are related to the 2013 Curriculum. The implementation of this approach using scientific approaches are designed to students to be

able to construct the concepts actively, observe the laws or principles, formulate problems, make hypothesis, collect data, analyze data, draw conclusions and communicate it. The abilities above have been implemented in both border and suburban elementary schools (Chang et al., 2015; Ciftci, 2015; Navarro-Pablo & Gallardo-Saborido, 2015).

In border elementary schools, learning has been conducted in coherent and systematic way. Meanwhile in suburban elementary school, the implementation has been compatible with the assessment aspect, but it is not running coherently and systematically for the learning aspect. Both border and suburban elementary schools applied the communication activity either oral or written through assignments and presentation. These schools also create positive habit in the learning process. Hence, it can be concluded that border and suburban elementary school has been implemented the aspect based on the PBL model. In contrast with border and suburban elementary schools, urban elementary schools only implemented the determination of basic question and monitoring students in working group while arranging the schedule, conducting coherent and systematic learning activity, and evaluating students' experience are not implemented. Moreover, the class atmosphere during the lesson in urban elementary school is noisy.

In the aspect of utilizing learning resources and learning media, border elementary school and suburban elementary school have same percentage on 87% and urban elementary school on 67%. This aspect consists of the ability to be able to (1) demonstrate communication skills effectively and efficiently, (2) produce good messages, and (3) involve students in utilizing media and learning resources. In border elementary school, communication skills in utilizing media and learning resources are presented using focus media. Suburban elementary school also uses focus media and surrounding, while in urban elementary school, focus media is not used by teachers in learning process. Sáez-López, Román-González, & Vázquez-Cano (2016) claimed that urban elementary schools teachers do not use focus media, they are just using print images of animal and human breathing instruments in a very small size placed on the board. However, with the large number of students, the print images and picture are not effective for them to get information during the lesson. Also students cannot participate in utilizing the media well.

In the aspects of the students' participating in learning, border and suburban elementary school still have the same percentage for 92%, while urban elementary school has 84%. This aspect consists of the ability to be able to (1) foster active students' participation through interaction and learning resources—books, model properties, environment, (2) response positive on students' participation, (3) show an open attitude to the students' response, (4) show

conducive interpersonal relationships, and (5) foster students' fun and enthusiasm in learning. Students' active participation in border, suburban and urban elementary schools is developed by teacher using media utilizing, surrounding environment, and books. Teacher also fosters joy and enthusiasm to students by giving humors and mini games for group sharing.

In the aspect of learning process and outcome which consists of the ability to (1) observe students' attitudes and behaviors and (2) implement the knowledge, skills and attitudes assessment, border elementary school gets 90% while suburban and urban elementary school get similar percentage for 80%. The ability to observe students' attitudes and behavior in participating learning activities in border elementary school are conducted by giving a warning when students behave inappropriately and pay less attention. Meanwhile in the suburban and urban elementary school, the observation is done by the teacher going around observing each group. Afterward for the ability to implement knowledge, skills and attitudes assessment, these three elementary school categories are not performing well. Teachers conducted an assessment by providing the LKPD which will be used for assessment. This indirect assessment is in line with Syafi'ie (1994) that the assessment is conducted in two ways, namely the assessment of process and result. Process assessment is implemented to monitor the level of students' attention, students' responses, and group activities, while result assessment is determining the level of students' acquisition.

In the aspect of language usage, border elementary school gets the highest percentage for 93%, suburban elementary school for 87%, and urban elementary school for 73%. This aspect consists of the ability to (1) speak clearly, well, and fluently, (2) write in a good and correct language, and (3) convey messages in appropriate style. The use of language in border and suburban elementary schools are shown in good, fluent, and clear language so that it can be heard by all students, while in urban elementary school the use of standard language is still lacking when providing explanations to students such as "... need to know children" it corrects according to the standard language should "... need to know children". For Urban Elementary Schools the use of teacher's oral language is not fluent when explaining there are several words that stammer in pronunciation and still use mixed languages (Javanese and Indonesian). In border and suburban elementary school, the teacher's writing on the board is good and clear, it also can be seen by student in the back of class. And also, the message is delivered in a polite and appropriate way. While in Urban Elementary School the teacher's writing cannot be identified because the blackboard is not utilized. Blackboard is one of several facilities that can help to deliver students' comprehending of science more quickly. As well as messages delivered in the appropriate teacher style.

The third aspect becomes an assessment in student learning process is closing activities. In this aspect, the Border Elementary School receives a percentage of 33%, sub-urban Elementary School gets 50% and 30% for Urban Elementary School. This aspect evaluate teacher's performance as they have to be able to (1) facilitate and guide students to summarize the subject material, (2) guide students to reflect on their learning process, (3) giving a feedback on the learning process and it results, (4) having a follow-up activities with giving instructions to do an assignment, remedial or doing an enrichment education), (5) deliver lesson plans for the next meeting, and (6) praying.

At Border Elementary School, teachers have an ability to facilitate and guide students summarizing each subject matter and reflecting the learning process and learning material. Teacher does not give any feedback on the learning process and it results, and teacher does not provide follow-up learning activities for the next meeting, and they also forget to pray at the end of learning process. In suburban elementary school, teacher has seen well in guiding students summarizing the subject, reflecting on the process and subject, providing feedback toward the learning process and results, giving follow-up activities, delivering learning plans for the next meeting, and praying do not yet exist. While in the Urban Elementary School, teacher guides students to summarize the subject, and then reflecting on their learning process by doing it together and praying together. But teacher in Urban Elementary School does not conduct the activity of feedback, follow-up, and learning plans at the next meeting.

Conclusion

The results of this study generally can be concluded that the Integrated Thematic learning model based on PBL in fifth grade of Urban Elementary School or in higher level of elementary school. And it has been conducted effectively and efficiently. As for specifics, the conclusions of this study include several statements.

First, teachers in three elementary schools of the Blitar City area already have to comprehend the implementation of PBL Project-Based Integrated Thematic learning. The teacher has already informed the learning objectives, this method can be used to develop students' narrative writing, assignments are given to students as the reflecting stages to achieve learning competence, teachers can empower humor that is in harmony with the competencies, this method are used to challenge and encourage students to ask the questions which make students able to think critically and creatively.

Second, in conduct the reflection learning process, it can be seen that teacher able to encourage students to express what they have learned, giving a praise toward their efforts and their hard

work, encourage the students to express their impressions of learning process. for the assessment, the teacher performed an appropriate competencies that needs to be achieved, providing opportunities for the students to have their self-assessment and peer-assessment.

Third, for the language, it can be seen that teachers use standard language, the sentences they uses are varied and not monotonous, and their conversation are fluent. Thus, with confidence and appearance of the teacher, especially in responding questions, therefore students response are good; tone and voice show a firm attitude, optimism and no hesitation in appearance.

Fourth, this study found the results of the implementation of PBL-Based Integrated Thematic Learning in the aspect of Preliminary Activities, Border Elementary School obtained 80%, suburban Elementary School obtains 94%, and Urban Elementary School obtained 71%. The main activities for mastering aspects of learning material at Border Elementary School and Suburban Elementary School got 95%, while Urban Elementary School got 85%. For approaches, models, learning methods that educate in Border Elementary Schools get 98%, suburban Elementary School get 97%, and Urban Elementary School get 78%. For the usage of learning resources and learning media in Border Elementary Schools and Suburban Elementary Schools obtained the same percentage of 87% and Urban Elementary Schools got 67%. On the participating of students in the learning of Border Elementary School and suburban Elementary School obtained the same percentage of 92%, while the Urban Elementary School got 84%.

The assessment of the process and learning result of the Border Elementary School obtained 90% while the Suburban Elementary School and Urban Elementary School obtained the same 80%. On the usage of the language Border Elementary School gained 93%, suburban Elementary School gained 87%, and Urban Elementary School gained 73%. For the closing activities aspects, Border Elementary School got 33%, suburban Elementary School got 50%, and Urban Elementary School got 30%. Therefore, concluding all the aspects of activities in three Elementary Schools, they are always having almost no consideration for closing activities.

Suggestions

In relation of the findings in this study, there are various parties who need to be given advice, such as lecturers of Elementary Curriculum Developer Courses, Lembaga Pelayanan Masyarakat (LPM). And for the next researchers, they need to develop the next learning style. Indonesian elementary school education lecturers of undergraduate degree program for

Elementary and Preschool Education (KSDP) advised being able to improve students' ability to plan and socialize the PBL model appropriate with the competencies will be developed in the curriculum.

For Community Service, it is expected this research can be socialized continuously through this activity. It is meant elementary school teachers in fifth grade as class teachers have the same comprehending in designing and implementing an integrated thematic-based learning model based on PBL appropriate with the demands of the 2013 curriculum in elementary schools.

Related to the results of this study, it is also necessary to do research toward models who are interested in this substance by (1) conducting a learning model research with the same aspects, but the population is wider, (2) conducting learning model studies with similar aspects in other regions, (3) conducting continuation research to develop the PjBL model on broader scale. It's meant, this study, it is not only developed in Elementary School of Blitar City Region, but it is also developed in Blitar District Elementary School.

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**Representation of Multicultural Values in Textbooks:
Democracy and Anti-Conflict in Indonesian Elementary School Language Classrooms**

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Abstract

This study aimed to investigate and explain the forms of democratic and anti-conflict values in textbooks for elementary students in Indonesia. The study was designed with discourse analysis and the data were obtained from two student textbooks used by the fourth graders, which are developed based on the most recent curriculum and are currently used as the main resources for learning in the classroom. Data analysis was performed using the Miles, Huberman, & Saldana's (2016) flow model that consisted of data identification, data reduction,

data display, conclusion drawing, and verification. The findings from this study reveal that the elementary school textbooks contain three main categories of democratic and anti-conflict values, that include moral knowing, moral feelings, and moral doings. Diverse cultures, languages, ethnics, and religions can be empowered as media to transmit democratic and anti-conflict values. It can be concluded that the integration of democratic and anti-conflict values into textbook discourse was initiated by the current socio-political situations, national education goals, and the most recent curriculum applied in Indonesia. Values represented in the textbook discourse are directed to the effort to cultivate democratic and anti-conflict values as the basic capital for peaceful coexistence.

Keywords: *textbook, multicultural education, character education, democracy, anti-conflict*

Introduction

In a country where ethnics, cultures, languages, and religions are varied, the apprehension of multicultural values plays a key role in cultivating tolerance and mutual understanding among the people. Internalization of multicultural values is needed to promote democratic and anti-conflict values. A textbook is an educational instrument that possesses a broad and effective range to ingrain multicultural values. Through textbook discourse, democratic and anti-conflict values can be transmitted to the students. Seman et al (2011) have found that cross-cultural understanding, racial tolerance, and perspective of student identity are highly correlated to national integration in Malaysia. Pherali & Garrat (2014) argue that the reconstruction of education to prevent conflicts must overcome ethnic, linguistic, and caste-based marginalization.

Previous studies have shown that educational documents, including textbooks, can play two different roles. They can serve as a medium for fostering democratic and anti-conflict values or, otherwise, perpetuating anti-democracy and conflict cultures. Meray's research (2012) shows that political rights are included in primary school textbooks in Turkey. Conversely, Durani & Halai (2018) in their study in Pakistan found that school curriculum texts have the potential to preserve gender injustice and foster conflicts. Seo & Qi's (2013) study in Japan shows a lack of diversity, difference, and equality in various educational documents. In addition, Bujorean (2015) discovered a shift in Romanian textbook discourse from ethnocentric to eurocentric. These findings suggest that educational texts and documents not only function as information providers for educational purposes, but also serve as a means of transmitting values.

Research related to textbooks done by previous researchers can be grouped into several main themes, including gender studies, language use, conformity to needs, content of the book, and the use of textbooks by teachers. Agha, Syed, Mirani (2018), Adel & Enayat (2016), Clark (2015), and Al-Qatawneh & Al Rawashdeh (2019) examined aspects of gender equality in textbooks and found that there was gender inequality where women are generally portrayed as people who are always responsible for domestic tasks.

Other textbook studies are directed at the substantial aspects of the book itself. Casta & Hufana (2016), Wang (2015), and Boshrahadi, Biria & Nikbakht (2015) investigated language use in textbooks. Mede & Yalcin (2019) examined teacher's adaptation strategies to textbooks in the classroom. Nguyen, Tsukimi, Pei Lin (2014) reviewed topics introduced and structure organized in textbooks. Azad (2014), Asakereh (2014), Akeef & Moosavi (2014), and Karamouzian, Nancy-Combes, & Ahmed (2014) evaluated the suitability of textbooks with learning needs. From various studies that have been carried out, it appears that textbook researchers have not paid attention to the use of textbooks as a means of transmitting democratic and anti-conflict values. In fact, in addition to describe the formal curriculum, textbooks can be used to instill a system of meaning and ideology (Bujorean, 2015). In the context of learning in a multicultural country, understanding democracy and anti-conflict values should become part of a textbook.

This study aimed to investigate democratic and anti-conflict values contained in elementary students' textbooks in Indonesia. Language textbooks are relatively easier to embed certain values into a learning context. Idea, Kirchheimer, & Bentreovato (2018) suggest that school textbooks can function as instruments for teaching peace and conflicts. Analysis of democracy and conflicts in textbooks can enrich research on democratic and conflict discourse in general and have an impact on young people.

Language textbooks can simultaneously integrate content, skills and, values into learning. Demir & Yurdakul (2015) identify values that can be integrated into curriculum objectives and learning content. These values include understanding human rights and respecting differences, conducting learning that is unbiased, and performing evaluations that focus on reflective thinking. Kolouh-Gollnick & Chin (2013) suggest a variety of themes that can be used as textbook learning materials, including racism, sexism, prejudice, discrimination, oppression, powerlessness, injustice, and stereotypes. These studies are the foundation to examine democratic and anti-conflict values in language learning textbooks in elementary schools.

The current study employed Lickona's (2008) theory of character education. Thus, the components of character that reflect democratic and anti-conflict values are divided into three, namely moral knowledge, moral feelings, and moral doings. Moral knowledge is comprised of insights and knowledge about democracy and anti-conflict. Moral knowledge includes moral awareness, moral value knowledge, perspective taking, moral reasoning, decision making, and self-knowledge. Moral feelings consist of instincts that direct individuals to take action. Moral feelings include conscience, self-esteem, empathy, kindness, self-control, and humility. Moral doings are the representations of knowledge and feelings that are manifested in the form of action. Moral actions include aspects of competence, will, and habits. Through the foundation of character education theory, this study attempted to reveal the forms of values represented by elementary school language textbooks to help students develop an understanding of democratic and anti-conflict values.

Ramsey and Williams (2003) suggest a number of guiding questions to assess the content of multicultural education in textbooks. The guiding questions need to answer: (1) whether the materials used in the textbooks allow students to succeed, (2) whether a specific material is directed at specific groups or is intended for broad use across groups, (3) whether the materials encourage inter-group communication, (4) whether the materials emphasize positive values and are suitable for children to be adapted to, (5) whether the materials overcome social, political, economic, racial class differences, and (6) whether the materials promote a multicultural perspective as a whole. The guiding questions were used as a reference in assessing democratic and anti-conflict values contained in the textbooks used in this study.

Method

This study employed a qualitative approach and was oriented to describe, interpret, and explain multicultural education in textbook discourse. Based on its characteristics, this study was categorized into discourse analysis (Krippendorff, 2013; Gabe & Rada, 2018). The analysis was performed by referring to the descriptive-analysis principles.

The data of this study consisted of the forms of democratic and anti-conflict value internalization in the textbooks' discourse. These data were collected in the form of sentences, paragraphs, and discourse. The data were sourced from grade IV textbooks issued by the Ministry of Education and Culture of the Republic of Indonesia. The determination of the data source was based on the consideration that the textbooks were established through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number

71/2013. Thus the textbooks are the official textbooks for Indonesian elementary students and currently used as the main reference in an attempt to support the implementation of the 2013 Curriculum. The titles of the textbooks used in this study were the *Beauty of Togetherness* and *Occupations*.

Data collection was conducted using observation. The researchers repeatedly and thoroughly read the selected textbooks' discourse. The observation process continued with the marking of sentences, paragraphs, and discourse that manifest multicultural education values and ended with tabulating the data into a corpus table. Snowball technique was employed to collect the data until the data were considered sufficient. Critical and reflective readings were carried out to select the data. Data analysis was performed using the Miles, Huberman & Saldana's (2014) flow model consisting of identification, reduction, presentation, drawing conclusions and verification, and final conclusions and recommendations.

Results and Discussion

Results

The discourse found in the elementary school textbooks represent diverse democratic and anti-conflict values. Based on data analysis, values found were related to moral knowledge, moral feelings, and moral doings or actions. The forms of the values were described in the following sections.

Moral Knowing of Democratic and Anti-Conflict Values

Multicultural values that represent moral knowing was shown through recognition, acceptance and appreciation. The description of these values was explained as follows.

Diversity Awareness

Diversity awareness is a perspective owned by individuals to acknowledge the existence of others. By being open-minded, individuals or groups will realize that the existence of others has an important meaning in life.

- (1) *Besides farmers and fishermen, there are still other professions that are also very important to meet our needs, such as builders to build our homes, drivers to take us to school or travel, teachers to teach and educate us to be smart, etc.*

In datum (1), the cultivation of knowledge about diversity was demonstrated through the diversity of citizens' occupations. Each of these professions has a role and contributes to the lives of others. In the datum, the textbook's writer made students realize that every profession was important. The writer emphasized that the main thing that must be possessed by the

students was the recognition of every individual's role in life. The diversity of professions as exemplified above is needed for human life.

Reasoning to Accept Differences

Reasoning to accept differences was represented through recognition that individual and group differences are blessings from God and occur according to God's will. A representation of this acceptance value was presented in datum (2).

(2) *Indonesia is a country that is very diverse in culture, religion and regional languages. As good citizens, we must respect that diversity. The difference that exists in each region in Indonesia is a gift from God that we should be grateful for.*

In datum (2), the author built students' multicultural awareness by inviting them to accept their differences. The differences are not an issue, but a gift. Students acceptance of differences was emphasized through the argument that differences were God's will. Therefore, the differences are not at all to be contested, but should be grateful for. Providing an understanding that differences are God's will was the author's attempt to encourage students to accept multicultural values. This acceptance is a prerequisite value for building mutual trust.

Taking Perspectives on Social Differences

Taking perspectives on social differences was represented through discourse that discussed individual or group differences. In the textbooks, the writers attempted to provide a different perspective through linguistic diversity, such as shown in datum (3).

(3) *Some answered yes and others answered ya. Go with goodbye or with dah ... dah... The language is different and the way to deliver it is also different, but the intentions are all the same.*

In datum (3), the writer would like to instill a value about the importance of respecting language differences. Through datum (3), the students were given an understanding that language differences are not a problem if things can be acknowledged and accepted. The use of the "*the intentions are all the same*" expression indicated that the author wanted to teach the students that human beings are essentially the same. Language or greeting differences are only surface-level differences.

Moral Feelings of Democratic and Anti-Conflict Values

Multicultural values that represent moral feelings was shown through sincerity, modesty, empathy, and equality. These values were described as follows.

Sincerity

Sincerity shows one's pure willingness to establish relationships with others. Sincerity value was represented in an illustration of a team where individual differences could not stop the team from achieving their goal.

- (4) *Do you know that team members in sports consist of different people? However, differences do not prevent them from achieving their goals. This can be found in baseball games.*

In datum (4), it was shown that a sport team might consist of people with individual differences. However, if individuals have the sincerity of accepting differences, they can achieve their common goals. This value representation invited the students to sincerely accept differences that exist because differences should not prevent a team from achieving their goals. Instead, the members can actually support each other to achieve the goals without being distracted by the differences.

Modesty

Modesty is the way of individuals or groups to acknowledge the existence or roles of other individuals or other groups. Modesty can build a togetherness atmosphere among a community with diverse social backgrounds.

- (5) *Indonesia consists of a variety of ethnic groups and cultures, but it remains in the unity of the Republic of Indonesia (NKRI). This diversity is a gift from the God Almighty, so we need to be grateful for it. We must not denigrate other tribes and consider our own ethnic groups as the best of all.*

In datum (5), the writer would like to expose the social diversity of Indonesian people. The writer wanted to inspire and teach the students that each social group can play a different role. To maintain unity, the value that must be possessed is modesty. Modesty can be shown by not overestimating self-role nor the role of other parties.

Empathy

Empathy was represented by the textbook authors through fables. The value of empathy was shown through the willingness of an animal to help another animal who experienced trouble in his life.

- (6) *Winter was here at last. The diligent Ant sat comfortably in his warm house while enjoying his abundant food, while the Grasshopper was contemplating his sadness at home because he did not have any food at all. When the Grasshopper was almost starving to death, the Ant came and offered him food. Since then the Grasshopper had become as diligent as the Ant at collecting food.*

In datum (6), it was shown that difficulties experienced by one party can be resolved by another party. The behavior exhibited by the Ant through his empathy has helped the Grasshopper to go through his difficulties. This value representation aimed to build awareness of the students to be willing to share with fellow citizens. The author would like to foster a solidarity spirit among the students so that the students can take action to ease the burden on others. Differences in social backgrounds, such as portrayed between the Grasshopper and the Ant, were not an issue at all. The textbook author intended to teach the students that help should be given to other people despite their social or individual differences.

Equity/Equality

Equity/equality was represented by the authors through gender discourse. This value was shown through arguments that equalize the position of men and women.

- (7) *Some people consider that men are real human beings who have a higher degree than women. This view has encouraged a mistaken attitude towards self and others who are of the opposite sex. There are a small number of people who think that women are “number-two” citizens. Women are considered inferior to men. This certainly makes women less respected, and even insulted. On the other hand, most people have the view that men and women are equal because both are God's creations, who have more privileges and higher position compared to other types of creatures. Women and men are different, but God wants them to work together and complement each other.*

In datum (7), the author described two views about the position of men and women that had been developed in society. One view assessed men and women's equal position in society, while the other evaluated women's inferiority to men. The textbook author affirmed that male and female differences did exist (such as in physical appearances), but these differences could not represent a high or low position. Through datum (12), the textbook's author would like to provide an understanding that men and women has an equal position in society. The affirmation that men and women are God's creatures was used to shape this belief.

Moral Doings of Democratic and Anti-Conflict Values

Democratic and anti-conflict values that represent moral doings were represented through tolerance, solidarity, unity, and cooperation. The description of these values can be found in the following sections.

The Act of Tolerance

Tolerance is one's attitude that respects differences found in individuals. Tolerant attitudes cause a person to ignore differences in social backgrounds, such as ethnicity, religion,

or language. In the textbook discourse, this value was indicated by one's tolerance of ethnic and cultural differences.

- (8) *Their tribal and cultural differences do not prevent Udin, Siti, Dayu, Beni, and Edo from being together. They share stories about their respective cultures and learn from each other about their traditional games. Their days are full of joy in togetherness.*

In datum (8), the act of tolerance was shown through the differences in the characters' ethnic and cultures in the discourse. The differences were not depicted as an obstacle for the characters to interact and build togetherness. Tolerance, instead, allows them to play traditional games and be happy together. Through datum (8), the students were taught that by being tolerant, they can eliminate barriers of cultural differences. Tolerance can also foster happiness among people who associate with one another.

Promoting Solidarity

Solidarity is an action that an individual does with other individuals. The representation of the solidarity value was indicated in sincerity to help others with different backgrounds.

- (9) *Even though Siti and her friends are from different areas, they still work together to help others. Lately, Bu Mimin, a food seller in SDN 01 Nusantara cafeteria, looked sad. Siti braved herself to ask Bu Mimin about what was happening to her. Bu Mimin told Siti that her child was sick at home, but Bu Mimin could not leave the cafeteria. She also had to sell food in order to get money to pay for her child's treatment.*

In datum (9), the discourse showed that the character, Siti, had solidarity to help other people. Her solidarity was portrayed in her action to help Bu Mimin who desperately needed help. Through datum (9), the author would like to show to the students that despite individual differences, we should help each other. This solidarity value can encourage the students to feel what other human beings feel.

Realizing Unity

Unity value makes people aware that together they constitute a part of a big community. This value binds the differences found in the social elements. In the textbooks, one of the representations of this value was shown in datum (10).

- (10) *As you already know, we live in diversity. In the family, every family member is different. At school, you have different friends. In society, you have different neighbors. Do you know that the differences that exist in the family, school, and society will be beautiful if they are based on unity?*

In datum (10), the author would like to show to the students that an individual or even a group has different social lives. In every environment, such as in family, school, and community, there are always differences. Through datum (10), the writer showed that the value of unity was an important element in multicultural life. The writer indicated that unity was an important instrument to gather differences in a bond of togetherness.

Establishing Cooperation

The value of cooperation shows the willingness of individuals or groups to do joint activities despite having different social backgrounds. The representation of this value in the textbooks' discourse was shown through the willingness to learn, play, or watch movies together.

(11) *I have many friends. We study together. We also play together. Sometimes, they visit my house and then we play or watch a cartoon with my parents.*

Datum (11) showed activities done by a child with his/her friends. The author of the textbook would like to instill that social differences should not be considered as a barrier for individuals to interact and work with each other. In fact, these differences were able to generate joy among the people who got involved in the interactions.

Interacting and Making Friends Openly

Interacting openly signifies a friendship without barriers. The representation of this multicultural value was shown through compassion rooted from religious beliefs.

(12) *God wants humans to love each other. You can be friends with anyone.*

In datum (12), the writer indicated that interacting and making friends openly were actually values learned in religions. Essentially, all religions teach that people should love each other. Through this value, the writer would like to strengthen the values of love that exist in every student and encourage them to give appreciation to their fellow students with affection. Humans with various social backgrounds, in the perspective of religions, are equal.

Discussion

The results of the current study suggest that the textbooks' discourse represent a variety of multicultural values that aim at instilling democratic and anti-conflict values in students. These values include moral knowledge, moral feelings, and moral doings or moral actions. Rich democratic and anti-conflict values contained in Language textbooks indicate that the authors recognize the importance of integrating democratic and anti-conflict values into learning activities. It can be concluded that the authors' efforts to incorporate these values into their textbooks are motivated by the current socio-political situations in Indonesia that show a

tendency of increased conflicts due to different ethnics, religious, and races. This finding is in line with Shnirelman's study (2011) suggesting that a multi-ethnic nation constantly seeks to promote moral values through its educational curriculum for political legitimacy and national unity. In the perspective of book writing, this finding implies that the textbooks' writers adapted and adjusted the content of the books to the background of the nation that was targeted by the books' users.

The representation of character values in language textbooks used in elementary schools in Indonesia shows that moral feelings dominate the content of the books. This finding is interpreted as an attempt of the authors to adjust the educational goals in elementary schools to the cultivation of good character. This finding is also in line with the results of the research by (Gebregeorgis, 2016) who found the tendency of textbook values to construct a positive self-concept, inner peace, respect for nature's care, social peace, and care for the environment. These values are good characters that need to be developed and instilled in the students since an early age.

Values represented in the elementary textbooks' discourse are university values developed in the local-cultural context. The authors utilize artifacts from the local culture to instill democratic and anti-conflict values. Efforts to instill the values are an appropriate strategy to avoid opposition and rejection from the students. This finding is corroborated with the results of Setyono & Widodo's research (2019) that has revealed four multicultural themes that emerge from foreign language textbooks in Indonesia, namely: (1) respect for the culture of various ethnic and religious groups, (2) respect for the culture of indigenous people, (3) avoidance of conflicts and realization of peace with all forms of life and nature, and (4) appreciation of cultural products. The finding from this study reinforces the argument that cultural aspects are important elements for the inculcation of multicultural values in learning in a multi-ethnic, multi-religious, and multilingual country, such as Indonesia.

The second trend found in the textbooks is the high frequency of religious discourse as a basis for instilling democratic and anti-conflict values. Individual and group differences are described as "God's will". This value-internalization strategy will help avoid dispute among the students because "God's will" is hardly debatable. The use of religious elements in cultivating the values in the textbooks is motivated by the curriculum objectives that underlie the writing of the books. The recent curriculum applied in Indonesia explicitly mentions religious values and social values that need to be learned by the students. This finding can be explained in accordance to Feng (2017) who suggests that religious values in the classroom can be controlled through regulative and instructional discourse.

Authors with the same background are identified as important aspects that influence the richness of local culture-based values contained in the language textbooks used by elementary students in Indonesia. Textbooks used in this study were written by Indonesian writers. Therefore, it was much easier for them to portray local cultures in the textbooks based on their knowledge, experiences, and observation. Similarly, Su (2014) conducted a study in Taiwan and found that foreign language textbooks had a tendency to represent the culture of the first language (L1) speakers. Unlike the findings of this study and the results of Su's research, Kuhi, Azad, & Shafiee (2014) have found that textbooks written by writers from the Western countries are even richer in cultural values compared to textbooks written by Iranian authors. Zareian & Hashemi's (2015) research also discovered that textbook writers in Iran failed to describe multidimensional identity. Based on these two different categories of findings, it can be concluded that writer's perspective, writer's purpose, specific values that are hidden in the curriculum, and the objectives of national education are the distinguishing factors in textbook writing. The richness of democratic and local culture-based anti-conflict values in the Indonesian textbooks may be influenced by the national education goals and character education that has dominated the textbooks' discourse.

Based on the internalization of the democratic and anti-conflict values in the textbooks, it appears that the textbooks were developed using a contribution or an additive approach (Banks, 1993). Through a contribution approach, textbooks are oriented to raise ethnicity awareness. The main pattern of this approach is to integrate figures, works of art, or philosophies from various ethnic groups into language textbooks in elementary schools. On the other hand, an additive approach is carried out by exploring the value of democracy and anti-conflict through materials, themes, perspectives that are integrated in the textbooks. Thus, it can be concluded that the integration of values in the textbooks analyzed in this study is still at a basic level. In the future, textbooks need to be developed using a more challenging transformation approach and/or a social action approach.

Conclusion

The results of the current study suggest that multicultural values that are used to instill democracy and anti-conflict values are an integral part of textbook discourse used by elementary students in Indonesia. Language textbooks have played their role as a medium for transmitting multicultural education. Elementary school textbook discourse represents diverse democratic and anti-conflict values in the form of moral knowledge, moral feelings, and moral doings or actions. The aspects of moral feelings seem to dominate the inculcation of the values

into the textbooks, indicated by the authors' attempts to sharpen the sensitivity of the students' feelings.

Furthermore, it can be concluded that the integration of multicultural values into textbook discourse which aims to instill democratic and anti-conflict values in students is motivated by (1) the current socio-political situations in Indonesian that show a tendency of increased conflicts due to people's different ethnic, religious and racial backgrounds; (2) the objectives of the national education and the most recent curriculum that concentrates on shaping students' attitudes. This study has revealed that diversity in culture, language, ethnicity, religion can be utilized as a medium to transmit democratic and anti-conflict values. Values represented in the textbook discourse used by the elementary school students are university values developed in the local culture context.

Pedagogical Implications and Recommendations

The findings of this study suggest that elementary school textbook discourse represents a variety of democratic and anti-conflict values. These findings imply that language learning is an effective medium through which democratic and anti-conflict values can be disseminated. Language textbooks play a significant role not only as learning resources but also as the hidden curriculum of value formation. This study emphasizes on the importance of the language textbook position in achieving both language competence and the internalization of values. In order for learning to succeed, the teacher's in-depth understanding about how to facilitate value transmission for the students is key. Teachers as the transformation agents of democratic and anti-conflict values should possess the competence to utilize available textbooks to teach the students.

This study only discusses the forms of instilling democratic and anti-conflict values in elementary textbook discourse. Research with a more broad scope that can involve more subjects is thus needed to conduct in the future. Future researchers are also recommended to measure the effectiveness of internalizing democratic and anti-conflict values through experimental research. The cultivation of multicultural values for democracy and anti-conflict through case studies and problem-based learning that have not been found in this study must be also taken into account by the textbook writers in the future.

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Lived-Experiences of ESL Teachers: Basis for the Development and Validation of Self-assessment Tool in Teaching English as a Second Language (SAT-TESL)

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Abstract this study generally aimed at determining the strategies teachers of ESL in state universities in the Philippines make use in their teaching and their skills and values. It made use of the qualitative method followed by the quantitative method. Focus Group Discussions (FGD) were conducted and the responses were transcribed for content analysis. An exploratory factor analysis was run to generate the items for the self-assessment tool. The study revealed that the highest two skills English Language teachers develop are learning skills and life skills; the values the participants deem necessary to teach are Universalism, Self-Direction and Benevolence; the most commonly utilized strategies as employed by the participants are collaborative, speaking strategy, eliciting and teaching strategies. To establish validity and reliability of the self-assessment tool, content-expert analysis was done. The tool was floated for pilot test among 515 ESL teachers. With 0.957 Cronbach- α value, the self-assessment tool was found out to be highly reliable. State Universities may consider utilizing the developed Self-Assessment Tool in Teaching English as a Second Language (SAT- TESL) for their ESL programs.

Keywords: *ESL, Exploratory factor analysis, ESL teaching strategies, SAT-TESL*

Lived-Experiences of ESL Teachers: Basis for the Development and Validation of Self-assessment Tool in Teaching English as a Second Language (SAT- TESL)

Introduction

The global community, at large, has been continuously imposing a rising demand, not just for quality education but basically for English language competence. Today, on-site and online transactions in business, education, economics, tourism, science, and technology throughout the world market are heavily reliant on English. These trends imply that in order to compete globally, the nation needs a competitive English proficiency command of English. The survey on the Business from the survey of Business English Index categorized Philippines at a high index of English skills, ranking 14th among global countries and regions (English Proficiency Index, 2018).

Technology advancement has been the reason for significant changes in today's generation from different aspects be it in sciences, education, culture, economy and society (Antony, 2012). Its participation in the Association of Southeast Asian Nations (ASEAN) is one great reason for the country to embrace the integration of English in its educational system. Since the ASEAN community is linguistically-diverse, English is a binding element for understanding to operate within and among participating countries. A Filipino fellow who could not, at least, speak English, is most likely to be lagged with information or to get lost in a foreign land.

To cope with said demand and to avoid future predicaments as mentioned in the latter statement, academic units such as Higher Education Institutions (HEIs) have placed premium importance on language instruction in the curriculum. It is simultaneous with catering to quality education through its prime movers in making the vision possible- the instructors who are taking the most significant role of facilitating language learning among students.

On the other hand, with the swift technological proliferation of information technology, Finegan (2011) stresses that English is of extensive scope use in various areas and other media. Thus, it has continued strengthening its people in the use of English to survive the complexity of the world. Even more, the country has to manage to meet the challenges that come along with it and in doing so, it must be considered that there should be that teacher who can devise an approach that will facilitate a more efficient manner of learning the language given time constraints (Irimiea , 2016).

Furthermore, Anjaneyulu (2015) posits that teaching and learning effectiveness depends on the choice of materials or resources and the competence of the teacher. In terms of the considerations that English language teachers have to look into when teaching English, materials methods, and the learning environment must be given importance (Irimiea, 2016). In universities, equipment use, technology and information communication have been one of the

concerns of administrators and instructors. Nevertheless, a greater focus on interactive communicators (Lopez et al. 2019), among others, is required.

Finlinson (2016) believes that while much time is imposed in language learning, teachers need to double their efforts in providing avenues for learners to involve in meaningful learning experiences. Adinuansah (2018) claims that English teachers should find the right strategies suitable in motivating learners to develop positive attitude towards language learning.

While Philippines is known for English as its asset, there is however an information from stakeholder's meeting organized by the British Council, members of the academe, the government (public or private sectors), and other concerned agencies posit the need for the country to level up in improving its ESL teaching and learning efforts; thus, increasing its global advantage and its preparation for the ASEAN integration.

Recent studies focused on the ideal teaching approaches which are used or practiced by ESL teachers in their classrooms (Finlinson, 2016; Khansir, 2016; Tleuov, 2016; Gudu, 2015; Burns 2012; Calarusom 2009; Hong, 2008); others on the roles of English teachers in English language teaching (Archana, et al. 2017; Antony, 2012); some emphasized on how communicative competence can be related to other variables (Abbaspour, 2016; Batang, 2014; Sanaa, 2013); and few on perceived problems or issues arising with the teaching of ESL (Irimiea, 2016; Anjaneyulu, 2015).

This present study focused on teaching strategies, skills, and values English language teachers have as they teach English as a second language, and that paved the way for the researcher to consider the responses of the participants as primary data for a standardized self-assessment tool in TESL (SAT-TESL).

Methodology

This study made use of the exploratory sequential mixed method as a research design. It makes use of the qualitative method, followed by the quantitative method.

The exploratory sequential design involved first collecting qualitative exploratory data, analyzing the information, and using the findings to develop a self-assessment tool well adapted to the sample under study, was used. This instrument was then, in turn, administered to a sample of a population. This study began with a qualitative exploration through FGD interviews with the English language teachers to assess what constructs should be measured to understand the best-improved quality of teaching English as a Second Language. From this exploration, (SAT-TESL) was developed using rigorous scale development procedures (DeVellis, 1991) that was then tested with a sample.

Results and Discussions

Skills in Teaching English as a Second Language

Table 8 presents the skills identified necessary to be acquired by language teachers in the teaching of English as a Second Language. From a total of 36 responses, the learning skill is perceived to be highly needed with 19 or 52. 77%, followed by life skill with 13 or 36.11%. The least considered skill is on Basic Skill with one frequency or 2.78%.

Communication is a sub-skill that is mostly cited relevant for teachers in the teaching of English as a Second Language. Teachers' speaking skill is regarded by participants to be a basic competency. In fact, communicative competence is believed by them as a basic skill for TESL. Nevertheless, Tsang (2017) contends that communicative competence has its extent of importance in the language classroom, other factors such as teachers' pedagogical skills and personality play a more important role. According to Nasir (2018), language teaching is deemed effective nowadays if communicative approach is applied since learners want interactions with their peers.

Creativity is also cited by the teachers. Creativity has long been recognized critical to successful language teaching and learning (Jones and Richards, 2016). Teachers must give students more opportunities for expression and provide an environment where creativity can flourish (Abbaspour, 2016).

Critical thinking skill is as well stressed where teachers should use HOTS in constructing test items. It must be understood that when critical thinking skills are properly integrated in areas of the teaching process, it can result to positive linguistic gains (DeWaelshche, 2015). Furthermore, given the importance of critical thinking skills in language development and the fact that many language learners demonstrate low level of critical thinking in reading and writing (Zhou et al. 2015), researchers argue that critical thinking needs to be explicitly taught.

The data also reveals that listening skill is regarded in the teaching of English as a second language. Tyagi (2013) identified listening skill as a language element which makes it effective to receive messages accordingly.

Secondly, life skills target on how students can grow and progress in their everyday life that is eventually geared towards strengthening their personal and professional qualities. According to Daisy & Radhakrishnan (2018), today's education needs to enable a child to deal effectively with the environment, make maximum use of resources available, recognize available opportunities and face the challenges of the changing society. Yet the responses of the teachers would suggest that not only should the learners be trained for these kinds of coping

but they should also be given training. This can be substantiated by the result of a study conducted by Cullinane & Montacute (2017) which posited that acknowledging wide recognition on the importance of life skills, with majority of teachers saying that life skills are as or more important than academic qualifications; thus, they recommended that schools should increase their focus on improving life-skills and that it must be given attention.

Table 1. Skills Necessary in Teaching English as a Second Language

| Skills | Frequency | Subtotal | Percentage |
|-----------------------------|-----------|----------|------------|
| <i>Learning Skill</i> | | | |
| Communication Skill | 14 | 19 | 52.77 |
| Creativity | 3 | | |
| Critical Thinking Skill | 2 | | |
| <i>Life Skill</i> | | | |
| Flexibility | 6 | 13 | 36.11 |
| Leadership | 3 | | |
| Social Skill | 2 | | |
| Productivity | 1 | | |
| Initiative | 1 | | |
| <i>Literacy Skill</i> | | | |
| Technological Skill | 3 | 3 | 8.33 |
| <i>Basic Skill</i> | | | |
| Written Communication Skill | 1 | 1 | 2.78 |
| Total | 36 | 36 | 100.00 |

Values Observed by a Language Teacher Teaching English as a Second Language

Table 1 provides the list of values believed by English language teachers to be a requisite in the teaching of English as a Second Language. According to the Values Theory of Schwartz, there are ten basic values central to maintaining smooth interaction among people of different cultures. Among these values are those that are shown in the data above, such as Universalism with nine or 27.27%, Self-direction with eight or 24.24% and Benevolence with seven or 21.21%. The least among the identified values is Stimulation with one or 3.03% of the participants' responses.

Firstly, *universalism* is a set of values that includes understanding, appreciation, tolerance, and protection for the welfare of all people and for nature (Schwartz, 2012).

According to the participants, in as much as there are various challenges confronting them as they teach English as a second language, they consider patience as an attitude they must always bear to keep them going and motivated. In fact, the phrase maximum tolerance has been repeated several times to emphasize the extent of patience that they really should have.

Stimulation gets the least from among the responses of teachers. This value is derived from the organismic need for variety and stimulation in order to maintain an optimal, positive, rather than threatening, level of activation .

Teachers must maintain a positive outlook toward the L2 community setting (Dörnyei & Ushioda, 2011). This is further supported by Roy, (2019) that in order to grow students’ interest in learning the English language, the attitudes of a teacher must be positive.

Table 2. Values Necessary in Teaching English as a Second Language

| Values | Frequency | Percentage |
|----------------|-----------|------------|
| Universalism | 9 | 27.27 |
| Self-direction | 8 | 24.24 |
| Benevolence | 7 | 21.21 |
| Conformity | 5 | 15.15 |
| Security | 3 | 9.09 |
| Stimulation | 1 | 3.03 |
| Total | 33 | 100.00 |

Strategies in Teaching English as a Second Language

Table 3 indicates the strategies used by language teachers as they teach English as a second language. There were 45 meaningful units extracted to describe the strategies employed by language teachers. The highest percentage goes to Collaborative strategy with nine or 20% of the total responses and is followed by speaking strategy and eliciting strategy obtaining seven or 15.7% of responses, respectively. While for the rest, such as Reward System, English-only policy, Modelling of activities, Brainstorming Strategy, Think-Aloud, Vocabulary Checks and Drills, each got an individual response or 2.20%.

The research participants cite group work as a means to let students share their ideas or anything relevant on the task given them. Accordingly, they make use of group discussion strategy as a way to let students express. Having learners form discussion groups can be one

strategy for encouraging learners to become more motivated contributors to the speaking activities (Kurum, 2016). In these formats, students are given extensive opportunities to practice and develop their communicative skills (Brandt, 2016).

Similarly, Johnson et al. (2010) posited that in both cooperative and collaborative approaches, working together in small groups provides opportunities for students to develop social and communication skills, and often has the added benefit of being more motivating and enjoyable for students than independent work (Slavin, Hurley, & Chamberlain, 2003).

However, Lopeza et al. (2019) noted that one of the focuses of universities has been training on the integration of technology with information and communication while contending that the group of competences related to communication and interaction among students also requires greater attention and focus to better encourage participation.

Secondly, according to the TESOL International Association (2017), one way to arouse and maintain students' interest in English study is to make the courses as genuinely communicative as possible. Most people enjoy talking about themselves and learning about others, which provides a natural opportunity for speaking.

One aspect of helping students take control of their own learning is exposing them to different learning strategies (Oxford, 2011). To engage them in any of those can be enhanced by linking classroom activity directly to the things that they want to do with the target language relevant in the outside world (Hall, 2016).

Participants of this study specified speaking activities such as Spoken poetry, Extemporaneous speaking, Podcast, Broadcasting, Storytelling and Think-Pair Share that they make learners participate in their classes.

Participants emphasized storytelling as a strategy they let learners experience in their English classes. Storytelling is one method used in order to improve communicative skills in a real context of the language, which, when teaching listening, it is one of the methods teachers can use as it is assumed to promote skills such as listening and speaking (Bala, 2015). This is furthered in a study by Finlinson (2016), wherein it states that one important way to help students to utilize their background knowledge of a subject is by encouraging them to share their personal experiences and stories that relate with the content being covered.

Thirdly, according to the British Council on Teaching English, eliciting (elicitation) is an activity that describes a range of techniques enabling the teacher to get learners to provide information rather than simply giving it to them. It is an avenue for teachers to identify what students know and what they do not know and how they extend on what they already have (Fisher, 2005) cited in Thomson (2012).

Similarly, the cited accounts of teachers on this matter can be substantiated by Usman et al. (2018) when they proposed that the correct form can be directly elicited from students. It provokes their curiosity and attention to give the expected answer. Some features like grammatical form, vocabulary, and how they pronounce the words can be identified from their response.

A final way to help students become better language learners is to help them explore different methods and strategies for language learning (TESOL International Association, 2017). One of which could be the Strategy-Based Instruction wherein students collaborate with their co-learners while exchanging information relevant to the task asked by the teacher and that by itself is a means of rehearsal before they share their answers in the class (Nasir, 2018).

For a particular participant, sentence diagramming and error analysis are done for students to master form. This activity observed by teachers is just one of the many things that can be elicited from students to lead them to discover something, to encourage thinking, and guide discovery since activities such as the aforesaid make students alerted to keep thinking and searching for answers to fill in the gap.

Furthermore, the activity on error analysis and letting students give corrections on the error they found is believed to make students more communicative. It is similar to the contention of Seong (2009), that, to acquire more communicative proficiency, it is necessary to let learners be engaged in meaningful language use for their exposure to the target language and draw attention to particular language features.

Teachers also encourage the students to observe English-only policy (EOP) in class, though, in contrast, strict English-only classrooms are slowly becoming a thing of the past (Chong, 2018).

Expectations for students should be modeled in the classroom. Dornyei & Ushioda (2011) as cited in Lamb (2017) suggested that a final way teachers can be a source of encouragement for students is by serving as a role model. Furthermore, TESOL International Association (2017) advised that the teacher must set a good example in their actions for students to have a positive attitude towards the second language culture.

Another strategy used is Think Aloud. The use of such an approach may enable learners to hear more authentic and broader examples of the target language (Nunan, 1991) and possibly help to scaffold and develop their thinking skills (Fisher, 2005).

However, vocabulary-building is one of the least cited strategy observed by teachers when in fact, as asserted by Brewster et al. (2004), cited in Alqahtani (2015) providing examples of words, their meanings and demonstrating how they might be used when beginning to learn a

language may be more important than attention to the grammatical components and spelling of vocabulary.

Table 3. Strategies Employed by Language Teachers in Teaching English

| Strategies | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Collaborative strategy | 9 | 20.00 |
| Speaking Strategy | 7 | 15.60 |
| Eliciting Strategy | 7 | 15.60 |
| Teaching Strategy | 6 | 13.30 |
| Error Correction | 4 | 8.90 |
| Project Strategy | 3 | 6.70 |
| Modeling of Target Language | 2 | 4.40 |
| Reward System | 1 | 2.20 |
| English-only policy | 1 | 2.20 |
| Modeling of activities | 1 | 2.20 |
| Brainstorming Strategy | 1 | 2.20 |
| Think-Aloud | 1 | 2.20 |
| Vocabulary Checks | 1 | 2.20 |
| Drills | 1 | 2.20 |
| Total | 45 | 100.00 |

Table 4 shows that from the Pilot Test done with 295 participants, the reliability test yielded an actual value of .957 Cronbach Alpha. This result indicates that the developed tool, with 59 items left, established high internal consistency and is therefore highly reliable. It should be noted that in most social science researches, the reliability coefficient equal to .70 or even higher is acceptable (Cronbach, 1988). In the rule of thumb for interpreting alpha of Likert scale questions, the reliability coefficient, which is .70, means that the internal consistency is "acceptable." In this case, since the tool developed got a reliability coefficient of .957, this result implies that the internal consistency is "excellent."

Table 4. Reliability Test for SAT-TESL

| | |
|---|-----------------|
| Reliability Statistics N=(295) participants) | |
| Cronbach's Alpha | Number of Items |
| 0.957 | 59 |

Self-assessment Tool in Teaching English as a Second Language (SAT-TESL)

Table 4 presents the result of the Item Content Validity Index (I-CVI) and Scale Content Validity Index (S-CVI) of Versions 1 and 2 after the items were critiqued by five content experts in the field of English. The study findings revealed an S-CVI/Ave of 0.93 and 0.96 on Version 1 and 2, respectively, which indicates satisfactory content validity of the questionnaire (Shi et al., 2012). Polit et al. (2007) recommended that S-CVI/Ave values of 0.9 or higher are acceptable for confirming content validity (Polit et al., 2007; Shi et al., 2012) cited in Sakian et al., (2018).

| Statements | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| I. Strategies in Teaching English as a Second Language | | | | | |
| <i>Assessment Strategy</i> | | | | | |
| 1. Spoken poetry, poetry interpretation, panel discussion, extemporaneous speaking, and impromptu speaking are some activities for assessment. | | | | | |
| 2. In literature, for example, teachers can make use of role-playing as a tool for assessing how much the students have learned or how interested they have become. | | | | | |
| 3. Teachers make use of written assessments as commonly used. | | | | | |
| 4. Formative and summative assessments are administered. | | | | | |
| 5. Students can be given assignments such as interviewing professionals or international teachers and foreign teachers. | | | | | |

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| 6. In test construction, items that were not discussed but are all taken from the reading materials given to students can be included. | | | | | |
| 7. Speech activities, guided with rubrics, are used to assess students. | | | | | |
| <i>Eliciting Strategy</i> | | | | | |
| 1. Error analysis is done to test students' ability to identify errors and provide corrections. | | | | | |
| 2. Students are asked to speak the English language by at least trying to complete sentences if they find it difficult to make their sentences. | | | | | |
| 3. Sentence diagramming can be used to assess students' mastery. | | | | | |
| 4. Teachers can make use of the deductive method in evaluating students' grammar knowledge by showing them correctly structured sentences and letting them explain the grammar rules behind. | | | | | |
| <i>Resource-guided Strategy</i> | | | | | |
| 1. Graphic organizers are used for activities. | | | | | |
| 2. The group chat can be an avenue for clarifications, such as when there are questions that cannot be raised in the classroom; then, they will be free to raise that in the GC. | | | | | |
| 3. Journals are recommended for students to read and synthesize. | | | | | |
| 4. Internet resources, such as websites, are recommended for students to access. | | | | | |
| 5. Online applications such as YouTube are used for students to view trainings and other relevant videos. | | | | | |
| 6. The teacher has to introduce online platforms such as massive online open courses for students to gain more knowledge. | | | | | |
| 7. Reading materials are provided for students. | | | | | |

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|--|--|--|--|--|--|
| 8. LCD projectors are used to flash videos that are interesting to students. | | | | | |
| <i>Presentation Strategy</i> | | | | | |
| 1. Students are asked to write researches and present their papers. | | | | | |
| 2. Simulations like research presentations are done in class. | | | | | |
| 3. Students are being exposed to actual experiences such as research fora, teaching demonstrations, debates seminars, conferences, and interviews, among others. | | | | | |
| <i>Speaking Strategy</i> | | | | | |
| 1. Spoken poetry, as it is very famous these days, is effective among students. | | | | | |
| 2. Think-Pair-Share is one way to facilitate sharing and speaking among students. | | | | | |
| 3. The lecture is still encouraged for use in teaching. | | | | | |
| 4. Storytelling or story re-telling is observably easier for students to do when they are asked to speak. | | | | | |
| <i>Collaborative Strategy</i> | | | | | |
| 1. Dividing the class into a small group and large group for discussions can make interaction happen. | | | | | |
| 2. Group discussion encourages and facilitates the sharing of thoughts among students. | | | | | |
| <i>Teaching Strategy</i> | | | | | |
| 1. Remedial instruction can be done after students' discussion to supplement or correct inputs. | | | | | |
| 2. Topics can be assigned for students to discuss before the class. | | | | | |
| 3. Students are called to realize the long-term effect of their present activities. | | | | | |
| II. Values Observed by English Teachers in Teaching English as a Second Language | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 1. A teacher should act on what he professes in class. | | | | | |
| 2. Teachers have to listen in such a way that students recognize their interest in the thoughts they have, no matter how slow they may finish speaking. | | | | | |
| 3. A teacher has to bring a positive outlook inside the classroom. | | | | | |
| 4. A teacher needs to model good practices throughout teaching and learning encounters with students. | | | | | |
| 5. A teacher has to have endurance as needed. | | | | | |
| 6. A teacher has to encourage students to keep going no matter how difficult situations may be for them. | | | | | |
| 7. A teacher needs to encourage students whenever they are discouraged. | | | | | |
| 8. A teacher needs to be patient at all costs. | | | | | |
| 9. A teacher may not be too strict with the students' language preference in class. | | | | | |
| 10. A teacher needs to be a facilitator of learning in the classroom. | | | | | |
| 11. A teacher should act as an adviser to his/her students whenever possible. | | | | | |
| 12. Students dislike reading. | | | | | |
| 13. Students are hesitant in responding through the target language. | | | | | |
| 14. Teachers need to have updated knowledge on the advances in technology. | | | | | |
| III. Skills Needed in Teaching English as a Second Language | | | | | |
| 1. Teachers should be alert at negotiating speech or at giving signals as to when students should start or stop talking. | | | | | |
| 2. Social skills are needed for teachers to relate well with their students. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 3. There's a lot the millenials know which teachers do not know but have to continually keep learning about so that they can have something to share with the students. | | | | | |
| 4. Teachers' speaking skills should be a basic competency. | | | | | |
| 5. Teachers first need to be skillful in listening so that they can easily relate socially. | | | | | |
| 6. Teachers should model to students what they exactly expect from them. | | | | | |
| 7. Teachers need to be taught and trained in ICT. | | | | | |
| 8. Since most students today are not rich in vocabulary, teachers have to be flexible enough to provide vocabulary words that fit their level. | | | | | |
| 9. Students draw inspiration on the speaking skill of teachers; so, it is a must for all English teachers to be competent and accurate with how they pronounce words. | | | | | |
| 10. The syllabus should contain activities and contents, such as global trends on teaching, that are geared towards preparing students on what awaits them. | | | | | |
| 11. It is the teacher's responsibility to provide avenues or various means by which students have the opportunity to speak the target language. | | | | | |
| 12. When students share personal concerns, teachers can also be of help by at least giving thoughts to ease them from what they are going through. | | | | | |
| 13. The teacher has to maximize the use of social media resources. | | | | | |
| 14. Teachers should expose students to the internet without sacrificing safety and accountability. | | | | | |

Conclusion and Recommendations

The English language teachers of State Universities in the Philippines believe that their language teaching is affected by the theories and concepts they acquired through years of experiences. The values and skills that they developed from their experiences are in turn practiced in their teaching. Their emphasis is on collaborative learning, communicative language teaching which could lead towards the development of communicative competence, creativity and critical thinking.

Based on the conclusions of the study, the following are hereby recommended:

1. The English language teachers may consider the following:

1.1 Involve students in learner-centered , communicative and task-based activities to maximize classroom engagement and develop students' self-confidence in the use of English as a Second Language; and,

1.2 Develop reading programs to instill the love and culture for reading and vocabulary building.

2. State Universities may consider utilizing the developed Assessment Tool in Teaching English as a Second Language to appraise the status of TESL in different campuses.

3. Future researchers may use the developed Assessment Tool in Teaching English as a Second Language in the assessment of teachers' belief, skills, values and practices so that it could further be valued.

4. Future researchers may use the (FGD) data collection method for the assessment of students' skills and values.

Pedagogical Implication

Given the results of the study with its SAT-TESL output, there will be an added means to appraise the position of Teaching of English as a Second Language among English teachers. Their responses, as verbatim in the qualitative phase of this study, would as well provide institutions a view of the expectations TESL has on them.

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Mobile Assisted Language Learning and Its Insights in Teaching Academic Writing: A Literature Review

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Abstract

This review paper discusses the role of mobile learning within teaching academic writing skills to ESL students. While MALL experiments have been undertaken to develop the writing skills, academic writing has never really been touched. Several topics are discussed such as developments in instructional technologies, the concept of MALL, the recognition by ESL students of issues in academic writing, methods used in academic writing and pedagogical strategies used in MALL. Through the conversations, mobile learning is shown to be

incorporated into scholarly writing by combining it with many writing methods that balance the pedagogical advantages of mobile apps. It can be learned from previous research and debate that the value of mobile learning in teaching academic writing in ESL is strong.

Keywords: *Academic Writing, MALL, mobile learning, teaching, writing, academic essay*

Introduction

Mobile Assisted Language Learning (MALL) is increasing in popularity worldwide, especially in Europe, the United States and parts of Asia (Mastura et al., 2011). While the meaning is still evolving and vague (Traxler, 2007), it is used by many because of its portability, accessibility and the sheer fact that almost everybody owns a smart cell phone (Samsiah et al, 2013).

While mobile learning has its drawback compared to a computer, there are several reports on the use of mobile learning for basic language skills such as listening, speaking, reading, grammar and vocabulary (Howlett, 2019; Guerrero et al., 2010; Suneetha, 2013; Lee & Kim, 2013). However, there are not many articles on how to teach writing skills using mobile instruction. This can be seen distinctly as Burston (2013) published a bibliography containing 345 articles from 1994 to 2012 on Mobile Assisted Language Learning. More than 5% of the 345 publications used MALL to develop the writing skills.

This paper examines the value of mobile learning by exploring a few issues of teaching academic writing skills for ESL students. First, is to see the improvements in digital technologies and see how virtual learning has developed. MALL is then described, and its features are listed in order to see the suitability of writing classes. The paper would then like to describe what are the problems faced by ESL or EFL students in academic research. All various methods that can be used to teach academic writing are described and last but not least, the pedagogical benefits of mobile learning are also discussed to see how well it can complement the writing techniques.

Educational technology can be any tool which helps the educator and the learner to deliver and obtain knowledge (Humes & Raisner, 2010). It is all shifting as both curriculum and technologies are evolving and this can be easily seen by the short history of developments in digital technology that lead to mobile learning.

Learning was largely confined in the classroom during the early 19th century, where teachers depended on various methodologies and abstract conceptualisation. Little by little, technology was adopted in which teachers implement computers, overhead projectors and

silent films as part of their instructional resource. Technology started to evolve exponentially after television was introduced through the 1940s, in which learning started to become more realistic and fascinating. Headphones became popular in the 1950s to encourage the study of second languages. Later, in the 1970s, use of recordings as school tools was found to be helpful in enhancing the ability to talk and listen.

Technology was a game-changer of education technology but was not used for educational purposes until the late 1960s (Gündüz, 2005) as the technology-to-student ratio is incredibly small. Computers were only used in many classrooms in developing countries in the early 1980s and computer-assisted language learning (CALL) software is already present on the market by this time (Gündüz, 2005). CALL encouraged studying to become more student-centered as students can use home computers to do additional work and study at their own pace anything they want.

The incorporation of information and communication technology (ICT) was then developed, as Ybarra and Green (2003) noted that in studying languages, students require additional language support. ICT encompasses a number of technologies and is used for the communication, development, distribution and management of information (Melor et al., 2013).

There are various numbers of ICTs that can be used in the teaching and learning cycle based on a report by Nomass (2013), and it is separated by all the four skills. Of example, ICTs such as laptops, CD players, computer-based reading systems, multimedia applications, Web searching, online dictionaries, and many more can be used to support learners. Nevertheless, owing to the poor capacity and high cost of accessing internet access in some developing countries, ICT is still not fully developed (Melor et al., 2013).

There are other types of ICTs, but of all these, mobile devices are considered to be a more effective method for advancing education (Valk et al., 2010), as approximately 90% of students under the age of 18 have access to mobile technology. Therefore it only makes sense to switch to smartphone aided language learning for instructional technologies. Sharma & Kitchens (2004) accepts this as quoted in Norazah et al (2010), arguing that the transition is unavoidable as new devices have many special facilities. Samsiah et al. (2013) also noted that MALL is increasing increasingly as learners can access it anywhere and at any time without the educators ' control, allowing learners more autonomous. This proves to be an asset as Suneetha (2013) said the independence experience may enable students to pursue their learning process on their own for future purposes. Some scholars, however, question its efficacy because the thrill of using mobile devices may be short-term (Samsiah et al., 2012). Additionally, not

all instructional experiences are appropriate for use of handheld apps. Even now, interactive learning may be a good attribute as the context of the classroom alone can not fulfill the language learning needs of the students (Surina & Kamaruzaman, 2009, as cited in Ehsan et al., 2014).

Digital learning is now very much part of the infrastructure of schooling and can be seen in many different subjects. Mobile learning has also been shown to be effective in developing language skills (Azar & Nasiri, 2014; Pradana & Ashadi, 2019; Viera, Ismael, & Sánchez, 2020) also in prose, based on many previous studies.

Mobile Assisted Language Learning (MALL)

The article would like to discuss the concept and features of MALL in education before moving into the potentials of mobile learning in literature. MALL usually involves studying with the aid of portable technology such as cell phones, PDAs, iPods, iPads and other related gadgets that may impact language learning (Valarmathi, 2011; Suneetha, 2013; Azad Ali, 2014; Mukaromah & Mutoharoh, 2019; Muthmainnah, 2019). The use of laptops in a MALL sense based on Viberg and Grönlund (2012) is not recommended because only "lightweight" computers are used. While mobile learning and MALL are widely regarded as the same thing, Valarmathi (2011) noted that MALL is in reality a subset of Mobile learning (m-learning) and CALL. Kukulska-Hulme and Shield (2008) also discussed this topic as cited in Gholami and Azarmi (2012); they said that "MALL differs from CALL in its use of personal, portable devices which allow new ways of learning, emphasizing consistency or spontaneity of access and interaction across various use contexts".

Mobile learning has many apps that are helpful in our modern world and in several ways benefit the students. Here are some of the features listed below:

1) Versatility

The scale and weight of mobile devices is different from each other and it can be quickly transferred and transported. The portability of the software helps students to use it anywhere and anywhere; including outside classes and lecture halls, such as in cafes, hobby shops, vehicles and more (Sharples et al., 2005; Norazah et al., 2010).

2) Ubiquity

Mobile apps can be used anywhere and everyone appears to be using them, including in third world countries such as Iraq and Iran. This is confirmed by Samsiah et al. (2013) who

said that handheld apps are considered a worldwide trend where it is even known to be used by children as young as 2 years old.

3) Interactivity

Mobile learning encourages interactivity as it helps learners to interact with each other across many different apps without caring about the space. Communication between learners is significant, as it is an educational method (Norazah et al., 2010).

4) Wireless Networking

Smartphones now incorporate cell communication, video, and multimedia features. It is one of the most essential apps because it helps learners to have direct internet access without any other computer or cabling. This integration allows new approaches to lifelong learning (Sharples et al., 2005).

5) Interactivity

Mobile learning encourages interactivity as it helps learners to interact with each other across many different apps without caring about the space. Communication between learners is significant, as it is an educational method (Norazah et al., 2010).

6) Accessibility

Teachers can use the principle of accessibility in their lessons to enhance their pedagogical practices (Samsiah et al., 2013; Budiharso & Arbain, 2019). Accessibility has enabled learners to revisit and focus on the information they have gained to form a new kind of information (Norazah et al., 2010). Not just that, learners can guide their learning process, because they can access and build knowledge on their own (Suneetha, 2013). Beyond that, transparency helps learners to get knowledge and answer basic questions almost instantly.

7) Privacy

Many people have their own mobile devices and thus there is no need to share. The learners can use their data on their own, without feeling ashamed of their current learning level. In addition, because of a sense of privacy, the learners may communicate more with their computer (Samsiah et al., 2013). This is backed by Zhang (2003) who said that learners should feel protected and inspired by the safety of these apps.

Also among ESL learners, evidence suggests a favorable view of MALL among tertiary students (Ehsan et al., 2014). Additionally, depending on the meaning and function, when integrated into writing practices, MALL may be of value to learners. Although there could be some difficulties in terms of scale, longevity and reliability, the trainer should use the best pedagogy to make use of the mobile devices. This is valid because mobile apps can be regarded as an addition, rather than replacing traditional teaching and learning resources (Samsiah et al., 2013).

Pedagogical Advantage in Mobile Learning

When an instructor ineffectively uses some form of technology, students will learn in a passive manner (Humes et al., 2010) that could produce a negative outcome. Consequently, Gilakjani et al. (2013) indicates that by using technologies "to model their instruction with" (p. 49) a pedagogy or philosophy structure is required. Norazah et al. (2010) also continues to suggest the use of learning ideas includes technology-based media. Mobile apps may also use the same methodology to ensure effective learning is completed. Without getting through pedagogical ideas that can be used in MALL, it is important to recognize the reasons that lead to successful learning:

- Learner centered: it is built from the experience and abilities of the students themselves; encouraging them to think on the basis of their prior knowledge.
- Knowledge centered: The learning cycle derives from proven knowledge that has been inventively learned using multiple approaches.
- Centered evaluation: The learners are evaluated appropriately on the basis of their skill, and the evaluation will include identification and further guidance.
- Centered on the Community: an successful learner may form a group to exchange information and to help others who are less willing to study (National Research Council, 1999, as cited in Sharples et al., 2005).

These variables will suit several different forms of learning methods used in MALL. According to Thomas (2007) as cited in Supyan et al. (2012), when integrating mobile devices into learning, there are few forms of learning that can be used as the basis. Next is behaviourism, since this philosophy incorporates feedback and validation that can be supported by certain system implementations. Additionally, constructivism-this philosophy involves several models, using multiple platforms and immersive settings. Each of these can be made

available via mobile devices. The third method is studying placed where students learn related to the field of study within the community. Thanks to the portability function of the smartphone, while still in context, learners can search for answers or information. Finally, interactive learning should also be used, as it facilitates the development and exchange of information between students and teachers. This suits better with mobile apps, as it is both open and omnipresent; enabling learners to capture and communicate with each other instantly. The following methods were also illustrated by Samsiah et al. (2013).

- 1) Mixed learning—this is where students will learn from each other and online with the professor, ideal for students to connect with mobile devices or even to take on assignments after class.
- 2) Social learning—this form of learning can also be assisted by mobile apps, as it can be used as a platform for communicating with people. Engagement with the app will go to multiple levels to allow the learning experience.
- 3) Experiential learning— due to the versatility of the app, learners may feel a link between the school and other events. This is a type of informal learning and for more learning, it can be taken into the classroom.
- 4) Problem-based learning—this form of learning happens where the learners continually study and interact with the curriculum to solve the teacher's problem.

Learners may use smart apps to address the challenges through their mobility, connectivity and wireless network. Nonetheless, Sharples et al. (2005) stated among all forms of pedagogy, focused on reasons for successful learning, that these results support the social-constructivist approach where learners develop their own knowledge through experience and by reflecting on their context knowledge (Gilbert, 2010). Sharples et al. (2005) continues to suggest that "it requires not only a cycle of ongoing personal growth and improvement but also the capacity for swift and fundamental intellectual change" (p. 3). Dawood (2013) also suggests that social learning is better supported by constructivism, as it encourages the full potential of computing technology.

Flipped learning is another type of teaching which is gaining interest. According to Lage et al. (2000) as quoted in Bishop and Verleger (2013), the flipped classroom is "inverting the classroom where activities that have usually taken place within the classroom now take place outside the classroom, and vice versa" (p. 32). It is a rather student-centered learning approach focused on cognitive and social constructivism. By shifting the distribution of information beyond the classroom window, students can use the time in class to debate in

smaller groups and participate in other relevant activities (Bishop & Verleger 2013). Based on those pedagogies listed, educators are able to customize their mobile practices so that they accommodate all aspects of learning styles in writing classes.

Issues in Academic Writing

One of the biggest obstacles for higher education students is pursuing academic learning. This form of writing is usually serious and students need to justify their points in a specific voice. On the basis of their course, students must take academic writing as a topic in order to acquire the required academic writing skills and prepare better for their thesis. This is also used for course reviews or for editing academic papers (Lai, 2010).

Because of this, it is important to know what the problems in this field are. Caldwell (2012) addresses several academic issues facing international students. The first question is the lack of students' knowledge of academic learning. These are typically poorly formatted, have syntax and orthographing mistakes, lack of punctuation, sentences are not varied and the whole text is not well ordered and lack clarification (Mustafa & D'Auria, 2019). Lai (2010), however, stressed that the lack of structure and consistency in academic writing is also an concern for native English students. This is because it is not due to a lack of language skills, but to a lack of adequate training in critical thought skills that make it difficult to write (Lai, 2010; Wijitsopon, 2019).

Many people struggle to offer a specific emphasis in their writing so it needs to be more cautious and thorough when thinking about academic writing (Wijitsopon, 2019). Students must know what the logical steps are before the conclusion can be reached; therefore logical thinking is necessary to link ideas correctly and shape a coherent argument (Lai, 2010).

Caldwell (2012) also pointed out plagiarism as a big issue as pupils are unable to reference plagiarism correctly and unknowingly. Lai (2010) states that students have limits when voicing ideas and feelings in English. It extends in particular to those whose English is second or international. Students who excellence orally in English are also a concern as they believe they can generate strong writing through excellence in conversational skills.

It must be remembered, however, that not all academic writing problems come from students. Caldwell (2012) states that no clear form of academic writing is ideal. Teachers and educators must also create their own curricula and teaching to suit their students' needs, which could lead them to teach with undefined objectives. In turn, this will lead to students struggling to fulfill their academic writing needs.

Another problem for educators is how they do not have enough time to offer meaningful input or advice for students to improve. Since there is no common strategy of teaching academic learning, it is useful to know the specific methods used to build further activities using mobile devices of written classes.

Academic Writing Approaches

Academic writing skills can be taught by combining the knowledge with standard methods for writing classes. Such methods can be used in academic writing as specific activities to improve comprehension of students.

1) Product Approach

A product approach is a product approach, according to Wahlstrom (2006), when teachers give pre-written phrases or paragraphs to students in which they learn skills such as converting past to present. This approach helps students prevent errors and, after achieving their skills, students can share their own ideas (Catramado, 2004). The emphasis of this approach is on the precision of students rather than the fluency of writing (Bachani, 2011).

2) The Free Writing Approach

This approach focuses on the volume and standard of writing of students (Bachani, 2011). Teachers encourage their students to write openly on a certain subject without being concerned with grammar and orthography. Students' output receives little to no correction because teachers want first content and fluency (Wahlstrom, 2006). However, based on Catramado (2004), the students need to go through four stages before they can write freely on a given subject: familiarization, controlled writing, guided writing and ultimately free writing.

3) Paragraph-Model Approach

This is an organizational approach. This approach is based on the concept of arranging and building content according to the context of the language of the student (Catramado, 2004; Wahlstrom, 2006). Teachers will ask students to practice teaching students how to organize larger writing pieces into paragraph units (Bachani, 2011). Wahlstrom (2006) added that students need to evaluate and practice paragraphs in their target language to write smoothly.

4) Approach Grammar-Syntax-Organization

This approach focuses on types and messages that allow students to deal concurrently with a number of aspects of learning. To do so, students must be familiar with the grammar, syntax, vocabulary and structure, in order to express their message. Bachani (2011) also says that students are trained in the management while working on the grammar and syntax required.

5) Communicative Approach

This approach focuses on writing and the public. Teachers will ask students to focus on two questions: Why am I writing and who is going to read them? (Electricity, 2006). In addition, students must read their peers ' work and react, summarize or comment as input on the basis of instruction (Catramado, 2004).

6) Process Approach

This approach focuses on the writing process. Teachers want their students to realize that they can also develop their writing at first and that the subject will change (Whalstrom, 2006). Bachani (2011) says students are trained to write thoughts, to think about a goal, the audience, etc. Nonetheless, as this method is very lengthy, teachers use this approach depending on the time they spend in school and the expertise of the community of students in which they work (Catramado, 2004).

7) Genre-based Approach

This approach focuses on a genre that students will use later in life. The teaching focuses on the language and discourse features of a given text and its meaning (Kamrul & Moniruzzaman, 2010). This method is considered to expand the product-oriented method, as students will research a large number of written patterns (Tangpermpoon, 2008). However, Hasan and Akhand (2010) say that this approach focuses less on the voice of the learner, which is an inconvenient for imagination and critical thinking. Both methods often focus on the foundations of writing and not on scholarly research. According to Ganobscik-Williams (2006), three key methods are used by educators in the area of higher learning. Most tertiary students, particularly those in the first year, are not aware that their academic abilities are not enough for university needs, as secondary education prepares only them for their success in public examinations (Alston, 2008). However, it is important to note that the three methods are not interdisciplinary, but rather mutually exclusive (Lea & Street, 1998, as quoted in Zhang, 2011).

8) Skills Model

Ganobscik-Williams (2006) says this model includes the teaching of skills in writing, so that the student or instructor builds a support network based on the concerns of the student. This approach allows students to meet the requirements of a university by teaching their 'study skills' and solving the issue by offering resources outside of the subject (Alston, 2008). Zhang (2011) says "atomized skills, surface language, grammar and orthography are emphasized" (p. 41). Nevertheless, as stated in Alston (2008), Lea and Street (1998) criticized this strategy because it is focused solely on the student deficit.

9) Socialization Model

This approach assumes, by being immersed in the culture of higher education, that students can develop awareness and skills in their choice of discourse (Ganobscik-Williams 2006). This means that the model suggests that students develop the skills required to write by not being measured into the culture of college (Alston, 2008). It is also perceived that after much social interaction and involvement, students can reproduce a particular academic debate without difficulty (Zhang, 2011). This model is related to the study skills model, in which the support settings are created by educating students in academic writing (Alston, 2008). Ganobscik-Williams (2006), however, says that students can not be expected to understand a complex discourse language. It is particularly true for poor English students.

10) Literature Model

Literature is a phrase used when there is a sense of trust and fluency in performing a specific function. Academic literature relates to the same concept that is the secret to success within the university (Ganobscik-Williams, 2006). In its Zhang citation (2011), Lea and Street (2006) notes that the viewpoint of academic literacy views writing as a social activity and varies in genre, meaning and culture. Zhang (2011) continued that this model did not see the weakness of students but instead stressed that students failed to grasp the complexity and specificity of the written discourse. This means that learning is achieved through writing, and writing is not the result of learning (Alston, 2008).

Discussion

One of the key goals in the 21st century is to effectively incorporate technology into education. There have been many developments in educational technology and mobile apps are believed to contribute to the advancement of learning. There are several features that inspire

educators and learners to use mobile apps, particularly because of their usability, accessibility and privacy. These tools also facilitate self-reliant learning. Not only this, MALL can create an exciting and creative interactive classroom, since the tools can provide knowledge for debate immediately and spontaneously. Because of these and many other reasons, mobile learning is becoming increasingly common everywhere, including in developed countries. If used to teach writing, MALL has several features that are helpful to students at all times—either inside or outside the classroom. MALL also gives learners the ability to communicate with peers and educators through written text messages about various social applications.

There are a few difficulties with ESL students with respect to academic teaching, and there are limitations to presenting thoughts and concepts in English. Mobile apps may also be combined together, rather than using traditional writing methods alone to address the issues as they have other pedagogies that support writing methods (Howlett, 2019). Flipping learning, for example, can be used to research the genre of academic writing before class and participate in practical discussions and events during class and better understand academic writing. If a teacher wants to use the method approach to teaching, feedback is ideal for mobile devices as a means of collaborative learning. MALL is also beneficial to use as a form of constructivism in writing classes. There are various styles of simulations and media in which students practice writing in an immersive environment (Mustafa & D’Auria, 2019). It is useful when combined with the socialization model as students can be absorbed in the higher education community through their mobile devices by exchanging and learning different types of knowledge and discussing it with their counterparts and educators.

There are few research in MALL concerning skills in writing. Alsaleem (2013) used electronic journaling to develop the writing skills of 30 EFL graduate students at Allmam Mohammad Ibn Saud Islamic University in Saudi Arabia in their language and translation degree. They had to make reflective comments about the work of their peers through WhatsApp. The quasi-experimental research showed that students responded well to the discussions and appreciated journalistic dialogue. The pre-and post-test showed that the vocabulary and thoughts (ideas) of students were increased. The research indirectly used the study skills and socialization model, in which students form a small group to provide input on the faiblesses of each other and immerse themselves in the academic community by continuously correcting their own work.

Shree et al. (2014) conducted another study to see whether trainee teachers from 27 Malaysian teacher training centers are prepared to use mobile learning to strengthen arguments for their writing. This genre is somewhat close to academic writing as it allows students to

become critical and analytical thinkers. The investigation found several difficulties that respondents had with the writing of statements such as poor material, poor vocabulary and weak organization. Shree et al. (2014) also stated that students can not write their ideas because they focus more on the concept than on the writing process. We can not even understand the research skills we need as they have less group-based tasks. The study suggested that mobile learning would improve Argumentative writing skills so that students can use it anywhere and anytime. It allows students to learn more collaboratively without thinking about time and place to develop skills in writing. Lee and Kim (2013) have also been using a mobile learning platform to improve the writing skills of EFL students. The methods used are to search for grammatical errors and students agree that grammar is successful at the penalty point. This is like the mobile approach to the commodity.

Conclusion

Depending on the debate above, mobile learning is highly likely to teach ESL academic writing. In future study, it is proposed that mobile devices teach one or more writing approaches to develop the academic writing skills of students. Researchers and educators may use existing apps or develop new mobile technologies to enhance their academic writing skills further. While studies have been done on MALL to improve writing skills, this paper does not yet improve academic writing skills. In addition, mobile learning can be implemented in academic writing by integrating various writing approaches, allowing students to gain expertise and to learn how to write better.

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Does Interactive Whiteboard Affect Students' Writing Proficiency?

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Abstract

Currently, the development of information technology contributes a great deal to the English language teaching and learning process and, consequently, it has propelled teachers to adopt new pedagogical approaches, strategies, tools, materials, and equipment and integrate them with technology in teaching practices. The recent technologically language instructional tool is Interactive Whiteboard (IWB). The effect of IWB on teaching and learning of English as first, second, and as a foreign language have been widely investigated by several researchers. However, in Indonesian context, studies exploring the impacts of the IWB on EFL learner in public school have been rarely conducted. This is because all Indonesian schools have to adopt an established curriculum designed by the Ministry of Education and Higher Education in 2013 in which part of this curriculum comprises Information Technology (IT). Applying an experimental study, this study aimed at examining the effect of the Interactive Whiteboard (IWB) in pre-writing activities on the EFL students' development of ideas and the use of topic-related vocabulary words in the writings. The participants of this study were the students of EFL learners (Frontrunner) consisted of ten (10) Frontrunner classes. Clustered Random Sampling was used to select the sample. They were two classes to be chosen as the sample

of the study. As such this study studied the progress of one control groups (n=23) as a classical class taught by using non IWB and one experimental one (n=25) taught by using IWB. The findings of quantitative data analysis indicated that IWB was effective in enhancing students' development of ideas and proper use of vocabulary words in essay writing.

Keywords: *Interactive Whiteboard, Pre-writing, Writing Proficiency*

Introduction

The use of technology in a teaching practice should be able to enhance the instructional program, to scaffold students' learning, to help students' construct their knowledge, to grab students' attention and to improve students' attitude. The effect of the use of technology in term of Online Learning has been scrutinized by Tippanet and Sukavatee (2017). The study was a comparison between Face-to Face and Online settings in Creative Writing Instruction. The findings show that Online setting was more effective in elevating students' writing ability. The study also reported that through Online setting the students' motivation in learning improved. The march of technology in term of its contribution to elevate students' performances has become an issue in EFL research. The use of social media has shown in the academic literature to be beneficial to students, and that they generally accept classroom use of the same technology that they use for personal communication (Miyazoe & Anderson, 2010; Pradana & Ashadi, 2019; Muthmainnah, 2019).

The recent technologically instructional tool is that is growing largely is the Interactive Whiteboard (henceforth, IWB), which facilitates the learning and teaching processes. IWB is a technological tool that, used along with a computer, makes an intense impact as a presentation device. IWB effectively demands providing teachers with a comprehensive view on it as a technological device and on its use as a supportive instructional tool in the classroom. In other words, teachers should first be able to recognize its different parts, such as the pen, the touch screen, the projector, etc. They should also be aware of the utility of each part in order to be able to deal with any sudden technological problem. More importantly, teachers should be informed about the real

potential of the IWB as an instructional technological device and its effects as a teaching aid on the teaching/learning process. However, mere information about the IWB does not attain the intended target behind using it. Actually, teachers should also receive adequate training on the IWB's various functions to the extent that allow them to devise activities that suit their students' styles of learning and needs so that they can reach optimal learning in their classrooms. Hence, for the use of digital tools, for example IWB, in EFL instruction offers manifold contributions, the teachers should be literate in using the digital tools. A study on teachers' perceptions on their digital literacy in EFL classroom conducted by Anggeraini, et.al (2019) revealed that majority of the teachers had average ability in basic digital literacy, intermediate digital literacy, and advanced digital literacy.

Several researches found that IWBs had positive effects on teaching and learning in various disciplines, though the extent to which this effect occurred were different (Amolo, et al, 2007). Few studies have explored the impacts of this new technology as a pedagogical tool on English Language learners, especially EFL learners, and their findings were positive with respect to the effect and the potential of the technology (Bettsworth's, 2010; Orr, 2008; Schmid, 2008; Schroeder, 2007).

EFL/ESL writing has always been viewed as a prominent skill in teaching and learning since it provokes students' thinking and forming of ideas, develops their ability to summarize, analyze and criticize, and enables them to learn, think and reflect on the English language (Rao, 2007). There has been a drastic shift from the traditional writing approach, known as the product approach focusing on the accuracy of the linguistic form and the imitation of model writing, to the process approach, which relieves the student from the heavy load of obtaining directly the final writing product. This is because in the process approach to writing, the students pass through many stages in order to accomplish the final writing product. These stages involve pre-writing, drafting, revising, editing, and publishing (Hayes, et al, 1980). Accordingly, the process approach to writing entails a collaborative process instead of a private and solitary act. Hence, writing is more matched with the concepts of social, cooperative/collaborative, and constructivist activities. However, the students' ability to communicate in writing still poses a continual learning problem.

Currently, technological tools, such as IWB, have rarely been used in teaching in Indonesia, especially in public schools. This is because all Indonesian schools have to adopt an established curriculum designed by the Ministry of Education and Higher Education in 2013. Part of this curriculum comprises Information Technology (IT) instruction at the secondary level, in grades 7-12 with one class period per week. This instruction is restricted to information skills and does not emphasize the use of ICT in other content areas. The Indonesian secondary curriculum concentrates on the content subjects that are part of the Indonesian official examination, and, accordingly, teachers certainly exert their efforts on covering as much content as possible through lectures and demonstrations. Given its lack of prominence in the Indonesian official examination, and due to the high-stakes nature of the examination system in Indonesia, teachers have little motivation to use ICTs. In consequence, very few studies pertaining to the use and effect of the abovementioned technological tool, the IWB, was carried out in Indonesia, and indeed, no previous study investigated their impact on the writings of EFL learners in Indonesia. However, many studies have highlighted the function of technology in enhancing different facets of writing such as content development, vocabulary, syntax, and others.

Drawing on the aforementioned background, the current study investigated the effect of using IWB on students' writing achievements through engaging them in pre-writing activities which hint at enriching them with more ideas and support about the writing topic and providing them with vocabulary words needed for a clear expression of thoughts. Thus, the current study tackled the following research questions:

1. Does the use of IWB in pre-writing instruction improve the development of ideas in the writings of EFL students?
2. Does the use of IWB in pre-writing instruction lead EFL students to use topic-related vocabulary words properly?

Literature Review

Process Theory of Writing

Writing becomes a measure for academic success (Jahin, 2012). However, it is difficult skill to be mastered since it needs high comprehension (Setiyana, 2015) that cause the students tend to avoid writing. As stated by Richards & Renandya (2002), “writing is the most difficult skill for second or foreign learners to master”. It is because writing is a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001) and certainly it requires a certain level of linguistics knowledge, writing conventions, vocabulary and grammar (Erkan & Saban, 2011). They also need to consider the flow of the ideas in order to be connected together as well as the link between clauses and sentences so that the readers can follow the sequence of ideas well

The research study carried out on the second language writing depend, to a high degree, on first language research studies (Pennington and So, 1993). These studies pointed out that second language learners have mostly the same cognitive processes in writing as learners who write in their first language. Therefore, theories of writing in the second language were based on theories of writing in the first language; a prominent theory is the process approach in writing as a pedagogical reaction to the product approach.

The product approach in writing underscored the accuracy of the final written product; teaching writing was restricted to teaching of grammatical, stylistic, and structural chunks which hindered the expressive flow of students’ thoughts instead of boosting their communicative abilities. Giving priority to accuracy and correctness has turned the writing task into a monotonous practice rather than an interactive opportunity to receive feedback on content and to develop ideas in an organized manner.

The process model of writing was developed by the two cognitive psychologists, Flower and Hayes (1981). This model was based on the cognitive theory of learning which maintains that writing does in fact happen in "steps," but these steps are not necessarily followed in the same order as in the stage model. Nor does each step lead directly to another in a sequential order. Instead, for the most part the writer moves fluidly back and forth between the processes that make up the act of writing. This cognitive perspective focused on the liaison between input and the mental construction device for

second language acquisition. The process approach, which emphasizes on the exploration of meaning and the development of ideas, allowed students to use writing as a heuristic to explore ideas about a topic through free-writing and brainstorming in the beginning of the writing process (Blanton, 1987).

Later, the writing process includes the social context in addition to the cognitive process. The social constructivist theory highlighted the importance of negotiation and consensus in writing. Allen (2005) stated that according to the social constructivism theory, learners are viewed as interactive who learn beyond the context of pedagogical structuring into a process of social transformation. The focus in teaching writing has shifted from the final product to the different phases of writing through which the student writer communicates meaning and discovers ideas by interacting with others in a language context.

Teachers orient their students to experience convenient and correlated phases of the writing process: pre-writing, drafting, revising, editing and publishing. During these phases of the writing process, students reflect on a given topic, exchange ideas with the class and then generate their own ideas. Prewriting is a significant phase. In prewriting, writers start to bring their ideas together. They explore a topic by drawing on their experiences to write about what they know and by interacting with others and sharing ideas with them to accumulate a certain input for writing. Prewriting defines the topic, audience, focus, overall message, organization, and voice. To activate prior knowledge, the writer can make lists or organize ideas on a planner. It is worth noting that teachers de-emphasize language form and mechanics at the first phase of drafting to help students express their ideas fluently without obstructing their stream of thoughts. When revising their drafts, students focus on how to express their ideas more efficiently by taking advantage of their teacher's and peers' feedback.

Interactive Whiteboard

IWB, as the name reveals, is a white electronic board, touch-sensitive, used as a presentation device and a casual board for writing or drawing. This white board is connected via USB port or wirelessly to a computer with appropriate software such as web browser or ActivInspire, and a projector; all of which are connected to electricity.

Other tools can be connected to the board such as tablets. An IWB itself is a projection surface, not a monitor and can only display what a projector displays onto it (SMART Technologies, 2010). Through the digital projector, the computer screen is displayed on the whiteboard, which, consequently, becomes the screen and all applications on the computer can be controlled by touching the board by finger or with other accessories such as an electronic pen and making changes in real-time. Everything written or drawn on the board and all annotations or actions can be saved to and printed from the computer (Schmid, 2008)

Miller (2003) asserts that IWB is a tool that supports both teaching and learning. IWB simulates the instruments that are used in traditional classroom teaching ability to write, draw, and erase. It also provides a variety of functions: highlighting texts, handwriting recognition, capturing and manipulating web content, shading, coloring, and animation where an object can move according to a pre-determined direction, dropping and dragging objects on the board in various directions, hiding and revealing objects on the board and placing them into layers, creating virtual versions of paper flipcharts, using virtual rulers, protractors, compasses and other tools, manipulating the size and direction of objects, and adding a response to objects when a certain command is fulfilled (Glover, Miller, Averis & Door, 2007).

Marzano (2009) investigated the impact of the IWB through eighty- five action research studies conducted by teachers in fifty schools across the USA. The control group comprised 1622 students taught in regular classrooms, while the experimental group included 1716 students taught in Promethean ActivClassrooms. The results yielded positive percentile gains in elementary, middle, and high schools, with a significant effect size for elementary and secondary schools without middle schools. Moreover, there were positive percentile gains in language arts, mathematics, science, and social studies, and a significant mean effect in language arts, mathematics, and science but not in social studies. Furthermore, Albaaly (2010) pointed out that meta-analytic findings suggested relatively large percentile gains in student achievement under four conditions: (1) a teacher has 10 years or more of teaching experience; (2) a teacher has used the technology for two years or more; (3) a teacher uses the technology between 75 and 80 percent of the

time in his or her classroom; (4) a teacher has high confidence in his or her ability to use the technology.

The Use of IWB in Language Classrooms

Since 1991 when Smart Tech Inc. manufactured the first interactive whiteboard, many empirical studies have been conducted at different milieus with different participants and for various purposes revealing mixed-outcomes as to the usefulness of IWB. Among the purposes of inventing, the IWB is in the field of pedagogy. IWB is used in the language classroom to enhance interactivity where interaction acts as a focal point in classroom, to influence students' motivation, attention, and engagement, and to attend to their multiple intelligences.

Albaaly (2010) investigated the impact of the IWB on the Egyptian medical school students' ESL essay writing and attitudes towards writing. The study comprised sixty students randomly selected and later divided into control and experimental groups. Results indicated that the IWB had no positive impact on the Egyptian students' attainment in ESL essay writing. However, the IWB had a positive impact on students' attitudes towards both writing and towards the board itself. Lopez (2010) compared the effect of the IWB on performance of students in English Language Learning (ELL) settings and those in traditional settings. She found positive contributions of the IWB on the performance of students in ELL settings.

The Use of IWB in Indonesia

Although the IWB has been used successfully in institutions of learning in many developed countries, the use is relatively new in most Asian countries like Indonesia. In Indonesia, a majority of international schools, if not all, have adopted the use of IWB as part of its teaching and learning endeavors. While there might be a few public schools that are chosen as pioneers to head pilot projects on the use of IWB, as a whole, public schools in Indonesia have not adopted this technologically supported teaching nationwide. However, there has yet to be any immediate plans to introduce the interactive whiteboard in the local public schools. The use of interactive whiteboards is something new this country. Since its introduction, it has gained popularity in Indonesia.

The IWB has been used in different levels of educational institutions. From pre-school, primary, secondary school level to tertiary level, the penetration of IWB seems to be wide. Some researches on the use of IWBs have been done in the fields of science, mathematics and languages, especially in developed countries as stated earlier. These researches have reported a positive impact on the learning outcome in students. However, these researches were done in the context of the respective countries overseas.

Advantages of using the IWB

IWBs have been used and researched extensively in the teaching and learning process. The results revealed that IWBs gave positive impacts on various aspects, so that IWB itself have been attached to its effects, such as (a) IWB and interactivity, (b) IWB and vocabulary acquisition, and (c) IWB, classroom management and students' engagement.

IWB and Interactivity

The idea of collaboration has been the highlight of many studies that investigated the interactive nature of IWB. The interactive use of IWB allows spontaneous and collaborative teaching and learning (Beauchamp, 2007). To illustrate, students can match words to their corresponding pictures while being coached by the teacher or in collaboration with their peers (Schmid, 2008).

In fact, interaction can be examined on an individual level or collective level within the classroom system. Interactivity on the individual level has its roots in the way learners are ready to interact with the board, to the extent that learners interact with content and engage in their personal learning. It involves many skills that learners use like activating background knowledge, critically thinking, interpreting, analyzing, reasoning and making sense of information and drawing on new strategies for accessing and constructing knowledge following their own pace. On a collective level, interactivity refers to the exchange of knowledge within a group between peers. That is, learners will interact with their peers, in small or large group to work on activities or tasks. In such an interactive atmosphere, students will appreciate the value of discourse and collaboration

through shared construction and exchange of information. intended results where IWB's use is purposeful.

According to Glover and Miller (2007), upon using IWB, teachers progress through three stages of interactivity: supported didactic, interactive stage, enhanced interactivity. At the supported didactic stage, IWB is used as visual support and is not yet used pedagogically. At this stage, most of students' attraction is the result of the novelty factor. The second stage, the interactive stage, is a transitional or can even be called an experimental stage. The teacher uses a variety of stimuli to illustrate, develop, and test discrete concepts. The third stage, enhanced interactivity stage, is when the teacher exploits the interactive capacity of the IWB seeking to integrate concepts and cognitive development. IWB is then used to explain processes, prompt discussions, develop hypotheses and the like by varied application. This stage requires advanced skills on the behalf of the teacher like careful lesson preparation including verbal, visual, and kinesthetic activities, the ability to store and edit lessons, and the willingness for pedagogic change. This last stage is the culmination point of using IWB to achieve the greatest impact on the teaching/learning process.

IWB and Vocabulary Acquisition

Language teachers can benefit from the direct access to dictionaries and encyclopedias provided by either websites or software programs. When encountering a problem with a new word, the teacher can immediately display that word with all the forms and sample sentences. Thanks to the audio and visual materials associated with IWB, students can easily understand even abstract concepts. A teacher can display a photo or picture expressing the word. In this case, students get a full picture of the meaning of that word, its use, its related structures and even its etymology. Many researches have studied the impact of IWB on the acquisition of various language skills and sub-skills in EFL classrooms.

IWB, Classroom Management and Students' Engagement

IWB plays a significant role in class management and motivation especially when it is used effectively. The higher the level of engagement is, the better the atmosphere for

learning is. Various studies have shown that students who learned with the IWB were more attentive and engaged in learning, participated more actively in the classroom, and interacted much more with their teachers, their peers, and even with the IWB (Smith et al., 2005; Budiharso & Arbain, 2019). Additional studies provided evidence that the IWBs serve as significant motivational tools for students and facilitate students' desire to remain on-task (Levy, 2002).

The dominant merit of IWB is maintaining dynamic interaction with the entire class without isolating students by encouraging a higher level of student interaction in both teacher-directed and group-based exchanges. This type of student participation leads to an increased state of engagement as well as enhances the students' learning environment (Bryant & Hunton, 2000). Additional studies found that teachers skilled in the use of IWB create knowledge together with students in a dynamic process during the lesson. This dynamic strategy results in developing students' ideas and speculations and engaging them in critical thinking and joint ownership of the knowledge.

Julie Langan-Perez (2013) used the expression focal point when describing how IWB fulfills engagement considering that it provided visual reinforcement to complement instruction and encouraged students to remain focused and engaged on the task at hand. In his study, Levy (2002) supported that the quality of students' attention in many IWB based lessons is generally high. He further explained that student engagement and interest is mainly due to the larger pool of available resources and means to provide enhanced explanation allowing students to have an easier time in comprehending ideas and concepts. He revealed that some teachers expressed that increased attention levels may be credited to novelty value. Bell (2002) pointed out that IWB can provide materials for different learning styles such as tactile, audio, and visual. With the help of the variety of the materials, different types of learners in a classroom can benefit from this technology.

The use of ICT is expected to be potential to improve learning processes specifically that it enables meaningful instruction. It supports the effective integration of differentiated instruction to attend to students various learning styles and needs. Levy (2002) revealed that using IWB for instruction may improve learning outcomes and increase learners' motivation. He indicated that it enables teachers to provide more vivid illustrations and better explanations.

Method

To examine the effect of IWB on students' ability to develop ideas and use proper vocabularies in pre-writing activities this study employed a Quasi-Experimental design with quantitative approach. Ary, et.al (2010) argue that experimental research is a study of the effect of the systematic manipulation of one variable on another. In this cause-effect relationship study, the study was intended to test hypothesis started with a question about the relationship between two variables (IWB and writing ability). It is in line with what Mackey and Gass (2005) have highlighted that "quantitative research generally starts with a hypothesis and is followed by the quantification of data and some sort of numerical analysis is carried out". This study involved one independent variable (IWB); the cause variable that influences the other variable and one dependent variables (students' writing skill); the variable upon which the independent affects it.

Sample

The population of this study was ten classes consisted of 170 EFL learners. According to Ary et, al (2010) population is defined as all members of any well-defined class of people, events, or objects. The population of this study was ten classes consisted of 170 EFL learners They were males and females, and their ages range between 15 to 20 years old. This study involved 48 participants which were selected by using cluster random sampling, 25 participants were enrolled in control classes and 23 participants were enrolled in experimental classes.

Research Instrument

The instrument used in this study was an essay test. It was a measurement instrument consisting of five sections: Content, organization, vocabulary, language use, and mechanics. Two sections of this scale Content and Vocabulary were used in this study to rate the participants' essays. The participants' essays in the control and experimental groups were rated by two raters: the researcher and an independent rater, who both have experience in teaching EFL classes and essay correction.

Data Analysis

Quantitative data from essays were analyzed using SPSS independent sample T-test to examine (1) significant difference in the mean value between the pre-test and post-test scores as regards the development of ideas of the participants in the control group and those of the participants in the experimental group, and (2) significant difference in the mean value between the pre-test and post-test scores relating to the proper use of vocabulary words of the participants in the control group and those of the participants in the experimental group.

Findings

a. Data Analysis of the Post-test Scores with respect to the Development of Ideas after the IWB Pre-writing Instruction

To find out if the use of IWB in pre-writing activities improved participants' performance regarding to the development of ideas in essay writing both descriptive statistics and independent samples t-tests was used.

Table 1. Descriptive Statistics of Post Test Scores (Ideas) of Two Group

| Groups | N | Mean | Std. Deviation | Minimum | Maximum |
|-------------------|----|-------|----------------|---------|---------|
| IWB | 25 | 76.40 | 11.136 | 60 | 100 |
| Classical/Regular | 23 | 65.87 | 10.407 | 40 | 80 |

Table 1 showed difference the mean value between the IWB class and the Classical/Regular class. The mean score of the IWB class (M= 76.40, SD= 11.136). Meanwhile in the Classical/Regular class the mean (M=65.87, SD=10.407) in the participants' performance after receiving the IWB pre-writing instruction.

Before testing the difference significance score in developing ideas in pre-writing between experimental (IWB) class and control (classical) class, it was initiated by testing the normality and homogeneity. The Normality test was done to convince that the collected scores were normally distributed by using

Kolmogorov-Smirnov with the rule $\alpha=0.05$ and the result is as follows:

Table 2. Normality tests between the two groups

| | Classica | |
|----------------------|----------|------|
| | IWB | I |
| N | 25 | 23 |
| Kolmogorov-Smirnov Z | 1.150 | .844 |
| Sig. | .142 | .474 |

*Significant at $p < .05$.

The table above showed that the test data were distributed normally because the significance was above $\alpha=0.05$ ($0.142 > 0.05$) in IWB class and ($0.474 > 0.05$) in Classical class.

Homogeneity test, on the other hand, was conducted to know that the variances of data were equal or homogenous and also to determine the variability of the class. To achieve these data, Levene statistic test was applied with the rule $\alpha=0.05$ and the result is as follows:

Table 3 Test of Homogeneity (Idea Scores)

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .002 | 1 | 46 | .967 |

*Significant at $p < .05$.

The table above revealed that the homogeneity test results of the two cohorts was 0.967 as the significance of the data and it is higher than 0.05 ($0.967 > 0.05$). Therefore, the two groups of the class had homogenous variance.

Table 4 Independent Samples Test of Scores (Ideas)

| t-test for Equality of Means | | | |
|------------------------------|----|-----------------|------------|
| | | | Mean |
| t | Df | Sig. (2-tailed) | Difference |

| | | | | |
|-----------------------------|-------|--------|------|--------|
| Equal variances assumed | 3.377 | 46 | .001 | 10.530 |
| Equal variances not assumed | 3.387 | 45.986 | .001 | 10.530 |

*Significant at $p < .05$.

Table 4 indicates that the significance level sig. 2-tailed was 0.001 and it was smaller than 0.005. Thus, there was significance different ability in developing ideas in pre-writing activity between the experimental group taught using IWB and control group taught using regular technique.

b. Data Analysis of the Posttest pertaining to the Proper Use of Topic-related Words after the IWB Pre-Writing Instruction

To establish different ability of the two cohorts in using proper topic-related words, writing an essay was done in post-test. Both descriptive statistics and independent t-test were implemented to find the mean scores of the two groups after the treatment. The mean of test score in using topic-related words, as shown in Table 5, of experimental group was 81.40 (SD=8.841) and control group was 65.00 (SD= 8.528) indicating difference mean score between the two groups.

Table 5. Descriptive Statistics of Post Test Scores (Topic-Related Words) of Two Group

| Groups | N | Mean | Std. Deviation | Minimum | Maximum |
|---------------|----------|-------------|-----------------------|----------------|----------------|
| IWB | 25 | 81.40 | 8.841 | 70 | 100 |
| Classical | 23 | 65.00 | 8.528 | 50 | 75 |

As it was done in the previous part, testing the normality and homogeneity was also conducted before testing the difference significance score in using topic-related words between experimental (IWB) class and control (classical) class. The normality test was done to convince that the collected scores were normally distributed by using Kolomogorov-Smirnov with the rule $\alpha=0.05$ and the result is

shown in Table 6 below:

Table 6. Normality tests between the two groups (Topic-Related Words)

| | Classica | |
|----------------------|-----------------|----------|
| | IWB | I |
| N | 25 | 23 |
| Kolmogorov-Smirnov Z | 1.027 | .956 |
| Sig. | .242 | .320 |

Table 6 shows that the test data were distributed normally because the significance was above $\alpha=0.05$ ($0.142 > 0.05$) in IWB class and ($0.474 > 0.05$) in Classical class.

Meanwhile homogeneity test was conducted to know that the variances of data were equal or homogenous and also to determine the variability of the class. To achieve these data, Levene statistic test was applied with the rule $\alpha=0.05$ and the result is as follows:

Table 7 Test of Homogeneity (Vocabulary Scores)

| Levene Statistic | df1 | df2 | Sig. |
|-------------------------|------------|------------|-------------|
| .221 | 1 | 46 | .640 |

The Table 7 shows the homogeneity test results of the two cohorts was 0.640 as the significance of the data and it is higher than 0.05 ($0.640 > 0.05$). The value implied that the two groups of the class had homogenous variance.

Table 8 Independent Samples Test of Scores (Topic-Related Words)

| | | t-test for Equality of Means | | | Mean |
|---------|---------------|-------------------------------------|-----------|------------------------|-------------------|
| | | t | df | Sig. (2-tailed) | Difference |
| Equal | variances | 6.530 | 46 | .000 | 16.400 |
| assumed | | | | | |
| Equal | variances not | 6.540 | 45.889 | .000 | 16.400 |
| assumed | | | | | |

Table 8 indicates that the significance level (sig. 2-tailed) was .000 and it was smaller than 0.005. Thus, it can be concluded that there was significance different ability in using Topic-Related Words in pre-writing activity between experimental group taught using IWB and control group taught using conventional technique.

Discussion and Conclusion

1. Hypothesis 1

The first hypothesis, the use of the Interactive Whiteboard in pre-writing activities improves EFL students' development of ideas in writing was retained. Data analysis of essay scores indicated that the participants who received IWB prewriting instruction outperformed those who received classical or regular instruction. Participants in the experimental group were able to develop their ideas in essay writing much better than those in the control group. This finding proved that in its process the use of IWB in pre-writing instruction improved the students' efficacy of the IWB prewriting instruction on the participants' performance in essay writing as viewed by the participants themselves.

Some researches reached the conclusion that the IWB could improve students' performance in English Language Learning settings. The IWB instruction addresses a number of senses, sight, hearing, and even touching, when students work on the board. This improves the performance of students who cannot conceive abstract concepts. Some researches indicated that IWB instruction improved students' achievements not only in language but also in other sciences, for example

math and Social Science. Amolo's study(2007), also showed the positive contributions of the IWB to students' achievement in Social Sciences. The finding of the study was also aligned with the findings of a study conducted by Cunningham, et, al (2019) that the use of technology could stimulate students' positive attitude for it supported their learning.

Indeed, IWB enhances learners' motivation, attention, emotions, self-concept, self-esteem, and social interaction in the learning environment where students exchange knowledge overtly and learn by making mistakes together. This is supported by the current research study as well as previous literature (Beauchamp, 2013; Schmid, 2008; Armstrong et al., 2005). Levy's (2002) research proved that IWB-based lessons alleviate students' learning, for they make students more interested, engaging, and cooperative. The interactive nature of the IWB leads students to be more attentive and, consequently, able to understand better. In the same vein, Glover et al. (2007) verified that the use of IWB in the K-12 classes increased students' interest and promoted higher levels of continual concentration due to the multimedia aspects of the IWB.

It is clear now that IWB has the ability to make a promising effect on learning and teaching at all educational levels if it is used in specific subject matter and context.

Briefly, the findings of the current study verified the effectiveness of IWB prewriting instruction in having the EFL learners develop their ideas better in essay writing.

2. Hypothesis2

The second hypothesis, the use of the Interactive Whiteboard in prewriting instruction leads EFL students to use topic-related vocabulary words properly was retained. Data analysis of essay scores revealed that the participants who learned vocabulary words through IWB prewriting instruction achieved better scores in writing than those who learned vocabulary words through regular pre-writing instruction. Such results were also evident in descriptive statistics of the performance questionnaire.

Schmid (2008) and Beauchamp (2007) hinted at the efficiency of IWB original activities which allow students to learn together on the board such as matching words to their analogous pictures in collaboration with their peers while being oriented by their teacher.

Glover et al. (2007) affirmed that the multimedia facets of the IWB resulted in higher levels of attentiveness and concentration, and hence, better learning outcomes. Participants of this study who received IWB prewriting instruction practiced a variety of vocabulary activities devised to match diverse learning styles and to use the targeted vocabulary words contextually. In a word, IWB prewriting instruction allowed the EFL learners to use topic-related vocabulary words in their essay writings properly.

Conclusion

The present study proved that the IWB presentation is an effectual digital tool in improving EFL students' achievements in writing. Indeed, the writing act which used to entail much apprehension and challenge for EFL students became an interesting and stress-free task after using the IWB prewriting instruction. Thus, integrating IWB in prewriting instruction was successful in resolving one of the serious problems that most EFL students suffer from.

However, it is worth to mention that to attain optimal learning outcomes, IWB should be properly integrated in the teaching/learning process in a way that promotes interaction and collaboration among students, addresses diverse individual learning needs and enables students to perform at the referential level as well as the inferential one. In other words, IWB presentations become efficacious when used with clear-cut objectives and well-designed tasks and parallel to an appropriate pedagogy.

Pedagogical Implication

The use of digital tools practically offers manifold advantages to support the quality of EFL instruction. To be able to use the digital tools it requires the teacher to have sufficient competencies. By considering the importance and the positive effect of the use of IWB, the digital tool can be used as an alternative technology in EFL instruction not only in writing skill but also in other skills and language components.

Suggestions

The future research studies should be conducted in the remaining unexplored areas to examine whether similar results will be yielded or not. Upcoming research should also be conducted in Indonesia public schools to explore if EFL students' performance and attitudes will improve as well by comparing between the public and private sectors with respect to the impact of the IWB on the writings. Another study can be carried out to investigate the students' attitude on the use of a digital tool in EFL instruction. Moreover, this study was carried out with Frontrunner EFL students, so the results of the study can only be generalized to the adult classes. Other researchers can replicate this study with the same topic at different ages or grade. Indeed, the present study did not explore if there is a difference in achievement and attitude between male and female participants; accordingly, the gender variable can be studied in further research.

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On Spoken Implicature of Daily Conversation: How Social Values Form Utterances

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Abstract

The aim of this study is to analyze the forms of utterance implicated conversation in the former center of the capital city of Majapahit in East Java-Indonesia. This is an ethnographic communication-related study which involved 47 participants consisting of 32 men and 15 women selected on the basis of normal physical and psychological criteria, adults, non-migrants, educated at least high school, and productive in communication. The data were collected using the recording and note-taking devices. Then the collected data were analyzed with an explanatory comparative technique with Miles and Huberman's flow analysis techniques. The results show that the forms of utterance implied conversational consist of (1) hedge utterances, (2) performative deletion utterances, (3) expanded performative utterances, (4) oratioobliqua utterances, (5) hybrid utterances, (6) reference utterance and attributes, (7) indexical utterances, (8) preference utterances, (9) conditional illocutionary utterances, and (10) negated utterances. Each form of utterance has a characteristic which is unique. The uniqueness of these forms of

utterance is a reflection of differences in communication performance between speakers with one another. The difference in performance is influenced by differences in the context and purpose of communication. It shows that each form of utterance is the chosen form used by speakers in accordance with the demands of the context and purpose of communication.

Keywords: *forms of utterance, implicated conversation, Majapahit*

Background

In pragmatic studies, the main goal of communication is not only dependent on the mastery of form but also objectives and social setting (Austin, 1962; Searle, 1969). The way the speaker delivers his utterance should be understood by the hearer so that she/he can interpret and recognize the speaker intention. Holtgraves & Kraus (2018) say that implicature enables us to interpret what is being said by utilizing context. Additionally, this interpretation requires critical thinking skills.

This study explores how implicature is developed in social conversation by the residence in a social cluster that highly appreciate their historical background. The exploration emphasized how values of the culture are appreciated. Nowadays, studies on the use of conversational implicature in the former capital of the Majapahit kingdom, especially those focused on speech forms, are very limited. Therefore, additional studies are needed as described in this article.

Based on the findings of important sites of the Majapahit kingdom, it is believed that Trowulan and its surroundings, an area in East Java, Indonesia, were the capital of the Majapahit kingdom (Kisyani, 1996:188-203, Lombart, 2000:34, Ali, 2014:1). The people in Trowulan and its surroundings have a specificity, which is proud of their true identity and will connect themselves to the greatness of Majapahit when asked about their ancestors (Kisyani, 2000:82). Other peculiarities appear in their habit of conveying their intentions indirectly in the form of conversational implicature (Suhartono, 2005:7). When associated with the opinion of Poesponegoro and Notosusanto (1984:451) that the Majapahit kingdom's governmental system is authoritarian with a centralized bureaucratic structure which ultimately leads to superior and subordinated groups,

subordinate group adherence to the uploading system (honorific) causes it must often convey its intentions indirectly.

For the Trowulan community, in line with the thinking of Magnis-Suseno (1993:39), the use of conversational implicature to convey intentions is motivated by the desire to obey the principles of harmony and respect. The principle of harmony is the principle of life that conditions the creation of a harmonious social climate, while the principle of respect is the principle of life that governs the procedures for communication and self-defense in order to show respect for others in accordance with their degrees and position. The speaker who implies conversation basically regulates the procedures for communicating and carrying himself so that his relationship with the hearer is harmonious. Harmony is preferred over clarity of communication content.

Review of Related Literature

Implicature, as stated by Horn (2006:3), is component of speaker meaning that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said. These implicature consists of three types, namely the conversational implicature which is usually distinguished from conventional implicature and metainplicature. The conversational implicature is an indirect intention which is bound by the principles and context of the conversation (Kecskes, 2009:107), whereas the conventional implicature is an indirect purpose whose interpretation must be based on convention (Jaszczolt, 2009:115). Unlike the conversational implicature and the conventional implicature where the use is related to the indirect meaning of the speaker, the metainplicature is used only for small talk (Suhartono, 2020). In other words, the use of metainplicature is only intended for the interests of fatigue (*polite on record*), namely the interest to maintain social relations and speakers do not have a specific purpose or special purpose (Leech, 1996:24). Among the three types of implicature, the most developed one is conversational implicature because this type of implicature is related to many things, including context, principles of conversation, and politeness (Taghizadeh, 2020).

Conversational implicature can be delivered in various forms of utterances, such as hedgeutterances, performative deletion utterances, extended performative utterances, *oratioobliqua* utterances, hybrid utterances, reference and attribute utterances, dejected

utterances, structured utterance choices, conditional illocutionary utterances, and negation utterances. Hedge utterances are utterances that the speaker is not sure that the proposition that he conveys is true (Leech 1996:9). Disappeared performative utterance is frivolous utterance that the speaker *melokillok* verbs (Leech, 1996:189). The expanded performative utterance is the utterance whose performance verb is derived from the context of the speech (Leech, 1996:194). *Oratioobliqua* utterances are utterances that contain two speech situations, namely the situation of primary speech and the situation of secondary speech (Leech, 1996:184-188). Hybrid utterance is utterance which requires the presence of at least two sentence constructions with different grammatical characteristics (Leech, 1996:194). Reference utterance and attribute are utterance that concentrates on the noun reference nature contained in the speech (Yule, 1998:19). Dextral utterances are those whose constituent references change (Yule, 1998:9). Optional structured utterance is utterance that concentrates on the nature of the relationship between the speaker's speech with verbal and nonverbal responses (especially "silent") of the speaker (Yule, 1998:78). Conditional illocutionary utterance is utterance that shows that the speaker asks something with a specific purpose (Leech, 1996:98). Negative utterance is utterance that concentrates on the existence of negation markers in an utterance (Leech, 1996:100).

Methods

This ethnographic communication-related study involved 47 participants consisting of 32 men and 15 women selected on the basis of normal physical and psychological criteria, adults, non-migrants, educated at least high school, and productive in communication. In line with the thinking of Hymes (1974:3-4), Spradley (1980:53-58), and Saville-Troike (1986:2-3), using the recording and note-taking devices, in applying the approach the researcher made participant observations with how to communicate naturally with participants, observe their activities and communication in detail, and ask questions that are deemed necessary to be explored. These activities are sometimes carried out when visiting, working together, together on trips to other cities, and so on. It is not uncommon for researchers to use elicitation techniques to explore data deemed potential in producing utterance implicated conversation.

The collected data were analyzed with an explanatory comparative technique with Miles and Huberman's flow analysis techniques, namely data reduction, data presentation, and the conclusion/verification of Miles and Huberman (1984:16-23). At the data reduction stage, the data is organized according to the research problem and is coded until the presentation is organized. Furthermore, for the sake of presentation, the data are selected from a simulative-distinctive perspective, then presented according to the needs of *explanatory adequacy*.

Results

1. Hedge Utterances

In line with Leech's (1996:9) thinking stated that speaker basically tries to adhere to quality maxims, IP utterance can be divided into two types, namely (a) utterance which implies that speaker is not convinced that the proposition in its utterance is true even though it has been try to state what he thinks is right and (b) utterance suggests that speaker believes that the proposition in utterance is true. The first type of communication is in a communication situation based on his knowledge of the nature of the person he is talking about, speaker judges that the nature of the person he is talking about is in his judgment (Taghizadeh, 2020). However, he realized that his judgment might be wrong because in situations outside of what he knew it turned out that the person he was talking about had other facts that were far from what he had known so far. Under such conditions, as shown in Jk utterance in the conversation unit (1), speaker chooses to use *hedges* utterance or what Yule (1998:38) called as *cautious notes* utterance, in conveying intent.

(1) Jk: **Anu. Mertua sampean itu orangnya *mendel* (“pendiam”). Jadi, *gini* ini mungkin *nggak* tahu.**

Sh: Nanti biar saya beri tahu, Pak.

Jk: **Anu. Your mother-in-laws is a person who *mendel* (“silent person”). So, she possibly didn't know this.**

Sh: Let me tell her later, Sir.

Context: The communication takes place in a parking lot in a hospital. Sh was invited by Jk to visit a patient. Jk knows that both Sh and the patient are not familiar. However, the patient who was originally in the same village as JK was Sh's mother-in-law's friend.

With the context control, Jk utterance is Jk asking Sh to tell his mother-in-law that her mother-in-law's friend is sick. The use of *possibly* adverbial utterance is in Jk utterance which is a hedge that indicates that his assessment of Sh's mother-in-law who does not know that his friend is ill can be wrong even though based on his Tt it is implied that he knows the true nature of Sh's in-laws. By using *possibly* adverbial utterance, it is *possible* that Jk anticipates the possibility of an *over-generalization*, namely that the nature of *mendel* is directly proportional to the condition of not easily knowing something.

Based on the context, Haya's utterance is that Haya does not have any people from the Ministry of Religion. The use of *possibly* adverbial utterance is possible in Haya's utterance as a hedge to protect the untruthfulness of the substance of utterance.

Another adverbial used by speaker to indicate the lack of confidence that what is said is true, as in (2), is *usual*.

(2) Sh: Agak bingung *mikir* rumah, saya.

Tn: **Orang tua biasanya memikirkan anak perempuannya.**

Sh: Rather confused to *think* about house, I am.

Tn: **Parents are usually thinking about their daughter.**

Context: Sh has been married for about two years, but doesn't have a house yet.

Unlike *possibly, usually* utterance is used to express the prevalence that parents generally provide financial support to their daughters when the person concerned is trying to make or buy home. However, providing such support is not an obligation. As indicated

in Tn utterance, there are a few parents who do not "think" about their daughter when the child will make or buy a house. Because there are a small number of people who are, maybe because they are not really thinking or thinking but not capable, Tn is aware that this is something that might happen. Therefore, so that what he pointed out is not wrong, he fences it by using the adverbial element utterance normally. Meanwhile, in line with the context, Tn's utterance is that Sh doesn't need to worry about the house because his parents-in-law will help him.

However, adverbial elemental *usually* utterance is not always identify as a hedge utterance if the utterance implies speaker's belief that the utterance substance, as shown in Tn utterance (3) in (4), is correct.

(3) Saha(1): Ke Tuban Minggu sore gitu gimana, Pak?

Tn(1): Minggu di Kalikatur ada pengajian. Saya jadi panitianya, Pak.

Saha(2): Senin pagi?

Tn(2): *Nggak* apa-apa kalau Minggu Pak Saha *nggak* bisa.

Saha(3): Jam berapa?

Tn(3): ***Kayak biasanya.***

Saha (1): How about going to Tuban this Sunday evening, Sir?

Tn (1): There is recitation on today's Sunday evening in Kalikatur. I am the committee, Sir.

Saha (2): Monday morning?

Tn (2): It's okay if Sunday Mr. Saha can't go.

Saha (3): What time?

Tn (3): ***As usual.***

Context: Saha plans to go to Tuban and Tn will join.

(4) Tn: **Pak Saha saya kira lebih tepat di perumahan. Jadi *nggak* usah *mikir* tetangga.**

Saha: Tapi saya justru ingin *gaul*, Pak.

Tn: **Mr. Saha, I think it's more appropriate for residencing. So don't think about neighbors.**

Saha: But I just want to get along, Sir.

Tn: Lho iya. Itu pasti. Tapi lingkungannya *nggak* heterogen. Paling *ndak* itu pegawai.

Tn: Yeah. Certainly. But the environment is not heterogeneous. At least it's an employee.

Context: Saha told that someone had offered him land in a village. Because the village is outside the city, Tn considered that the land was not suitable for Saha.

Tn in (4) gives an assessment that according to his knowledge of Saha's work, Saha is not suitable to live outside the city which he thinks does not support self-development. By living in housing, according to him, access to self-development is more open because there is not much preoccupation with traditional social affairs. Thus, based on the context he had an conversational implicature that Saha should buy a house in residence.

Besides using utterance which elemental adverbial and verbal phases, speaker can also use other constructions to enclose the untruths of the proposition spoken, that is, to use nominal phases of utterance in its *simple analysis*, as shown in Tn hearer (5) below.

(5) Sh(1): Kira-kira untuk apa Bu Nina uang sebanyak itu?

Tn(1): **Analisis sederhananya ya diberikan orang lain, Pak.**

Sh(2): Bukan untuk keluarga, Pak, ya?

Tn(2) : Bukan.

Sh (1): What do you have for Nina for that much money?

Tn. (1): **Simple analysis, yes, it is given by someone else, Sir.**

Sh (2): Not for family, Sir?

Tn. (2): No.

Context: Ms. Nina is an elementary school teacher. He does not invest in other business sectors. In addition, he also showed a simple lifestyle. Her husband is also an elementary school teacher as well. However, Mrs. Nina has debts here and there around Rp 100,000,000. Some of his friends, including Mr., have heard that he has another ideal man. The man had a lower formal income, but had just bought a car and his life seemed well off.

The use of utterance which has verbal phases of *analysis simply* suggests that even though they have been thought analytically, statements from the results of these thoughts can be wrong because they are only done simply. Simple analysis gives the possibility of the existence of factors that are detached from thought and that can lead to the birth of mistakes. Thus, utterance that has a verbal *simply analytical* analysis in Tn utterance suggests that as far as the analysis, what he stated is true; but the possibility of the reverse can occur if he should conduct complex analysis. In (5), based on context, Tn's utterance is that Ms. Nina had an affair.

2. Performative Deletion Utterance

In performative deletion utterance, the speaker believes that the proposition in his/her utterance is true. For example speaker is aware that he is no longer trusted by hearer because he often breaks his promises. In such conditions speaker can explicate his intention by stating, for example, "I promise that ...". According to Leech (1996:189), utterance which is "*self-naming*" or explicit performative is rarely used except in certain situations where speaker intent exemplification is considered important. Utterance with this characteristic is not possible to be spoken by speaker which conveys its meaning implicitly, for example when having conversational implicature (Jazeri, Sukarsono & Susanto, 2020). When using conversational implicature speaker changes its explicit performative utterance, it becomes a *performative deletion*, as seen in Jk's utterance in (6).

(6) Sh: Ke Bupati Senin, Pak, ya?

Jk: **Senin ada pemberangkatan haji.**

Sh: To the Regent on Monday, Sir?

Jk: **There is a pilgrimage departure on Monday.**

Context: Sh and Jk will both face the Regent. Sh wanted it Monday, but that day there was a pilgrimage departure. With the event, the Regent could not receive guests because they had to provide various provisions for prospective pilgrims.

In line with Ross's performative hypothesis (in Leech, 1996:192) that the inner structure of each sentence has a higher clause and has performative qualities, Jk utterance is basically analogous to Jk's utterance. In other words, Jk utterance is explicitly performative is the same as the analogy, namely Jk utterance is nonperformative.

3. Extended Performative Utterance

If the performative deletion utterance has a resemblance to the utterance that derives it because there is basically only the performance of the performative verb, the expanded performative hearer does not have to be so even if it is equally derivative. The performative verb in the expanded hearer performative must be derived from the utterance context, and not from the derivative utterance. This concept differs from Sadock's concept (in Leech, 1996:194) that the performative verb utterance derivative is derived from syntactic rules.

In line with the *extended performative hypothesis* that the performative inner structure also applies to utterance whose speaker is not directly circulated, Jk utterance in (7) below is utterance derived from the performative inner structure. However, new problems arise if they are related to utterance like Jk utterance.

(7) Jk: **Sini sejuk, Pak.**

Sh: (Mengarahkan sepeda motornya menuju tempat yang ditunjukkan Jk).

Jk: **It is cool here, Sir.**

Sh: (Directing his motorcycle towards the place indicated by Jk).

Context: Jk and Sh both will park their motorbikes respectively. Jk is under a mango tree, while Sh is in a hot place.

(8) Jk: Saya mengajak Bapak ke sini.

Jk: I ask you here.

Context: Jk at a college (PT) where Saha works. Saha has just been accepted as a civil servant at the PT. At that time, Jk needed Saha's help, but Saha had to teach first.

Before the expanded performative utterance is explained, it is important to make explicit the model of the expanded performative utterance model Sadock. Using the example of utterance "*Can you close the window?*", Sadock (in Leech, 1996:194) explains that the utterance has a performative inner structure "*I request that you close the window.*" with the argument that syntactically, the utterance derivative can contain *please* - which according to him is a syntactic marker for the action of demand - as shown in utterance "*Can you please close the window?*". By departing from this explanation, Jk utterance in (7) has a performative inner structure as seen in (8) because syntactically the derivative utterance can contain adverb *let* - which is a marker of invitation.

For those example, Sadock's argument can be accepted. However, a new problem arises if the argument is related to Jk utterance which does not have a syntactic marker that marks the purpose of the illocutionary Jk. A similar problem will arise for each utterance that is difficult to find syntactic markers that mark the purpose of the illocution speaker.

The researcher agrees with Leech's (1996) opinion that the power of illocution is not derived from syntactic rules, but from the context of utterance. Based on the context it

can be explained that Jk intends to invite Sh to park his motorcycle near the Jk motorcycle. In the form of an expanded performative utterance, the intention can be constructed.

4. *Oratio Obliqua* Utterance

Oratio obliqua utterance has three characteristics. First, *oratio obliqua* utterance contains two utterance situations: primary utterance situation and the secondary utterance situation. The primary utterance situation is the situation when utterance is spoken, while the secondary utterance situation is the situation described in utterance. Second, the contents of the secondary utterance are contained in the complementary clauses *that* or "represent" them, for example pauses. Third, in the secondary utterance, speaker has no obligation to provide verbatim reports (Leech, 1996:184-188). These three characteristics can be observed in (9).

(9) Sh: Puskopad kena kemarin?

EW: **Setengah sepuluh mas saya sebenarnya sudah *nelpon* bahwa air sudah masuk. Tapi saya pikir ya nggak mungkin *wong* selama ini tidak pernah.**

Sh: Pak Jaka juga kena?

EW: *Malah* segini (telapak tangan kanan tengkurap di dekat pusar).

Sh: Puskopad was hit yesterday?

EW: **Half past ten, my brother actually called that the water was already in. But I don't think it's possible for a long time.**

Sh: Mr. Jaka also hit?

EW: In fact this much (right palm on his stomach near the navel).

Context: Some of the Puskopad residences complexes were flooded. EW is a resident of Puskopad residence that was hit by a flood. His sister lives west of the Puskopad resident estate and was flooded first because water came from the west.

The situation when (9) was said to be a primary situation, whereas the situation when EW's brother called EW that the water had entered and when JS told Mada that he did not want to go along was a secondary situation. In relation to the two characteristics of *oratio*

obliqua utterance, these two types of situations must exist, while the complementary clause that is not mandatory exists. As shown in JS utterance (1), *that* can be substituted with pauses. Meanwhile, the secondary utterance, at (9) does not have to be verbatim. Therefore, the editor can be processed by speaker.

5. Hybrid Utterance

In certain utterance situations speaker can say that its utterance consists of only one sentence or two or more sentences that have similar grammatical characteristics, for example both declarative sentences. In other situations, speaker can also do different things, using utterance which in Leech's terms (1996:194) is a hybrid utterance. In (10), an utterance can be identified as a hybrid utterance because two or more sentences with different grammatical characteristics become constituents.

(10) Jk(1): **Kita makan siang di Simpang. Nggak ada acara, kan?**

Sh: Ada acara apa?

Jk(2): Kawan-kawan pariwisata seminar.

Jk (1): **We have lunch at Simpang. There's no program, right?**

Sh: What's the show?

Jk (2): Seminar tourism comrades.

Context: If you visit Sh's house. That day, at Simpang Hotel, Jk friends who worked in the tourism sector held a seminar. Jk invited Sh to attend the seminar.

In responding to utterance as told by Jk (1), Leech (1996:195) maintains that utterance is not a mere fact of language, but rather two meanings that come together and give meaning to one another. Therefore, according to him, from a pragmatic point of view, hybrid utterance can be explained in terms of general principles of human behavior that are purposive and rational.

It implies that Jk has a specific purpose when combined construction *We have lunch at Simpang* and *there is no event, right?* In line with the context, Jk's intention was to

invite Sh to attend a seminar at the Simpang Hotel. However, that intention can not be realized, and it is rational, if the reality is Jk's prediction that Sh does not have a wrong event. Thus, in the declarative plus interrogative construction, interrogative utterance is a requirement (*condition*) and is therefore no less important than the declarative utterance status which is the *main statement*.

6. Reference Utterance and Attributes

This type of utterance needs to be distinguished from the five types of utterance in advance because the utterance concentration is referenced and the attribute is the reference noun characteristic contained in utterance. The five types of utterance ahead, as can be observed in their characteristics, "ignore" the reference issue.

Reference utterance and attributes regard to *referring expressions*. Nouns in utterance are referenced and attributes consist of *exist* and *not exist*. For the second category, Yule (1998:18) uses the example of "*We'd love to find a nine-foot-tall basketball player*", an utterance with an unusual proposition substance in communication that speaker puts forward obedience to quality maxims.

The first category can be broken down into two parts, those that are clearly there and the references are clear and those that are not clear, but the references can be identified. For the second choice, Yule (1998:19) uses the term *atributif (attributeive use)*, whereas for the first choice Yule uses the term *referential use*. *Attributive use*, as the examples appear in (11), refers to "what use or anyone whose description is suitable", while *referential use* refers to "the use of references that are clear or at least clearly reflected in hearer's mind" .

(11) Jk: **Ada koran di sana.**

Sh: (Mengangguk)

Jk: **There is a newspaper there.**

Sh: (nodding)

Context: Jk and Sh both look after students who are currently in UTS, but each is in a different class. At that time, JK passed in the class where Sh was.

In (11), the *newspaper* reference referred to by Jk is not clear so that it can refer to anything that has a newspaper status. This is different from the utterance of the same type whose reference is clear, for example *there is Jawa Pos there*.

7. Deixis Utterance

Like reference utterance, deixis utterance is also related to clear references. The difference lies in the nature of the reference. In utterance, the reference for reference to the constituents of utterance is fixed, whereas in utterance, the deixis is nomadic (Yule, 1998:9).

Deixis utterance is characterized by deictic or indexical expressions (*indexical*). The in-deixical type depends on the type of deixis. The "I" indexical, for example, as the example shown in Jm(3)utterance in (12) is part of the person deixis (*person deixis*).

(12) Sh(1): Pak Kada masih di Radar?

Jm(1): Sekarang dekat, Pak. Dekat rumah saya.

Sh(2): Mana itu?

Jm(2): Wates.

Sh(3): Dekat Pak Ara?

Jm(3): **Pak Ara sebelah timur, saya barat.**

Sh (1): Mr. Kada is still on Radar?

Jm (1): Now it is close, Sir. Near my house.

Sh (2): Where is that?

Jm (2): Wates.

Sh (3): Near Mr. Ara?

Jm (3): **Mr. Ara to the east, I am in west.**

Context: Mr. Kada, Jm's husband, works in Radar Mojokerto. Before being moved to Wates, Radar's office was in the center of town. Ara, like Jm, also lives in Wates residence.

"I" in Jm(3)utterance refers to Jm. In line with the nature of deixis, which is an indexical reference can move, "I" at Jk utterance in (12) follows another reference, namely Jk. Thus, "I" in the two examples presented have different references.

8. Preference Utterance

Preference Utterance involves the nature of the relationship between speakerutterance with hearer's verbal and nonverbal responses (especially "silence"). In line with Yule's view (1998:78), a series of adjacent pairs, namely between speaker utterance and hearer utterance, basically it is not simple because in addition to representing social actions, not all social actions get the expected response. Adjacent pairs can be grouped into two parts. The first part contains requests or offers or similar acts that are typically made in the hope that the second part will be an acceptance. This is logical because, as stated by Yule (1998:79), a structural acceptance is more likely to be realized than rejection. Such a structure, that is, which gives an alternative response, is called a *preference structure*. As such, the two adjacent pairs are responses to a preference utterance.

Responses to preference utterance consist of responses that reflect social actions that are selected (*preffered social acts*) and those that are not selected (*dispreferred social acts*). The selected social actions are the future actions that are structurally expected by hearer and the social actions that are not selected are the future actions that are structurally not expected by hearer. The use of the choice of structured utterance in conversational implicature utterance can be given the following example.

(13) Tt: Sudah berapa putranya?

Jk: **Dua. Satu kelas 5, adiknya kelas 4. Maunya, yang satu SMP 1, adiknya SMP 2 sini.**

Tt: Lha ya itu, kasihan Bu Puji, Pak. Sekarang ini aturannya banyak sekali. *Nggak kayak* dulu.

Tt: How many sons are there?

Jk: **Two. One class 5, younger brother grade 4. Wants, the one Junior High School 1, his brother in Junior High School 2 here.**

Tt: Yes, that's a pity Mrs. Puji, Sir. Now there are so many rules. Not like the previous one.

Context: Tt is Jk's old friend, while Mrs. Puji is Jk's brother who knows Tt. Tt works as a teacher in SMP 2 who was once "entrusted" by Mrs. Puji to put her child in SMP 2. However, Tt's attempt failed.

9. Conditional Illocution Utterance

In line with Leech's (1996:98) thinking, utterance which has conditional illocutions (1) is only found in utterance which explicitly shows that speaker asks something and (2) speaker has two objectives, i.e., the anticipation goal and the final destination. The purpose of anticipation is an explicit goal, namely the purpose of finding information as it appears in the structure of the question speaker utterance, while the final goal is an implicit goal, that is, an indirect objective that is implicit which can be identified by connecting speaker utterance with the context of utterance.

In (14), the purpose of anticipating speaker is to ask whether or not a brochure is available, while the final goal is to request a brochure. The purpose of this anticipation appears from the structure of the question which is not a rhetorical question. Therefore, speaker question is an aretrical question or ordinary question. The usual question sequence is that speaker requires certain information. The information needs are met by hearer, as shown in utterance *there is, there is*.

In addition to fulfilling the anticipation goal of speaker, hearer in (14) also fulfills the final goal speaker. It is evident that he then gives a number of brochures to speaker. This also implies that the catch of hearer for the implicit purpose of speaker is correct. If it is wrong, speaker of course makes a negative feedback, for example reject.

(14) Ss: **Brosur yang dulu masih, Pak?**

Sl: Ada, ada. (Mengambil brosur di tas dan kemudian memberikannya)

Ss: **The brochure used to be still, Sir?**

SL: There is, there is. (Take the brochure in the bag and then give it)

Context: SL is the administrative staff who handles the distribution of brochures for a program managed by the PTS where Ss studies. For brochure distributors who successfully recruit program participants, incentives are provided. Many old program participants, including Ss, who wish to distribute the brochure.

In contrast to speaker utterance in (14) which gets a positive response from hearer, in (15) following, hearer's response to both types of goal speaker is negative. The purpose of anticipating speaker is to request information about whether or not Sek can deal with other regions. hearer response via utterance *Just wait. It will be arrived really.* shows that hearer answered "no" to the arorical speaker question. Another reality that hearer did not or did not promise to do an action to mutate Sek shows that the final goal of speaker, namely asking hearer to "mutate" Sek, also received a negative response.

(15) Tn(1): Kok lama, Bah?

Bah(1): Bupati dan Sek-nya sibuk urusannya sendiri-sendiri.

Tn(2): **Sek-nya *ndak* bisa ngurusi daerah lain saja?**

Bah(2): Tunggu saja. *Nyampek* kok.

Mr (1): How long is it, Bah?

Bah (1): The Regent and his Sek are busy with their own affairs.

Mr (2): **Can you just not deal with other areas?**

Bah (2): Just wait. It will be arrived really.

Context: Tn is a model teacher who was promised to be appointed as a school principal. Tn know that it is difficult to realize quickly because the Regional Secretary has other candidates. The new possibility was appointed after the other candidates. Bah is a psychic who in his view had no difficulty in realizing Tn wishes.

10. Negation Utterance

Negation utterance "take care" of utterance which contains negative markers. In relation to speaker utterance, Leech (1996:100) argues that in communicating activities speaker prefers a positive utterance than a negated utterance. According to him, this is based on the reality that, as indicated in Tn(1)utterance in the conversation unit, utterance is not as informative as positive utterance which is its "partner", for example Tn(1)utterance (1) in (17). In (17) X refers to only one person; whereas in the conversation unit (16), *it is no longer like Basir* to refer to anyone who is different from Basir.

(16) Tn(1): **Tidak lagi seperti Basir. (sambil melihat By yang lewat di dekatnya)**

Sh: Diet?

Tn(2): Kegiatannya banyak, Pak. Hampir tiap hari pulang sampai sore.

Tn (1): **It's no longer like Basir.(while looking at the passing by nearby)**

Sh: Diet?

Mr. (2): There are a lot of activities, Sir. Almost every day go home until evening.

Context: Tn utterance is addressed to By, his son. Basir is an auxiliary figure in the soap opera *Misteri Gunung Merapi* that is famous for its fat physical condition.

(17) Tn(1): Seperti X. (X adalah inisial orang yang kurus)

Sh: Diet?

Tn(2): Kegiatannya banyak, Pak. Hampir tiap hari pulang sampai sore.

Mr (1): Like X. (X is the initials of a thin person)

Sh: Diet?

Mr. (2): There are a lot of activities, Sir. Almost every day go home until evening.

Because negation utterance is less informative than positive utterance, negation utterance will be avoided if positive utterance can be used. Thus, Tn utterance (1) in (39) arises because Tn has the view that there is no soap opera figure who is considered representative to be considered the same as By.

Discussions

This study found that the form of utterance used by participants is chosen on certain considerations. Hedge utterance, for example, is a product of balance that speaker is not convinced that the utterance proposition is true. If it is related to Grice's (1975:45-46) thought that speaker should avoid its utterance which he does not believe to be true because it can violate the quality maxim, by using a hedge utterance with speaker violates the quality maxim. According to Grice, the violation should be avoided so that cooperation between speaker and hearer continues to be established. With the establishment of cooperation, communication can run efficiently and effectively.

As a product of particular consideration, utterance forms have unique characteristics. That characteristic implies that each form has specific characteristics. The characteristic of the hedge utterance, for example, is different from the performance of the performative utterance. utterance with hedge characteristics (1) speaker shows a cooperative attitude by concentrating on complying with quality maxims, but he is not sure that what he is saying is correct and (2) speaker uses categories of words or phrases that indicate predictability; whereas performative utterance is characterized by fade (1) speaker believes that what is spoken is correct and (2) speaker implements illocutionary verbs.

However, the difference in characteristics between forms does not mean that

certain forms of utterance are absolutely different from other forms. The results showed that in addition to having differences, between forms can also have similar characteristics. For example, reference utterance and attributes have the same characteristics as ethics utterance, namely that they are related to certain references. The difference is that the references in reference utterance and attributes, both existing and non-existent, are fixed; while references dehis utterance move around.

Another peculiarity is that IP utterance cannot be in the form of explicit performative. This is in line with the view of Leech (1996:189) that utterance which "calls oneself" is rarely used except in certain situations where speaker's explicit purpose is considered important, for example when speaker baptized. Outside this situation speaker will use other analogous forms, for example the performative utterance is worn out and the expanded performative utterance.

Aside from being unique, the IP utterance also has its uniqueness especially when associated with its status as "another world" which shifts the role of selected words and their construction. The words that were originally chosen because speaker requires their meaning and are constructed in such a way as to be grammatical meaning, so that they are able to facilitate speaker's needs in conveying the meaning, ultimately have to lose their role because the journey between purpose and context is more important to put forward. The loss of that role causes hearer to ignore the substance of construction utterance because with context control he is "ordered" by speaker to look for other meanings, namely implicit innate meanings. That complicates three things. First, the performance of speaker from doing word selection activities to constructing it grammatically is ultimately "wasteful". Second, the construction of speaker utterance only functions as a "container" and not a representation of intent speaker. Third, the emergence of "other worlds" is not due to the use of a functional approach, but because of the need that new labels must be raised in line with the demands of the communication context and the emergence of implicit innate meaning.

Conclusion

The objective of this study is to analyze the form of utterance in social

conversation. Results show that hedge utterance the speaker (1) shows cooperative attitude by concentrating on complying with the quality maxim, but he is not sure that his/her proposition is correct and (2) uses a category of words/phrases that indicate predictability. In contrast to hedge utterance, performative utterance is characterized by (1) the speaker is convinced that his/her proposition is true and (2) the nutter blurs the illocutionary verb.

The expanded performative utterance is almost the same as the slow performative utterance. The difference is that the performance performative utterance is similar to the utterance that derives it because basically there is only a diminution of the performative verb, while the expanded performative utterance is not so because the performance verb is derived from the context of the utterance, not from the derivation. Different from the three types of utterances, the *oratio obliqua* utterances have the following characteristics: (1) contains two utterance situations, namely the primary utterance situation and the secondary utterance situation, (2) the contents of the secondary utterances are contained in the complementary clause that or " who represent it ", and (3) in the secondary utterance the speaker has no obligation to report verbally or in *letterlijk*. Hybrid utterance has another characteristic because this type of speech requires the presence of at least two sentence constructions with different grammatical characteristics.

Referenced utterance and attribute concentrates on the noun reference nature contained in the utterance. Deixis utterances are almost the same as reference and attribute utterances. The difference is that the reference constituents referenced speech and attributes are fixed, while the reference constituents deixis are moving. The following types of utterances, namely the choice of structured speech, concerns the nature of the relationship between the speaker's speech with verbal and nonverbal responses (especially "silent") of the speaker. Furthermore, the conditional illocutionary speech is characterized by (1) only in speech which explicitly shows that the speaker asks something and (2) the speaker has two goals, namely the anticipation goal and the final goal. The last type of utterance, namely negation utterance, concentrates on the existence of negation markers in an

utterance.

Pedagogical Implication

The results of this study can be utilized for pragmatics learning, especially to explain about the authentic variants of utterance form which implicated conversation in informal oral situations. Thus, authentic examples of utterance forms implied conversational which have been used both in lectures and in class explanations become abundant and varied. On the other hand, the examples of forms of utterance that are not authentic are better replaced by these authentic examples. So that in the other side of learning became more natural and more interesting. In addition, it is more convincing to students that the theory of utterance forms is not an imaginative theory, but rather than empirical theories which are supported by real examples in daily life in many areas. Students have more easily understand the utterance form theory, the use of authentic examples also inspires students to produce similar utterance or its variants in conversational implication activities. In the future, the variant forms of utterance implied by the conversation produced by students will be more and more and it enriches authentic linguistic data that can be used to sharpen the theory in lectures and explanations in class.

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When Ethnic Affiliation Matters: Looking into the Compliment and Compliment Response Strategies of the Maranao ESL Learners

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Abstract

Compliment and compliment response are positive strategies to build camaraderie and to convey various intentions. These speech acts offer insights about the linguistic and individual rules which include the value system of a particular speech community (Yuan, 2002). The present study demonstrates the compliment and compliment response strategies employed by 46 Maranao ESL learners toward Maranao and non-Maranao addressees, and illustrates the influence of ethnic affiliation with reference to linguistic performance. The Maranaos, which means “*people of the lake*”, largely settle in the region surrounding the basin of Lake Lanao who are adherents of Islam. The data were obtained through the use of written Discourse Completion Task (DCT) questionnaires that contains a total of 16 hypothetical scenarios to elicit a certain speech act. The corpus for analysis

was based on the 736 situations from the 46 DCT questionnaires that were retrieved during the conduct of this research. The results showed that students strongly preferred the use of *explicit strategy* in giving compliment regardless of the ethnic affiliation of their perceived interlocutors. In returning a compliment, research participants were greatly inclined toward the use of *accept strategy*, specifically the *appreciation tokens*, across addressees. However, it was very interesting to discover that these Maranao university students utilized the expressions *MashaAllah*, when giving praise, and *Alhamdulillah*, when returning an appreciation, only to their fellow Maranao interlocutors. Thus, it appears that Maranaos use exclusive linguistic expressions to whom they share the same ethnic membership and religious belief to foster solidarity and to maintain the universal notion of face in a high-context culture.

Keywords: *Maranao, speech acts, compliment, compliment response, discourse completion task (DCT)*

Introduction

The use of language to communicate is an inherent characteristic of human beings as social beings. With this, the ability to effectively interact across cultures has become an important skill that one has to master (Rillo & Alieto, 2018). Saud and Abduh (2018) argue that intercultural understanding is the key to harmonious existence with any particular ethnic and cultural communities. In order to achieve that, it is imperative for speakers to recognize the principles that govern the act of speaking (Hymes, 1972 as cited in Sadeghi & Zarei, 2013). These rules, which come along with speaking, are composed of different speech acts such as invitation, compliment and compliment response, refusal, and apologies among others. Failure to be on familiar terms with these rules may cause problems in a communicative interaction.

One of the most important speech acts that can make or break interpersonal relationships is the act of giving and receiving a compliment. Complimenting is considered as one of the fundamental communication strategies that are used by people to provide meaning and to foster understanding and camaraderie with each other. Wolfson (1983 as cited by Zhang, 2013) argues that compliments intend to *grease the social wheels*

and to *serve as social lubricants*. These speech acts provide insights about the linguistic rules and the value system of a certain speech community (Yuan, 2002). Furthermore, the act of giving and responding to a compliment illustrate the cultural and social values held by the speakers (Manes, 1983 as cited in Yousefvand, Yousofi, & Abasi, 2014).

Holmes (1988 as cited in Yuan, 2002) defines compliment as a speech act which demonstrates acknowledgment either explicitly or implicitly to other people because of the addressee's possession, skill or characteristic which is positively valued by the speaker and the hearer. Additionally, Nkwain (2011 as cited in Yousefvand et al., 2014) maintains that expressing a compliment is a conventional occurrence among participants in a communicative interaction and normally takes place as a courtesy performed by the speaker, verbally or non-verbally, in a form of admiration, praise, and approval among others. Compliment serves as a positive strategy, with the desire to build camaraderie and to convey various intentions, which can be an expression of solidarity, positive admiration, envy or desire. Thus, the interpretation of the compliment that is given heavily depends on the communicative participants with reference to their characteristics, relationship, familiarity, word choice and context.

Although compliment can be viewed positively, it can also be seen negatively. For Brown and Levinson (1987), compliments are important Face-Threatening Acts (FTAs) because it may communicate envy. Such idea was supported by Holmes (1988 as cited in Mohamed & Drbseh, 2015) since compliments can be interpreted as an expression of the speaker's envy to the addressee, or of desire to have something which belongs to whom the praise is given. Another concern surrounding the compliment speech act is the differing manner of giving and responding to them in various cultures. As illustrated by Spencer (1993 as cited in Yousefvand et al., 2014), English speakers have different perspective of politeness in terms of responding to a compliment as compared to Chinese speakers. Furthermore, it was found that responding to a compliment is seen as a problem by speakers because of the two underlying principles which govern a conversation (Pomerantz, 1978 as cited in Zhang, 2013). When one responds to a compliment, there is a need to affirm with the compliment while avoiding self-praise. There is a challenge in finding a balance between these two concepts especially in cultures where avoidance from self-praise is greatly emphasized just like in the Chinese culture in which denial or

rejection is the norm. Moreover, there is a greater concern when one uses a second or foreign language because of the cultural and linguistic differences embraced by different languages across the globe. Leech (1990 as cited in Yousefvand et al., 2014) argues that when the norms of one community are transferred to another context, such transfer may produce pragmatic failure. Wolfson (1983 as cited in Keshavarz, 2011) believes that compliments differ cross-culturally not only in the way they are structured but also in their distribution, their frequency of occurrence, and the function they perform. The same complications would apply to compliment responses.

Since very few studies were done in relation to compliment and compliment response acts in the Philippines (Zhang, 2013), it prompted the researcher of the present study to investigate how they are done among people in the South who belong to a high-context culture. The members of high-context cultures put great value to interpersonal relationships, they are collectivist, and they tend to form close and stable relationships. As Weda and Atmowardoyo (2018) maintain, cross-cultural competence (CCC) is very important to create a harmonious and tolerant existence among human beings in multi-ethnic countries. This is especially true in a culturally and linguistically diverse context of the Philippines in which different ethnic groups embrace different observed values and norms. Moreover, it would be interesting to discover the varying strategies employed by these people in giving and returning compliments when faced with interlocutors who share the same ethnic membership as theirs. In order to provide a point of comparison, this investigation further explored the strategies used when their perceived addressees do not share similar ethnic affiliation.

Review of Related Literature

The significance of creating and maintaining harmonious social relationships lead researchers to become fascinated in exploring compliment and compliment response in various contexts. While some studies focused in compliment response strategies alone, others have explored both the compliment and compliment response.

One of the earliest works on compliment and compliment response was carried out by Holmes in 1986 in the context of New Zealand English. The researcher made use of 500 corpus about compliment exchanges in New Zealand English to discover the

lexical and syntactic patterns which characterize the compliments and the functions of compliment response. The investigation was able to provide basis for more discussion with regard to the functions of compliments, and resulted to the creation of her taxonomy of compliment strategies as presented in Table 1.

Table 1

Holmes' (1986, 1988, 1993) taxonomy of compliment response strategies

| Macro-Level | Micro-Level | Examples |
|-----------------------|--------------------|--------------------------------------|
| ACCEPT | | |
| Appreciation Token | | <i>Thank you; Cheers; Yes</i> |
| Agreeing Utterance | | <i>Yes, I really like it; I know</i> |
| Downgrading Utterance | | <i>It's nothing</i> |
| Return Compliment | | <i>You've got beautiful too</i> |
| REJECT | | |
| Disagreeing Utterance | | <i>No, it was not good</i> |
| Question Accuracy | | <i>Really?</i> |
| Challenge Sincerity | | <i>Don't lie, come on</i> |
| EVADE | | |
| Shift Credit | | <i>You're polite</i> |
| Informative Comment | | <i>That's what friends are for</i> |
| Request Reassurance | | <i>It was not hard, really?</i> |

Furthermore, Yuan in 2002 made the first few papers which offered a full discussion of compliment and compliment strategies by illustrating the manner in which the said speech acts were performed by Kunming Chinese speakers through written Discourse Completion Task (DCT) and natural observation. The author explored the semantic formulas that were utilized in giving compliment and compliment responses including the syntactic patterns of compliments. The researcher found that the use of explicit compliment strategy is common in the dialect while implicit response strategy is rare. In terms of the syntactic patterns, there is an overwhelming preference in the use of

second/third person or impersonal perspectives. In terms of returning a compliment, the findings showed that Kunming Chinese speakers drift away from the traditional outright rejection as they are more willing to accept it in an indirect manner. However, the data obtained from natural observation demonstrate that participants just smiled when they receive compliment, and use rejection strategy when they respond to it in real life situations. The results of this investigation lead to the formulation of Yuan's taxonomy of compliment and compliment response strategies as presented in Table 2.

Table 2

Yuan's (2002) Semantic formulas of compliments and compliment responses

| COMPLIMENTS | COMPLIMENTARY RESPONSES |
|----------------------------------|--------------------------------|
| Unbound Semantic Formulas | Acceptance |
| Explicit Compliment | Explanation |
| Implicit Compliment | Return |
| Bound Semantic Formulas | Appreciation |
| Explanation | Upgrade |
| Information Question | Re-assignment |
| Future Reference | Suggestion |
| Contrast | Invitation |
| Advice | Confirmation Question |
| Request | Downgrade |
| Non-Complimentary Replies | Disagreement |
| Non-Compliment | |
| Opt Out | Opt Out |

In 2003, Wang and Tsai were among those who explored the compliment and compliment response in Taiwan Mandarin conversation. There were 454 conversation corpus of compliment and compliment response used in the study with the support of the students in the Providence University in Taiwan. When giving compliments, the data showed that speakers tend to use the NP/PRON BE (intensifier) ADJ syntactic pattern. It

was also found that men and women tend to give praise or appreciation more to physical appearance than to ability, possession or personality. As regards compliment response, gender appears to be a factor in choosing a strategy as men are inclined to reject by disagreeing while women respond with surprise.

In the Arab countries, numerous studies were conducted to uncover the compliment response strategies. In 2013, Sadeghi and Zarei investigated on the use of compliments in Persian and English languages among Iranian EFL learners. The data for analysis were obtained from the responses in the hypothetical situations found in the Discourse Completion Task (DCT) of the 50 students who specialized in English as a foreign language at Isfahan and Sheikhabaee universities. The results demonstrated that participants use the strategies which were not found in the pre-existing compliment categories, and they utilized *accept*, *evade* and *reject* in English and Persian language on the same sequence. Another investigation was conducted by Yousefvand, Yousofi and Abasi (2014) who examined the compliment responses of the Persians based on the status and gender. Furthermore, the research aimed to extract and categorize the different strategies used in responding to compliments based on the compliments and complimentary status, and to show a contrast between the compliment responses in Persian and English languages. The study involved 60 Iranian Persian and 12 Canadian English speaking university students. With the use of Discourse Completion Task (DCT), the researchers were able to collect 809 compliment responses in Persian and English. The findings suggest that Persian speakers tend to use agreement when responding to a compliment in all social status both in Persian and English languages. Another study was carried out Mohamed and Drbseh in 2015 that was limited to the compliment responses of the 25 Arabian undergraduate students of English in Jordan University. Through the use of written DCT with four hypothetical situations, it was found that students utilize various approaches in responding to compliments although it was the *appreciation* strategy that was rated highly.

In Southeast Asia, Nhung (2014) explored the compliment response strategies employed by the Vietnamese and how the compliment responses were influenced by the perception of the receiver toward the compliment. There were 360 compliment and compliment response sequences gathered based on the 120 recorded extended interviews

with 126 participants. It was found that that Vietnamese likely reject compliments as they want to be viewed as modest people. Additionally, it was revealed that responding to a compliment is a complex speech act for the Vietnamese as the receiver may use strategy that provides meaning differently. Although the use of *acceptance*, *rejection* and *deflection* were seen as major strategies in giving compliment responses, there were cases when the opposing strategies of acceptance and rejection appear in the same response. These conflicting strategies reflect the tension among Vietnamese to balance modesty and self-appreciation. It goes to show that there are various principles involved in making responses to compliments which both interact between and within the responses. However, receivers of the compliment were inclined to give modest and tactful responses to the giver of the compliment.

In the Philippines, investigations with regard to compliment events are still few (Zhang, 2013). Some these limited works include the research of Mojica (2002) which basically looked into the compliment and compliment response strategies separately using the Filipino language. Her investigation argues that females tend to give more compliments as compared to their male counterpart. Additionally, both male and female respondents were inclined to use non-acceptance and non-agreement response strategies that may reflect the adherence of the participants to the conservative culture of the Filipinos and to the desired establishment and maintenance of solidarity with each other. However, the same frequency was found in terms of acceptance responses that probably indicate that the participants acknowledge the need to preserve the face of the interlocutors. The only study which explored both the compliment and compliment response speech acts in the Philippine context was that of Zhang in 2013. The research involved 30 university students who were asked to complete the Discourse Completion Task (DCT). The findings showed that Philippine English speakers tend to utilize explicit compliments and they frequently add bound semantic formula. Furthermore, compliments in such variety of English were found to be the same as other varieties of English as they are formulaic at syntactic and lexical levels. Moreover, the study maintains that Filipinos tend to accept compliment rather than reject it.

The surveyed studies illustrate that compliment and compliment response strategies vary from one context to another. With that said, there is a need to further explore these

speech acts especially in cultural communities where the positive and negative face are highly valued. In the Philippines, examinations with reference to compliment events are generally rare. This may be influenced by the fact that they are face threatening acts which may put the face and self-esteem of Filipinos at risk. Fong and Chuang (2004) claim that Filipinos strongly uphold the value of being liked, and they try to avoid any form of misunderstandings with others in order to achieve healthy interpersonal relationships. Furthermore, Hunt, Espiritu, Quisimbing and Green (1982) argue that Filipinos tend to avoid being unpleasant to others as they put so much value to healthy interpersonal relationships. However, such concern should not stop researchers from exploring these speech acts if one desires for an intercultural understanding particularly in a highly multi-cultural and multi-linguistic setting of the Philippines. This is of great importance particularly among Maranaos in Muslim Mindanao who are known for their culture of *Maratabat*. Saber, Mauyag and Warriner (1960) maintain that *Maratabat* is equivalent to honor, dignity, rank, self-esteem, reputation and face that will result to harmonious relationship when positively reinforced. However, it can trigger a Maranao to kill when transgressed because of defamation or insult. This strong notion of pride among Maranaos inspired the researcher of the present study to investigate how they give and return compliments considering that they are face threatening. This study does not only offer an addition to the existing literature about compliment events, but it also provides meaningful perspective from a high-context culture in the Philippines. Moreover, this research explored the aspect of ethnic affiliation in performing the compliment and compliment response speech acts that are normally associated with gender and social status. Specifically, the study tried to answer the following questions.

1. What are the strategies employed by Maranao ESL learners in giving compliments to the following addressees:
 - a. Maranao; and
 - b. Non-Maranao?
2. What are the compliment response strategies used by participants across groups of interlocutors?
3. How does the ethnic affiliation of the receiver influence the compliment and compliment strategies of the participants?

Theoretical Framework

The present study is anchored on the Speech Act Theory that was first developed by Austin in 1962 and was later expanded by Searle in 1969 (Gu, 2014). Accordingly, speech act is defined as the use of language that includes the entire performed performed while one is speaking (Schmidt & Richards, 1980 as cited in Pishghadam & Sharafadini, 2011). Austin (1982) illustrates that each utterance of speech act has three levels, namely: 1. *Locutionary*, which refers to the utterance; 2. *illocutionary*, that emphasizes the intention of the speaker; and 3. *perlocutionary* which deals with the effect of the utterance to the hearer (Pishghadam & Sharafadini, 2011). In Searle's taxonomy, also termed as the neo-Austinian typology, he provides five types of speech acts that include *representatives*, *directives*, *commissives*, *expressive* and *declarative* (Huang, 2014). *Representatives*, also termed as assertive, refer to the expression of the speaker's belief. In this kind of speech act, the speaker is committed to the truthfulness of the proposition expressed, and therefore holds a truth-value. Such act can be seen in the form of claiming, asserting, reporting, stating and concluding. In addition, Searle identified *directives* as the attempts or expressions made by the speaker to cause the addressee to do something. This kind of speech act includes commands, advice, questions, requests, and orders. The use of directives implies the intention of the speaker to obtain action or reaction from the addressee. Moreover, *commissives* are expressions of commitment by the speaker to some actions in the future. These acts express pledges, offers, refusals, threat and promises. Furthermore, *expressive* speech act are those expressions which communicate the psychological state or attitude of the speaker such as sorrow, likes and dislikes, and joy. This act includes blaming, apologizing, thanking, praising and congratulating. Lastly, *declaratives* are those expressions made by the speaker to bring changes in the present state of affairs or in the world. Declarative expressions include declaring war, bidding in bridge, firing from employment, nominating a candidate and excommunicating.

The different types of speech acts are further categorized as direct and indirect. According to Huang (2014), direct speech act happens when there is a direct match between an illocutionary force and a sentence type. Conversely, indirect speech act has no direct relationship between an illocutionary and a sentence type. In with this, the use of indirect speech acts is generally associated to the concept of being polite. Many

scholars in the field have formulated different models of politeness. However, it is the comprehensive model of Brown and Levinson in 1987, known as face-saving model, which has become the most influential politeness theory. Brown and Levinson (1987 as cited in Huang, 2014) explain the concept of face as the self-image in public that every individual desires to maintain for himself or herself. Face could also mean the self-esteem of an individual that is categorized as positive and negative. Positive face refers to the desire of an individual to be liked and accepted by others. The positive politeness orients to preserve the positive face of other people by using speech strategies that foster solidarity with the addressee. The negative face concerns the right of an individual to exercise freedom of action and freedom from any imposition. Negative politeness provides orientation to maintain the negative face of other people. In employing negative politeness, there is a tendency for an individual to use speech strategies to reflect the speaker's respect to the addressee through the use of hedges, apologies and indirectness. The universal notion of face in human society is the need for participants in any verbal interaction to preserve the face of the speaker and of the interlocutor as there are speech acts which are face threatening which are termed as face-threatening acts (FTAs). These FTAs are acts that can be a source of threat to the positive or negative face of an individual or both. According to Brown (2015), the strength and weight of an FTA is based on three social and cultural factors which include relative power (P) of the speaker over the addressee, social distance (D) between the speaker and the addressee, and intrinsic ranking (R) of the imposition of face-threatening act. These factors are viewed in abstract terms of social and cultural values and dimensions.

The concepts of politeness and face are very relevant to compliment and compliment response speech acts. As mentioned on the first part of this paper, compliment gives recognition to an outstanding quality, either explicitly or implicitly, by the speaker to an addressee. This means that compliment is a polite verbal expression of appreciation or approval toward an addressee. According to Brown & Levinson (1987 as cited in Nhung, 2014), the act of giving a compliment is a positive politeness strategy as it indicates that the one who praise is able to recognize and attend to the needs and interest of the addressee. A compliment on one's physical beauty, for example, is a sign that one is given attention. However, compliments could also be an expression of envy, which is

a threat to the negative face, as it could be interpreted that the speaker liked something which belongs to the addressee. In returning a compliment, one may consider to downgrade the object of the compliment or to degrade one's self that can damage the positive face of the addressee. Some people may find it hard sometimes to accept a compliment since they avoid self-praise or they may want to appear humble. In effect, they may resort to self-deprecation even if they highly value themselves. Because compliment and compliment response are potential face threatening acts, they have been studied in different context either as contrastive or non-contrastive investigation.

These theories, concepts and the models for compliment and compliment response strategies discussed were used to analyze the data gathered to address the aims of this study.

Methodology

This study was conducted in a university at the heart of Muslim Mindanao using a qualitative approach. A total of 46 Maranao students, who specialized in the English language, served as research participants. The data collection was done through the use of written Discourse Completion Task (DCT) questionnaire that contains a number of hypothetical scenarios or situations used to elicit a certain speech act (Yuan, 2002). The corpus for the analysis was based on the 736 situations from the 46 written Discourse Completion Task (DCT) questionnaires that were retrieved during the conduct of this study. The students were required to supply in writing what they would say in real life if similar situations happen to them. The DCT has a total of sixteen (16) scenarios that was divided into two parts. The first part consisted of eight (8) situations in which participants were said to have noticed something explicitly positive or nice about the Maranao and non-Maranao addressees and were expected to pay a compliment to the interlocutor in normal situation. Similarly, the second part has eight (8) situations with compliments in which informants were asked to return the praise. The semantic patterns and word choices in the DCTs established the strategies of the participants.

Before the actual conduct of the study, the research objectives and the scenarios in the DCTs were first explained to the participants. Afterwards, the questionnaires were distributed to the students who were asked to accomplish the task in 90 minutes that is

equivalent to a usual class in the university. After the students finished the task, the completed DCTs were then collected for coding and analysis. The obtained data were coded using the system provided by Yuan (2002), while compliment response strategies followed the typology that was formulated by Holmes (1986). The coded and analyzed data were then tabulated, calculated and converted to percentage with the formula: $\% = f/n \times 100$.

Results and Discussions

The results show that participants employed similar compliment and compliment response strategies toward their Maranao and Non-Maranao addressees only with varying frequencies.

Compliment strategies toward Maranao and non-Maranao addressees

The results show that various compliment strategies were performed by Maranao students in giving compliments to their fellow Maranao addressees as reflected in Table 3.

Table 3

Compliment strategies toward Maranao addressees

| Compliment Strategies | f | % |
|------------------------------|------------|-------------|
| Explicit Compliment | 124 | 67.4 |
| Implicit Compliment | 10 | 5.4 |
| Explanation | 7 | 3.8 |
| Information Question | 21 | 11.4 |
| Future Reference | 1 | 0.5 |
| Contrast | 6 | 3.3 |
| Advice | 0 | 0.0 |
| Request | 3 | 1.6 |
| Non-Compliment | 11 | 6.0 |
| Opt Out | 1 | 0.5 |
| TOTAL | 184 | 100% |

As presented in Table 3, there is strong preference among Maranao ESL learners toward explicit strategy in performing compliment speech act which comprised nearly 70% of the total number of strategies employed. This result supports the findings made by Zhang in 2013 that explicit strategy is very popular among speakers of Philippine English. With these corroborating findings, it appears that Filipinos in general are inclined to express positive and direct statements in giving compliments. As Hunt et al. (1982) maintain, Filipinos tend to avoid being unpleasant to others since they value healthy interpersonal relationships. This is especially important among Maranaos who consider their *maratabat* as their face that should not be insulted. Thus, it is not surprising that the research participants likely choose explicit strategy to avoid any other which may harm the feelings of others.

Moreover, the far-second preference in expressing compliment is through the use of information question which occupied more than 10% of the total tokens, while other strategies were applied in lesser occurrence. This finding again confirms the idea of Zhang (2013) but is different from that of Yuan (2002) since the use of explanation was the second choice of compliment strategy among Kunming Chinese speakers. Zhang (2013) believes that the use of information question appears to express the curiosity or interest on the object of compliment which is somehow an inherent characteristic of Filipino interlocutors.

However, it was interesting to discover that majority of the Maranao respondents utilized a unique expression *MashaAllah*, an Arabic phrase that means “God has willed,” when giving appreciation or acknowledgement to their fellow Maranaos. Such expression of appreciation or praise is not found in any typology or taxonomy of compliment strategies. The data from the DCTs showed that statements like “*MashaAllah! You are such a kind person!*” and “*MashaAllah! You are so kind. May Allah bless you more*” were evident. This distinctive use of *MashaAllah* among Maranao respondents, who are Muslims and who are adherents of Islam, seem to express their gratitude first to *Allah* (God) when they show admiration of beauty or characteristic. The researcher thinks that the use of this phrase prior to the actual compliment demonstrates not only their solidarity with their fellow Maranao, but also their strong Islamic faith that guides and shapes that

way they live their lives. It also somehow reflects the ability of the participants to see the presence of *Allah* through the beauty, goodness and kindness of others.

In relation to the strategies made by Maranao speakers to their perceived non-Maranao interlocutors, there is still an overwhelming preference toward explicit strategy as shown in Table 4.

Table 4

Compliment strategies toward non-Maranao addressees

| Compliment Strategies | f | % |
|------------------------------|------------|-------------|
| Explicit Compliment | 156 | 84.8 |
| Implicit Compliment | 10 | 5.4 |
| Explanation | 1 | 0.5 |
| Information Question | 8 | 4.3 |
| Future Reference | 0 | 0.5 |
| Contrast | 1 | 0.5 |
| Advice | 2 | 1.0 |
| Request | 2 | 1.0 |
| Non-Compliment | 4 | 2.0 |
| Opt Out | 0 | 0.0 |
| TOTAL | 184 | 100% |

As reflected in Table 4, there is a strong emergence on use of explicit strategy, comprises almost 85% of the total number of tokens, which again confirms its popularity in the Philippine context. The researcher believes that Filipinos tend to choose the direct approach in providing a compliment to give a definite and clear message that leaves no room for other interpretation which may cause misunderstanding. With this finding, it seems that considerable inclination toward explicit strategy among participants is consistent regardless of the ethnic affiliation of their addressees. However, the implicit strategy occupies the far second favored strategy which is about 5%, while the rest obtained about 4% and below from the total number of tokens.

Overall, the results demonstrate the strong preference in the use of explicit compliment strategy among Maranao participants regardless of the ethnic affiliation of

their perceived interlocutor. Such significant inclination possibly stems from the desire to express a direct and positive appreciation to someone in order to avoid any other interpretations. The researcher thinks that these students may have been conscious about the societal norm of not causing any form of offense to anybody that comes with compliment events, notwithstanding with the interlocutor’s ethnic affiliation, as they have lived in an ethnolinguistic community where the sense of *maratabat* or face is very strong. However, it was remarkable to note that the Arabic phrase *MashaAllah* was only present when addressing their fellow Maranaos while it was absent when giving compliments to their perceived non-Maranao interlocutors. The researcher believes that this discovery has something to do with that sense of appropriateness in the use of linguistic code.

Compliment response strategies across groups of interlocutors

In relation to the strategies employed by Maranao students in returning a compliment to their fellow Maranao, Table 5 shows that they strikingly favor the use of acceptance in terms of macro strategy. More specifically, they tend to use the appreciation tokens in the micro level which comprises almost 60% of the overall strategies by providing statements just like saying “*Thanks! Hahaha!*” and “*Thank you for that!*”

Table 5

Compliment response strategies toward Maranao addressees

| Compliment Response Strategies | f | % |
|---------------------------------------|------------|-------------|
| ACCEPT | | |
| Appreciation Token | 109 | 59.3 |
| Agreeing Utterance | 8 | 4.3 |
| Downgrading Utterance | 5 | 2.7 |
| Return Compliment | 8 | 4.3 |
| REJECT | | |
| Disagreeing Utterance | 8 | 4.3 |
| Question Accuracy | 23 | 12.5 |
| Challenge Sincerity | 4 | 2.2 |
| EVADE | | |

| | | |
|---------------------|------------|-------------|
| Shift Credit | 2 | 1.1 |
| Informative Comment | 17 | 9.3 |
| Request Reassurance | 0 | 0.0 |
| TOTAL | 184 | 100% |

Following the weighty choice of acceptance strategy is the use of rejection macro strategy. In the micro level of that rejection, the respondents used the accuracy question in rejecting the compliment which constitutes almost 13% of the total strategies. The use of accuracy question was exemplified by saying “*Really? I don’t think I am good.*” and “*Really? No, it was nothing.*” The third most preferred compliment response is to evade under the category of macro compliment strategy by using informative comment, which is around 9% of the total number of tokens, just like “*That is why we are friends! Hahaha!*” and “*The same feather flock together, right?*”

Such sequence of preference in the macro level compliment response strategies, from the most favored *accept*, followed by *reject* and the least favored *evade*, confirms the results made by Sadeghi & Zarhei (2013) among Iranian EFL learners as regards order of predilection in responding to a compliment. Furthermore, the results presented in Table 5 strengthen the claims made by Yousefvand et al. (2014), along with Mohamed and Derbseh (2015), that acceptance strategy is the most preferred way of returning a compliment. However, the results of the present investigation are different from the findings made by Wang and Tsai (2003) and Nhung (2014) among Taiwanese and Vietnamese students respectively who showed significant inclination toward the use of rejection. In the micro level, the finding sustains the claim made by Mohamed and Derbseh (2015) that people in general tend to choose the appreciation token. Such result is different from the one made by Mojica (2002) who found non-acceptance and non-agreement response to be the most preferred way of returning a compliment among male and female students in the Philippines. Furthermore, this investigation provides a different perspective from that of Wang & Tsai (2003) and Yousefvand et al. (2014) who suggest the strong preference to disagreement or surprise expression, and ascertain the use of agreement micro level compliment strategy respectively.

However, another meaningful result emerged in the compliment response strategies of the Maranao participants when face with a perceived Maranao interlocutor as they use the holy phrase *Alhamdulillah* (Praise be to God/All Praises to Allah) before the actual return of the compliment. It appears that these students tend to express gratitude first to *Allah* and acknowledge *His* goodness as reflected on their possessed beauty, skill or achievement. The following examples illustrate how the phrase *Alhamdulillah* was used by the participants.

“Alhamdulillah! Thanks!”

“Alhamdulillah! Thank you for appreciating it!”

“Alhamdulillah! Oh really? That I felt my voice was a bit shaking because of my nervousness. I’m relieved that you found it beautiful and not the other way around.

Thanks, anyway.”

Based on the excerpts above, it appears that students express their gratitude first to God for blessing them with whatever positive attributes they possess as appreciated and recognized by other people before giving the actual response. This expression seems to show the religiosity of the participants, their strong adherence to Islam, and to their strong faith, that whatever it is that they have, it is all because of *Allah*.

With regard to the performance of the respondents in returning a compliment toward non-Maranao addressees, the use of acceptance strategy still dominated followed by rejection, and then evade as shown in Table 6.

Table 6

Compliment response strategies toward non-Maranao addressees

| Compliment Response Strategies | f | % |
|---------------------------------------|-----------|-------------|
| ACCEPT | | |
| Appreciation Token | 83 | 45.1 |
| Agreeing Utterance | 24 | 13.0 |
| Downgrading Utterance | 20 | 10.9 |
| Return Compliment | 1 | 0.5 |

| | | |
|-----------------------|------------|-------------|
| REJECT | | |
| Disagreeing Utterance | 9 | 4.9 |
| Question Accuracy | 27 | 14.7 |
| Challenge Sincerity | 2 | 1.1 |
| EVADE | | |
| Shift Credit | 2 | 1.1 |
| Informative Comment | 16 | 8.7 |
| Request Reassurance | 0 | 0.0 |
| TOTAL | 184 | 100% |

As reflected in Table 6, the Maranao participants seem to favorably utilize the acceptance macro strategy, which is around 45%, in performing compliment response speech act through appreciation tokens. This strategy is followed by reject macro strategy through question accuracy, and lastly, the use of evade macro strategy by conveying informative comment. The results suggest that the participants are consistent in terms of their choice of macro and micro level compliment response strategies without any regard to the ethnic affiliation of their perceived interlocutor. However, what was very evident is the absence of the use of *Alhamdulillah* when responding to a compliment made by non-Maranaos. The researcher thinks that these Maranao students use certain expression which is exclusive to their fellow Maranaos to build solidarity among their interlocutors. On the other hand, it seems that the term is not utilized when faced with a non-Maranaos addressee as the participants may have thought that such holy expression is not appropriate for non-Muslims.

Overall, the participants generally favor the use of acceptance strategy, specifically through appreciation token, in returning a compliment regardless of the ethnic affiliation of their perceived interlocutor. This could mean that Filipinos, regardless of ethnic membership, learn the rule of the thumb that is to accept the compliment when receiving one (Zhang, 2013). This strategy is more favorable as the use of reject or evade might threaten the positive face of the one who expresses appreciation that can ruin smooth interpersonal relationship. As highlighted by Fong and Chuang (2004), Filipinos

generally find it difficult to reject or to avoid any form of communication as they uphold the value of being liked, and they try to avoid any form of misunderstandings with others in order to achieve healthy interpersonal relationships. The use of acceptance strategy is strongly preferred as nobody would probably want to hurt the feelings of the one who appreciates or acknowledges the beauty, possession, or skill of a certain person by rejecting or evading the compliment. These Maranao students may have seen the use of compliment response strategy as an opportunity to attend to the desire of the interlocutors in maintaining their positive face. Thus, the use of accept strategy fulfills the desire of every person to be appreciated and to be liked by others that actually maintains the sense of *maratabat*. Such exchange of compliment and compliment response becomes an avenue to build rapport between the speaker and the interlocutor (Wang & Tsai, 2003).

Influence of ethnic affiliation in compliment and compliment strategies

Generally, Maranao students strongly favor the use of explicit compliment strategy regardless of the ethnic affiliation of their addressees. In relation to the sequence of preference in returning a complete in the macro level, the data demonstrate that participants mostly prefer the use of acceptance, followed by reject, and then evade. With regard to the micro level compliment response, the use of appreciation token was undoubtedly the strong choice regardless of the ethnic membership of the interlocutor. However, differences were found in the way these Maranao participants perform the compliment and compliment response speech acts as they use expressions like *MashaAllah* and *Alhamdullilah* only to perceived Maranao addressees. These findings are very interesting as these types of religious phrases are not yet captured, as far as the researcher of the present study is concerned, by the previous investigators even in the contexts of Arab countries (Sadeghi & Zarei, 2013; Yousefvand et al., 2014). It is important to note that these Arab countries are also dominated by Muslims who are believers of the Islamic faith.

As previously mentioned, it seems that Maranao respondents use exclusive expressions when it involves a fellow Maranao, assumed to be a Muslim, to build solidarity as argued by Wang and Tsai (2003). In building solidarity, it is important to find mutual characteristics among communicative participants, and to choose a language

that is commonly shared by everybody in a particular group. However, the researcher argues that this does not mean that the research participants do not build rapport to non-Maranao interlocutors. In fact, similar strategies were used to both groups of addressees as the need to maintain the positive face of every individual is universal. It must be emphasized that everybody desires to maintain harmonious relationships with everyone regardless of color, race, gender and ethnicity. What the researcher intends to say is that, the research participants in this context tried to use expressions which appear to strengthen beliefs that a particular ethnic group strongly upholds. With that said, language choice is one of the most important factors for the maintenance of ethnic group membership in multilingual situations (Giles, Bourhis, & Taylor, 1977 in Park, 2013). This argument is echoed by Cavallaro (2005) who claims that several key factors, including a common language, a system of shared beliefs, and other common traditions such as food, clothing, and residential preferences among others, contribute to a sense of ethnic group membership, with language as the most significant among the factors. With this, it can be assumed that ethnic minorities are likely to use phrases or expressions about their ethnic identity.

Thus, it is not surprising to discover that the use of *MashaAllah* and *Alhamdulillah* only appeared when dealing with fellow Maranao interlocutors. It seems that such expressions were utilized to maintain that sense of ethnic group membership and their shared religious beliefs. Moreover, it appears that participants were appropriating the use of these holy phrases as they would be appreciated more by those people who believe in *Allah* as one and only God, in which Prophet Mohammad is His Messenger, and Islam is the only true religion. The participants may have thought that the use of these religious expressions to non-Muslims is inappropriate that may just appear as a face-threatening act.

Conclusion

This investigation illustrates that Maranaos in Muslim Mindanao, who are Muslims and believers of Islam, are consistent in their compliment and compliment response strategies regardless of the ethnic membership of their perceived addressees. They strongly prefer the use of explicit strategy in giving compliments to both Maranao

and non-Maranao addressees. The concept of maintaining the face appears to be the reason for such strong inclination since explicit compliment is a positive and direct strategy which reinforces the positive face of the person. This actually reflects the strong cultural value of pride or *maratabat* in Maranao society. Such act conveys that the person is being liked, approved, or appreciated. The participants seem to recognize the universal notion of face in human society, that is, the need to preserve the face of the speaker and of the interlocutor in any verbal interaction.

Moreover, the overwhelming use of accept strategy in returning a compliment through appreciation token among Maranaos still appears to be a direct and positive recognition of the speech act. Since compliment is believed to be a positive strategy with the desire to build camaraderie, returning such act through acceptance provides solidarity and positive admiration to the beliefs expressed by the speaker. As such, it maintains the positive face of the complimenter as it communicates that what he/she believes and positively recognized about the perceived interlocutor is actually true, and that the intention is recognized and accepted. In this case, the ethnic and societal backgrounds of the Maranaos likely play an important role in keeping everything positive.

Lastly, the exclusive use of holy expressions to interlocutors who share similar ethnic background is a display of high-context culture among Maranaos. They tend to associate linguistic terms that show their identity being rooted in a particular ethnic group. Since compliment and compliment response speech acts can be a source of building solidarity between the speaker and the addressee, they find common grounds through the use terminologies that will allow them to build close connection. Moreover, Maranaos tend to appropriate their linguistic terms depending on the ethnic background of their interlocutors as a means of protecting the face of the communicative participants.

Pedagogical Implication

The present investigation aimed at providing the strategies employed by Maranao ESL learners in performing the compliment and compliment response speech acts. Although the results suggest similar approaches in giving praise and in returning an appreciation regardless of the ethnic membership of the interlocutor, it was found that there were exclusive expressions reserved for an addressee whose ethnic affiliation is

similar with the speaker. Thus, second language teachers must teach students not only linguistic conventions but also cultural competence and intercultural awareness since language teachers are culture teachers. One of the five fundamental skills that students must gain from language learning is the ability to expand their knowledge and understanding of various cultural or ethnic practices which is the foundation of communication. Theorists refer to that skill as cultural knowledge that every educated individual must aspire. Additionally, our academic institutions must make sure that the aspect of culture is reflected in our academic curriculum especially because the Philippines is highly diverse linguistically, culturally and religiously. In doing such, our teachers and schools could provide an avenue to correct biases, prejudices and stereotypes that could help foster understanding of “otherness” among people of different backgrounds to build a healthier and less back-breaking interaction.

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Lexical Legal Problems Committed by Translation Students When Translating English Legal Sentences into Arabic at Jadara University in Jordan

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Abstract

The study aims at recognizing the problems of lexical Legal Translation (LT) committed by translation students at Jadara University in Jordan. For achieving the goal of this study, an accidental sample of 20 translation students was selected. To collect data, a test with six long English legal sentences was utilized, and the students were asked to

translate the English legal sentences into Arabic. For analyzing the data, a content analysis procedure was used, followed by computing frequencies and percentages for the lexical problems committed by translation students. These problems could be categorized into Polysemy and Homonymy, Couplings, and legal Adverb. Finally, the section of conclusion and recommendations was set up.

Keywords: *Legal translation, lexical problems, English legal sentences, Jadara University*

Introduction

Historically, Alshehab (2009) says that Muslims have great benefits from translation; they attained more knowledge about the previous civilizations and shaped it in new forms. These forms of translation could grant the humanity with the new understanding of the previous unknown science. Affirming this fact, Alshehab has emphasized that translation acquires knowledge and experiences that could connect people all over the world, next, people's relationships will be built to be more understanding of each other. Emphasizing Alshehab speech, Darancik (2016, p. 93) argues that translation is strongly linked with the appearance of languages as it is simply the alteration of a meaning in one language to an equivalent meaning in the second language.

Legal Language and translation

Legal language or the science of legal language has its special terms, expressions, and features. This legal language has different methods of writing with their functional kinds, e.g., academic legal writing, juridical writing, and legislative writing. The academic writing deals with the legal language of academic journals of researches, articles, and law curricula. While the juridical writing copes with the language of court rulings, the legislative writing is dealing with Legal documents, conventions, and parliamentary affairs (Sarcevic 2000). The legal document aims at achieving all aspects of the meaning and restricts it. Therefore, to avoid any confusion, it ought to be simple, precise, and clear. It is an old language, and any expert in such field can say that legal

language follows the methods known since the ancient times in writing the legal document.

Legal Translation (LT) is a type of other translation types (technical, business, tourism, media, administration, literary, etc). Sarcevic (2000) says that the translation of the legal text is similar to any text, relying on legal translator, who conveys a message from one text to the other to be understood by the receiver. In particular, legal translation concerns with the delivered message, not considering the way of conveying the original text. In other words, it is the receiver-oriented approach.

Regarding legal translators, Sarcevic (2000) says that legal interpreter must know the exact legal terminology adopted in the country to be accurate and clear, and the term must be adapted legally. A legal translator who is not a law expert has to have a broad legal culture in many areas of law. He should also pay attention to the method of legal translation, where it is known that the legal method is accurate and tends to be ambiguous and free of poetic and rhetorical images. This in itself determines the planning space of the legal interpreter as he/she cannot reduce or add anything to the text due to the semantic and standard divergences of the two languages.

Cao (2007) underpins Sarcevic (2000) in saying that a good number of translators do not adapt or do not adequately adapt the legal term, and they tend naturally, scientifically, linguistically, and tragically to their competence. They continue, we see that a large number of translators, within the process of translation, refer directly to any dictionary of non-specialized general dictionaries. Consequently, they adopt the first meaning of the term that will distort the legal text if it does not harmonize with the context. Inversely, any translator should refer to the legal and administrative glossaries to find the exact legal word and term that corresponds to the legal text.

Alshehab (2013) indicates in his study-the translatability of English legal sentences into Arabic-that Garzone (2000) writes, legal translation with its specific feature combines between; "a)the originality of the literary language that is used for the interpretation of ambiguous meanings, and "b) the terminological precision of specialized translation"(p.19). In this context, Alshehab (2013) continues, Chromá (2004) points out that a particular attention is required to the primacy of abstract terms, which are deeply rooted in the domestic cultures in the translation of the legal texts. As a result, Alshehab

underpins Cao and Sarcevic sayings, he writes; "it entails the transfer between two different legal systems with their own unique system of referencing"(Alshehab, 2013:19). Afterward, he adds that:

"Legal language is the only language, which combines between originality and creativity, and a number of lawyers prefer to use traditional terms instead of new ones. They use *inquire* instead of *ask* *يسأل* *peruse* rather than *read* *وقرأ* *forthwith* in place of *at once* ", etc."(ibid: 20)

Regarding the features of legal translation, Cao (2007) says that many features characterize legal translation and Cao writes about the nature of legal language, she says that the legal language is complex and difficult because of many reasons. Accordingly, the difficulty and complexity of the legal language are due to the nature of law and legal characteristics used. Legal language- as some scholars indicate (Leech and Short, 1981; Sarcevic, 1997, 2000, 2003; Cao, 2007) - has the nature of normative, performative, technical, lexicon, synthetic, pragmatic, and stylistic characteristics link the legal language.

In all cases, the translator may face many legal problems because of the legal language characteristics as mentioned above. These characteristics were studied in the researcher's previous paper Alshehab (2019). Moreover, other legal language characteristics were taken into consideration by Sarcevic (2000, 2003) and Cao (2007) as follows:

1. Legal language is linked to the legal system and culture

As for the non-specialist, Sarcevic (2003) and Assaqaf (2019) say that any translator must have a broad legal culture to overcome many difficulties in the field of legal translation. In the same vein of research, it is better to know the legal terms that are difficult to determine the diversity of legal powers. In this case, the legal interpreter is aware of the accuracy of the legal terms in their various jurisdictions. Sarcevic (2003) continues that the legal translation between two languages differs from other types of translation. In addition, the legal system of both languages should be taken into consideration during the process of translation. By following the system, the translator

does not fail to reach the purpose of translation. In all cases, Cao (2007) says that a precise knowledge of the legal term is required and it is the corresponding language. In the same vein, Sarcevic (2000) continues that legal term is understood and translated into another language by considering its place in the legal system. In addition, the term should be in the right place that be corresponded in the legal system of the other language.

Another important issue in the field of legal terminology is its differing implications and uses, such as legal contracts (Sarcevic, 2000). Sarcevic adds that there are more than one hundred terms of contract types, which are needed to find their precise legal implications. For examples of these types, the contract of *Adhesion contract* عقد اذعان, the *contract of Lease* عقد الايجار, and the *contract of Subjection* عقد ضرائبي. In addition, there are terms associated with the word contract, such as the *elements of the contract* لكان لعقد or the *legal adaptation of the contract* لتكييف القانوني للعقد or *Characterization of the contract* توصيف للعقد and others. These terms are characterized by specific and complex characteristics that the legal interpreter should keep in mind when translating any legal text.

2. Firm rules of law

It is important to point out that there are firm rules of law that cannot be translated as it is agreed, because any change in its wording distorts the legal or doctrinal rule. So, Alwazna(2013) says that if the Claimant fails to prove the evidence, the Defendant will be acquitted, e.g., the contract of the law of the contracting parties *the pacta sunt servanda* that means in English *the contract is the law of the contractors* ولا عقد شيء عة. There are also rules of doctrinal Islamic legislation that cannot be distorted by the translation of the term *طباينة على من ادعى* *evidence (proof) of those who claimed*, such legal and doctrinal rules may be misrepresented, and if translated from Arabic to English it may not give the conventional connotation itself. For example, the legal Arabic phrases *طباينة على من ادعى* *proof of who claimed*: If we translate the phrase literally, we will say: *the proof is on the plaintiff* الذي هو على لمدعي. Nevertheless, here we encounter the existence of a *doctrinal rule* قواعد فقهية to be adopted.

3. Omission or Deletion

Dickins *et al* (2002) signify that omission has been done when the translator does not translate the linguistic elements in the original text. Likewise, deleting them do not cause any loss of information howsoever that loss. For example, *the Lessee shall pay to the Lessor at the office of the Lessor* that means in Arabic *يفع لهس تاجر لى لمؤجر فبمك تب ل مؤجر*, here no need to add the last term *Lessor*. In the previous example, the translator can delete the expression *at the office of the Lessor* and set the English legal terms *at his office*, but here they used the expression in the legal sentence to emphasize the legal order. Technique often resorted to when the translator converts from Arabic to English, especially when translating special cultural character elements that have no equivalent in English culture (Dickins *et al*, 2002:25). Therefore, in English law, they used some terms such as *said* that could be deleted and no need for it in translation. For example, *the said party of the second part hereby agrees to purchase said premises* *يوفق ل طرف لثاني بموجب هذال عهد لى شراء ل عمار ال ملك و بل لمؤغ ل ذكور*

On the other hand, Asensio (2003:21) says that deletion does not affect legal information, but expressions of cultural or religious nature is valuable in Arabic or Islamic Arabic culture. These expressions are no longer appropriate in the legal systems of movable languages because they do not contain legal information, and ignoring its translation does not breach of translated text. For example, *I declare that I am still a Virgin* "أصرح أنني ما زلت بتبراً" could be translated as *single or unmarried* "عُباء".

4. Some legal terms do not have a synonym

The translator should invent or innovate the meaning and that is not a good reward. Here the legal translator finds himself faced with a problem within the framework of various legal competencies. In other words, Alshehab (2013: 6) says:

"Non-equivalence (NoE) occurs when only few or none of the important aspects of English-Arabic legal concepts correspond or if there is no functional equivalent in the target legal system for a specific ST concept. For example, the Islamic terms and concepts such as *Al Ethm* "اثم", *Fatwa* "فتوى" that mean in English *Sin* and

Verdict respectively. The English terms *Home Office* means “وزارة”
لدخية , *the Ministry of Interior*”.

From the abovementioned data, it could be summed as Alshehab (2019) indicates below:

"Legal translation is a difficult subject as it deals with; two languages, two cultures, and two legal systems. So legal translators ought to be more efficient and workable to avoid missing the most important legal expressions and terms." (p: 35)

5. Lexical legal translation

a. Use proviso clause

We use the phrase *provided that* بشرط ان او شئ يطة add *proviso* for sentence or the following one subject, sometime no need to use the phrase *provided that*, we use the connecting tool *but* instead of *provided that*. The use of the conditional term *provided that* causes some confusion, but using *but* will not lead to any confusion when interpreting the meaning.

b. The usage of archaic terms

The composite prepositions are used as adverbs with here, where, there (English archaic terms). As the following:

- a. Hereto, hereafter, herein, herewith, and hereinafter, for example, *the doctor hereinafter referred as Ahmad*,
لكتور لمش ارلاي هي جب ع دبلس م احمد.
- b. Thereto, thereby, therein, and therewith. For example, *the engineer has obligated with the terms of the building's contract contained therein, and has known all the details in connection therewith*
بيت الزلمه ن دس بشروط على البناء لواردة
في ه, واطع لى كلال لقص يل لبت غنى قبل ك.

Conversely, we can say that any adverbs could be turned into whichever terms in Arabic. Hence, deleting one of them does not change the meaning of the legal text. In the previous example, *the doctor hereinafter referred as Ahmad*, the adverb *hereinafter* deleted or turned into *later* مؤخرا in the Arabic translation. In sum, Alshehab (2019) says that;

"These English old expressions were used as contractions with short forms to pass up ambiguity. On the other hand, other modern views banned the use of these old expressions, and go far away by considering them as styles without any important semantic functions." (P: 39)

Another feature is the use of unfamiliar words. These words are; *whatsoever*, *whomsoever*, *whosoever* (ويا كان), *aforsaid*, *aforementioned*, *abovesaid* (سابق لذكر), *forthwith* (في الحال).

c. Uses of marital phrases (couplings) and synonyms.

These couplings include verbs, nouns, adjectives, and prepositions, for example, right and true, with and by, fine and good. Synonyms are the similar words that have a related meaning, which have their benefits in avoiding the repetitions. On the contrary, sometimes we cannot find the exact word to be the most suitable equal. For example, *opposition*, *doubt*, *protestation*, *protest*, and *declaration* are synonyms for the legal word *objection* in the English legal sentence *we hereby submit our objection to said decision* ومن هنا نقدم اعتراضنا على قراره لذكور. Another problems represented by avoiding the usage of alternative method. It repeats the same word instead of its conscience. For example, *the buyer shall pay to the seller at the office of the seller* يدفع المشتري الى المكتب في مكتبه للبائع.

d. Uses of Polysemy and Homonymy

Translator faced problems when dealing with legal terms, .e.g., *Polysemy and Homonymy*. When the English or Arabic word has many meanings, it is a *polysemous* word, e.g., *level* has many meanings such as *highest*, *stage*, *rank*. Homonymy is the state when the word has the same spelling and sound with different meaning. The English word *tear* here has the same spelling and sound, but has two different meanings in English and its equivalence in Arabic is *دمع قوي مزق*, we can call this *homonyms*, for example, *the tear of the baby* and *the girl tears her book*.

Regarding studies in legal translation, Alshehab (2013) wrote a paper aimed at examining the translatability of Google Translation (GT) of six English Legal Articles or sentences (ELAs) into Arabic. The researcher translated the English Legal Articles into Arabic by using Google translation. The results showed that GT is not good, and did not

reach the accepted level. Consequently, GT caused a number of lexical problems such as archaic vocabulary (thereof, therein, and herein), and syntactic problems such as passivization (is not included) and modals (shall).

Murici (2016) had done a study aimed at recognizing issues encountered translators when translating the legal texts. He discussed the legal language dealing with herein, and set out the linguistic characteristics of the legal language. Then the study came into issues in translating legal texts, and provided some guidelines for good translation.

Faris and Shahu(2013) studied the committed errors by translation students in translating legal collocations into Arabic. To achieve the study's aim, they used a test of 15 English sentences including collocations to be translated into Arabic. The sample is 20 fourth year college students. The results showed that 70% of students committed difficulties when translating the collocations from English into Arabic. These difficulties were categorized into three areas: overgeneralization, the variability of collocations, and the cultural-based idiomatic collocations. The students committed many errors in translation that were referred to the cultural differences between the English and the Arabic languages. Therefore, the students failed to provide the equivalent collocation.

El-Farahaty (2016) investigated the legal difficulties in translating legal terms between English and Arabic. Therefore, she used and investigated a number of legal texts. She also investigated the procedures that should be followed by EFL translators in their translation. The paper concluded that translating the legal terms requires expertise, professional training, and legal systems of languages, in addition to electronic dictionaries.

Al Buwaheid, *et al* (2017) investigated the use of collocations in contract agreement and their process of translation by students from Arabic into English. For achieving the aim of the study, the researchers used a test with collocations to be translated by 35 EFL Iraqi undergraduate translator-students. The researchers adopted to know the areas of weaknesses and strengths in students' translation. They found a number of problems in translating legal collocations. They attributed committing these problems to the lack of the linguistic and pragmatic knowledge, and to the need of the legal meaning of the translated texts. They also revealed that students could not differentiate between

the three types of legal collocations, purely technical, semi-technical, and everyday vocabulary collocations.

Alshehab (2019) published a study aimed at examining the influence of studying legal course in the progress of translation students' performance in translating English legal sentences into Arabic. For achieving this aim, a sample of 25 translation students was selected from the English Department at Jadara University in Jordan. To collect data, a test was set up with ten English legal sentences to be translated into Arabic language. The researcher computed the percentages and ranks for each student before and after studying the legal course. Qualitatively, the researcher analyzed the legal characteristics within the translated English-Arabic sentences. The results showed that translation students got higher degrees after studying the legal course. Finally, in the light of the results, a number of recommendations was written, and further future researches were suggested.

Regarding this study, as no room here to investigate all lexical problems, we can only deal with the lexical problems of couplings, legal adverb, polysemy and homonymy. These lexical legal problems are the subject of this study that will be analyzed.

Problem of the Study

As researchers, we taught a number of legal translation and other courses in linguistics at both Irbid and Jadara universities for ten years. This period makes us aware of many difficulties encountered students, and so, we had done a number of practical studies dealing with translation difficulties in general, but there is an ignorance in searching in legal translation difficulties, except the studies of Alshehab (2013, 2019). Despite the negligence of this field in translation theories, no one can ignore its significance in the realm of translation field. By the researchers' view, this study comes to bridge the gap in ignoring this stem of translation.

Objectives of the Study

The study aims at exploring a number of legal lexical problems committed by translation students when translating English legal sentences into Arabic at Jadara University in Jordan.

Question of the Study

To achieve the previous aim, the following question is posed: *What are the lexical legal problems committed by translation students when translating English legal sentences into Arabic at Jadara University in Jordan?*

Significance of the Study

The significance of this study is derived from its subject. Legal translation is considered one type of technical translation, and it is a type that has its specialty in the field of translation. This study is one of the first studies at the level of the Jordanian universities, notably Jadara University. It is hoped that the results of the study will offer more benefits for the academic researchers in conducting studies about legal translation.

Limitations of the Study

The study is limited to the following:

Objective limits: the current study limited to lexical legal translation problems; couplings, polysemy and homonymy, and legal adverb that are committed by translation students when translating English legal sentences into Arabic at Jadara University in Jordan.

Time limits: this study was done at the year (2018/2019).

Study limitations: the current study is limited to a test with six long English legal sentences.

Methodology

Sample of the Study

For achieving the study's aims, the researchers selected a random sample of 20 translation students from the English Department at Jadara University in Jordan. They enrolled at the last academic year (2018-2019). They were taught a number of English courses, e.g., administration and finance translation, legal translation, and literary translation. The subjects were asked to translate the English legal sentences into Arabic to examine the problems committed by them.

Data Collection

The researchers used a test with six long English legal sentences to be translated into Arabic, and to find the lexical problems committed by translation students. These English legal sentences were used previously at Alshehab's (2019) study. For more validity, 'committee translation' was used by sending the test with its sentences to two professionals at Jadara University to check the English and the Arabic translation. They were asked to write their comments that were taken into consideration, and the validated version was approved to be the final test. Look at Appendix A.

Data Analysis

Qualitatively, the researchers used a content analysis method. They analyzed the Arabic translation of the English sentences. The test was corrected, then the sentence was divided into small sentences, and every sentence was analyzed regarding lexical problems that may include more than one errors. The errors were classified and computed in general as in table1. The problems committed by translation students within the legal translated sentences do not go above 120 lexical legal problems ($20 \times 6 = 120$), but the result depends on lexical legal problems committed by students. Qualitatively, percentages were computed for three kinds of lexical legal problems as seen in Table 1.

Results and Discussions

Results related to study's question: **What are the lexical legal problems committed by translation students when translating English legal sentences into Arabic at Jadara University in Jordan?**

For answering this question, the researchers analyzed students' translation to know the lexical legal problems committed by them. The analysis shows 90 errors with the percent 75%. The correct answers record 30 with 25%, which echoes the difficulty in translating English legal sentences. This study deals with three lexical legal problems; couplings, polysemy and homonymy, and legal adverb as follow:

Table-2: Legal lexical translation problems committed by translation students

| Legal Lexical Problem | Freq | % |
|-----------------------|------|------|
| Couplings | 35 | 39 |
| Polysemy and Homonymy | 25 | 27.7 |
| Legal adverb | 30 | 33.3 |
| All | 90 | 100 |

3.1. The usage of couplings and synonyms

From above table, couplings errors have achieved 39%, and the sentence that has got the highest errors is taken into consideration as follows:

The English legal sentence: *On behalf of our client Prosecutor Ahmad, by virtue of the power of attorney thereinbefore legalized by the Ministry of Justice(MJ), we hereby submit our objection to said decision,* ن يبة عن موكلنا المدعي لاعام أحمد، بموجب لوكال الشريعة، لصق تسليقا من وزارة لاعدل، وهن اقدم بتعاضنا غي لقرار لذكور.

Some students translate the English expression; *on behalf of our client* لمست لئني يابوق باسم، here the problem is embedded in right couplings in Arabic language, but it is far from the correct meaning of the legal word *client* موكلنا. Some students translate it as *hopper* and *customer* هوبير وسوق ولاعيل. All of them are correct, but not obtain the right meaning. Some of them give the wrong meaning as *clerk* لكتب.

The English legal expression; *by virtue of the power of attorney* بن بموجب لوكال الشريعة translated by some students as *قبض يلة وقى م ج ي ده* instead of *بموجب* Students translated the legal expression, *the power of attorney* لوكال الشريعة as *the power of lawyer* قوة لمحامي or *the authority of the lawyer* لسيطرة والتاير or *control and influence* سلطة لمحامي. Others translate it as *the power of the notary* قوة لكتب لاعدل others translated it as *the legal representative* لمثل لقانوني.

Some students translate the English legal expression, *thereinbefore legalized by the Ministry of Justice* لمشروعة من قبل من وزارة لاعدل as; *legitimate by the MJ* لمصق تسليقا من وزارة لاعدل or *official by the MJ* لمصق تسليقا من قبل الرسمية من قبل MJ. Therefore, *legitimate, official, legalized, allowed* are couples to the legal word *legalized* لمصقة.

The English legal expression, *we hereby submit our objection to said decision,* وهن اقدم، was translated the word *said* by some students as; *supposed*, *شعاضنا غي لقرار لذكور*

thought, understood فاهم، وفكر، وفهم. Others translated the word *objection* as the following Arabic words; إعلان، مظاهره، احتجاج، معارضه، شك، opposition, doubt, protestation, protest, declaration as follows:

- a. وثقنا نحن ان اعلينا لقراره فاهم that means in English *and we submit our doubt of the supposed decision.*
- b. وهنا اعلينا لقراره فاهم that means in English *here we make an announcement to understand the decision.*
- c. والان اعلينا لقراره فاهم that means in English *and now we're making an assumption about the decision.*

The previous translations of the English legal sentence makes the meaning of the legal sentence unusual and strange. Therefore, the meaning of the English legal sentence is nearly far away from the original meaning when translated into Arabic.

The English legal sentence: *Hereupon we sum up for the esteemed Higher Committee of Civil Law the grounds for our objection to the resolution herewith,* وبناءا لعيه ونوجزل لقيام، للجنة لادعوى القانونون لمدني لمدق رأيه بابتنع اضنا لغي لقراره لمفوق بطيه. Some students translated the English legal expression *Civil Law* as *social law* لقانون الاجتماع، others لقانون لوطني national or public law.

The English legal term, *the grounds* is translated as *لحجة* دلواسيه طه that means in Arabic *the argument*, while others translated it as *justification* لتبوير. The English legal term *objection* was translated as *لصراع* conflict, other students translate it as *لمعارضه* opposition, while others translate it as *لفرق* difference. The correct translation is *اعتراض*

The English legal sentence; *it has to remit the lawsuit's papers to the Public Prosecution for investigation and disposal thereof or for the compensation,* لغيها ان يسجل اوراق لادعوى، لعلنا لطلب لادعاه لالتحقيق وبتصرف فيها اوتلحق وبيض. Some students translated the English legal expression *the Public Prosecution* as *Public trial* لادعاه لادعاه، others translated it as *public action* لادعاه لادعاه

Some students translated the English legal expression *lawsuit's papers* as *proceedings papers* اوراق الاجراءات. Others translated it in Arabic as *court folder* لمجلد لادعاه. A number of students translated the phrase; *it has to remit the lawsuit's papers* لغيها ان يسجل اوراق لادعوى as *it has to file a lawsuit* لرفع لادعوى لادعوى. They used the term *to file* as a coupling *to remit* that has the same meaning. The English legal phrase; *for investigation and*

للاستكشاف *disposal* ولتتبعها ولتصرفها *disposal* translated in Arabic as *to explore and get rid of* ذلك خص.

The English legal sentence, *the Case Documents indicated that if the Felony or Misdemeanor appeared that connected with the charge before it, the Judgment should be issued thereto* أشارت مسندت ادات لدعوى لى أن ه انبتين له اقوع جزلية أوجن ح قرتب طة قبلات همة لم عروضة. Some students translated the English legal expression *the Case Documents* as *status documents* مسندت ادات ل حلة

3.2. Legal adverb (archaic terms)

From table 1, it could be seen that the number of legal adverbs errors is 30 with the 33.3%. All the English legal sentences in the test include one or more composite prepositions (adverbs) as the following:

The English legal sentence; *On behalf of our client Prosecutor Ahmad, by virtue of the power of attorney thereinbefore legalized by the Ministry of Justice. We hereby submit our objection to said decision* نيابة عن موكلنا لمدعي لاعم أحمد بدموجب لوكلة لثنع عية ل لصقة. سابقا من وزارة لاعدل. ونحن نقيم بدموجب هذانتع اضا ناعلي لقرار لذكور.

Some students translated the English legal phrase *On behalf of our client Prosecutor Ahmad, by virtue of the power of attorney thereinbefore* نيابة عن *thereinbefore* عن. they translated the adverb *thereinbefore* as *in it* في. Some students translated the same adverb as *there* في.

The English legal phrase; *we hereby submit our objection to said decision* ونحن *hereby* here. Some students translated it as *and here* وهنا *we present our objection to this resolution*, وهنا اقم انتع اضا ناعلي لقرار الملكور. They translated the adverb *hereby* هنا. As *hereby* means in Arabic as *a result of this, by this means* نتبج علة هذا ... ، وادفي عن ي

The English legal sentence; *hereupon we sum up for the esteemed Higher Committee of Civil Law the grounds for our objection to the resolution herewith* وبن اءاعلي هن وجزل قوام للجن علة اعلي اللقان ون لمدني لدمق راقس بابعتراضنا اعلي لقرار لدمفق بطي ه.

assign the contract or any part there فيك أو اي جزء فيك. Here, thereof that means of that was translated as there فيك. By this, we can not know what the word there means regarding to the contract.

3.3. Polysemy and Homonymy

From table 1, it could be seen that the number of polysemy and homonymy errors is 25 with the 27.7%. The English legal sentence; *the Case Documents indicated that if the Felony or Misdemeanor appeared that connected with the charge before it, the Judgment should be issued thereto*, which means in Arabic اذا اش اربس تن دات لدعوى لى ان ه اذا. Some students translated the English legal sentence the *Judgment should be issued thereto* ان فبن هي جب ان as follows:

- a. ان يكون لحكم مشكلة that means in English *the Judgment is got to be a problematic.*
- b. ان فبن هي جب افيت ساءل لحكم بحى ها that means in English *the Judgment must be questioned.*
- c. ان يكون لحكم موضوع بحى ها that means in English *the Judgment must be the subjected.*

The word *issue* was translated as *problem*, others translated it as *subject*, others as *question*. By their translation, the meaning is far away from the specific legal one. The English legal phrase; *connected with the charge before it* متصلة قبلات همة was translated by some students as *related to fees before that* متصلة لهمة لم عروضه لى ها or *related to the fees displayed on it* متصلة قبلار سوم لم عروضه لى ها. The Arabic words *معرضه* are for the English word *charge*. Also, they translated before it as *before it is presented* قبل لهمة لم عروضه لى ها or *before that* قبل لهمة لم عروضه لى ها.

The English legal sentence; *thereinbefore, so long as the Contract Agreement is in effect the warranties herein shall be true and accurate* ان ظلما ان سابق ، ظلما ان. The English legal phrase; *so long as the contract Agreement is in effect* ظلما ان انشؤي ه لى د سري ه لفم ع ولفان لاض انات ال واردهي ه اوجب تلون صرحي ه وصا قة ظلما ان انشؤي ه لى د سري ه لفم ع ولفان لاض انات ال واردهي ه اوجب تلون صرحي ه وصا قة. The English legal phrase; *so long as the contract Agreement is in effect* ظلما ان انشؤي ه لى د سري ه لفم ع ولفان لاض انات ال واردهي ه اوجب تلون صرحي ه وصا قة was translated by some students as *so long as the contract*

Agreement as a matter of fact ظل مفعلي الوقع ان انشؤي ه لاجد. They set the Arabic phrase as *a matter of fact* سراري ه لفاعول instead of *in effect* بكونك ه و ص ا ق ة

Some students translated the English legal word *the warranty* as *pledge* ع د ت ع ه and the translation of the phrase *the pledges herein shall be true and right* ان ي ج ب ان Here, the reader could not recognize between *construction contracting* ق ا و ل ا ت ل ب ن ا ء and *warranties* ل ا ض م ن ا ت that are used in legal language.

Some students translated the previous sentence as *the contracts in it should be right* ي ج ب ان ت كون ل ا ع و ن ف ي ه ا ص ح ح ه. They used the Arabic word ل ا ع و د contracts instead of *warranties*, it is not correct as we talk about the *contract agreement*, and the English sentence becomes *so long as the contract Agreement is in effect* ، ظل ما ان انشؤي ه ل ا ع و ن ف ي ه ل ف ا ع و ل ف ا ن *the contracts herein shall be true and correct* ل ا ع و د ال و ا ر ق ي ه ا ي ج ب ت كون ص ح ح ه و ص ا ق ة. Therefore, the translated meaning does not agree with what *the contract* means as a legal thing.

The English legal sentence; *the Contractor shall not assign the Contract or any part thereof or benefit therein without the prior consent of the Employer so far as is practicable* ل ا ي ج و ز ل ه ت ع ق د ل ن ا ز ل ع ن ل ع د ا و ا ي ج ز ء م ن ه ا و ا ل ا س ف ا د ة م ن ه د و ن م و ف ل ق ه The English phrase; *the Contractor shall not assign the Contract* ل ا ي ج و ز ل ل ت ع ا ق د ل ت ا ز ل ع ن ل ع د is translated as in Arabic as *the Contractor may not allocate the contract* ل ا ي ج و ز ل ل ت ع ا ق د ل ت ع ر ي ص ل ع د . They used *allocate* instead of *assign* as they are polysemous, and *assign* term that has different meaning. Some students translated it as *the contractor may not give the contract* ل ا ي ج و ز ل ل ه ت ع ق د ا ع ط ا ء ل ا ع د . Here they set the verb *give* instead of *assign*.

Conclusion and Recommendations

In sum, scholars above classified Legal text as non-literary text, and they considered it as translation for special purposes that did not need creativity or hermeneutics in translation. The reader can conclude from the above that the legal

translation is one of the complicated ones. It needs more considerations to avoid the committed errors, and these errors have a terrible effect when translating from English into Arabic and vice versa. Therefore, the translator must gain a good knowledge of the two cultures when dealing with Arabic and English languages. In general, legal translation is not an easy task, in the same line of view; it is not simple to do it in the way that many people may imagine it.

The results showed that legal errors in adverbs were attained the highest percentages, then couplings' errors, followed by the errors of polysemy and homonymy. It seems that the students are encountered weakness in translating such legal texts. Therefore, for facing the challenge in translating legal texts, it is recommended to study more books and courses in legal translation for all English students at any university in Jordan. By this, they could achieve the required level of experience, and, they will be good jobbers and translators in this field. Following the same line of words, it is suggested to; evaluate the famous legal books, to review the legal translation studies done, and to conduct more studies in legal translation.

Pedagogical implication

On the subject of pedagogy, where the educators use translation as a skill for learning a language. It is not only learning a language, but also it is taught to enhance the four skills; listening, reading, writing, and speaking. Via translation, the accuracy, flexibility, and clarity could be developed, and learners may be altered to be more proficiency, and by default, the professionals in translation will be created. Based on the study's results, the researchers recommended more practices in translating legal documents for English students by using various pedagogical methods.

The main contribution of this paper is to deal with language problems in legal translation. This translation has not been widely handled, and I would hardly say that it has been ignored. This research analyzes the lexical legal problems that have been committed, and could enrich the theoretical literature by adding the scholars' ideas and data collected from many sources, which is embroidered with the point of view of the researcher.

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Contribution/ Originality

The main contribution of this paper is to deal with language problems in legal translation. This translation has not been widely handled, and I would hardly say that it has been ignored. This research analyzes the lexical legal problems that have been committed, and could enrich the theoretical literature by adding the scholars' ideas and data collected from many sources, which is embroidered with the point of view of the researcher.

| No. | English legal sentence | Arabic legal sentence |
|-----|---|---|
| 1 | On behalf of our client Prosecutor Ahmad, by virtue of the power of attorney thereinbefore legalized by the Ministry of Justice. We hereby submit our objection to said decision. | تطلبه عن موكلنا لمدعي لاعم احمد، بموجب لوكالة الشريعة لصفة لسابقة من وزارة لاعدل لتق نفضل لبيتكم بعتراضنا غي لقرار لذكور اعلاه. |
| 2 | Hereupon we sum up for the esteemed Higher Committee of Civil Law the grounds for our objection to the resolution herewith | ببناء اع لعي ه نوجز لقيام للجنة للاعي للقبول لمدني لمقرة اسباب نتعاضنا غي لقرار لمفوق بطيه |
| 3 | It has to remit the lawsuit's papers to the Public Prosecution for investigation and disposal thereof or for the compensation. | لعي ه ان يسجل اوراق لدعوى لى لطلبه لاعم ة لتت عيق ويلص ر فني ه ا ويطوع ويض |
| 4 | The Case Documents indicated that if the Felony or Misdemeanor appeared that connected with the charge before it, the | اشارت لمسئدات لدعوى لى ان ه لتبني له ا قوع جلبي ة او جنحة رتبطة بجات همة لمعوضة لعي ه ا، فلن ه ي جب ان يصدر حكم بغي ه ا. |

| | Judgment should be issued thereto. | |
|---|--|---|
| 5 | Thereinbefore, so long as the contract Agreement is in effect the warranties herein shall be true and accurate. | سابق في هذه الوثيقة، ظلم ان انشائي ه لاجل سراري ه لفعول فان لاضمنات الواردة في ه اي جب انتكون صحيحة وصاقية. |
| 6 | The contractor shall not assign the Contract or any part thereof or benefit therein without the prior consent of the Employer so far as is practicable | لايجوز لمتعلق دلتن ازل عن لاجل د أو اي جزء منه أو الاستفادة منه دون موفق مسبقه من صاحب لاجل ملحق در الإمكان. |

Appendix A



Teachers' Preference on the Local Policy Implementation of the Mother Tongue Based-Multilingual Education: An Assessment

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Abstract

This study specifically aims to know the teachers' preference on the local policy implementation of the Mother Tongue Based Multilingual Education (MTB-MLE) among the selected teachers in the public and private schools in one of the cities in Zamboanga Peninsula. It is a mixed method employing a descriptive-exploratory research

design participated by 33 early grade teachers who voluntarily participated in the study. To meet the research objectives, a survey checklist questionnaire with five-point Likert scale was utilized as a research instrument for the quantitative data while the respondents' answers in the Focus Group Discussion (FGD) served as the supporting statements (qualitative). Based on the data, the study concludes that most of the teachers preferred wherein they strongly agree to use the *Chabacano* language in teaching the Mother Tongue subject only and translate some words in Filipino whenever the children do not understand the concepts in *Chabacano* language. On the other hand, they are undecided whether *Chabacano* should be used as a medium of instruction in all subjects except for English and Filipino. The respondents' preference on the implementation of the MTB-MLE absolutely concurs to the national guideline of the DepEd Order no. 74 Institutionalizing Mother Tongue-Based Multilingual Education which clearly states that "the mother tongue of the students shall be a medium of instruction to be used in the classroom". Also, their preference in translating *Chabacano* words in Filipino also supports the Philippine constitution, article 14 section 7 which states that for purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English. The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein.

Keywords: *teachers' preference, local policy, MTB-MLE, medium of instruction, Chabacano*

Introduction

Language could be considered as one of the greatest tools utilized by man to understand others and be understood. Relative to this, De Los Reyes, De Vera, and Medriano (2018) maintained that language is for interaction which too is a means toward learning language (Devanadera & Alieto, 2019a). Similarly, Berowa (2019) claimed that the use of language enables the expression of feelings, thoughts and ideas which is a requisite of communication. In a similar vein, Sebastian, Ponce, and Alieto (2019) noted that language use makes self-expression in digital platforms performable, and intercultural communication in this globalized age realizable (Rillo & Alieto, 2018). With

this, Devanadera and Alieto (2019b, p.513) explained that indeed language is both a potent and powerful tool of communication; thus, its importance is ‘*unquestioned*’.

More than elsewhere, the reputation of language in education is great. It plays a key role in the teaching and learning process (Alieto, 2018 in Ricohermoso, Abequibel & Alieto, 2019). Through the use of language, communication happens between teachers and students (Ejeh, 2004), acquisition of knowledge and skill becomes possible (Casil-Batang & Malenab-Temporal, 2018 in Perez & Alieto, 2018), and transmission of knowledge takes place (Perez & Alieto, 2018). Therefore, Alieto (2018 in Ricohermoso, et al.,2019) pointed out that the success of any educational system in educating and training the young largely depends on the language chosen to serve as a medium of instruction (MoI) or language of instruction (LoI). Consonance to this, Alieto (2019, p.135) maintained that ‘*the decision involved in choosing the language instrumental to the realization of the teaching and learning process is critical*’.

This is especially true in cases of multilingual places such as Zamboanga – a city in the southern part of the Philippines which is identified to be a salad bowl of cultures as people from different cultural groups live together in the place. In fact, this is true in almost all parts of the Philippine islands. Thus, Abdon, et al. (2019) pointed out that most of the people in the country are multilinguals, and this alluded to the multiethnic characteristic of communities in the country.

On another note, the lingua franca of the place is the Zamboanga *Chabacano* (Go Silk, et al.,2020). In the implementation of the Mother Tongue- based Multilingual Education (MTB-MLE from henceforth), *Chabacano* [also *Chavacano* as used in Lim-Ramos, et al., 2020; Go Silk, et al. , 2020; Alieto, Devanadera & Buslon, 2019] became the nominated mother tongue, making it as the language of instruction. This means that students coming from linguistically diverse groupings are instructed in *Chabacano*.

This context is an interesting concern for research especially the accounts of teachers at the grassroots level. Moreover, they face the trouble of teaching students who do not understand the MoI as a result of the implementation of a policy. Hence, this study purposed to investigate the language preference of teachers in teaching students against the MTB-MLE policy implemented in the locality. This investigation gives voices to

teachers from whom lessons could be drawn with respect to decisions made on language choice in education set in culturally diverse contexts.

Review of Literature

Accounts favoring L1 in Early Education

The importance of using the child's first language in early education is well documented and supported by research. One of the widely recognized studies on this account is the longitudinal investigation of Thomas and Collier (1997 cited in Perez & Alieto, 2018) which found that students taught in their mother tongue were academically successful. The study further revealed that students instructed in their L1 [also mother tongue (MT)] were far better performers in comparison to those taught in the L2.

Succeeding research conducted in different places disclosed similar findings. In the study of Graham (2010), African students whose language of instruction is not their MT were noticed to be poor in their academic achievement. In Nigeria, Igboanusi (2008) noted that students scholastic achievement is low. He alludes to the said quality of performance of the learners to the premature use of the prestigious language, English which, accordingly, caused interruption in the cognitive development of young learners. In India, Jhingran (2005) reported that students poorly performed in school because students could not understand the language of instruction. Additionally, they were claimed to be disinterested in going to school and the dropout rate is high. In consonance with this, Malone (2013) disclosed that learners who are taught not through the use of their first language are the ones who experience higher dropout and repetition rates. Mackenzie (2009) offered an explanation to this claiming that when non-indigenous education is unattractive because of learners' limited or non understanding of the MoI. Thus, it could be inferred, along this line, that the non-use of MT, especially in early education, is counter productive.

On another note, education realized in the first language of the learners is of numerous advantages. In fact, MacKenzie (2009) boldly claimed that education realizing in the MT of the learner is the best means of teaching the young. This is not without support. Cummins (2000) claimed that learners with well-developed L1 are able to learn their L2 better as L2 proficiency is founded on L1 proficiency. This echoes the claim of

Orwenjo (2012) and MacKenzie (2009) that students with good L1 foundations are going to smoothly learn the L2 ; conversely, those who have not gained solid proficiency in L1 are likely to struggle in learning their L2. From these claims, it could be realized that the researchers agree that L2 proficiency is predicted by L1 proficiency. Addedly, MacKenzie (2009) maintained that mother tongue-based education affirms the self-worth of the learners. This happens because culture and language are intertwined (Rillo & Alieto, 2018). Meaning, as the MT of the students are acknowledged and used in school the culture the that comes with it is accepted and given the same acknowledgement which is a form of cultural empowerment (Indele, 2002 in Ngunga, 2011).

Indeed, the benefits of using learners' L1 in the early stage of education have been established by research works which lend support to the MTB-MLE program; however, this does not guarantee that teacher at the front-line of policy implementation are sold out to the claims, and are completely in support of the policy. At this juncture, it is essential to point that because teachers play an imperative role in the teaching and learning process (Stafford & Bernardo, 2017 cited in Torres & Alieto, 2019a) the goal of determining their preference as regard language of instruction is both a timely and needed investigation.

Accounts opposing Education in Mother Tongue

It is true that supports backing up the use of mother tongue as language of instruction exist; but, equally true is the point that L1 education is not sans of opposition. Alieto (2019) discussed that in spite of the numerous accounts pointing to the gains of first language education, people remain to afford MTs cold regard. He maintained that the held devaluing beliefs of people toward MT limit them from completely favoring L1 use in the early years of education. Illustrative of the claim is the report of Orwenjo (2012) exposing that there are those who think that MTs are limited in linguistic sense; hence, making them as a less favorable choice with regard to being the language of instruction. The claim is that MTs are not sufficient enough to capture and express ideas of the different subject areas. This stems from the belief that MTs have restricted vocabulary considering that most MTs are not codified. Thus, Alieto (2019) explained that people prevalently believe that English is the only language most fitting for the task of becoming the vehicle of communication in education. Additionally, Graham (2010)

found that people are of the belief that teaching MT in schools is a form of needless repetition. The idea that MT teaching in school is a redundancy roots from the view that MT is already taught at home thus there is no need for it to be taught in school. Addedly, Khejeri (2014 in Somblingo & Alieto, 2019) found that people think that the disadvantages in using MT in education outweigh the promised advantages.

However, the greatest reason restricting acceptance of MT in education and MT teaching is the held view that over evaluate the importance and state of the English language. Tupas (2015) reported that a trend placing premium on learning English being the only language sought across the globe occurs and the language needed for great chance of employment (Rodchamnan, 2005 in Torres & Alieto, 2019b). With respect this, it comes not as a surprise that stakeholders exhibit negativity towards MT use in education. Ejieh (2004), in Nigeria, found that teachers do not favor MT use as such is perceived to adversely affect the learning of English. This is very much similar to the apprehension of Filipino parents and teachers in the teaching of and learning in MTs as reported by Burton (2013).

Another concern worthy of focus is that raised by Tupas (2015) that among local languages there exists inequality. This supports the result of the study of Go Silk, et al. (2019) that point to the idea of respondents having a more positive attitude toward Filipino over the Chavacano language. This means that indigenous languages are perceived differently; hence, variedly valued. Thus, it is important to further document teachers' perceptions and preferences as far the topic of language-in-education is accounted.

The MTB-MLE policy in the Philippines

The United Nations Educational, Scientific and Cultural Organization (UNESCO) appealed to nations that MT be given essential space in the curriculum of early education as early as the year 1953. UNESCO believed, based on the findings of research, that MT use is an index or marker of quality education of the young (UNESCO, 2013).

But, it was only in the year 2013 that the Philippines institutionalized the use of Mother Tongue through Republic Act 10533 popularly known as the Enhanced Basic Education Act of 2013, signed by the then President Benigno Aquino III. Through

deduction, it is noted that for the prior years, in the Philippine Educational System, only two languages generally were welcomed, the national language Filipino and English the colonial language (Antonio, Bacang, Rillo, & Alieto, 2019; Lim-Ramos, et al., 2020) and ‘*comfortable tongue*’ of the Filipinos (Tanpoco, Rillo, & Alieto, 2019, p.229).

Various investigations lend support to the realization of MT education in the country. The earliest was the “Iloilo Experiment in Education through the Vernacular” which ran from 1948 to 1945, “Rizal Experiment” from 1960 to 1966 and “Second Iloilo Language experiment” from 1961 to 1964 are some of the related studies that tested the theory of first language education that had shown similar findings on the effects of first language education (Dumatog & Dekker, 2003; Sibayan, 1999). These studies were considered to make sure that the implementation of the said program can really be the solution to the learners’ declining academic performance. In fact, Iloilo was the first research project in the Philippines to test the theory under experimental conditions (Sibayan, 1999). The regional language Hiligaynon was used as the primary LOI for one group of students, and after a year of implementation, tests found that learners in the Hiligaynon group outperformed those learners taught in English language (Nolasco, 2008). According to Gonzalez (1998) the 1957 Revised Education Program incorporated the results of the Iloilo experiments, giving the school administration the option of selecting and developing their own curriculum incorporating local languages and context. However, the program’s ambiguity and lack of resource backing meant it was not widely implemented (Dekker & Young, 2005).

The Department of Education Culture and Sports (DECS) Order No. 25 introduced a new Bilingual Education Policy in 1974. This policy was mandating Filipino as LOI for certain humanities subjects and English for other subjects (Gonzalez, 2003; Ocampo, 2006). The use of local languages were permitted as ‘transitional languages’ for initial instructions up to Grade 3 (Dekker & Young, 2005). In 1987, through DECS Order No. 52, Bilingual Education Policy was reviewed, but maintained Filipino and English as LOIs whilst elevating local languages to ‘auxiliary languages’ status (Kaplan & Baldauf, 2003; Ocampo, 2006). The use of Filipino and English was seen as logistically more manageable compared to the 1957 program (Dekker & Young, 2005).

Another notable MTB MLE experiment was done in the Cordillera region in 1998. According to Nolasco (2008) the Lubuagan First Language Component was initiated in 1998 and has been described as the “most compelling L1-based education program so far”. Studies of Walter and Dekker (2008) and Dumatog and Dekker (2003), that are longitudinal in nature, show that learners in Lubuagan MTB MLE schools scored significantly higher than control students in Maths, reading, Filipino and English. In which, it serves as an evidence that learners who are taught using their mother tongue as LoI are more likely to excel and have a positive educational outcome.

Thus, it is important to note that the aforementioned studies served as the bases of the MTB-MLE implementation through the DepEd Order 74 institutionalizing Mother Tongue-Based Multilingual Education (DepEd, 2009). The implementation of the policy is apparently the first in South-East Asia that mandated the schools to use the learners’ mother tongue as the medium of instruction especially during their early school years. The national implementation of this policy in public schools began in the academic year 2012-2013.

Zamboanga in the context of MTB-MLE implementation

Two models are being used in the implementation of the MTB-MLE in the Philippines (Metila, Pradilla, & Williams, 2016). One is the Multiple Monolingual Model (MMM) and the other is the Lingua Franca Model (LFM). In the former, students would be clustered according to the L1 they speak as instruction would take place in their Mother Tongue. The latter, on another hand, would require the nomination of a language of wider communication, and students though coming from diverse linguistic groupings would be instructed in one language, the lingua franca. Against this, it could be inferred that the faithful fulfillment of mother tongue education is realized in the MMM. This is a justified belief because in the LFM there would be students instructed in a language they yet to gain proficiency with. Moreover, in the same model, the subject mother tongue would become a study, for many student, not of their L1. Obviously, the said model places students who are not speakers of the lingua franca at a disadvantage compared to those whose L1 is the nominated lingua franca. Despite these, the LFM is opted as a preferred model especially in places that are highly multilingual and multiethnic.

Originally, the model to be implemented in Zamboanga City was the MMM; hence, it could be noted that originally Chabacano was not included in the list of local languages to be used as LoI; however, Lobregat, the then mayor of the city, perceived the implementation of the policy as divisive since there are learners in coastal Muslim and Cebuano-dominated areas or barangays that were being grouped or separated from those learners of different dialects (Natividad, 2014). Because of this, he elaborated that MTB-MLE implementation in the city is totally unacceptable to the local government. That is why, in response to this policy, the Mayor issued Executive Order CL-459-2012 enjoining the speaking of Chavacano in all schools, government offices and establishments in the city. It is believed that this can be of help to promote and preserve the *Chabacano* language. Also, this policy can be seen as a challenge especially in heterogeneous societies where learners' mother tongues are different from one another (Saavedra, 2020).

Despite Zamboanga City being known as the melting pot of the region, where some pupils and teachers do not speak and understand *Chabacano* language, most of the public schools still used *Chabacano* as the medium of instruction. That is why, after seven years of MTB-MLE implementation in the city, this study aims to find out the preference of the teachers in the way MTB-MLE will be best implemented in their schools.

Objectives of the Study

This study sought to assess the local policy implementation of Mother Tongue Based Multilingual Education in one of the cities of Zamboanga Peninsula after seven years of implementation. Specifically, the researcher would like to know the teachers' preference on teaching the Mother Tongue (*Chabacano*).

Methodology

This study employed the use of mixed methods, specifically the sequential explanatory design. Using purposive sampling, 33 elementary teachers in the public and private schools handling the primary grade levels and teaching Mother tongue as a subject voluntarily take part as respondents in the study. They have been teaching Mother Tongue for three to seven years. Among the respondents, 19 are *Chabacano* speakers, nine (9) *Bahasa Sug* speakers and five (5) are *Cebuano* speakers.

A standardized survey checklist questionnaire that was validated by experts with a reliability of .91 served as the research instrument. It is made up of 15 survey statements that all aim to know the preference of the teachers on the MTB-MLE implementation. It is composed of a 5-point likert scale that will show the level of agreement of the respondents which will give information on the preferences of the respondents on the way MTB-MLE should be implemented in their respective schools. In order to validate the respondents' rating in the survey checklist questionnaire, the researcher also conducted a Focus group Discussion to give chances to the respondents to support their rating. To analyse the data, the researcher used mean and standard deviation.

Table 1 presents the rubric used to interpret the data.

| Range | Interpretation |
|-------------|-------------------|
| 4.01 - 5.00 | Strongly agree |
| 3.01 – 4.00 | Agree |
| 2.01 – 3.00 | Undecided |
| 1.01 – 2.00 | Disagree |
| .01 – 1.00 | Strongly Disagree |

Results and Discussion

Table 2: *Chabacano* as medium of instruction in all subjects except for English and Filipino

| Teachers' Preferences on the Implementation of MTB-MLE | M | SD | Descriptor |
|--|-------|-------|------------|
| 1. <i>Chabacano</i> should be used as medium of instruction in all subjects except for English and Filipino. | 2.121 | 2.145 | Undecided |

Table 2 presents the preferences of the respondents on *Chabacano* language as a medium of instruction in all subjects except for English and Filipino subjects. The data revealed that the respondents' score got a mean of 2.121 with a standard deviation of 2.1454. using the 5-point likert scale, this means that the respondents are **undecided** whether *Chabacano* language should be used as medium of instruction in all subjects except for English and Filipino.

This result is supported by the statement of seven respondents. As stated by respondent 12 *“it is o fine with the learners who are Chavacano speakers but a struggle to those who are not”*. Respondents 18 also said that it is good to learn *Chabacano* language however it difficult to use the language. According to her *“some of my pupils are Tausug and Tagalog, they can interact in Chabacano but they have a hard time to speak in this language. Most of them can only read and write simple words in Chavacano”*. Respondents 21 also added *“we can teach well using the prescribed mother tongue, Chavacano, because we are native Chavacano speakers, however, even if that is our case, still we experienced difficulty in the spelling of some words specially the difficult ones. Nakakalito ang ibang salita” (Some words are confusing.)*

This finding is just timely because in a meeting of the Committee on Basic Education and Culture at the House of Representatives, Secretary Leonor Magtolis Briones said that the one of the agenda of the conference (March 20, 2020) is to review and update the MTB-MLE transition program. Briones also said that the Department of Education is taking steps on the issues of MTB-MLE. *“Kailangan maresolve ito kaya lahat nirereview natin, at gusto nating baguhin natin ang challenges (We need to resolve all issues that is why we are here to review so we can change all the challenges including the learning process of our learners) (DepEd, 2020).*

Ordinario (2019) also stated in his article *Communication breakdown: Study bares ‘weakness’ in MTB-MLE education system* that *“Due to the lack of mechanisms in place prior to program rollout, teachers resorted to various strategies, such as individualized instruction for children who do not speak the school’s MOI because they are either transferees from another language community, or the MOI of the school is not the child’s MT [mother tongue]. “Sometimes, teachers seek out help from competent speakers of the language in the community. Quite unfortunately, there were documented cases of pupils being simply abandoned to their own devices until they had learned to speak the school’s MOI [‘sink or swim’], or the children had simply stopped coming to school,”*

Table 3: Teachers perspective on Chabacano language as medium of instruction in Mother Tongue subject only.

| Teachers' Preferences on the Implementation of MTB- MLE | M | SD | Descriptor |
|---|------|--------|----------------|
| 2.Chabacano language should be used as medium of instruction in Mother Tongue subject only. | 4.55 | 3.1028 | Strongly agree |

Table 3 shows the teachers' preference on *Chabacano* language as a medium of instruction in Mother Tongue subject only. The respondents' score got a mean of 4.55 with a standard deviation of 3.1028 which means that respondents **strongly agree** that *Chabacano* language should be used as medium of instruction in Mother Tongue subject only. In other words, respondents preferred to use *Chabacano* language only in teaching Mother Tongue as a subject.

This result is supported by the statements of the respondents. As mentioned by respondent 9, “ *Karamihan ng mga students ko ma’am ay Tausug at Bisaya, kapag nagtuturo na ako ng Chabacano, hindi sila masyadong nakakaintindi kaya laging nagtatanong kung ano sa Tagalog ang salitang ito..salitang yun*” (Ma’am, most of my students are *Tausug* and *Tagalog*, every time I’m teaching *Chabacano*, they cannot understand, that is why they always ask the equivalent of this word...that word in Tagalog). Respondent 25 in the same manner also noticed that most of the time when she teaches or speaks in *Chabacano* only the *Chabacano* pupils will interact with her while the non-*Chabacano* pupils hardly comprehend and they cannot respond to my question. There was one student who does not pay attention because according to him, “*dili man gud ko kasabot sa imong giingon maam*” (I don’t understand what you said ma’am). In addition to that, respondents 28 also experienced that whenever she give examinations in *Chabacano*, most of the pupils fail because they can’t understand *Chabacano* due to the fact that most of her learners are not *Chabacano* speakers. Respondent 33 also agree that *Chabacano* language should only be used in Mother Tongue subject. She mentioned that “*Here in Zamboanga, we have diverse cultures and languages, so with our pupils, that is why as a teacher, you should know the language that majority speak, then that will be your medium of instruction. Use the*

mother tongue of the children not the mother tongue of the city. We should consider everybody living in this city.”

Respondent 27, a private school teacher also mentioned that they do not follow the Local Policy on using *Chabacano* language in all subject areas except Filipino and English. She expressed that *“Ma’am it will be hard to implement that idea in the private schools because most of our pupils are English-speaking, we only use Chabacano in the mother tongue subject”*. *Kahit nga ganun Ma’am, marami pa rin ang hindi nakakiintindi ng Chabacano, kaya i-explain pa rin namin sa language nila”* (even if that is the case, still many pupils cannot understand *Chabacano*, we still need to translate it to their language). This echoes the findings of Alieto et al. (2019) that teachers are appropriating the policy and employ translation as a pedagogical practice to bridge the gap in understanding brought about by the troubles of using *Chabacano* to children who are non-speakers of the language.

Therefore, the data tells us that most of the respondents preferred to use *Chabacano* language in Mother Tongue subject only and not in other subjects such as Edukasyon sa Pagpapakatao, Music, Arts, Health, Physical Education, Araling Panlipunan, Mathematics and Science. Moreover, this finding is supported by the statement of Cummins (2000). Accordingly, when students’ language, culture and experiences are ignored or excluded in classroom interactions, students are placed at a disadvantageous standpoint. Everything they have learned about life and the world up to this point is being dismissed as irrelevant to school learning.

Skutnabb-Kangas (1990) has also introduced the same idea. He claimed that when children are made to study in a language that is not their own, the result is “submersion” in education, as an analogy to “forcibly holding a child under water”. Submersion in education affects both the quality and inclusivity of education programs. Students whose home language is not used as the language of instruction (LOI) generally have lower levels of achievement and attainment relative to their peers. These students may learn to decode or repeat but rarely engage in meaningful learning (Lewis & Lockheed, 2006; Rong & Grant, 1992; Rosenthal, Baker, & Ginsburg, 1983)

Table 4: Teachers Preference on teaching mother tongue with the help of translation in Filipino.

| Teachers' Preferences on the Implementation of MTB- MLE | M | SD | Descriptor |
|---|------|-------|----------------|
| 3. Teach Mother Tongue (<i>Chabacano</i>) with the help of translation in Filipino. | 4.85 | 1.219 | Strongly agree |

Table 4 presents the Teachers' preference on teaching mother tongue with the help of translation in Filipino. Respondents score has a mean of 4.85 with a standard deviation of 1.2189 which means that the respondents strongly agree to teach mother tongue (*Chabacano*) with the help of translation in Filipino. This implies that the respondents prefer to translate some *Chabacano* words to Filipino so that pupils would really understand whenever they teach Mother Tongue.

Respondent 1 revealed that most of the time, students request to translate the concepts in Filipino especially the non-*Chabacano* speakers. According to her, *“That is why, it takes time to teach mother tongue, one hour is not enough to teach the competency of the day because we still need to translate it to Filipino and sometimes to their languages (Bisaya and Bahasa sug), just to make sure that all pupils can relate to the topic”*. Respondent 4 also added that *“Since majority of my pupils cannot speak and understand Chabacano well, they cannot communicate well with other classmates. To solve that problem, I will just have to translate it to Filipino, buti nalang lahat sila makaintindi ng Tagalog”* (It's good that all of them can understand Tagalog). Respondent 15 who is a Cebuano teacher also said that *“Mahirap talaga ma'am, kasi kahit may mga training na kami sa Chabacano Orthography, kulang pa rin talaga ang alam ko ma'am, kahit yung mga kasama kong Chabacano, minsan ay nalilito rin sa mga salita Ma'am”* (It's really hard Ma'am, even if we have attended training on *Chabacano* orthography, we still lack the knowledge, even my *Chabacano* colleagues sometimes are confused with some *Chabacano* words). Respondent 22 also said that *“Translation in Filipino is usually done by most teachers Ma'am because teachers teaching Mother Tongue are not all Chabacano speakers like our pupils, so to benefit all pupils, after saying the concepts in Chabacano language, we also translate it to Tagalog or Filipino*

to make sure that all pupils understood the lesson, kailangan may translation talaga Ma'am” (we really need to translate Ma'am).

In general, the mean score and statements of the respondents clearly states that they prefer to teach the Mother Tongue subject with the help of translation in Filipino to see to it that the concepts are understood by all pupils.

Translation to Filipino however supports the R.A 10533 known as the Enhanced Basic Act of K to 12 wherein it states that “The DepEd shall formulate a mother language transition program from Grade 4 to Grade 6 so that Filipino and English shall be gradually introduced as languages of instruction until such time when these two (2) languages can become the primary languages of instruction at the secondary level.”

Conclusion

Based on the findings of the study, this study concludes that the selected early grade teachers in public and private schools in one of the cities in Zamboanga Peninsula, preferred to use *Chabacano* language in Mother Tongue subject only and to teach the Mother tongue subject with the help of translation in Filipino. However, they are undecided whether the *Chabacano* language should be used as a medium of instruction in all subjects except for English and Filipino.

The preference of the teachers totally agrees to the national guideline of the DepEd Order no. 74 Institutionalizing Mother Tongue-Based Multilingual Education (2009) which clearly states that “the mother tongue of the students shall be a medium of instruction to be used in the classroom”. The preference in translating *Chabacano* words in Filipino also supports the Philippine constitution, article 14 section 7 which states that for purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English. The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein.

Pedagogical Implications

Based on the findings, the study implies that most respondents preferred to use the *Chabacano* language as a medium of instruction only in the mother tongue subject

only. This preference is rooted in their classroom experiences of having pupils that are non-*Chabacano* speaking who do not understand the language. Zamboanga City, as the melting pot of Zamboanga Peninsula, is being composed of different people from other parts of the region who are still starting to learn the city's lingua franca and so with the case of the pupils whose parents are migrants from other neighboring cities.

Because of the said scenario, the study also implies that most of the respondents preferred to translate some *Chabacano* concepts into Filipino language for the benefit of the non-*Chabacano* speaking pupils. This finding is also true in the study of Lartec et al. (2014). According to them, the use of mother tongue in teaching in a multilingual setting affects the way pupils learn. A melting pot and the educational centers in the Philippines demands teaching strategies that not only adapt to the interplay of the different cultures and languages but give importance to them, too. Therefore, as a learner-centered classroom, teachers cannot avoid using translation to ensure the learning of the pupils regardless of their languages.

However, the respondents were also undecided whether the *Chabacano* language should be used as a medium of instruction in all subjects except for English and Filipino. Respondents with *Chabacano*-speaking pupils agreed to the local policy on the implementation of Mother Tongue but respondents with non-*Chabacano* speaking pupils do not seem to agree in the said local policy. Although Zamboanga City's lingua franca is *Chabacano*, it is essential to note that it is not the only language spoken in the city.

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**Referential Expressions in Indonesian *Dangdut* Songs:
What the lyrics imply for social values and language teaching**

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Abstract

This paper explores the referential meaning of lyrics of the dangdut song written in the Javanese language. The purpose of this paper is to present the structure of reference expression in every stanza of the song's lyrics, and also explain how the references contribute the stanza. A qualitative approach was used in this study and content analysis was used as the research design. A corpus originating from 7 songs recorded in DVD were used as the core data. Data of this study were collected by identifying each lyric of the 7 songs verbatim. Records of the song and the running text on the lyrics were considerably written and verbatim analysis to each mark on the referential meaning was constructed. Data were analyzed based on its themes and contents as per lyric implies. In addition, the analysis was also based on the theory of referential expression. The last lines in every stanza were identified as the anaphoric words which were taking a part as attributive words that attribute the lines before the last lines. These preceded lines are functioned as antecedents. Moreover, the rhyme of antecedents and the rhyme of anaphoric words identify the role of those words in those referential stanzas. Results indicate that the irony meaning of Javanese dangdut lyrics songs seems so rude but gives a very much entertainment towards their audience. Specifically, the last line in the stanza performs irony meaning since the antecedent lines are recognized as having the attributive-irony meaning attributable to the last line, thus the meaning attributable to the anaphoric reference reveal irony condition or meaning in the stanza.

Keywords: *rhyme, stanza, folk music, attributive words, anaphoric words, irony.*

Introduction

This study explores the referential meaning of Indonesian dangdut song written in the Javanese language where the cultural messages are prominent. The referential meaning reflects the true evidences where the society listen in their daily lifes the dangdut songs. The contents of the lyrics of dangdung songs are perceived to have negative messages by some researchers, such as they are vulgar to expolre the sexuality of the woman genital (Kusumaningsih, et. al, 2019); moral hazard (Dwi, 2018), and expose sexuality (Setiawan and Susanti, 2020). As the study of language, however, the advent

of the lyrics show how true experiences regarding the social facts. As the creative work, the study on the dangdut lyrics provide insights of how linguistics studies approaches for teaching.

In the origin of dangdung country, Indonesia dangdung song is the music of the people and reach the most poplar image. Indonesia has been known as a country that introduces the variety of languages and cultures. Focusing on one of the Indonesian's famous cultures, specifically among Javanese people, there is a folk song called "dangdut". Dangdut is a genre of Indonesian folk music that is partly derived and fused from Hindustani, Arabic, and Malay folk music (Prayoga, 2015). Frederick (1982) elaborates, "The term "dangdut" dates only from about 1972 or 1973, but the music describes onomatopoeically and with a certain derogatory feeling--the word translates roughly as "thumpety-thump" from the characteristic drumbeat--has a long and complicated genealogy".

Although dangdut raised many popular mucisians and singers such as Rhoma Irama and Inul Daratista, there was a time where dangdut had been labeled negatively as providing taboo meaning, getting lack of attention, and singing for lower class only. Recently, dangdut lyric was considered as having taboo meanings. Looking at the lyrics of dangdut, most of the citizens interpret the meaning of dangdut as the vulgar and embarassed one. Dwi (2018) has stated in her study that although the dangdut's song does not directly affect the hearer's behaviour, it has certain negative effects. Beside the vulgarism, dangdut is often linked with the erotic dance. Setiawan and Susanti (2020) also provide confirmation on their study that lyrics in dangdut koplo expose sexuality. Kusumaningsih, et al. (2019) mentioned that the dangdut song lyrics contain vulgar meaning and exploiting the woman singers through their genital appeals. Her data were taken from 25 songs of the top ten songs and best seller. However, she did not mention the source that provide best seller list, which basically, there are many dangdut songs list provider in the internet that provide different result of best seller songs.

However, there is a phenomenon on television that most entertainment programs in every channel use dangdut as one of their special programs. Setiaji (2017) claims that nowadays dangdut has a bigger development. He explains a phenomena of dangdut that called *dangdut koplo*, a sub dangdut genre which accentuates and manipulates the rapid

beat of *ketipung* ‘tom-tom’. It was started in East Java of Indonesia, then *dangdut koplo* are now going international. Almost all the popular songs around the world have their *dangdut koplo* genre. Moreover, the *dangdut* singers are having more good sense of costume in their performance nowadays and many people start to sing the songs in many events. It is not considered as having taboo meaning anymore.

Kuiper (1991) and Kiesling (1997) in Batang (2018) postulated that taboo words can reach a substantial level of close bonding in a certain social class. Formerly, Eckert and Ginet (2003) in Batang (2018) also stated that the meaning of taboo itself comes from a shared freedom signals upon those who are mothers and schoolteachers who are mostly women in the past have judged it as ‘dirty language’. In this way, women in the past had put the distance toward the user of those words. How if at that time, like this present time which there have been many research have observed that both gender use those taboo words frequently, then taboo words would not be no more taboo.

Related to this phenomena when the taboo lyrics sound no more taboo, it is because of how do the listeners or the readers interpret the meaning of the sentences or the words. It is not easily saying that *dangdut* song lyrics are taboo because Alonzo (2019) mentioned that *folksongs are rich repository of identity constructions and worldview*. Alonzo (2019) has explained that analyzing popular music as a discourse is applied into three ways, they are observing song lyrics as a performed language, describing the discourse on music, and analyzing the discourse of music. She also mentioned that analyzing musical aspect involves various extra -musical aspects in musical discourse analysis, such as psychological, personal factors, social and historical environment, stylistic conventions, artistic aims and so forth. This means that the understanding of the meaning of the lyrics depends on how the message is communicated. The interaction and communication also depend on the culture of how the speaker and hearer interact and communicate each other. The important thing in this case is the culture itself. The culture is established by the people (Suhartono, 2020). That is why people need to know how to build a culturally communication that can help them doing the interaction to be fun and entertained, in this case the vulgar lyrics does not sound taboo or embarrassing.

The concept of communication that is meant here is an activity which involves speaker, hearer, message and the medium of transferring the message. In the process of

‘doing communication’, people are exchanging information, news, ideas, with somebody or to make one’s ideas, feeling, to be clear to others (Suhartono, 2020). Finnegan (1994) states that communication is the process of sending meaningful symbols between individuals.

As dangdut became the most entertainment musics among Indonesian people, also preserving the fact that dangdut has long historical issues, this study is interested to identify how dangdut songs deliver the meaning idea through the diction of its lyrics. Based on the definitions about communication above, there is a popular dangdut band called Sagita. Sagita’s songs also try to give meaningful idea through the diction of the lyrics. These dictions have rhymes which deliver messages to their audience. Thus, this paper introduces the concept how the antecedent lines before the last line of the stanza in a song functions as attributive words that reveal the irony idea.

The referential words in this paper determine the intended words through the attributive words. These attributive words give identification which words that are being attributed by maintaining which words that are being the only one conveyed. Based on the statement from (Michael Devitt, 2007).

...It is generally agreed that descriptions have a referential use as well as an attributive use. When ‘the F’ is used attributively in ‘The F is G’ the sentence conveys a thought about whatever is alone in being F; when ‘an F’ is used attributively in ‘An F is G’ the sentence conveys a thought about some F or other. The sentences convey “general” thoughts or propositions. When either description is used referentially, its sentence conveys a thought about a particular F that the speaker has in mind, about a certain F. The sentences convey “singular” thoughts or propositions;

It may be summarized that the use of attributive words in a sentence is described based on the use of article ‘the’ and ‘a/an’. When the attributive use describes a word that has article ‘the’, it explains that the attributed word is the only one referent being conveyed. Meanwhile, the attributive use that explains the referent being conveyed is not the only one.

Literature Review

Reference

From the previous issue, reference has a function to help listeners/readers identify an entity using linguistic forms. Linguistic forms or linguistic units can be morpheme, lexical, word, or sentence. Reference is used to state a word or a phrase to which it refers to. Reference (a noun or a noun phrase) is described by a modifier preceded or followed. For instance:

*I found a **metal** bucket **full of gold and silver**.*

The word “metal” is a pre-modifier that precedes the noun “bucket”. “Full of gold and silver” is a post-modifier that follows the noun. So that, the two modifiers describe the “bucket”.

Yule (1996) affirms reference as an act by which speaker (or writer) uses language to enable a listener (or reader) to identify something. For further knowledge, Yule also states that the word choice (or linguistic form) that is uttered by speaker from one speaker to another might have a different meaning. This could be meant that the meaning depends on the speaker. To perform a reference, speaker can use referring expression. In pragmatics, the linguistic form of reference is called **referring expression**.

Referring Expression

A claim (Allan & Jaszczolt, 2012) says if a referring expression cannot be defined from its grammar and lexeme (word based on vocabulary), as a formula Lexical NP < pronoun < Ø taken from Huang (2000) it is not a referring expression. Moreover, referring expression is not-bound.

Gereon Müller from Leipzig University in his short Power Point made in 2008 exposes three principles of Binding Theory by Noam Chomsky. Focusing on the third theory (Principle C') states “an R-Expression is not bound” explains that R-expression can be changed without affecting the meaning of the noun or NP it modifies.

Kyla: what are you guys looking at?

*James: **that girl** with blue sparkling gown.*

*John: **that girl** sitting next to Brandon.*

*Kyla: Oh! **Zaz!***

That girl is the referring expression. Remember that referring expression is whether noun or noun phrase. **Zaz** is the name of **that girl** known as proper name in form of NP. Even though,

James and John make different complements but they refer to the same girl that is Zaz. The referring expression is not-bound because Zaz can be replaced by that girl and the different complements make readers still understand that the complements refer to Zaz.

Attributive words

A more brief explanation (Fowler & Burchfield, 1996), their Modern English Usage states “attributive” in grammatical work, ‘that express an attribute’: normally an adjective placed immediately before a noun and then, In English grammar, attributive uses as a modifier of a sentence especially adjectives, verb and nouns. Moreover, attributive appears at the beginning of a noun. Many sources only take a deep look at attributive type as adjective. However, the types of attributive are three. There are attributive noun, attributive verb, and attributive adjective (to be believed). Far from these kinds of attributive (in grammar), in Pragmatics there is an attributive use in field of reference.

Attributives in a journal entitled *Attributive and their Modifiers* by Samuels & Farstrup (2006) tell that attributives have a function to connect an individual to a class of and individual (categorizing) and to what an individual belongs.

*This **newspaper** article tells about the climate change* (attributive noun)

*An **energetic** dancer is needed in the next show* (attributive adjective)

*My **sleeping** classmate just left the class* (attributive verb)

Anaphoric words

In recent times, in the field of computational linguistics the term ‘anaphora’ appears to be prominent over ‘reference’. Modern linguists prefer to use anaphora to speak about the phenomenon of referential expressions in natural language. So for the issue of the study the term ‘anaphora’ is used frequently, and the two terms are used interchangeably all through. Filmore (1975) argues that it is not easy to draw a distinction between reference and anaphora. He points out that confusion is likely to happen in terms of distinction between discourse deixis and anaphora. Anaphora is said to work within sentences, across sentences and across turns between participants whereas deictic or other definite referring expressions are often used to introduce a referent, but anaphoric pronouns are used to refer to the same entity thereafter.

Rhyme

A rhyme (sometimes spelled Rime) is a repetition of similar sounds in two or more words and is most often used in poetry and songs. The word "rhyme" may also refer to a short poem, such as a rhyming couplet or other brief rhyming poem such as nursery rhymes.

Types of rhyme

The word *rhyme* can be used in a specific and a general sense. In the specific sense, two words rhyme if their final stressed vowel and all following sounds are identical; two lines of poetry rhyme if their final strong positions are filled with rhyming words. A rhyme in the strict sense is also called a perfect rhyme. Examples are *sight* and *flight*, *design* and *gain*, *madness* and *sadness*.

Perfect rhymes

Myers & Wukasch (2003) stated that perfect rhymes can be classified according to the number of syllables included in the rhyme, which is dictated by the location of the final stressed syllable.

- masculine: a rhyme in which the stress is on the final syllable of the words (*rhyme*, *sublime*)
- feminine: a rhyme in which the stress is on the penultimate (second from last) syllable of the words (*picky*, *tricky*)
- dactylic: a rhyme in which the stress is on the antepenultimate (third from last) syllable (*cacophonies*, *Aristophanes*)

Irony

The word irony in a literary work like in a poem is not something new anymore. What this paper analysis is about how the concept of irony is used by the songwriter structurally in a song lyric. The concept of irony in a literary work is used to make something or someone in our society to be looked embarrassing or ridiculous by overthrowing humor to something or someone.

People also define irony in the context that the distinction between irony, satire, sarcasm, wit and humor must first be established. However, irony should be differed from comedy (Raymond Chakhachiro, 2009),

...irony differs strategically from comedy; the former is reserved and a means to an end, while the latter is public and an end in itself. With wit, irony shares language such as poetic references, paradoxes and puns. The definition of wit, as an upper social class offensive weapon classifies it as one of the devices of irony.

A story may have been called as ironic because it may contain the irony conflict, for example: a story is ironic because it tells about a man who has got big money - maybe his future and happiness start at that time but the next day he lost all of that because he died. Readers may laugh to know that this 'lucky in a while' man is no longer lucky because he has died and cannot enjoy the happiness of having big money. The way readers laugh could not be considered that they are happy, because this way means they could be sad too seeing a man like this in a real life.

The research questions of this study is to identify the form of rhyme in the stanza that contributes the last anaphoric-line, the second research question is to identify the antecedent words that attribute the anaphoric reference of the last line in the stanza, and the third is to identify how the rhymed-antecedent words could be attributive in revealing the ironical-anaphoric reference in the last line in the stanza.

Methods

This study is a qualitative and assigns content analysis to analyze data (Yin, 2011) by which phrases, sentences and narrative texts provide logics and arguments as the core data (Cresswell, 2014). This study identifies the dangdut songs, specifically focusing on the song's lyrics. It focuses on the analysis of explanation related to referential meaning of the dangdut song lyrics having referential evidences. Data of this study came from seven songs of dangdut written in Javanese by a Sagita Band, a famous Dangdut music group in East Java Indonesia. As the lyrics do not have any titles, the authors named each song with numbers, like Song 1 to Song 7. Specifically, all songs indicate values of local culture expressed within the Javanese terms that have the rich interpretation of referential meanings.

To collect the data, authors listen each song from the VCD that recoreded the performance considerably 3-5 times so that authors can identify each lyric properly. As

the lyric has been provided with running texts to present the lyrics, the authors based their records on the running texts and the voice of the singer to navigate the message of each lyric. Referential meaning that appear in the running texts is identified verbatim. The authors identify each referential lyric of each song so that the entire 7 songs are completed and reconstruction of the referential meaning from each song is fully identified.

To analyze the data, the authors elaborate some terms such as antecedents, attributive words, and anaphoric words which need more explanation of the meaning the song's lyrics. Specifically, it focuses on the structure of referential expression in a song lyric which is supported by the antecedent, the attributive words, and the anaphoric words the data consist of the sentences from the Javanese folksong. The data reduction is done by selecting the songs that have ironic sense (Miles, Huberman & Saldana, 2014; Yin, 2014; Cresswell, 2011).

Results

The results below are based on several analysis tables that explain the irony sentence on its constituent components, namely antecedents and anaphorics also describing the rhyme stanza for the last line.

The antecedents that attribute the anaphoric words

1). The analysis of attributive words in the Song 1

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|--------------------------------------|--|-------------------------------------|
| 1 | aku tibo jempalikan neng pojok an | mujur tenAN, bis-bisAN, ugal-ugalAN | aku tibo jempalikan neng pojokAN |

The anaphoric words/expression is considered as giving attributes since it is attributed by the antecedents “mujur tenAN, bis-bisAN, gal-ugalAN”. The anaphoric words have irony meaning because of the meaning of the antecedents explain the condition of a zig-zag running bus with overloaded passengers. In the final stanza tells

that the singer rolling-fall down in the bus. The singer is a street singer that works in a bus at that time.

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|--|-------------------------------|--|
| 2 | tibakno gendeng anyaran, ditabok setan | koyok jutawAN and gowo korAN | tibakno gendeng anyarAN, ditabok setAN |

The lyrics “tibakno gendeng anyaran” and “ditabok setan” on Javanese belief means someone who has a mental disorder is he/she who has been struck by evil. The last line “tibakno gendeng anyarAN, ditabok setAN” has a referential expression that explains the antecedents of “koyok jutawAN” and “gowo korAN” which means the rich who read newspaper in the morning who has a mental disorder and he/she has been struck by evil. The anaphoric words of these antecedents attribute the irony meaning in the last line. The irony meaning is recognized by these attributive words. So, the last line is anaphoric expression that are attributed the antecedents.

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|---|-------------------------------|--|
| 3 | tibakno meteng rong ulan, merek ojek-an | ayu temenAN & nang embongAN | tibakno meteng rong ulAN, merek ojekAN |

The words “*tibakno meteng rong ulan, merek ojek-an*” which means that the girl has been in two months pregnancy because of doing free-sex with the public motorcyclist. Those are the anaphoric words of antecedent “*ayu temenAN*” & “*nang embongAN*”. Those anaphoric words are attributed by the antecedents. Moreover its attributive expression creates the irony meaning since the meaning of the antecedent words is ‘she’s so beautiful and seldom hang out’ but in fact now she is in two months pregnancy. The condition of its words is ashamed, that is why its irony meaning is revealed on the contextual expression of the stanza.

The analysis of attributive words in the Song 2

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|--------------------------------------|-------------------------------------|--------------------------------------|
| 4 | telung sasi mak aku urung bayaran | perawAN, perantauAN, & sekolahAN | telung sasi mak aku urung bayarAN |

The anaphoric words/expression of its stanza is considered as attributed since its attributed by the antecedents “*perawAN, perantauAN, & sekolahAN*”. These anaphoric words have irony meaning because of the meaning of the antecedents explain that the condition of a girl in a suburban area who was single, had been in a remote area to work in the school canteen, but unfortunately, she did not get any salary at all during work.

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|-------------------------------|-------------------------------|-------------------------------|
| 5 | menek klopo nyeblok bongko | mulyO, ndesO, & botO | menek klopo nyeblok bongkO |

The attributive words “menek klopo nyeblok bongko” reveal irony circumstances in the stanza. The antecedents “*mulyO, ndesO, and botO*” attribute to raise the meaning of irony itself. When the meaning of the anaphoric words is badly fall-down from the coconut tree, it gives the clue of irony condition through the antecedents which its meaning ‘if you want your life prosperous, then follow me to the country side, and climb the coconut tree.

The analysis of attributive words in the Song 3

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|-----------------------|-------------------------------|-----------------------|
| 6 | paling penak rabi wae | nduwE, dewE, & nduwE | paling penak rabi waE |

Irony is risen from the anaphoric words of “*paling penak rabi wae*” (meaning: getting married is the last perfect choice). The anaphoric words are the elaboration of antecedents and the attributive words. The anaphoric words “*paling penak rabi wae*” is attributed by the antecedents, it explains that the meaning of antecedent lines may sound unclear within the stanza until they are revealed having ironic meanings through the last line i.e. attributive words. That is why, the last line “*paling penak rabi wae*” in the stanza is the attributive-anaphoric words for the unclear antecedent words “*nduwE, dewE, & nduwE*” (meaning: I am the poor, I can’t finish my school, I have no work-experience, but my mother tells me that I’m the most beautiful girl) in the 1st, 2nd, & 3rd line; that enhance the ironic meaning in the stanza.

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|-----------------------------|--------------------------------|-----------------------------|
| 7 | arep nyambel ra enek lombok | cowOK, sempOK, bosOK, & simbOK | arep nyambel ra enek lombOK |

Revealing the irony condition could be raised through the antecedents “*cowOK, sempOK, bosOK, & simbOK*” that give an attributive meaning to the anaphoric words “*arep nyambel ra enek lombOK*”. The meaning of the antecedents is, there is a girl who has met a boy. The boy is not handsome enough and a little bit too old for her. When she tells her mother about that boy, the mother does not give her any money or even something to eat. The special thing in these antecedents is, the lines before the last line have the same rhymed. This rhyme sounds funny because the rhymed is considered as a part of the antecedent which contribute the irony meaning. So, the irony meaning in attributive words are also considered as the anaphoric words.

The analysis of attributive words in the Song 4

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|---------------------------|-------------------------------|---------------------------|
| 8 | nanging aku calon jutawan | tenAN, sopAN, & tindikAN | nanging aku calon jutawAN |

Irony meaning that contribute the anaphoric words are raised from the meaning of the antecedents which has the same rhyme. The anaphoric reference “*nanging aku calon jutawAN*” is also the explaining the irony condition since it explains the condition of a bad girl with tattoo and ears with full of earrings who still perform good attitude to the society, and may become a millionaire in the future.

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|---------------------------------------|-------------------------------|---------------------------------------|
| 9 | angger gelem ora mangan sangang wulan | prapatAN, keturutAN, & wulan | angger gelem ora mangan sangang wulan |

The anaphoric words “*angger gelem ora mangan sangang wulan*” reveal irony circumstances in the stanza. The antecedents “*prapatAN, keturutAN, & wulan*” attribute to raise the meaning of irony itself. When the meaning of the attributive words is as long as you are willing not to eat for eight months, it gives the clue of irony condition through the antecedents which the meaning is you can have a free new smartphone when you join me to be a street musician, but you will not eat anything for eight months.

The analysis of attributive words in the Song 5

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|---------------------|-------------------------------|---------------------|
| 10 | jebul malah dienyek | meleEK, suwEK, & cepEK | jebul malah dienyEK |

“*Jebul malah dienyek*” means she is being underestimated. The sentence has irony meaning which is contributed by the antecedents. It has the meaning of a condition of a girl who has worked in twenty-four hours to earn a living, but she is still being underestimated by the society. The meaning can be revealed through its attributed by the anaphoric reference of “*jebul malah dienyEK*” sentences.

The analysis of attributive words in the Song 6

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|---|----------------------------------|---|
| 11 | bapake koyok buto mencak-mencak nggemplang boto | mulyO, suroboyO, rojO, & konO | bapake koyok buto mencak-mencak nggemplang botO |

The anaphoric words/expression “*bapake koyok buto mencak-mencak nggemplang botO*” is considered as attributed. It’s attributed by the antecedents “*mulyO, suroboyO, rojO, konO*”. Moreover, it has an irony meaning because the meaning of the antecedents explain the condition of a girl who has met a rich boy from Surabaya city, unfortunately his father is cruel like *buto* (evil) and would like to throw a boto (brick-stone) for those who is dare to have a crush on his rich boy.

The analysis of attributive words in the Song 7

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|---|----------------------------------|---|
| 12 | sing penting kenek nggo tuku jajan camilan | restorAN, ceperAN, & proyekAN | sing penting kenek nggo tuku jajan camilAN |

“*Sing penting kenek nggo tuku jajan camilan*” means the money can be used to afford snacks. The sentence has irony meaning since it’s contributed by the antecedents which has the meaning of a condition of a girl who is willing to work in a restaurant with the boys. In three years to earn a small-money which can only afford snacks. Its meaning is attributed by the attributive words of “*sing penting kenek nggo tuku jajan camilAN*”. The attributive words are attributed by the antecedents, it can be concluded that the attributive words are the anaphoric references, because anaphoric reference refer to the antecedents.

| No | Irony | Antecedents=Attributive words | Anaphoric words |
|----|-----------------------------------|----------------------------------|-----------------------------------|
| 13 | karepe yo pengen nduwe gandhengan | CecangkrukAN, gitarAN, & pacarAN | karepe yo pengen nduwe gandhengan |

The Irony condition could be raised through the antecedents “*cecangkrukAN, gitarAN, & pacarAN*” that give a meaning to the anaphoric words “karepe yo pengen nduwe gandhengan”. The meaning of antecedents is the singer and her friends like to gather in a cafe singing songs while watching the other loving couple in romance in the other corner. The special thing in the antecedents is the lines before the last line have the same rhymed. This rhyme sounds funny since the rhymed is considered as a part of the antecedent which contribute the irony meaning. Moreover, the irony meaning in attributive words are also considered as the anaphoric words.

The contribution of rhyme stanza for the last line

Based on the theoretical framework, the analysis of rhyme is based on the Perfect Rhyme theory which is divided into three types. They are masculine rhyme, feminine rhyme, and dactylic rhyme. The analysis of the data has raised in one finding of rhyme, that is masculine rhyme. It can be concluded that the Javanese folksong implant masculine rhyme in the stanza of the song lyrics. “Masculine rhyme” is a rhyme which is stressed on the final syllable of the words (*rhyme, sublime*). The masculine rhyme can be seen in the following stanza:

1st song:

| | | | | | | |
|--|---------|--------|--------|-------|--------|-------|
| Dino | | iki | | mujur | | tenan |
| Aku | Ngamen | nang | njero | bis | bisan | |
| Penumpange | lenggah | tenang | supire | gal | ugalan | |
| Aku tibo jempalikan neng pojok an | | | | | | |

The rhyme ‘-an’ at the end of the 1st, 2nd, and 3rd lines have the same rhyme with ‘-an’ at the 4th line. The rhyme is called as masculine rhyme, because the rhyme appears the stress on the final syllable.

4th song:

| | | | | | |
|----------|-------|--------|-------|--------|-------|
| aku | rabi, | aku | kenal | cowok | |
| kenal | cowok | irunge | rodok | sempok | |
| setengah | tuwo | iki | awak | lagi | bosok |
| ra | oleh | duwek | soko | simbok | |

arep nyambel ra enek lombok

The 4th song also has the masculine rhyme, since the stress of the syllable arrives at the last syllable. The rhyme ‘-ok’ at the end of the 1st, 2nd, and 3rd lines have the same rhyme with ‘-ok’ on the 4th line.

The lines in every stanza contain masculine rhyme which are emphasized on the antecedents that attribute the referential words in the last line in every stanza. Its rhyme (masculine rhyme) is the ‘tools’ to maintain the final irony meaning in the anaphoric line at last line of every stanza. It can be said that its attributive-antecedent plays a great role in establishing ironical meaning in the last line. The rhyme in every lines are the antecedents that refer to the irony words in the line on the stanza, so the last line is the anaphoric reference that contain irony meaning. It can be said that its anaphoric reference is attributed by the antecedents.

Pedagogical Implication

Based on the presented results above, this paper has three implications on these Javanese folk songs. Firstly, as it has been mentioned that the lyrics were written by a certain local dangdut group, the language of the lyrics were created in a stanza with local language with special rhyme. The special rhyme itself has postulated particular rhyme in every lines of each stanzas. This particular rhyme seems successful in attracting the audience’s ear; because comparing to the other dangdut songs that use Indonesian language, these Javanese lyrics sounds unique on their rhyme. These lyrics sound unique because there is no other dangdut Indonesian lyrics that have these particular rhyme. Secondly, the last word in each lines in every stanzas supports the irony meaning in the last word of the last line in every stanzas. The existence of that irony meaning in each stanza has revealed that these Javanese lyrics has given a humorous effect toward the

audience. Thirdly, the impact of the irony message in the society does not always have negative sides. The art of the song lyrics may educate the people to do positive things. These Javanese folk songs can render the society into a better world. Because through irony, people can reduce something that is painful in their life by conceiving it as funny experience. In this way, it can remedy sadness in the world.

Conclusion

Dangdut songs that is popular nowadays are affected by the lyrics they bring. The lyrics contain the stanza that are very interesting. The stanza contains the masculine rhyme that beautify the lines. Those masculine rhyme are the antecedents that attribute the anaphoric line in the final line of every stanza. The antecedents that contain masculine rhyme can be considered as attributive words. The special thing that the people are interested to is about the irony meaning at the final line. It is interesting because it is revealed that the attributive words can raise the irony meaning at the final line in the stanza. The results of this paper may have a contrast toward the research conducted by Kusumaningsih, et, al. (2019). She has concluded that dangdut songs contain vulgarism that lead to negative values in social education. Meanwhile, this paper revealed a conclusion that the analysis on dangdut song lyrics as a folksong requires many point of view considerations including the intrinsic and extrinsic factors, which include rhyme and irony. Alonzo (2019) has stated that folksongs are rich repository of identity constructions and worldview, which the repository itself can regard folksongs as a poem that needs to be observed its intrinsic and extrinsic part. Overall, this paper has proved that certain types of dangdut songs do not imply negative impacts to the society. Moreover , it can also give healings toward the society through its artistics rhymed-lyrics that providing humorous effect of its irony message.

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Appendices

| | |
|---|--|
| <p>Song 1</p> <p>Dino iki mujur tenan Aku Ngamen nang njero bis bisan Penumpange lenggah tenang supire gal ugalan Aku tibo jempalikan neng pojok an Arek ayu klambi abang Cukuran lanang semiran abang</p> <p>Alise nanggal sepisan, idhepe pasangan sayang untune batikan, kopi lambada</p> | <p>Song 3</p> <p>aku pancen wong ra nduwe jare simbok aku seng ayu dewe ijasahku SMP, pengalaman ora nduwe paling penak rabi wae aku rabi, aku kenal cowok kenal cowok irunge rodok sempok setengah tuwo iki awak lagi bosok ra oleh duwek soko simbok arep nyambel ra enek Lombok pertamanya aku gak mengerti kenapa ditangkap pak polisi digebukin setengah mati disuruh ngakuin barang bukti</p> |
| <p>Iku mono ra sepiro, ibarat aku duwe konco Lagak e koyok jutawan ngalor ngidul gowo koran, tibakno gendeng anyaran ditabok setan Iku mono ra sepiro, ibarat aku duwe tonggo Arek e ayu temenan</p> | <p>Song 4</p> <p>senadyan awakku kebak tatoan rodo tenan nanging aku isih nduwe roso sopan senadyan kupingku kebak tindikan nanging aku calon jutawan cah ganteng ojo sumelang melu aku tak jak ngamen nang prapatan njaluk hape mesti keturutan angger gelem ora mangan sangang wulan</p> |
| <p>jarang metu nang embongan Tibakno meteng rong ulan merek ojek an</p> | <p>Song 5</p> <p>ono kadal jare tekek tangine merem melek simbah lagi menek e kathoke suwek tak rewangi golek recek, golek duwek</p> |

| | |
|---|---|
| <p>Uger galewene gerbongan iku julukane Wedok ane lemu lemu di ONYEN guya guyu alamak di onyen guya guyu</p> | <p>soko cepek jebul malah dinyek</p> |
| <p>Song 2 mak iki anakmu perawan wiwit mbiyen ono ing perantauan melu ngewangi neng kantin sekolahan telung sasi mak aku urung bayaran obral-obral janji le urung mesti uripmu mulyo mulo aku wes kondo melu aku mulih nang deso ngiwangi gawe boto, menek kelopo nyeblok bongko</p> | <p>Song 6 Dino iki uripku rodok mulyo, Kenal cowok omahe suroboyo Cah-e sugih koyok anake rojo Pitung ndino aku kenal cah suroboyo Tak dolani menyang omahe kono Tekan kono, bapake koyok buto</p> |
| | <p>Song 7 Telung taun aku kerjo ning restoran Sabèn bengi aku golek duwit ceperan Kumpul bareng ngamen bareng cah proyekan Sing penting kenek nggo tuku jajan camilan Muleh ngamen kabeh , podo cecangkruk'an Ning pinggir ndalan karo gitaran Ngguya ngguyu nyawang bocah pacaran Karepe yo pengen nduwe gandhengan</p> |



**Rhetorical Organization of Ilocano and Tagalog Pre-Service Teachers
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Abstract

Cross-cultural study of rhetorical traditions as they exist or have existed in different societies around the world has been the focus of contrastive rhetoric. Studies in contrastive rhetoric in the past years confirm that culture is reflected in rhetorical patterns. Using the argumentative essays of 55 students from a state university in Central Luzon and following Liu's (2005) framework on the location of thesis statement, the present quantitative-qualitative study compares the discourse organizations in the placement of thesis statement in the argumentative essays of the three groups of tertiary students (Ilocano, Tagalog and mixed Ilocano and Tagalog), and determines if thesis statements' placement is dependent on one's language grouping. Analysis of the corpus revealed that participants from the three groups differ on their choices on where to write the thesis statements. There were more Tagalog participants who preferred the deductive pattern, while there were more Ilocano participants who preferred to write thesis statements in the middle. Meanwhile, there were more participants from the mixed-group who chose the inductive pattern. The interplay between culture and language use was discussed with focus on the distinct culture of Tagalog and Ilocano that are reflected in the discourse organization of their argumentative essays.

Keywords: *culture, language, thesis statement, argumentative essays*

Introduction

Research Background and Related Studies

Writing is embedded in culture and since there are differences from one culture to another, differences as to the accepted or preferred rhetorical norms and conventions from one culture to another exist. Difference between the rhetoric of Asian and Western world was discovered in 1966 by Robert Kaplan while examining the organization of the essays of his foreign students.

Cross-cultural study of rhetorical traditions as they exist or have existed in different societies around the world has been the focus of contrastive rhetoric. Research in contrastive rhetoric in the past years confirm that culture is reflected in rhetorical patterns. For instance, Hinds (1983) examined rhetorical style in Japanese writing which does not exist in English using data from a newspaper column. He found that the style of Japanese expository writing can be described as consisting of the pattern *ki-shoo-ten-ketsu*. Likewise, Cai (1987 as cited in Connor, 2004) claimed that the indirectness of Chinese rhetoric is probably due to the influence of the eight-legged essay, the framework used for Chinese writing, which was derived from classical works on Confucian teachings. Eggington (1987) found that Korean texts are indirect and nonlinear, and the latter demonstrated by the four-part pattern (*ki-sung-chon-kyul*), which corresponds to that of the Japanese. Based on an inventory of cohesive devices used in the written texts, Mohamed and Omer (2000) concluded that Arabic writing is context-based, generalized, repetition oriented and additive, which they argued, may be attributed to the fact that Arabic culture is collectivist, high-context, high-contrast and reader responsible. Likewise, Montaña-Harmon (1991) found that elaborated style of Spanish writing is dominant in Spanish students' English essays.

Due to inherent difficulties underlying generating and organizing ideas and putting these ideas in a harmonious way, writing is considered the most difficult of the four skills (Richards & Renandya, 2002). With such, it has become one major concern of current tertiary education. Hence, educational institutions are paying extraordinary attention to the writing skills of all students (Kachru, 1995; Torres & Alieto, 2019a). Zhu (2011 as cited in Biria & Yakhabi, 2013) refers to the prevalence of argumentative writing in the academic curriculum. An argumentative essay requires writer to make a particular claim about an issue and support that claim with evidence. Claims can take a variety of forms, such as an opinion, a proposal, an evaluation, a speculation on a cause and effect relationship, or an interpretation of events. In accordance with the English written discourse conventions, the argumentative writing belongs to the genre of academic discourse, demanding clear, relevant arguments and a clear structure. Argumentative as well as expository writing consists of formulating a thesis statement (Georgievska, 2016).

The placement of the thesis statement has been typically separated into two types, deductive and inductive, putting the thesis statement at the beginning and at the end. Inductive writing is characterized as having the thesis statement in the final position whereas deductive writing has the thesis statement in the initial position (Hinds, 1987). In a native English argumentative writing, the paragraph begins with a clear thesis statement, followed by paragraphs containing relevant and adequately-supported arguments that support the statement. As emphasized by Bain (2010 as cited in Husin & Griffin, 2012), a deductive pattern, where the placement of thesis statement usually comes at the beginning of the paragraphs, is preferred by native English speakers “to indicate the scope of the text”. Meanwhile, Asian speakers usually uses an order of presentation in which the main idea is postponed until sufficient background has been put forward similar to Hind’s ‘delayed introduction of purpose’ (Scollon & Scollon, 1991). Oi and Kamimura (1996 as cited in Kamimura & Oi, 1998) pointed out two major differences in the organization patterns in argumentative essays between American and Japanese writers, in which the former prefer the General-Specific pattern while the latter subscribe either to Specific-General pattern or the “Omission Pattern”. Another difference they found is that the American writers organize ideas in linear way, while Japanese writers organize in a circular way.

Although numerous contrastive rhetoric studies comparing college-level native English speakers to speakers of other languages have been done (e.g. Choi, 1988; Kobayashi, 1984; Silva & Matsuda, 2001; Wang & Wen, 2002; Liu, 2005; Biria & Yakhabi, 2013), investigation in the difference of argumentative essay organization among country’s language or regional groups, like in the Philippines, is lacking. As Quakenbush (2010 as cited in Dayag & Dita, 2012) laments, there has been a significant drop in the number of studies on theoretical linguistics involving Philippine languages since 2000, compared with the outputs in the previous decades. Though studies in contrastive rhetoric have already compared Philippine English and American English in terms of use of assertive (Dayag, 1997), structure of argumentation (Dayag, 2005) and interplay between culture and cohesive device (Genuino, 2002), there is a little or no attention given to comparing the rhetorical patterns in English essays among Filipino

students coming from different language/regional groups in the Philippines like Tagalog and Ilocano.

Regionalism is the idea or practice of dividing a country into smaller units for political, economic, social, and cultural purposes. Regionalism is an ideology and political movement that seeks to advance the causes of regions. As a process, it plays role within the nation as well as outside the nation i.e. at international level. Regionalism at national level refers to a process in which sub-state actors become increasingly powerful, in which power devolves from central level to regional governments. These are the regions within country, distinguished in culture, language and other socio-cultural factors. Lande (1974 as cited in Torres & Alieto, 2019b) mentioned that language group and loyalties are most marked in the most rural, most isolated and least modern localities. According to Danao (1996 as cited in Torres & Alieto, 2019b), individual's bolstered loyalty to his sub-nation as compared to his country is attributed to geographical location and the desire of the Spanish to divide and conquer. She explained that a Filipino is more concerned with his milieu rather than the state since personal identity is molded by local language, values, attitudes, and traditions that he has acquired. From this sub-nation, a Filipino acquires distinct traits, norms, values and languages.

To date, Philippines is inhabited by 90 million individuals who speak around over 170 languages all over the country; almost all of them belong to the Austronesian language family. Of all of these languages, only two are considered official in the country, at least 10 are considered major and at least eight are considered co-official. Tagalog and Ilocano are considered two of the major languages in the country. The group that speaks Ilocano originally lived in the north of Luzon, but, nowadays, Ilocano people can also be found in Central Luzon. Meanwhile the Tagalog form a high majority in Metro Manila and Calabarzon, and a considerable plurality in Central Luzon (mainly in Aurora, Bataan, Bulacan, Nueva Ecija, and Zambales) and Mimaropa (mainly in Marinduque, coastal areas of Mindoro and parts of Palawan). Ilocano and Tagalog have cultural traits that make them distinct from each other. While the Ilocano are known adventurous, industrious, patient and frugal, the Tagalog are generally considered unadventurous and neither thrifty nor extravagant.

Guinto (2012) in his exploratory research, which was conceived primarily to unveil the cognitive structuring of Filipino Youth's narrative essays published in the Young Blood column of the Philippine Daily Inquirer, found that Filipino youth write in a common rhetorical structure that is nearly related to standard western practices, attributable to existing influences of Anglo-American literary canons in the academe. However, the identified corpus of personal narrative essays proved that the notion of western supremacy in Philippine English writing is gradually losing ground. He concluded that a distinct identity in writing is defying western rhetorical orthodoxy in the country and it is pioneered by no less than the Filipino youth.

Majority of the students in a state university in Central Luzon are Tagalog, Ilocano and mixed Tagalog and Ilocano. The present study tried to move the contrastive rhetoric research lens to the rhetorical strategies employed by Tagalog, Ilocano and mixed Tagalog-Ilocano pre-service teachers, which for Alieto (2018 as cited in Torres, 2019) will soon form part of the basic implementer of policies, from an institution in Central Luzon. Their argumentative essays were analyzed based on the location of thesis statement following Liu's (2005) framework in the placement of thesis statement. The aims of the study are to: compare the rhetorical strategies specifically in the placement of thesis statement in the argumentative essays of the Tagalog, Ilocano and mixed Tagalog-Ilocano groups and identify the factors that influence their rhetorical decision with regard the placement of thesis statement in their argumentative essays.

Research Questions

1. What rhetorical organization do participants from Tagalog, Ilocano and mixed Tagalog-Ilocano groups employ in their argumentative essays?
2. Does placement of thesis statement depend on participants' language or regional groups?

Theoretical Framework

Liu's (2005) type of analysis on the location of thesis statement was used in this study. Although some researchers such as Tirkkonen-Condit and Lieflander-Koistinen (1989) treated the middle location as a part of the inductive pattern, the results of Liu's

study revealed the notion that placing the thesis of statement in the middle of the essay constituted a different pattern than the typical deductive or inductive pattern.

Deductive rhetorical pattern is defined as having a thesis statement that is clearly stated in the introduction. In this pattern, the thesis statement usually preceded the supporting reasons. In contrast, the inductive pattern is defined as having a thesis statement either in the end or implied. In the case of thesis statement in the middle or in the end, the supporting reasons often preceded the writer's thesis statement. As for the implied thesis statement, the supporting reasons revolve around the discussed issue implicating the writer's stance without a statement clearly stating his position. Hence, an essay with thesis statement in the beginning reflects a deductive development of ideas, and an essay with thesis statement in the end or implied reflects an inductive development of ideas. Meanwhile a thesis statement in the middle reflects neither deductive nor inductive development of ideas.

Methodology

Participants

The criteria in classifying the participants as either Tagalog or Ilocano include: (1) must have completed primary and secondary education in any of the provinces known to be the province of Tagalog or Ilocano; (2) must have used Tagalog or Ilocano as dominant language at home; and (3) must have one of the parents who is genuine Tagalog or Ilocano. The researchers sent a letter to the college dean and to the president of the institution seeking permission to administer the survey form to facilitate participants' groupings. The survey form was filled-out by 120 college students, who completed Writing in the Discipline course.

The survey required the students to report their place of birth, current province of residence, length of stay in the province, province where they completed primary and secondary education, languages spoken at home, and parents' province of origin. After the students filled-out the survey form, the researchers then identified students who met the criteria and considered them participants. Initially, there were 72 participants who met the criteria and they were grouped as Tagalog (n= 47) and Ilocano (n= 25). However, there were 17 students who reported information that cannot be classified either as

genuine Tagalog or Ilocano because the information they gave seemed to fit to either of the two language/regional groups. Hence, the researchers decided to form additional grouping to accommodate the 17 participants, and labeled them the mixed Tagalog-Ilocano group. All the 89 participants were asked to write their argumentative essays based on the given prompt. After data coding, only the essays of the 55 participants were considered as the final corpus. Other essays were not included in the corpus since they contained thesis statements that did not explicitly state participants' agreement or disagreement to the topic, and did not address the prompt. Hence, the final participants of the study composed of 24 Tagalog, 20 Ilocano, and 11 mixed Tagalog-Ilocano tertiary ESL learners.

Argumentative Essays

The writing task was administered to answer the first and second research questions. In selecting the prompt, the researchers followed Liu's (2005) criteria to confirm that the corpus was in line with the first research question. These criteria include: (1) the prompt should enable all the participants to express their opinions; (2) only one topic has to be used; and (3) topic should enable participants to justify a claim.

To build the corpus, participants were asked to argue their position on the burial of Former President Ferdinand E. Marcos in the *Libingan ng Mga Bayani* stating whether they are *for* or *against* it. Participants were not allowed to state their position as both "for or against;" they had to select one from which and support their choice with specific reasons and examples. The researcher chose the topic since it was one of the hottest issues in all media platforms during the conduct of the study. Everyone, especially the students, had their opinions or arguments to present as regards the topic. With such, the researcher believed that the given topic enabled the participants to write argumentative essays that served as data for the study.

Data Collection and Procedure

The researcher sought the assistance of subject instructors in distributing and collecting the questionnaires and in administering the writing task. Following Silva's (1986 as cited in Silva & Matsuda, 2001) suggestion that a researcher should limit the

writing time to 30-60 minutes in ESL writing research, participants were given 40 minutes to compose their argumentative essays during their classes.

Data Coding and Analysis

To distinguish the deductive, inductive and middle rhetorical patterns in the argumentative essays of Tagalog, Ilocano and mixed Tagalog-Ilocano, the three coders (the researchers and their colleague who is a PhD in Applied Linguistics holder) used Liu's (2005) analysis on the location of a thesis statement. Deductive pattern was defined as having the thesis statement clearly stated in the introduction. In this pattern, the thesis statement usually preceded the supporting reasons. In contrast, the inductive pattern was defined as having the thesis statement in the end or implied. The last classification is the argumentative rhetorical pattern that is neither deductive nor inductive is the thesis statement located in the middle. Participants' argumentative essays were reproduced. Copies of which were distributed to the coders. Prior to the coding of essays, the coders met to set their guidelines as regards the identification of the thesis statements and their locations in the essays. They cleared all the possible concerns that might come up during their actual coding. After having established the criteria, the coders first worked individually in their respective homes and after they identified the location of thesis statement, they met for the comparison of their coding work.

Since thesis statements presented as first sentence were easily recognizable in participants' argumentative essays, inter-coder reliability of Thesis-at-the-Beginning or deductive pattern was relatively high ($r=1$). As a result of pre-coding meeting with focus on explicitly defining of the criteria, inter-coder rating for inductive pattern (Thesis-at-the-End and Thesis Implied) and Thesis-at-the Middle, inter-coder reliability also got the same equivalent with deductive pattern. Since the aim of the study was to analyze the position of the thesis statement in participants' argumentative essays, errors in word, phrase, punctuation, usage were set aside.

Frequency counting and percentage distribution of the coded essays were used. To determine if the placement of thesis statement was dependent on language groups, a Chi-square analysis was performed.

Results and Discussion

Placement of Thesis Statement

As presented in Table 1, participants from the three groups placed the thesis statements of their argumentative essays in the beginning, middle, end and implied. Of the 55 participants, nearly half (24 or 43.64%) followed deductive pattern (thesis statement-in-the-beginning), more than one-fourth (17 or 30.91%) employed inductive pattern (thesis statement-in-the-end and thesis implied), and a little over one-fourth (14 or 25.46%) wrote in neither deductive nor inductive pattern (thesis statement-in-the-middle).

Table 1. Summary of the Placement of Thesis Statement of the Three Groups

| Placement of Thesis Statement | | Tagalog (n=24) | | Ilocano (n=20) | | Mixed Tagalog Ilocano (n=11) | | Total Participants from the Three Groups (n=55) | |
|---------------------------------|-------------------------|-------------------|-------|-------------------|-----|---------------------------------------|-------|---|-------|
| | | f | % | f | % | f | % | f | % |
| Deductive | thesis-at-the beginning | 16 | 66.67 | 4 | 20 | 4 | 36.37 | 24 | 43.64 |
| Inductive | thesis-at-the-end | 4 | 16.77 | 4 | 20 | 2 | 18.18 | 10 | 18.18 |
| | thesis implied | 1 | 4.17 | 3 | 15 | 3 | 27.27 | 7 | 12.73 |
| Neither deductive nor inductive | thesis-in-the-middle | 3 | 12.50 | 9 | 45 | 2 | 18.18 | 14 | 25.45 |
| Total | | 24 | 100 | 20 | 100 | 11 | 100 | 55 | 100 |

Based on the analysis on the rhetorical strategies employed by of each group, it can be deduced from the same table that of the 24 Tagalog participants, majority (66.67%) put their thesis statements in the beginning, nearly one-fourth (20.83%) had their thesis statements in the end and implied (inductive), and the remaining (12.5%) put the thesis statements in the middle. Meanwhile, the 20 Ilocano participants had their thesis statements in the middle (45%), end (20%) and implied (15%), and at the beginning (20%). The 11 mixed Tagalog-Ilocano participants wrote their thesis statements in the end (18.18%) and implied (27.27%), beginning (36.36%) and in the middle (18.18%).

Based on the foregoing findings, it can be said that majority of the Tagalog participants preferred the deductive pattern compared to Ilocano participants who preferred to write their thesis statements in the middle. The mixed Tagalog-Ilocano participants preferred inductive over deductive and thesis statement in the middle.

Tagalog Participants

Based on the corpus, majority of the Tagalog participants preferred the deductive way of writing their argumentative essays. This kind of writing that Tagalog participants used is similar to the native English speakers' way of developing their written texts. In the deductive approach, writers' opinion about the topic is explicitly presented in the first paragraph and followed by supporting detail. In this approach, the argumentative discourse starts by introducing the main point before putting forward the reasons or arguments in support of the stance. Deductive rhetorical organization is illustrated in Essay Sample A. The dominance of this pattern among the Tagalog participants can be the product of the instructions they received from their writing teachers during their primary up to their tertiary years. Generally, students are taught to write a clear thesis statement followed by good supporting points in the introduction of their essays. As Purves (1987 as cited in Noor, 2001) asserted, it is in schools that students learn to write according to certain conventions, many of which have little to do with the structure of the language and more to do with the literary and cultural heritage of the society.

Essay Sample A: The Deductive Pattern

Introduction

There is too much argument as regard the burial of Former President Ferdinand E. Marcos in the Libingan ng Mga Bayani and my stand is I am in favor of his burial at the Libingan ng mga Bayan because he done has so much for the country during his term.

Body

Marcos had done a lot of things for his country and countrymen. He needed to be that kind of ruler he became for the country to prosper and eventually for the Filipinos to have comfortable living. It was during his term when there were many infrastructures built in the country. The Lung center of the Philippines, LRT, MRT, CCP were some of the projects he ventured in. During his term, there were a lot of things accomplished.

It doesn't matter if he is cruel at his time. For me, it doesn't need for a president to be that good in the eye of the people, rather to be good in his job. It doesn't matter how cruel he is, as long as he is excellent in his duty. Like other says "the damage has been done" so we must move on and accept the fact that he deserve to have a burial in the Libingan ng Bayan because of the things he did for the country and the countrymen in the past and up to the present generation.

Conclusion

Let us be grateful because we have the most cruel but cunning leaders of this country. Let's not just bluffed and cry all over the things that's negative. As a Filipino citizen we need to an adequate citizen. He is dead but his legacy will remain. Yes, he is cruel but we need to understand that he needed to for our sake, for the sake of the country.

The result also shows traces of the influence of American system of education in the Philippines' educational system. According to Connor (2004), American school essays are often called the five-paragraph essay, in which writers first tell the readers what they are going to write about, then develop it in three paragraphs with a main point in each, and finally tell the readers what they have written.

Tagalog's preference to the deductive pattern could be somewhat related to their preference of staying in their locality rather than moving to other places, thus making the most out of their life in the same place. Their preference to the deductive pattern can also be attributed to the loyalty they have and to their developed tendency to live with their parents or in-laws even after marriage. It means that since they were initially exposed to the deductive pattern, the tendency of departing it is low. Relating it further to the two known characteristics of Tagalog presented earlier, it can be assumed that they are most likely to avoid conventions in their writings since they would rather prefer to employ writing approach where they are used to. They prefer discourse organization in which they are already comfortable. Hence, the tendency of incorporating a different rhetorical style is less likely to happen to this group.

Ilocano Participants

Thesis statements following the middle and inductive patterns are highly preferred by the majority of Ilocano participants. A critical look at the essays revealed that some of them placed their thesis statement either in the second or third paragraph of their essays. In this pattern, participants would have first preparatory or preliminary sentences to familiarize the readers as regards the topic in the essay. Essay Sample B illustrates the thesis statement in the middle pattern used by the Ilocano participants. As shown in the sample essay, the writer first gave a background of the topic as well as the two opposing views about the topic before actually presenting the thesis statement.

Essay Sample B: Thesis in the Middle

Introduction

After the announcement that former President Marcos will be buried in the Libingan ng mga Bayani, many people including youths protested. Honestly, I am not that aware of the reasons why some are against it because it is written in the Philippine Constitution that all presidents should be buried at the Libingan ng mga Bayan but it depends upon the family if they would like to. As a youth, I wasn't born during those times that's why I can't find the reason why some of my fellow youths are protesting. Some say their family was affected by the violence during Marcos administration.

Body

Each of us has our own opinion and interest. My take in the issue is that I am pro-Marcos and I am not against the burial of President Marcos in the Libingan ng mga Bayan.

In the past few year, I have been hearing news about this issue. As a citizen of the Philippines, I'm not against this. Through readings, I learned about Marcos - his administration, his projects, etc. Marcos is a lawyer. Marcos came from a wealthy family. How could it be possible that they have ill-gotten wealth? Some of the protestants are not that knowledgeable about what Marcos has brought to our country. During his administration, Philippines is rich. Marcos is not corrupt. As I've stated above, Marcos came from a rich family.

With regard to the violence, I cannot deny that many people died during his reign. For me, those people did not follow the rules and regulations that became the reason of their death. Maybe, this is the reason of some of the protestants.

Marcoses already suffered from the vengeance of the people who are against with Marcos. Their wealth had been taken away from them. Marcos, regardless of the violence, was one of the best presidents we because on what he did to our economy.

Conclusion

The decision of SC is irrevocable. Marcos is already buried in the Libingan ng mga Bayan. Why can't we just let Marcos lie in peace? Why can't we let his family live in peace?

Another preferred pattern of the Ilocano participants was the inductive pattern (thesis statement at the end and thesis statement implied). In thesis statement implied, writers' main ideas will not be disclosed until the final paragraph or the concluding remarks. In this pattern, the writer would first present the facts and all information supporting their opinion before actually giving his stand about the topic explicitly. Illustration of thesis statement in the end is presented in Essay Sample C.

Essay Sample C: Thesis Statement in the End

Introduction

Two decades of leadership, Marcos build the new Philippines. He used the fund for infrastructures and for the economic growth of our country. The agricultural industry during his administration was so productive. We are self-sufficient in rice and gives incentives to the union of farmers.

Body

According to History, Marcos is also an army who fights during the World War II. And according to the constitution of the Republic of the Philippines, any person who is part of the arm forces of the Philippines should be buried in the Libingan of the Bayani if he wished to.

We all know that Philippines is part of the first world country during his leadership. We are number two in the most richest country in the world. Ferdinand Marcos is a hero because he is the one who lift our country and he makes us great.

Conclusion

Those who are against to Marcos burial to Libingan ng Mga Bayani, let's forgive the sin that is done in the past but let us not forget the history. Marcos is our former president, a former military and a real hero of this country and because of that, he has the right to be buried in the Libingan ng mga Bayan.

Ilocano participants also used the thesis statement implied pattern. Sample of participant's essay following this technique is presented in Essay Sample D. In that technique, writer did not clearly indicate the position or stand on the topic in any of the paragraphs in the essay. The use of this pattern could be guided by the idea that the writer already has such framework in his mind that readers would already decode his stance upon reading the supporting arguments in the essay. The use of this is supported by Hinds' (1987) view that this kind of pattern has its purpose of getting readers think for themselves, to consider the observation made, and to draw their own conclusions. This is similar to the responsibility delegated by Japanese writers to their readers. In reader-oriented writing, the readers are put on the center-stage, giving them more responsibility to decode the writers' message.

Essay Sample D: Thesis Implied

Introduction

Filipinos recognize and appreciate the heroic act of every people in the society. They may consider him or her as a hero if it contributes (positive to the majority). Hero defines as one who is willing to give his/her life, who is willing to serve other people, willing to die, and to sacrifice himself/herself for the good or sake of others. Recognizing the heroism of individual depends on how this person affects everyone. How people described him/her based on his/her heroic act.

Body

On the last few weeks, the burial of Former President Ferdinand E. Marcos in the Libingan ng mga Bayan became a debatable issue. And until now, both sides are continuing arguing if Former Pres. Marcos should be considered as a hero and deserve to be buried in the Libingan ng Mga Bayani.

If we were going to glimpse and trace the history, F. Marcos became the president of the Philippines from 1952-1971. He was known for his overpowered way of ruling. He also recognized for his contributions when it comes to the innovation, and progress of the economic status of the Philippines. We acknowledge his contribution when it comes to the infrastructures, buildings, establishments and modernizations of our country.

The questions are: Are these enough to consider his as a hero? Did he suffer his life for the sake of others? Did he serve well? Did he save life or lives? Did he meet the qualification to consider as a hero?

Conclusion

If we will put in a context, the contributions of Former President Ferdinand Marcos including building, well-structured infrastructures, airline or airport and these are part of the platform of a president. It means, these acts should be done because he is a president. These are what presidents should do and presidents used the national budget of our country to build these infrastructures. In short, it is not enough to consider as a heroic act. Think of it, do you think President Marcos is able to do this without the national budget? How about those people who died during his term just to conceal his unrightfully and precarious act-killing media aide reporter and other people. Do the building and infrastructure help the relatives of the people who died to move on. Think of it.

Based on the analysis of the Ilocano participants' argumentative essays, the interplay of culture and writing practice was also revealed. Unlike the Tagalog participants who had high preference to thesis statement-in-the-beginning pattern, the Ilocano participants' decision on where to put the thesis statement was not only confined in one location for they wrote following these patterns: thesis statement in-the-middle, thesis statement in-the-end, and thesis statement implied. Their decision to put their thesis statements in those locations is reflective of their adventurous nature. Ilocano people are known wanderer and adventurous, traits which were also revealed in their writing since they opted to go away from the conventional way of discourse organization.

Mixed Tagalog-Ilocano Participants

Of the 11 participants from this group, more than one-third of the participants employed inductive (5 or 45.45%) and deductive (4 or 36.36%) patterns. While the remaining (3 or 27.27%) had their thesis statement in the middle. The findings disclose the fact that since the group was already combination of the two groups, the nearly equal distribution on the use of two rhetorical patterns was inevitable. But it cannot be denied that more participants from mixed group used the inductive pattern.

Thesis statement location vis-a-vis language/regional groups

The second research problem explored if language/regional grouping influence the participants choice with regard the location of thesis statement. Result of chi-square analysis (.032) shows that participants' choice on where to put the thesis statement is dependent to their language/regional grouping. Hence, the null-hypothesis (H_0) that location of thesis statement is independent to language groups was rejected since the asymp.sig is less than 0.05.

The foregoing result confirms that language/regional groupings have influence to one's choice of rhetorical pattern. It conforms to the findings of previous intercultural communication and contrastive rhetorical studies that have provided for the existence of different argument patterns across cultures (Okabe, 2002 as cited in Biria & Yakhabi, 2013). Findings also strengthen the idea that writing is an embedded activity in culture not only across nations but also in cultures within a nation.

Groups Differences on the Factors Influencing Rhetorical Organization

This part presents how the factors influencing rhetorical organization differ when participants were grouped based on language/regional groups as well as in their choice of the placement of thesis statement.

Language/Regional Groups

Table 2 shows how respondents from three language/regional groups are engaged in a continuum of factors in English in genres of writing, placement of thesis statement, reading of printed materials, and addressing target audiences which are considered to have influence on their choices as regards the placement of thesis statement. Results show that there is significant difference among the three groups in terms of the following: frequency of writing journal in class and outside the class (Item 1.3); writing of thesis statement in any place (Item 2.4); frequency of reading textbooks (Item 3.2) and encyclopedia (Item 3.3); thinking of themselves (Item 4.1) and teachers (Item 4.2) as their readers when they write in English; and the influence of English articles in textbooks (Item 5.1).

Table 2. Differences among Language/Regional Groups on the Factors Influencing Discourse Organization

| Language/Regional Group | Tagalog | | Ilocano | | Mixed | |
|--|-------------------|--------|-------------------|--------|--------------------|----|
| | WM | V D | WM | V D | WM | VD |
| 1. How often do you write these items in class and outside the class | | | | | | |
| 1.1 essays/assignment | 4.63 ^a | V O | 4.45 ^a | V O | 4.55 ^a | VO |
| 1.2 e-mails | 2.71 ^a | NS | 2.50 ^a | NS | 2.73 ^a | NS |
| 1.3 journals | 3.96 ^a | SO | 3.20 ^b | NS | 3.73 ^{ab} | SO |
| 1.4 term papers | 4.33 ^a | V O | 4.15 ^a | SO | 4.36 ^a | VO |

Table 2. Differences among Language/Regional Groups on the Factors Influencing Discourse Organization

| | | | | | | |
|---|-------------------|--------|--------------------|--------|-------------------|---------|
| 2. Where do you place your main idea/ thesis statement most often? | | | | | | |
| 2.1 at the beginning | 4.12 ^a | SO | 4.00 ^a | SO | 4.00 ^a | SO |
| 2.2 in the middle | 3.92 ^a | SO | 3.75 ^a | SO | 3.36 ^a | SO |
| 2.3 at the end | 3.58 ^a | SO | 3.55 ^a | SO | 3.18 ^a | SO |
| 2.4 any placement | 3.04 ^a | NS | 2.70 ^{ab} | NS | 1.91 ^a | NS |
| 2.5 implied | 2.36 ^a | NS | 2.37 ^a | NS | 2.73 ^a | NS |
| 3. How often do you read the following English print materials outside the classroom? | | | | | | |
| 3.1 newspaper (broadsheet) | 3.38 ^a | NS | 3.40 ^a | SO | 3.00 ^a | NS |
| 3.2 textbooks | 4.08 ^a | SO | 4.00 ^a | SO | 3.27 ^b | SO |
| 3.3 encyclopedia | 3.04 ^a | NS | 3.15 ^a | NS | 2.27 ^b | NV O |
| 3.4 dictionary | 3.92 ^a | SO | 4.10 ^a | SO | 4.09 ^a | SO |
| 3.5 magazine | 3.75 ^a | SO | 3.30 ^a | NS | 3.55 ^a | SO |
| 3.6 journals | 3.67 ^a | SO | 3.30 ^a | NS | 2.91 ^a | SO |
| 3.7 English novels | 4.08 ^a | SO | 4.05 ^a | SO | 3.64 ^a | SO |
| 4. How often do you think the following persons are your readers when you write in English? | | | | | | |
| 4.1 yourself | 4.71 ^a | V O | 4.65 ^a | V O | 4.09 ^b | SO |
| 4.2 teacher | 4.54 ^a | V O | 4.10 ^a | SO | 3.18 ^b | NS |
| 4.3 parents | 3.17 ^a | NS | 2.70 ^a | NS | 2.82 ^a | NS |

Table 2. Differences among Language/Regional Groups on the Factors Influencing Discourse Organization

| | | | | | | |
|---|-------------------|--------|--------------------|--------|-------------------|----|
| 4.4 friends | 3.88 ^a | SO | 3.60 ^a | SO | 3.27 ^a | NS |
| 5. Do you think the following factors influence your English writing? | | | | | | |
| 5.1 English articles in textbooks | 4.50 ^a | V O | 4.15 ^{ab} | V O | 3.82 ^a | NS |
| 5.2 English writing outside of class (newspaper, magazines and books) | 4.63 ^a | V O | 4.45 ^a | V O | 4.45 ^a | VO |

Row means with the same letter are not significantly different at 10% level

Legend: 4.50 - 5.00 Very Often (**VO**)
 3.40-4.19 Somewhat Often (**SO**)
 2.60-3.39 Not Sure (**NS**)
 1.80-2.59 Not Very Often (**NVO**)
 1.00-1.79 Never (**N**)

Tagalog group obtained slightly higher mean scores than the two groups in terms of: frequency of writing essays/assignment and journals in class and outside class; placement of thesis statement in the beginning, middle and end; reading of textbooks, encyclopedia, magazine, journals, and English novels outside the classroom; considering themselves, teacher, parents and friends as audience; and in considering printed materials such as English textbooks and writing outside the class to be factors in their English writing. Meanwhile, Ilocano group got slightly higher mean scores on the frequency of reading newspaper and dictionary. The mixed group scored higher in the frequency of writing essays/assignment in class and outside class and in having thesis statement that is implied.

Summary, Conclusion and Recommendation

The study explored the difference in the placement of thesis statement in the argumentative essays of Tagalog, Ilocano and mixed Tagalog-Ilocano tertiary ESL

students from a premiere state-university in Central Luzon. Analysis of the corpus revealed that participants from the three groups differ on their choices on where to write the thesis statements. There were more Tagalog participants who preferred the deductive pattern, while there were more Ilocano participants who preferred to write thesis statements in the middle. Meanwhile, more from the mixed-group chose the inductive pattern.

The previous result conformed to what Atkinson (2004) asserted that contrastive rhetoric combines at least three large areas composed of writing (especially in EAP/ESP contexts), learning and using second/additional languages, and culture. The fact that participants from the three groups, especially the Ilocano and mixed Tagalog-Ilocano, present different approaches to writing argumentative essays, leads to the realization that there are Filipino tertiary ESL learners, specifically from the language/regional groups studied, who may not present knowledge and ideas according to the typical academic or deductive pattern. Knowing the extensive influence of the American educational system to that of the Philippines', it is surprising to some extent that Tagalog-Ilocano ESL participants employed techniques different from the American style. This supports what Guinto (2012) found as regards the notion that western supremacy in Philippine English writing is gradually losing. Hence, sending a message that students' writing truly relates to all of the cultural resources student bring to the table and how they use them to frame a given situation. Languages, therefore, are inevitably embedded with particular cultures, and different cultural traditions often have different preferences as to how texts should be organized. As what Halliday (1987 as cited in Kachru 1997) said, languages are the primary means of cultural transmission whereby social groups are integrated and the individual finds a personal and subsequently, a social identity.

Learners from different language/regional groups are unique in what they bring to the campus community. The distinct culture of Tagalog and Ilocano can be reflected in the discourse organization in their argumentative essays. The Tagalog are known to be unadventurous while the Ilocano are known adventurous. Relating it to their discourse organization, majority of the Tagalog participants wrote their thesis statement in the beginning, while majority of the Ilocano participants had their thesis statement in the middle, end and implied.

Since results of this study yield in surprising difference of the three groups, it is with high hope that the present study will usher in more research undertaking that will look at the rhetorical patterns in the micro level (i.e. language, cultural and regional groups within a nation) since a number of empirical evidence pointing rhetorical conventions of different cultures across nations have already been conducted. In follow up studies to be undertaken, it suggested that there should be more participants who will be involved. Participants in the follow up research should not only be taken from institutions situated in one province, like what was done in this study. To validate the results, future participants should be asked to write at least three argumentative essays, with interval of three to four days each essay, to see whether participants would have produced argumentative essays which thesis statements are constantly located in one place. Such would support the initial findings and probably would lead to a conclusion that there really is a difference on the discourse organization between Tagalog and Ilocano ESL students.

In closing it is noteworthy to mention what Guinto (2012) surmised that a peculiar identity in writing is defying western rhetorical orthodoxy in the country and it is spearheaded by no less than the Filipino youth.

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Longitudinal Examination of the Temporal Variables of Saudi ESL Speakers' Reading Fluency

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Abstract

The research reported in this paper explores the development of Saudi ESL speakers' reading fluency by examining ten temporal variables as suggested by Kormos and Denes (2004). Thirty Saudi ESL students who share the same demographic characteristics were selected as participants in this research. Since this research is longitudinal in nature, each participant was given the same reading text to read at three different intervals (i.e. at the beginning, in the middle, and at the end of the course). PRAAT computer software speech analysis in phonetics is employed to analyze the elicited speech samples. The numerical data extracted from the analysis were analyzed using SPSS statistical software to provide a full descriptive statistics of all variables under investigation at each interval. A statistical test of one-way ANOVA was used to compare the means between and within intervals. The post-hoc test, Fisher's Least Significant Difference (LSD) was employed to compare only the variables that were significant. Statistical analysis showed a significant development in Saudi ESL speakers' reading fluency on four of the ten temporal variables under investigation. These temporal variables were phonation time ratio, the number of disfluencies per minute, pace and space. This research concluded that reading fluency gains that Saudi ESL speakers developed over time reflected gain in the way they have learnt to conceptualize the knowledge or to articulate speech in the target language rather than gain in the way linguistic knowledge is stored as procedural knowledge.

Keywords: *Saudi ESL speakers, reading fluency, temporal variables, PRAAT, longitudinal approach.*

Introduction

The linguistic structure of all the societies is evolving nowadays due to the unprecedented mobility of population, the global scope in communication (Al-Ghamdi & Alrefae, 2020) and the ever-widening economical flourishing across planet. It is argued that all these changes drive the need for bilingualism and multilingualism society to be able to absorb and even immerse in these leaps of changes. Dewaele et al. (2013) point out that there are around 6000 languages in the world but only 200 countries with different

national languages, and therefore, most people are likely to employ more than one language in different social contexts.

Typically, most people have some knowledge of at least one language apart from their first language. However, they are rarely able to use it with the same level of skill as their first language. Moreover, they are significantly less fluent using their second language knowledge compared to their first language knowledge. Therefore, limited fluency levels had been achieved with very notable exception of course. There is a fluency gap and this gap is often a source of frustration for most people who are keen to master a high-level fluency of second language (Segalowitz, 2010).

The term fluency is used to describe oral language performance; however, it is often if at all vaguely defined and may be used as one of the aspects of language proficiency. The construct fluency has been defined and studied in the field of language pedagogy and has been a subject of theoretical and empirical inquiry in other fields such as language testing and applied linguistics (Chambers, 1997). In general, fluency is often used to refer to the effective use of spoken language. It means “native-like”, that is, having good command of a language. In language pedagogy field, fluency is more tightly defined as a natural flow of speech or spread of oral performance (Koponen and Riggenschach, 2000).

Not only that researchers provide different ways of operationalizing what they mean by the term fluency, but also there is no generally accepted framework or model to measure the temporal variables that constitute the fluency process (Segalowitz, 2010). Despite this confusion, there is a general consensus that fluency can be investigated and measured in two distinctive contexts (i.e. fluency with respect to native language performance and fluency in the context of foreign language teaching and testing). In the first context, fluency is employed to characterize the performance of native speakers and does not constitute an evaluation criterion. Instead, the term dysfluent is often used to characterized “an abnormally high frequency and/or duration of stoppages in the forward flow of speech” (Peters and Guitar, 1991, p. 133). While in the latter context, fluency is viewed as an important criterion of tests and evaluation schemes on which non-native performance can be judged (Koponen and Riggenschach, 2000).

Empirical studies in the field of fluency had generally involved the elicitation of speech corpus from various sources (i.e. retelling of a picture or film story, interview, and reading a fixed text) and analyzing its temporal or qualitative aspects. Some studies linked clusters of performance variables with raters' assessment of fluency (Lennon, 1990; Riggensbach, 1991; Freed, 1995; Kormos and Denes, 2004); while others compared L1 and L2 speech performance (Deschamps, 1980; Raupach, 1980), or tracked the development of aspects of L2 spoken fluency (Dechert, 1980; Towell, 1987; Lennon, 1990; Hansen et al. 1998). Despite the difference in the focus of these studies of spoken fluency and its development, there is a notable agreement/consensus on the types of temporal variables to be tracked.

The present study utilizes a longitudinal design to track the temporal variables of fluency of oral speech of Saudi ESL students. The participants of this study are 30 students enrolled in a reading comprehension course (LANE 212) that is provided by the English department at Jouf university. All the participants are approximately in the same level of oral proficiency as measured by an interview-based placement test. Since this research is longitudinal in nature, the same process of assessment has been conducted at three different intervals (i.e. 1st interval before the course, 2nd interval during the course, and 3rd interval at the end of the course) to find out which temporal variables develop during the course of four months. In each interval, samples are given with the same text to read as an elicitation task. Their oral production is recorded and transcribed with the help of computer program called Transcriber and further analyzed using PRAAT, a voice analysis software, to calculate the ten temporal variables suggested by Kormos and Denes (2004).

Literature Review

Fluency

Fillmore (1979) in one of the first research investigating fluency, conceptualized the term fluency in four different ways. He defined first fluency as the ability to produce a stretch of discourse with few pauses. Second, a fluent speaker not only has a mastery over producing a stretch of discourse without hesitation, but of delivering his/her message in a coherent and systematically solid manner. Third, a person is said to be fluent if she/he

has a mastery over a wide range of contexts. Finally, Fillmore (1979) argued that fluent speaker should retain a creative and imaginative abilities in his/her language use and an outstandingly fluent speaker has all the above-mentioned linguistic features. Despite Fillmore's in-depth definition of fluency, it is unclear how this notion differs from the definition of global oral proficiency.

Pawley and Syder (1983) provided the first definition of second language fluency or what is known as native-like fluency as "the native speaker's ability to produce fluent stretches of discourse" (p. 191). This definition has been widely used in several further studies since it is narrower in scope than the one provided by Fillmore (1979).

Lennon (2000) argued that fluency is used in two senses: the broad sense and the narrow. In the first, fluency means global oral proficiency in which a fluent speaker has a high mastery level of the foreign or second language. In the second one, fluency can be considered as one of the components of oral proficiency by which scores of candidates' oral language skills in an exam are often assessed. Lennon (1990) pointed out that fluency differs from other scores in oral exams (e.g. accuracy or appropriacy) in that it is purely a performance phenomenon and defined fluency as "an impression on the listener's part that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently" (p. 391). Therefore, he claimed that "fluency reflects the speaker's ability to focus the listener's attention on his/her message by presenting a finished product, rather than inviting the listener to focus on the working of the production mechanisms" (pp. 391-392).

Fluency Measurements

During the past four decades several studies on oral fluency were conducted which led to a notable growth and development in the corpus size of data analyzed and the variety of sources of oral performance under different discourse conditions. However, the variables measured in these studies remained mostly the same. The earliest studies had employed two subjects to retell stories and the elicited speech was analyzed for limited set of performance variables (i.e. speech rate and number and duration of pauses). The focus of these studies was to compare L1 and L2 speech performance (Deschamps, 1980;

Raupach, 1980), or compare the speech performance of L2 before and after being abroad for some time (Dechert, 1980).

Later research continued to elicit speech samples from retell stories procedure and employed limited number of subjects. In these studies, elicited speech samples were analyzed in more depth; while speech rate and pauses features remained the most quantifiable temporal variables, qualitative interpretation of the data steered the focus toward possible speech planning strategies (Raupach, 1984) and the use of formulaic speech and its relation to underlying planning procedures (Lennon, 1984). In other studies, scholars analyzed speech elicited using the same set of temporal variables but presented the results with reference to the strategies of transfer from L1 (Möhle, 1984; Faerch & Kasper, 1989; Möhle & Raupach, 1989).

In 1990s, the temporal variables employed to analyze the speech corpus were retained, but with new direction toward cognitive theory. For instance, Lennon (1990) examined the extent of improvement in lexical items including formulaic sequence by extracting speech samples from story retell procedure. Other researchers extracted the speech samples from informal conversation to determine the effect of the task employed on speech performance (Riggenbach, 1991; Freed, 1995).

Some researchers investigated how fluency gain occurs in study abroad context (Freed, 1995; Riggenbach, 1991; Segalowitz and Freed, 2004). Most of these studies concluded that spending time studying L2 in the target language context has a positive effect on fluency gain. However, most of these studies investigated languages other than English. Riggenbach (1991) longitudinally examined the fluency development of Chinese EFL students and found that the key temporal variables of their fluency correlated with perceived fluency as rated by native-speakers judges. Freed (1995) in a comparative design study examined in depth the major temporal aspects of fluency of American students who schooled in France to learn French (term-abroad group) and with those who remained in the United States (control group). Results indicated that the major temporal aspects of fluency for the term-abroad group had significantly improved compared to the control group.

Segalowitz and Freed (2004) in another study compared fluency gains among students who learned Spanish as L2 aboard and those who remained home. They found

that students who were schooled abroad developed greater gains in the temporal aspects of speech fluency and that language contact and cognitive abilities played the major role in students' fluency gains. Moreover, results also indicated that students who were schooled abroad gained good abilities to tell extended narratives and produced more semantically dense language. Other researchers conducted a comparative study to determine how fluency develops or regresses over time under different range of tasks (Hansen et al. 1998).

Möhle (1984) in a comparative study between German students of French and French students of German analyzed the elicited spoken texts by employing four temporal variables as table 1 shows:

Table 1 Temporal Variables Suggested by (Möhle, 1984: 27)

| Temporal variable | Clarification |
|---|---|
| 1. Speech and articulation rate | The average number of syllables spoken per minute during recording time and the average number of syllables articulated per second during net speaking time, excluding silent pauses. |
| 2. length and position of silent pauses | |
| 3. length and quality of speech units | The string of syllables or words between two silent pauses |
| 4. Number, type, and position of hesitation phenomena in the text | Filled pauses (euh, hmm, and other articulations used to bridge the gaps between pauses), draws, repetitions, and self-corrections. |

Related to those four temporal variables suggested by Möhle (1984), Towell (1987) tracked the fluency development of British students of French by examining the following temporal variables (See table 2).

Table 2 Temporal Variables Suggested by (Towell, 1987: 123, 124)

| Temporal variable | Clarification |
|--------------------------|---|
| 1. Speaking rate | Normally expressed in syllables per minute and calculated by dividing the total number of syllables produced by the |

| | |
|--|---|
| | total time taken to produce the utterance (including pause time) and multiplying the result by sixty. It allows comparisons of how much time it takes to formulate and produce the speech. |
| 2. Articulation rate | Normally expressed in syllables per second and calculated by dividing the total number of syllables produced by the amount of time taken to produce them (not including pause time). This measure gives an indication of the speed at which speech is being produced. |
| 3. Pause/time ratio | Gives the percentage of time spent speaking as a proportion of the whole. |
| 4. Lengths of runs between unfilled pauses | This is the mean (or median) number of syllables between unfilled pauses of no less than 0.2 seconds. |

Lennon (1990) employed qualitative approach to examine ten German students of English in UK in order to rate their fluency development and analyze their elicited texts for markers of fluency. Subjects were asked to retell a picture story in two intervals where the first after a 6-months stay and again after a 12-months stay in UK. Raters were asked to make global decisions on students' fluency according to the following L2 criteria (See table 3).

Table 3 Temporal variables suggested by (Lennon, 1990: 406)

| Temporal variable | Clarification |
|--------------------------------|---|
| 1. words per minute unpruned | “Pruned” in this study refers to the deletion of words which were repeated, were asides, addressed to the interviewer, or self-corrections. |
| 2. words per minute pruned. | |
| 3. repetitions per t-unit | T-units were defined as “one main clause and all its attendant subordinate clauses and non-clausal units.” |
| 4. self-corrections per t-unit | |
| 5. filled pauses per t-unit | |

| | |
|--|---|
| 6. % of repeated and self-corrected words | |
| 7. total unfilled pause time | |
| 8. total filled pause time as % of total | Filled pauses were non-words, three vocalizations represented as “er,” “erm,” and “mm.” |
| 9. length of runs between pauses | |
| 10. % of t-units followed by a pause | |
| 11. % of total pause time at t-unit boundaries | |
| 12. mean pause time at t-unit boundaries. | |

Freed (1995) in similar study investigated 30 native English-speaking students of French who either spent one academic semester in France or continued studying French at home in the United States. French native speakers were recruited to rate their fluency based on seven points: amount of speech, rate of speech, unfilled pauses, filled pauses, length of fluent runs between pauses, repairs and clusters of disfluencies.

Kormos and Denes (2004) investigated two groups of 16 Hungarian students of English in Budapest with two distinct levels of proficiency. These two groups were compared, and their temporal and linguistics measures were correlated with their fluency scores. The raters in this study were three experienced native and three nonnative teachers as judges/raters. Results indicated that both native and nonnative teachers found speech rate, phonation time ratio, mean length of utterance and the number of stressed words produced per minute were the highest predictors of fluency scores. They also demonstrated that accuracy, lexical diversity and mean length of pauses were the least significant predicators of fluency scores. The study also indicated that the number of filled and unfilled pauses and other disfluency phenomena were not significant in fluency perception.

Methodology

Participants

This research employed a purposive sampling technique to choose its participants from the population (Creswell, 2012). So, in order to track the temporal variables of fluency among Saudi ESL students in Jouf university, 30 students who enrolled in a reading course (LANE 213) were selected. All participants were males who ranged between 20-22 years old. They all shared the same learning history in that they all had learnt English in primary and secondary schools for a minimum of 8 years and none of them had been to an English-speaking country. Moreover, to ensure the homogeneity of the sample, all participants were selected after an interview-based placement test to check that they all had approximately the same level of oral proficiency. Participants in this research were informed about research's procedures, goals, significance, and data collection period. Participants were kept anonymous throughout the research phases for research ethical purposes.

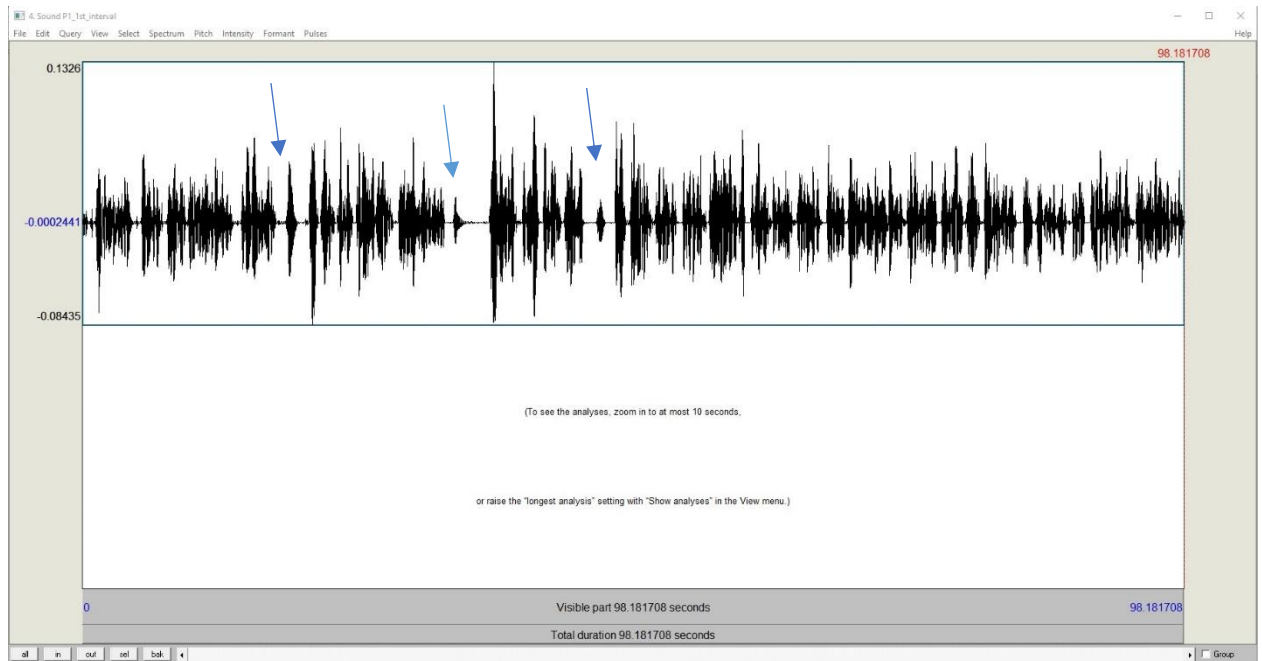
Procedures

The samples collected in this research involved recorded speech samples that were 2-3 minutes on average using Sony ICD PX333 digital voice recorder to ensure high quality of recordings. Each participant carried out a reading task for the same text at three different intervals (week 2, week 7 and week 12) to track the fluency temporal variables that he developed during one academic semester. Selection criteria for reading text included relative simplicity of the text (See appendix A). The choice of reading task was primarily chosen for several reasons. First, reading a text is perhaps the most widely used method since they are easy to administer (Segalowitz, 2010). Moreover, reading task has another advantage that is not found in other tasks (e.g. retelling of a picture or film story and interview) in that they do not require participants to conceptualize what to say. Therefore, the need for macroplanning is greatly reduced in reading tasks (Levelt, 1989). Furthermore, the microplanning is also reduced in that participants do not need to formulate their conceptualization into language since the text does this for the readers (Levelt, 1989). Finally, since this research is quantitative in nature and concerns only with the temporal variables of fluency rather than focusing on linguistic variables of the text, reading task is seen to address these articulation issues more systematically.

Analysis

In order to find out if Saudi ESL students achieve any development in terms of their fluency at different intervals, the elicited speech samples at different intervals were first recorded, transcribed, and then triangulated for analysis using a speech analysis software called PRAAT. This software provides a detailed picture on how to quantify all the independent variables under investigation (See table 4 for more information on how to calculate the 10-temporal variables in this research). For instance, the silent pauses in each interval were detected first and then measured in milliseconds. Figure 1 presents an example for these silent pauses as indicated by the blue arrows.

Figure 1 Silent pauses detection by the help of PRAAT software



PRAAT software also allows to combine the three recording intervals of each participant in one screen in order to facilitate the process of comparing and finding out if the participant accomplishes any development in the temporal variable under investigation (See figure 2).

Figure 2 Measuring the phonation time ratio by combining three recording intervals for one of the participants by the help of PRAAT software



Once the measurements of all the temporal variables at different intervals were calculated, the extracted numerical data were keyed into SPSS statistical software to provide descriptive and inferential statistics of all variables under investigation at each interval. Thereafter, data were analyzed using one-way ANOVA test to compare the means between intervals and within intervals (See table 5). Finally, post hoc multiple comparisons using Fisher’s Least Significant Difference (LSD) was employed to compare statistically significant variables (See table 6).

Table 4 Temporal variables employed in this current research as suggested by Kormos and Denes (2004)

| Temporal variable | Calculation Method |
|-------------------|--|
| 1. Speech rate | Speech rate was calculated according to the method recommended by Riegenbach (1991). The total number of syllables produced in a given |

speech sample was divided by the amount of total time required to produce the speech sample, (including pause time) expressed in seconds. This figure was then multiplied by sixty to give a fig. expressed in syllables per minute. Following Riggenschach's suggestions (1991), unfilled pauses under 3 seconds were not included in the calculation of speech rate. Unfilled pauses shorter than 3 seconds are generally regarded as articulation pauses and not as hesitation phenomena.

-
- | | |
|-------------------------|--|
| 2. Articulation rate | In calculating the articulation rate the total number of syllables produced in each speech sample was divided by the amount of time taken to produce them in seconds, which was then multiplied by sixty. Unlike in the calculation of speech rate, pause time was excluded. Articulation rate is expressed as the mean number of syllables produced per minute over the total amount of time spent speaking when producing the speech sample. Following Riggenschach (1991), in the articulation rate all semantic units were counted, "including filled pauses and partial words (using the criterion that partial words contain not just an initial consonant but also a vowel and thus are recognizable as words)" (p. 428). |
| 3. Phonation time ratio | Phonation-time ratio was calculated as the percentage of time spent speaking as a percentage proportion of the time taken to produce the speech sample" (Towell et al., 1996, p. 91). |
| 4. Mean length of runs | The mean length of runs was calculated as an average number of syllables produced in utterances between pauses of 0.25 seconds and above. Towell et al. (1996) point out that there has been an ongoing debate among researchers about the cut-off point of pause length. If this point is too low, the stop phase indicated by the computer may signal a plosive or other phenomenon that should not be considered as hesitations. If the cut-off point is too high, some amount of time may be omitted from the analysis. Therefore Towell et al. argue that pauses above 0.25 seconds are the most reliable cut-off points. |
-

| | |
|---|--|
| 5. The number of silent pauses per minute | In analyzing pauses, pauses over 0.2 seconds were considered. Pauses shorter than 0.2 seconds are considered micro-pauses and are not regarded as hesitation phenomena (Riggenbach, 1991). |
| 6. The mean length of pauses | The mean length of pauses was calculated by dividing the total length of pauses above 0.2 seconds by the total number of pauses above 0.2 seconds. |
| 7. The number of filled pauses per minute | The total number of filled pauses such as (uhm, er, mm) were divided by the total amount of time expressed in seconds and was multiplied by 60. |
| 8. The number of disfluencies per minute | The total number of disfluencies such as repetitions, restarts and repairs were divided by the total amount of time expressed in seconds and was multiplied by 60. |
| 9. Pace | The number of stressed words per minute (Vanderplank, 1993). |
| 10. Space | The proportion of stressed words to the total number of words (Vanderplank, 1993). |

Results

Results revealed that there were significant changes in Saudi ESL speakers' reading fluency on four of the ten temporal variables from 1st interval at the beginning of the four-months course to the 3rd interval at the end of the course. According to One-way ANOVA test, the results indicate that at least one of the groups means in four of the ten variables were found to be significantly different. There were a statistically significant differences between intervals of speakers' phonation time ratio ($F(2,87)=4.338$, $p = .016$), number of disfluencies per minute ($F(2,87)=11.297$, $p = .000$), Pace ($F(2,87)= 11.148$, $p= .000$) and Space ($F(2,87)= 13.317$, $p= .000$).

From the results illustrated in Table 5, an LSD post hoc test revealed that there is a statistically significant difference in phonation time ratio between the students' second interval ($M=89.321$) and third interval ($M=77.923$), $p=0.020$, as well as between 1st interval ($M=90.8393$) and third interval ($M=77.923$), $p= 0.008$. There was no statistically significant difference between the first and second interval ($p = . 0.752$). In other words,

Saudi ESL speakers spent less time reading the assigned text in their 3rd interval compared to their 1st and 2nd one.

Moreover, results revealed that phonation time ratio is strongly associated with another variable namely the number of disfluencies per minute in that participants recorded a mean of (3.71) in their 3rd interval compared to (4.49) in their 1st interval with mean difference of (.78033*), $p=0.000$.) (See table 6). In other words, Saudi ESL speakers had significantly developed in terms of producing a smaller number of disfluencies as repetitions, restarts and repairs which in turn led to shorter phonation time ratio.

Table 5 Descriptive statistic of the variables means at different intervals

| Variable | Intervals | N | Mean | Sd. | F | Sig. |
|-----------------------------|------------------|----------|-------------|------------|----------|-------------|
| Speech rate | 1 | 30 | 191.3400 | 27.49416 | 0.944 | 0.393 |
| | 2 | 30 | 186.2000 | 26.29855 | | |
| | 3 | 30 | 182.0667 | 24.69529 | | |
| Articulation rate | 1 | 30 | 205.0133 | 28.45446 | 0.792 | 0.456 |
| | 2 | 30 | 200.7267 | 24.95604 | | |
| | 3 | 30 | 196.7467 | 22.60352 | | |
| Phonation time ratio | 1 | 30 | 90.8393 | 14.75975 | 4.338 | 0.016 |

| | | | | | | |
|---|---|----|---------|--------|-------|-------|
| | 2 | 30 | 89.3210 | 12.049 | | |
| | | | | 41 | | |
| | 3 | 30 | 77.9230 | 25.905 | | |
| | | | | 22 | | |
| Mean length of run | 1 | 30 | 66.7333 | 15.941 | 2.310 | 0.105 |
| | | | | 56 | | |
| | 2 | 30 | 61.8667 | 14.342 | | |
| | | | | 45 | | |
| | 3 | 30 | 58.5667 | 14.058 | | |
| | | | | 21 | | |
| Number of silent pauses per minute | 1 | 30 | 4.9333 | 2.5721 | 0.911 | 0.406 |
| | | | | 8 | | |
| | 2 | 30 | 4.5000 | 2.1294 | | |
| | | | | 3 | | |
| | 3 | 30 | 4.1667 | 1.8585 | | |
| | | | | 0 | | |
| Mean length of pauses | 1 | 30 | 3.4740 | 1.0851 | 1.769 | 0.177 |
| | | | | 5 | | |
| | 2 | 30 | 3.2097 | 1.1234 | | |
| | | | | 4 | | |

| | | | | | | |
|---|---|----|---------|--------|--------|-------|
| | 3 | 30 | 2.9463 | 1.0492 | | |
| | | | | 7 | | |
| Number of filled pauses per minute | 1 | 30 | 1.9690 | 0.7219 | 2.674 | 0.075 |
| | | | | 1 | | |
| | 2 | 30 | 1.6613 | 0.6369 | | |
| | | | | 8 | | |
| | 3 | 30 | 1.6187 | 0.5503 | | |
| | | | | 6 | | |
| Number of disfluencies per minute | 1 | 30 | 4.4903 | 0.7574 | 11.297 | 0.000 |
| | | | | 9 | | |
| | 2 | 30 | 4.1710 | 0.6704 | | |
| | | | | 2 | | |
| | 3 | 30 | 3.7100 | 0.4504 | | |
| | | | | 2 | | |
| Pace | 1 | 30 | 43.6000 | 5.4621 | 11.148 | 0.000 |
| | | | | 0 | | |
| | 2 | 30 | 47.6000 | 5.7211 | | |
| | | | | 0 | | |
| | 3 | 30 | 50.9333 | 6.8023 | | |
| | | | | 0 | | |
| Space | 1 | 30 | 0.3677 | 0.0648 | 13.317 | 0.000 |
| | | | | 4 | | |
| | 2 | 30 | 0.4423 | 0.0991 | | |
| | | | | 2 | | |

| | | | |
|---|----|--------|--------|
| 3 | 30 | 0.5057 | 0.1349 |
| 8 | | | |

Table 6 Multiple comparisons of only significant variables

| Dependent Variable | | | Mean | Std. | Sig. | 95% Confidence | | | |
|-----------------------------------|---|----------|------------|---------|--------|----------------------|---------|-------|-------|
| | | | | | | Difference (I- J) | Error | Lower | Upper |
| | | | | | | | | Bound | Bound |
| Phonation time ratio | 1 | 2 | 1.51833 | 4.79379 | 0.752 | -8.0098 | 11.0465 | | |
| | | 3 | 12.91633* | 4.79379 | 0.008 | 3.3882 | 22.4445 | | |
| | 2 | 1 | -1.51833 | 4.79379 | 0.752 | - | 8.0098 | | |
| | | 3 | 11.39800* | 4.79379 | 0.020 | 1.8698 | 20.9262 | | |
| | 3 | 1 | -12.91633* | 4.79379 | 0.008 | - | -3.3882 | | |
| | | 2 | -11.39800* | 4.79379 | 0.020 | - | -1.8698 | | |
| Number of disfluencies per minute | 1 | 2 | 0.31933 | 0.16507 | 0.056 | -0.0088 | 0.6474 | | |
| | | 3 | .78033* | 0.16507 | 0.000 | 0.4522 | 1.1084 | | |
| | 2 | 1 | -0.31933 | 0.16507 | 0.056 | -0.6474 | 0.0088 | | |
| | | 3 | .46100* | 0.16507 | 0.006 | 0.1329 | 0.7891 | | |
| | 3 | 1 | -.78033* | 0.16507 | 0.000 | -1.1084 | -0.4522 | | |
| | | 2 | -.46100* | 0.16507 | 0.006 | -0.7891 | -0.1329 | | |
| pace | 1 | 2 | -4.00000* | 1.55518 | 0.012 | -7.0911 | -0.9089 | | |
| | | 3 | -7.33333* | 1.55518 | 0.000 | - | -4.2422 | | |
| | | | | | | 10.4244 | | | |
| | 2 | 1 | 4.00000* | 1.55518 | 0.012 | 0.9089 | 7.0911 | | |
| | | 3 | -3.33333* | 1.55518 | 0.035 | -6.4244 | -0.2422 | | |
| | 3 | 1 | 7.33333* | 1.55518 | 0.000 | 4.2422 | 10.4244 | | |
| | 2 | 3.33333* | 1.55518 | 0.035 | 0.2422 | 6.4244 | | | |

| | | | | | | | |
|-------|---|---|----------|---------|-------|---------|---------|
| space | 1 | 2 | -.07467* | 0.02677 | 0.006 | -0.1279 | -0.0215 |
| | | 3 | -.13800* | 0.02677 | 0.000 | -0.1912 | -0.0848 |
| | 2 | 1 | .07467* | 0.02677 | 0.006 | 0.0215 | 0.1279 |
| | | 3 | -.06333* | 0.02677 | 0.020 | -0.1165 | -0.0101 |
| | 3 | 1 | .13800* | 0.02677 | 0.000 | 0.0848 | 0.1912 |
| | | 2 | .06333* | 0.02677 | 0.020 | 0.0101 | 0.1165 |

***. The mean difference is significant at the 0.05 level.**

It is clear that Saudi ESL speakers' fluency gains reflected gain in the way participants have learnt to conceptualize the knowledge or to articulate speech in the target language rather than gain in the way linguistic knowledge is stored as procedural knowledge. These results contradict with the results of previous studies (e.g. Towell et al. 1996; Cucchiarini et al. 2002). For example, Towell et al. (1996) conducted a longitudinal study to track the fluency development of L2 English speaking university students learning French for one academic year. Four temporal variables were investigated namely speech rate, phonation time ratio, articulation rate and mean length of runs. Results revealed that three of these four variables were significant. Participants recorded faster articulation rate, longer runs between pauses and mean pause length changes over time. There was no significant change in phonation time ratio. Towell et al. (1996) concluded that the observed gains in fluency reflected gains in the "the way linguistic knowledge is stored as procedural knowledge rather than as changes in the way subjects either have learnt to conceptualize the knowledge in the L2 or to articulate speech in the L2" (p. 103).

LSD post hoc test also revealed that change in pace temporal variable was statistically significant. That is, the number of stressed words per minute increased significantly among Saudi ESL speakers after reading in their 2nd interval (47.6, p=0.012) and in their 3rd interval 50.93, p=0.000) compared to (43.6) in their 1st interval. Although Saudi ESL speakers did not accomplish any significant development in terms of speech rate and articulation rate, they significantly developed their abilities to produce more stressed words per minute in reading the assigned text over time. These results are in line with Kormos and Denes (2004) who argued that "how many stressed words one can say

in a minute is a slightly better predictor of fluency than how many syllables one utters a minute. In other words, if a speaker utters a lot of unstressed words at a high speed, he/she is not necessarily perceived to be very fluent" (p. 158).

Related to pace temporal variable/ in similar vein, space was also found to be significant. Both pace and space are related to prosodic feature of fluency and the analysis shows a notable development on these aspects since the relationship between fluency and these prosodic features is direct rather than inverse (i.e. the more speaker produces stressed words, the more he/she becomes fluent). The post hoc analysis showed that the proportion of students' stressed words to the total number of words have statistically significant increase in their second interval (0.4423, $p=0.006$) and in their 3rd interval (0.5056, $p=0.020$) compared to their first reading in the 1st interval (0.3677). A number of authors (e.g., Vanderplank,1993; Komos and Denes, 2004) have considered, pace and space as useful variables in predicting fluency scores and that they are better indicators of development than standard speech rate measures such as syllables per minute.

Finally, results of this study indicated that speech rate, articulation rate, mean length of runs, the number of silent pauses per minute, the mean length of pauses, and the number of pauses per minute yielded no statistically significant development. Saudi ESL speakers have had differences in these temporal variables; however, they were not statistically significant. For example, the mean length of pauses has decreased from 3.47 in 1st interval to (3.20) in 2nd interval and then to (2.94) in 3rd interval (See table 5). Saudi ESL speakers managed to produce a stretch of discourse with less pauses over time, but this development was not statistically significant.

Conclusion

The main purpose of this study was to measure the reading fluency development of Saudi ESL students in Jouf university on different intervals during an academic semester. Ten temporal variables were investigated quantitatively as suggested by Kormos and Denes (2004). Results indicated that Saudi ESL speakers managed to develop their fluency in four temporal variables out of the ten investigated. Saudi ESL speakers have gained fluency over time in phonation time ratio, the number of disfluencies per minute, pace and space. The current research also revealed that Saudi ESL speakers have partially

developed in other variables; however, the development was not statistically significant enough to be considered.

The empirical findings from this research make several contributions to the current literature from different aspects or perspectives. First, from a pedagogical perspective, insights gained from this study may be of assistance to ESL lecturers at Jouf university who try to expand their understanding of the centers of weakness and strength of students' fluency gains in reading tasks. Hence, proper practical and methodological approaches can be further considered to eliminate the students' weaknesses. Second, from a linguistic perspective, results indicated that Saudi ESL speakers' fluency gains in reading tasks reflected gains in the way participants have learnt how to conceptualize the knowledge of reading tasks such as decoding writing system of English language rather than gains in the way linguistic knowledge is stored as a procedural knowledge. This fact was reflected in the positive development of phonation time ratio and the number of disfluencies per minute over time. These results can encourage other linguists in the same context of study and other contexts as well to probe into the cognitive aspects of fluency development rather than the articulator ones investigated in this current research. Finally, studies about the temporal variables in EFL context are limited; hence, this research, adds to the few studies in the current literature conducted on the topic in an EFL context and opens the way for more investigations in the domain. Therefore, other researchers and linguists are highly encouraged to investigate the same phenomena under discussion in other Saudi universities to confirm or disconfirm the results generated from this research. Other areas of investigation are vast and enormous, and one of the most potential areas that arose in the researchers' minds while doing this research is addressing possible link between cognition and oral fluency.

Pedagogical implications

Results and findings of this study offer some contributions to the current literature from different perspectives. For example, this study will highly contribute to the development of reading fluency among Saudi ESL learners in Jouf university, in particular and Saudi learners in general. This study also provides the lecturers at Jouf university with some insights to develop and understand the learners' lacunas pertaining

to fluency in reading skill and therefore, they would adopt convenient methodological approaches to meet and solve this problem. Out of the ten investigated variables, Saudi ESL speakers successfully managed to develop their fluency in four temporal variables. It is also shown that Saudi ESL speakers have partially developed in other variables but not significantly. Moreover, Saudi ESL speakers have acquired fluency over time in phonation time ratio, the number of disfluencies per minute, pace and space.

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Appendix A: The reading text that participants read over three different intervals

Reality for human beings is not action or feeling but meaning. Humans are symbolic creatures; a symbol is anything that carries a particular meaning recognized by the people who share culture. A whistle, a wall of graffiti, a flashing red light, a fist raised in the air—all serve as symbols. We see the human capacity to create and manipulate symbols in the various ways a simple wink of the eye can convey interest, understanding, or insult. We are so dependent on our culture's symbols that we take them for granted. Often, however, we gain a heightened sense of the importance of a symbol when someone uses it in an unconventional way, say when a person in a political demonstration burns a U.S. flag. Entering an unfamiliar culture also reminds us of the power of symbols; culture shock is nothing more than the inability to "read" meaning in one's surroundings. We feel lost, unsure of how to act, and sometimes frightened—a consequence of slipping outside the symbolic web of culture. (171 words).

Source: Mikulecky, Beatrice S. (2007) *Advanced reading power: extensive reading, vocabulary building, comprehension skills, reading faster.* Longman



Exploring Intercultural Competence in the Non-formal English Setting Environment of the Students in *Kampung Inggris*, Kediri, Indonesia

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Abstract

This study investigates Intercultural Competence (IC) in English language teaching for the non-formal students. The objectives of the study are to see students perception on non-formal methods applied in the foreign language teaching and to see the opinion and attitude of the students in the application of IC in English learning. This study used descriptive quantitative approach by which a case study was applied as the research design. This study was conducted in *Kampung Inggris*, English Villages in Pare Kediri, Indonesia who reside around 30.000 students from over Indonesia and foreign countries to learn English. Participants of this study were 62 students, and data were collected using the questionnaire and check list. Data were analyzed using descriptive statistics that resulted rate percentage and diagram. Results show that students perceive that non-formal methods include (1) Team sharing activities, (2) Paired dialogues, (3) Conversation with 3-4 persons, (4) Games, (5) Role plays, (6) Drama, (7) Lectures, (8)

Role play in a café, (9) Speaking for colloquial topics, and (10) Free talks in a café. Students' perception on IC show evidence that five aspects of IC, that are knowledge, attitude, critical to foreign language culture, good skills to good interpretation and relation, and skills of discovery and interaction, all contribute to improving English proficiency supported with the non-formal settings.

Keywords: *intercultural competence, Kampung Inggris, culture, non-formal education.*

Introduction

This study explores the perception of students intercultural competence (henceforth, IC) in English language proficiency. In this study, the students are exposed in the non-formal setting situation environment (Mukhroji, 2020; Saraka, 2020). The non-formal learning environment is prepared as the exposure that adopts informal school and the setting to learn the English language that incorporate the IC in language teaching (Council of Europe, 2001; Lin, 2020) and it offers innovative teaching methods (Slavin, 2020). Studies indicate that when students achieve level of language proficiency, they indicate to enable in performing pragmatic competence (Atay, 2005; Mukhroji, 2020), use the linguistic competence (Brunning, Dempsey, McKim & Zumbrunn, 2013) and proper use of contexts and purposes of communication in wider and various contexts by which the non-formal settings are indicated (Castro, Sercu & Garcia, 2004) and IC implementation is adapted (Kramsch & McConnell-Ginet, 1992).

Initiated by the innovative teaching approach, the current issues on schooling system is focused to rethink education and revival of learning settings (Dumitru, 2019). Nowadays, advanced instruments for learning are available, but we fail to promote our students in making their better learning achievement (Watkins, 2019; Lessard-Clouston, 1996). Therefore, change is required; school has to be able to form its students to success in fast-paced society, one of which is through non-formal education (Meyer, 1991; Liddicot, 2004).

The insights of formal and non-formal education are currently debatable. Dumitru (2018) suggests the basic policy of formal education is conducted in an institution, hierarchically structured, chronologically graded, and centralized. Non-

formal education operates systematic structure outside the formal system, offered to specific subgroups such as adults or pupils. Informal education serves to achieve a lifetime knowledge, skills, and understanding from daily experiences. There are four non-formal learning contexts: community development, adult literacy, workplace learning and personal interest learning (Dumitru, 2018).

As Knowles (1990) suggests non-formal education puts emphasis on the self-reliance and confidentiality of an adult learner. Non-formal setting in English learning here addresses that students are exposed to achieve maturity of learning in which each of them should have achieved self-autonomous learning. According to Meyer (1991) changes of teaching and learning perspectives are identified by the recognition of the cultural dimension. The objective of learning language is currently not involved in the acquisition of communicative competence in a foreign language, such as linguistic competence, sociolinguistics and pragmatic (Council of Europe, 2001; Slavin, 1995), but also IC (Meyer, 1991; Byram & Risager, 1999), that is proper an ethic, right moral, thinking and acting (Jokikokko, 2005:79; Byram & Zarate, 1997). IC-based teaching navigate to focus on the target cultures, comparisons between the learner's own country and target country (Kramsch and McConnell-Ginet, 1992; Sercu, et. al. 2005).

This study urges that learning English in the non-formal setting environment as the exposure provides benefits to achieve self-regulation and self-autonomy of learning (Byram & Zarate, 1997). Based on the principles of adult learners that are mature and self confidence, learners of English are encouraged independently that create creativities (Sudjana, 2010; Lazar, 2001). Models of learning that vary from individuals, groups, role playing are easy to adapt (Meyer, 1991; Silverman & Silverman, 1996). Additionally, IC can be elicited following the implementation of non-formal setting models (Lee & Song, 2019; Slavin, 2020).

Byram (1997) divides IC into five dimensions: knowledge, attitude, critical cultural awareness, interpretation and relational skills, and skills of discovery and interaction. Conceptualization of IC by Byram (1997) is summarized in Table 1.

Table 1. Components of IC (Byram, 1997)

| Components | Indicators |
|---------------------------------------|--|
| Knowledge | Social group, product, practice and process of interaction |
| Attitude | Curiosity and openness to others, readiness to adjust cultural values, beliefs to interact, engage with otherness |
| Skills of interpreting & relating | Ability to identify and explain cultural perspectives, mediating function and new cultural contexts |
| Skills for discovery and interactions | Ability to acquire new knowledge of a culture, cultural practice, ability to operate knowledge attitude, skills to practice real communication |
| Critical culture awareness | Ability to evaluate critically a culture, practices in one's own and other culture |

Bringing the concepts of Byram (1997) and Byram & Risager (1999), this study follows opinion from Sen Gupta (2002), emphasizing that teaching L2 means to exposing students to being interculturally sensitive, gaining the cultural mediator, understanding the world with different insights, and applying culture learning skills. To this end, EFL learners are posted as the “intercultural speakers” and “the symbolic values” (Byram & Zarate, 1997:11). Teaching language involves the role of culture (Gonen and Saglam, 2012:26), because culture is a part of language study where IC is a part of language proficiency (Onalan, 2005:217; Lessard-Clouston 1996). Hong (2008) suggests that IC is integral with learners' language proficiency, so teachers should not ignore of inclusion of culture. However, Onalan (2005) emphasizes that most teachers ignore the inclusion of IC in teaching for some reasons, such as teachers focus more practical aspects of communication; teachers do not have enough time to talk about cultural elements (Gonen & Saglam, 2012); teachers do not know how to incorporate culture and intercultural communication in the language classroom (Gonen & Saglam, 2012); and most teachers have limited knowledge about intercultural communication (Sercu, 2005; Atay, 2005).

Drawing the above background in mind, three research questions were addressed in this the study:

- 1) How do EFL students in *Kampung Inggris* Kediri perceive the non-formal methods in the IC in the foreign language teaching?
- 2) What are the opinions and attitude of EFL students in *Kampung Inggris* towards their English proficiency and the role of IC in learning English?

Methods

Design

This current study explores perceptions and attitudes of students in *Kampung Inggris* in Pare Kediri Indonesia on IC of English proficiency. This study used descriptive quantitative approach and implemented a case study research design. Descriptive quantitative assigned data in numbers, frequency and rate percentage to figure out students perception on IC (Yin, 2014; Cresswell, 2011). Adapting Lee & Song (2019) this study examines IC for the teaching and to see students perceptions and the attitudes are reflected in their classroom applications. This study was conducted at *Kampung Inggris*, Tulungrejo and Pelem Village, Pare district, Kediri Regency, Indonesia in August to December 2019.

Participants

This study involved 62 participants of advanced level of English classes in *Kampung Inggris*, recruited from two classes. Of 62 students, 32 were girls and 30 were boys, whose ages were between 17-28 years old. They were selected in purposes as they were the classes that were available for the purpose of this research. The demographic features of the participants appear in table 1.

Table 1. Demographic analysis of respondents

| No | Characteristics | Class A N=32 | | Class B N=30 | |
|------------|-----------------|-----------------|--------|-----------------|--------|
| | | f | % | F | % |
| Sex | | | | | |
| 1 | Male | 18 | 56,25% | 13 | 43,33% |
| 2 | Female | 14 | 43,75% | 17 | 56,67% |

| | | | | | |
|----------------------------|-------------|-----------|--------|-----------|--------|
| | | 32 | | 30 | |
| Age | | | | | |
| 1 | 17-20 | 8 | 25,00% | 5 | 16,67% |
| 2 | 21-25 | 16 | 50,00% | 18 | 60,00% |
| 3 | 25-28 | 8 | 25,00% | 7 | 23,33% |
| | | 32 | | 30 | |
| Education | | | | | |
| 1 | SMP | 4 | 12,50% | 5 | 16,67% |
| 2 | SMA | 18 | 56,25% | 17 | 56,67% |
| 3 | S1 | 10 | 31,25% | 8 | 26,67% |
| | | 32 | | 30 | |
| English proficiency | | | | | |
| 1 | High | 14 | 43,75% | 12 | 40,00% |
| 2 | Moderate | 10 | 31,25% | 12 | 40,00% |
| 3 | Low | 8 | 25,00% | 6 | 20,00% |
| | | 32 | | 30 | |
| Length of study | | | | | |
| 1 | 1-3 months | 20 | 62,50% | 22 | 73,33% |
| 2 | 4-6 months | 8 | 25,00% | 6 | 20,00% |
| 3 | 7-12 months | 4 | 12,50% | 2 | 6,67% |
| | | 32 | | 30 | |

Table 1 suggests the profile of demographic of the respondents. Respectively, the respondents consist of male 31 (50%), and female 50%. Students' age ranged from 17-20 years of age 13 (20,96%), 21-25 for 34 (54,8%), and 25-28 for 15 (24.2%). Based on education background, the respondents indicate that Secondary School Graduate (SMP) is 9 (14.5%), Senior Secondary School graduate (SMA) is 35 (56.5%), and undergraduate is 18 (29.03%).

Two other characteristics are English proficiency and length of stay at the course or at the camp. The English proficiency indicates high 26 (41.9%), moderate 22

(35.5%), and low 14 (22.6%). In addition, the length of stay at the course varies from 1-3 months 42 (67.7%), 4-6 months 14 (22.6%), and 7-12 months 6 (9.7%).

Research Instrument

The main instruments of this study are questionnaire and checklist developed on the basis of Byram (1997) and Byram & Zarate (1997). The questionnaire was developed to explore five components of IC, including (1) Knowledge on foreign culture (2) Attitude on foreign culture, (3) Critical to foreign language culture, (4) Interpretation and relation skills, and (5) Skills of discovery and interaction. Each indicator was developed in terms of a statement and options to select the answer were provided into agree, neutral and disagree. The second instrument was a checklist to support the answer of the questionnaire. Questions in the checklist were addressed to find the information on students' demographic background, level of English proficiency, perception on non-formal methods of teaching and perception of the implementation of IC in the classroom. Prior to the use to collect data, both instruments were piloted to 10 students at other classes whose level of proficiency were equal (Dumitru, 2019). Reliability of the questionnaire was piloted to 40 students and the Cronbach Alpha coefficient indicated .792, suggesting that the questionnaire was reliable (Yin, 2011). In addition, the items of the checklist were reviewed by two experts on English teaching to verify the purposes and accurateness of the scopes to be investigated.

Data collection and Analysis

Data of the current research were collected by distributing the questionnaire and checklist. The questionnaire was to search students' perception on the role of non-formal methods of teaching, the role of IC and culture in language teaching. The checklist was given to explore more elaboration on the English proficiency and implementation of IC in learning English (Cresswell, 2014; Lee & Song, 2019). The researcher collected the data of non-formal method in language teaching and the implementation of IC to develop student proficiency. As data of this study were presented in numbers and frequency, data were analyzed using descriptive statistics. First of all, data were counted their frequency and the rate percentage, making the tabulation of the rate percentage easy

to develop. Based on the results of tabulation, the diagram was initiated to visualize the tables (Yin, 2011; Cresswell, 2014; Dumitru, 2019).

Results and Discussion

Non-Formal Teaching Methods in IC

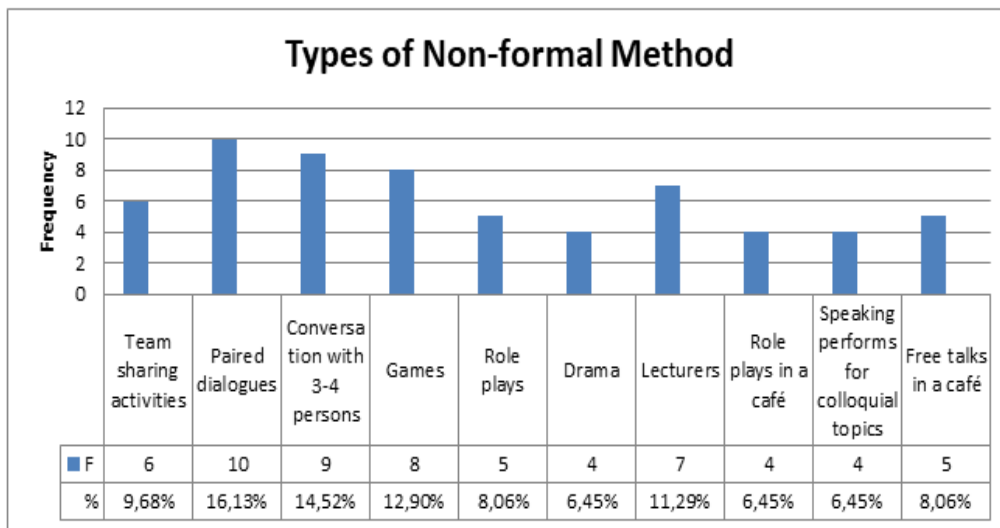
1. Students' perception on Non-formal Methods

Results of questionnaire on kinds of non-formal methods indicate that there are 10 methods students deem as the non-formal methods. They are:

- Team sharing activities
- Paired dialogues
- Conversation with 3-4 persons
- Games
- Role plays
- Drama
- Lectures
- Role play in a café
- Speaking for colloquial topics
- Free talks in a café

Diagram 1 shows that students' perception on the non-formal methods are indicated by the entire 62 students.

Diagram 1. Non-formal teaching methods based on students perception



Respectively, the degrees of performs of the favorite non-formal methods are as follows:

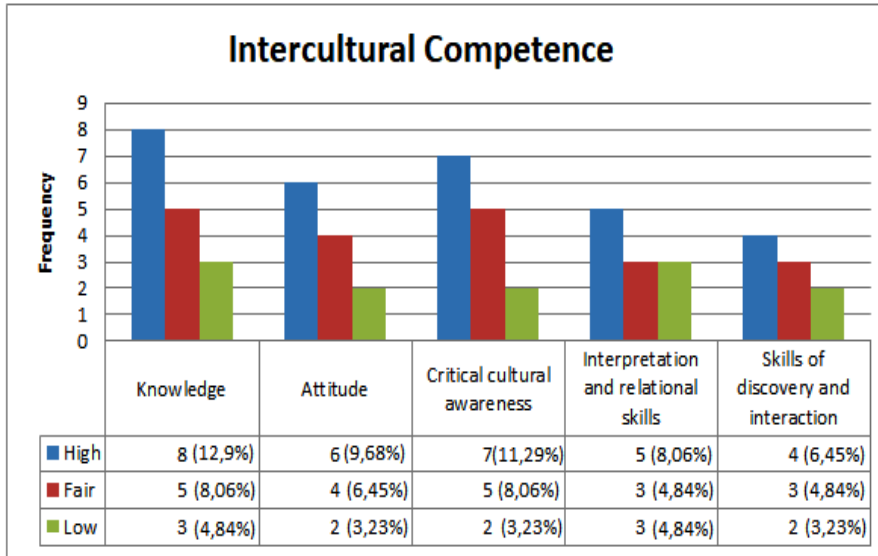
- Paired dialogues 16.13%
- Conversation with 3-4 persons 14.52%
- Games 12.90%
- Lectures 11.29%
- Role plays 8.06%

The findings indicate that a teaching method does not fit to any student in one classroom. Slavin (1995) mention that one size does not fit all. There is a tendency that students tend to follow the lax teaching method that allow them to select their own ways of learning (Saraka, 2020) from which classroom regulation indicates less control (Lee & Song, 2019). This study identifies that among 10 methods the students deem as the non-formal methods, five are categorized true non-formal methods based on Slavin's (1995) categories, they are conversation, dialogues, games, free talks, and team sharing activities (Silberman & Silberman, 1996; Atay, 2005).

2. Intercultural Competence

Results of analysis on the IC of the entire 62 students appear in diagram 2. The diagram indicates performance among high, moderate and low proficiency students.

Diagram 2. Intercultural Communication Profiles



As diagram 2 suggests it is indicated that IC has been performed well by students in each category. The first factor is knowledge that indicates the easiest IC factor to achieve by all categories of students. Respectively, knowledge IC is achieved 12.9% high, 8.06% fair and 4.83% low. Second factor is critical culture awareness that shows 11.29% high, 8.06% fair, and 3.23% low. The third factor is attitude, that is indicated as 9.68% high, 6.45% fair, and 3.23% low. The interpretation and relation skills as the fourth factor are achieved by 8.06% high, 4.84% fair, and 4.84% low. Finally, skills of discovery and interaction as the fifth factor are demonstrated by 6.45% high, 4.84% fair, and 3.23% low.

Findings on students' perception of the IC prove that students are aware of the function of IC in the learning process for the social interactions (Williams & Burden, 1997). Three dimensions can be inferred from this finding. First, of five factors of IC students with high, fair and low proficiency in English have indicated to include the IC in their learning process. Second, students show that level of difficulty in implementing the IC evidently exists among students' level. Third, of the five indicators of IC, skills

of discovery of interaction as well as interpretation and relation skills are difficult to apply.

Lee and Song (2019) show in their study that to skills of discovery and relation to other facts are considered higher order thinking skills, and it needs critical analysis to implement for the real use (Slavin, 2020; Silberman & Silberman, 1995; Wiseman & Koester, 1993). It is evidence that though students are aware of using culture to improve their English proficiency, they are lacking of experiences to perform, so they make improper performance (Byram, 1997; Saraka, 2020; Mukhroji, 2020) and self-directed learning could be achieved yet (Willems, 2002).

English Proficiency to Understand Culture

1. English Proficiency

English proficiency in this research emphasizes on skills in using speaking ability for the purposes of lecture and performs of various assignments for the students during the course. Students deem that there are 7 English proficiencies that they consider to help their skills. They perceive that three skills are helpful for their success in to follow the course in *Kampung Inggris*. They are:

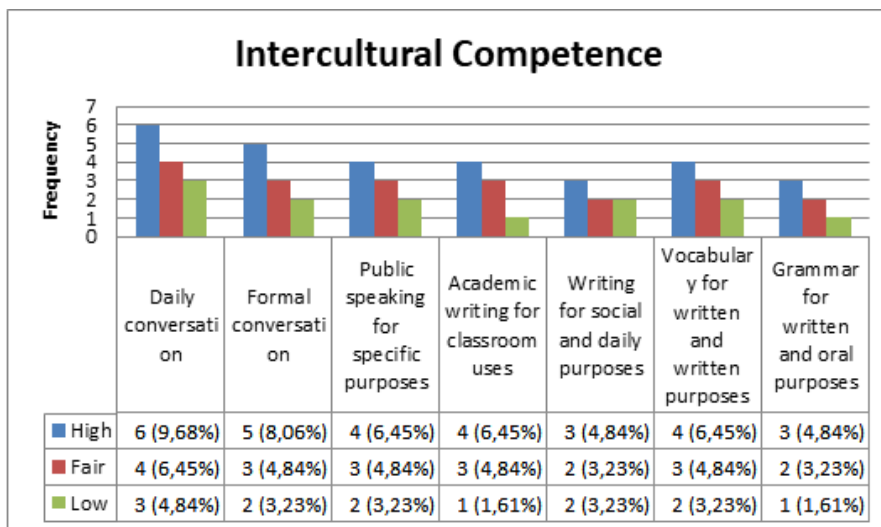
- Daily conversation
- Formal conversation
- Public speaking for specific purposes
- Academic writing for classroom uses
- Writing for social and daily purposes
- Vocabulary for written and oral purposes
- Grammar for written and oral purposes

As diagram 3 indicates English proficiency in *Kampung Inggris* is emphasized on the achievement of the oral competence as labeled as speaking skills. The speaking skills are varied in several different skills the teachers outline as the ultimate goal of teaching in this course. The English proficiency in this research represents the skills of speaking as the first target, and achievement on vocabulary achievement and grammar as the second measurement of the proficiency.

The results of this research show that achievement on daily conversation is achieved in the first rank by 9.68% high proficiency students, 6.45% fair, and 4.84% low. The second rank is indicated by ability on formal conversation that is 8.06% high, 4.84% fair, and 3.23% low. The third rank is achieved by three kinds of proficiency respectively, ability to perform public speaking for specific purposes, academic writing for classroom uses, and vocabulary for written and oral purposes, each of which is 6.45% high, 4.84% fair, and 3.23% low. Finally, proficiency on writing for social purposes got the same rank as proficiency on grammar for written and oral purposes. Students perform the writing for social purposes and on grammar for written and oral purposes as in 4.84% high, 3.23% fair, and 1.61% low each.

This finding concerns with English proficiency that is “locally translated” for the use of measurement for students in *Kampung Inggris*. The “local definition” may not indicate the actual English proficiency, but the practices students can perform English in a standard use that involves IC as this study investigates. In speaking performs, students indicates the pragmatic competence where any speech acts are well developed as suggested by Austin (1962) and Searle (1969). Definitely, the ability to use appropriate speech acts represent the linguistics competence that are proper (Mukhroji, 2020). In the area of IC for teaching L2, this study students have demonstrated the language forms, language use in context and the purposes of language self-directive (Thomas & Rose, 2019).

Diagram 3. English skill achievement



2. Cultural Understanding in English Proficiency

The last finding is perception of students to achieve understanding of culture to improve their English proficiency. Components of the understanding include five dimensions of IC as suggested by Byram (1997). The components are:

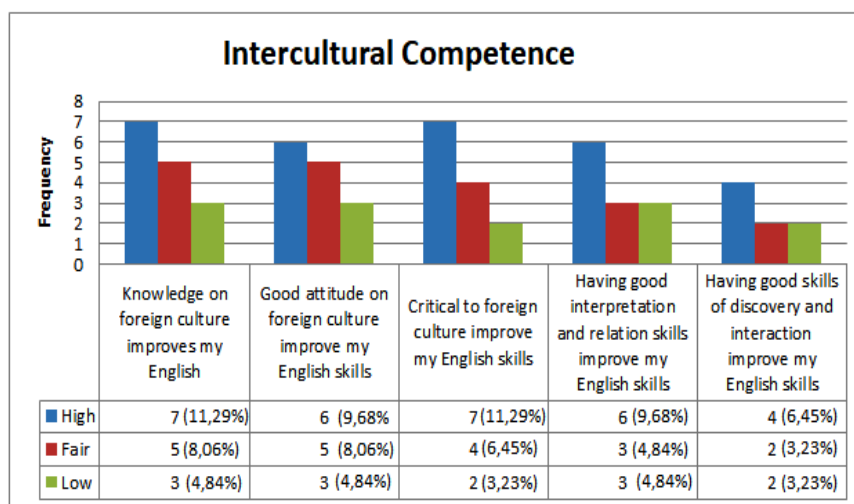
- Knowledge on foreign culture
- Good attitude on foreign culture
- Critical to foreign language culture
- Having good interpretation and relation skills
- Having good skills of discovery and interaction

Diagram 4 suggests that students with high, middle and low proficiency are of having awareness on the perception of the foreign culture. The results of analysis show that students with high proficiency assert that knowledge on foreign language and critical to foreign language as the first factor as indicated by 11.29%; good attitude to foreign language and having good interpretation and relation skills as the second factor indicating 9.68% each; and having good skills of discovery and interaction as the last factor as of 6.45%. Students with fair proficiency indicate that knowledge and good attitude to foreign language are achieved by 8.06%; critical to foreign language as 6.45%, having good interpretation and relation skills as 4.84%, and having good skills of discovery and

interaction as 3.23%. Finally, the low proficiency students perceived that knowledge, good attitude and having good interpretation and relations are 4.84% each; and critical to foreign language and having good skills of discovery and interaction are 3.23% each. Above all, though differences exist, all students at each level of proficiency assert that all five components of IC do improve their English proficiency.

The last finding of this study is the role of understanding culture to improve English proficiency. In this respect, each component of IC is elaborated into sub-sequent items and students responded based on their perceptions. At best, knowledge of IC is the first that affects students' proficiency (Wiseman & Koester, 1993), however, it is difficult for the students to apply critical skills to view foreign language culture if practices are restricted. Normally, students have a good attitude to foreign language culture in order to have proper achievement on English (Lazar, 2001), and try to achieve skills to interpret and relate experiences when learning and teaching take place (Watkins, 2019). At worst, students assure that to have critical skills on foreign culture, to achieve skills of discovery and to have good attitude are hard to attain if students do not have enough practice in English, do not receive enough information on the culture and the knowledge of IC is not introduced well (Bai, Chih, Chao & Wang, 2019). In essence, the knowledge of IC is integral in the pragmatic competence and the expertise to use English in the form of contents, form, context, purpose and the social context appropriately.

Diagram 4. Cultural understanding to improve English



Conclusion

The aims of this study are to explore IC in context of non-formal methods of teaching and how IC is implemented in improving English proficiency for the students exposing in the non-formal education system. In summary, teaching methods the students consider as the non-formal include ten contexts: (1) Team sharing activities, (2) Paired dialogues, (3) Conversation with 3-4 persons, (4) Games, (5) Role plays, (6) Drama, (7) Lectures, (8) Role play in a café, (9) Speaking for colloquial topics, and (10) Free talks in a café. Students' perception on English proficiency is contextually perceived to include daily conversation, Formal conversation, Public speaking for specific purposes, Academic writing for classroom uses, Writing for social and daily purposes, Vocabulary for written and oral purposes, Grammar for written and oral purposes. The contexts came into consideration because the measurement used to indicate students' proficiency in the course institutions are speaking ability, mastery of grammar and vocabulary.

Specifically, students' English proficiency indicates the degree of communicative competence where pragmatic issues are crucial. This way, five aspects of IC, that are knowledge, attitude, critical to foreign language culture, good skills to good interpretation and relation, and skills of discovery and interaction, are all contributable to students' English proficiency. However, IC needs more practices that encourage to initiate so that awareness on the IC exist.

Pedagogical Implication

This study has proven that IC takes prominent roles in teaching English in the non-formal settings that illuminates out-schooling system. It helps initiate English proficiency, motivation and cultural understanding that contribute learning system. The understanding of culture provides a new approach the language teachers can apply in teaching, and the elaboration on components of IC will make aware how critical thinking of the culture can be applied to enlarge English teaching materials. Finally, the non-formal methods in this study are those the researcher emphasizes to promote. The non-formal methods are initiated as the options in the innovation teaching in English language where adult learning models are implemented to achieve self-reliance and self autonomy teaching models.

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