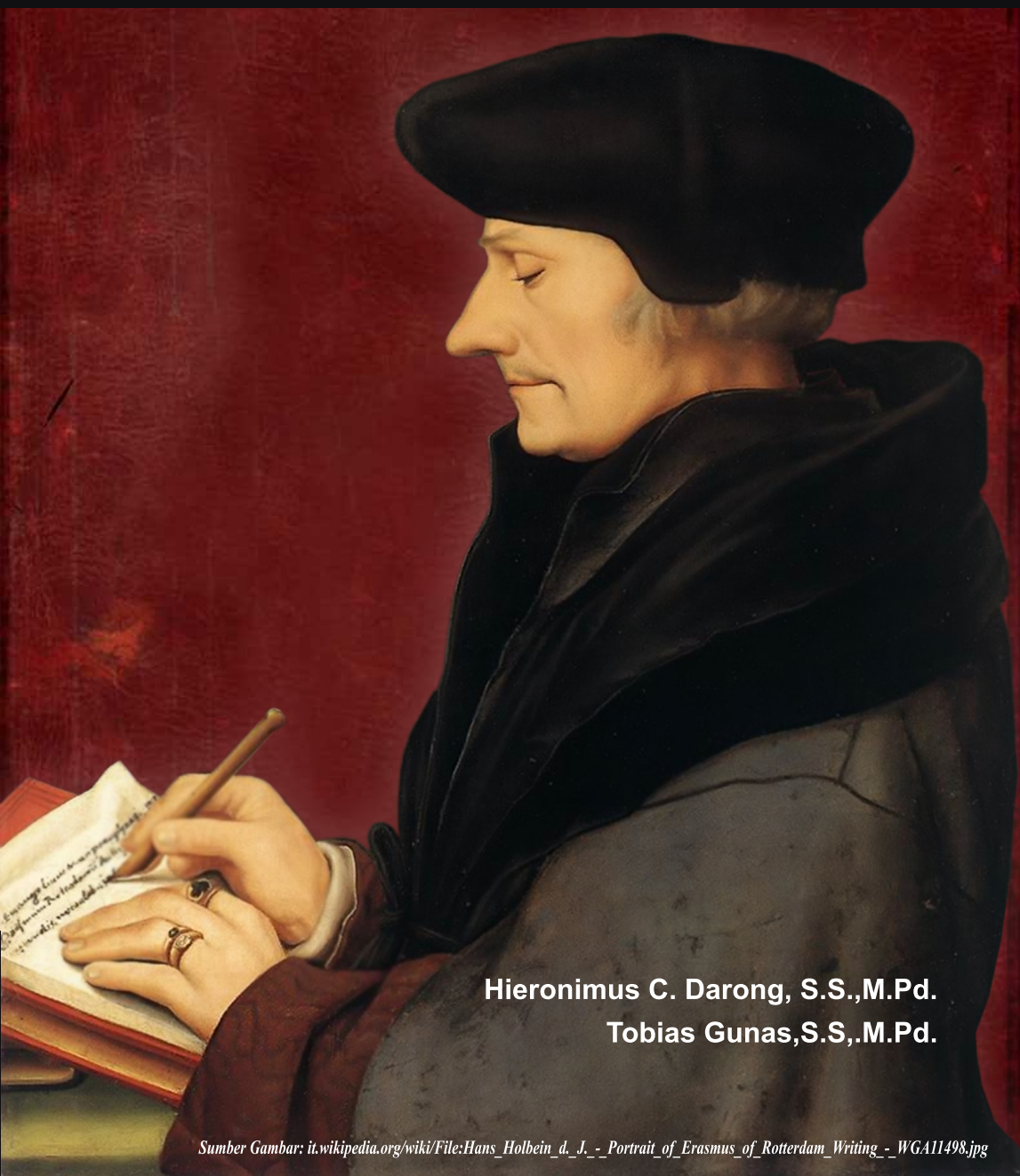# Discourse
on
Language, Culture and Teaching
ENGLISH PROCEEDING

Hieronimus C. Darong, S.S.,M.Pd.
Tobias Gunas,S.S,.M.Pd.

DISCOURSE

on

LANGUAGE, CULTURE AND TEACHING

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FOREWORD

The honorable lecturers and beloved students of English Study Program

I would begin with this popular quote "*cogito ergo sum*" (Rene Descartes). This quote really inspires us that I think , therefore I am. In this proceeding, I believe that all the lecturers think of their existence as the academic through the articles published in the proceeding.

The pedagogy of English Language Teaching is rapidly changing along with the issues and trends over the world. The issues and trends range from the ELT perspectives, approaches and methods, curriculum design, dimension of communicative competence, assessment to the integration of information technology in the classroom settings. In line with these issues and trends, the EFL practices may benefit from their advantages and even encounter complexities. More particularly, the issues and trends have recently endorsed the development and refinement toward Indonesian EFL classroom contexts.

English Education Department of STKIP Saint Paul Ruteng keeps on updating EFL perspectives, theories, and approaches applicable to the current global demand, which in turn brings positive effects to the course of teaching-learning enterprises in local contexts. Upon the importance of the issues and trends of ELT, the lecturers have particularly presented their articles about some topics related to discourse on language, culture and teaching such as song in teaching language, collaborative self-video recording, cohesion and coherence aspects of writing, and so forth. Indeed, we expect that by the publication of these articles in this proceeding, the students of English Education Department, English teachers, and lecturers can share knowledge and new insights for the improvement of ELT.

On this occasion, I would like to acknowledge and appreciate those who have cooperated and made the efforts to publish the articles in the second edition of proceeding. First, I would like to address my gratitude to Raimundus Beda, S.Fil, M.Hum who encouragingly motivates the lecturers to write articles. Second, I would also like to pay my honor to Prof. Dr. Frans Bustan, M.Lib who has been willing to contribute his article in the present edition. Third, I would like to extend my great thanks and appreciation to the lecturers who attempt to enlarge their critical views and perspectives on the particular topics of ELT in the articles published in this edition.

Hopefully, what has been written in the articles will encompass the readers toward the crucial issues of ELT as well as pursue to enlighten the quality of our mindsets for the best EFL classroom practices. A great academic change starts from a little thing which gradually occurs time by time.

Dean of STKIP Saint Paul Ruteng

Dr. Yohanes Servatius Boy Lon, M.A.

FOREWORD

As Mahatma Gandhi says, "*when I admire the wonders of a sunset or the beauty of the moon, my soul expands in the worship of the creator*". In the same tone, I invite us to lift our heart and praise the Almighty God for His great love and bless during our great work of publishing the present proceeding.

In this second proceeding, a range of topics in ELT field is explored in the articles along with the current issues and trends over the world. Therefore, the major issues are concerned with ELT field. The articles were presented on seminar throughout this semester. Most articles are the research findings in the ELT, while the two others view the linguistic area. By the variety of the presented topics, our perspectives will be broaden and deepened.

I am really aware that the attempts to improve the quality of academic affairs in our program can be achieved through the intensive publication of proceedings. Hence, I would like to highly appreciate the lecturers who have contributed their brilliant ideas and insights elaborated in the articles published in the second edition. I would also like to convey my greatest thank and honor to Prof. Dr. Frans Bustan,M. Lib who has willingness to present his article in the proceeding. His articles provides us with new insights and perspectives on cultural linguistics.

As the head of English Education Study Program, I would also like to acknowledge the Head of the institution and the Director of Yaspar foundation. First, I give my appreciation and honor to Dr. Yohanes Servatius Boy Lon, M.A who keeps on motivating and supporting the English Education Study Program in publishing the proceeding. Second, the program is very much indebted to Gerardus Janur, S.Fil who has granted some amount of fund for the publication of the second edition of the proceeding.

Finally, I hope that this second publication changes our views and perspectives of how the college students, lecturers, and English teachers deal with ELT with new paradigm and approaches. Let us write what is on our mind today for the brighter understanding tomorrow.

Ruteng, September 2016

Head of English Education Study Program

Raimundus Beda, S.Fil, M.Hum.

SOME VIEWS ON CULTURAL LINGUISTICS AS A NEW PARADIGM OF COGNITIVE LINGUISTICS

Fransiskus Bustan
Lecturer of English Study Program, Faculty of Teacher Training and Educational Sciences,
University of Nusa Cendana Kupang

ABSTRACT: This paper discusses some views on cultural linguistics as a new paradigm of cognitive linguistics, in terms of theoretical and practical or applied domains. The matters of discussion cover definition, basic concepts, approaches, basic principles, and metaphor as a cognitive structure, with special reference to anthropomorphic metaphor in Manggarai language. Cultural linguistics is one of the theoretical perspectives in cognitive linguistics exploring the relationship between language, culture, and conceptualisation. Language is explored through the prism of culture to uncover the conceptualisation existing in the cognitive map of its speakers. The basic concepts of cultural linguistics are language, culture, and conceptualisation. Language is defined as a cultural activity and an instrument for organizing other cultural domains.Culture is a system of knowledge. Conceptualisation refers to the way human beings as the members of a society conceptualise their cultural experiences which include beliefs, norms, traditions, and values. Besides ethnography approach, cultural linguistics also synthesizes Boasian linguistics and etnosemantics that are central to anthropological linguistics, aimed at identifying the differences between languages as the reflection of cultural differences. Basic principle is that a language mirrors or reflects its culture. One of the important domains of study is metaphor because the conceptualisations of human thoughts are always realised metaphorically, as it is seen in the forms and meanings of anthropomorphic metaphor in Manggarai language.

Key words: *cultural linguistics, paradigm, cognitive linguistics*

ABSTRAK: Makalah ini membahas beberapa pandangan tentang linguistik budaya sebagai suatu paradigma baru linguistik kognitif ditelaah dari ranah teoritis dan ranah praktis atau terapan. Sasaran bahasan mencakup definisi, konsep dasar, pendekatan, prinsip dasar, dan metafora sebagai suatu struktur kognitif dengan referensi khusus pada metafora antropomorfis dalam bahasa Manggarai. Linguistik budaya adalah salah satu perspektif teoritis linguistik kognitif yang mengkaji hubungan bahasa, kebudayaan, dan konseptualisasi. Bahasa ditelaah melalui prisma kebudayaan untuk menyingkap konseptualisasi yang terpatri dalam peta pengetahuan penutur bahasa bersangkutan. Konsep dasar linguistik budaya adalah bahasa, kebudayaan, dan konseptualisasi. Bahasa dipahami sebagai sktivitas budaya dan inrument untuk menata ranah budaya yang lain. Konseptualisasi merujuk pada bagaimana manusia sebagai anggota suatu masyarakat mengkonseptualisasi pengalaman budayanya termasuk kepercayaan, norma, tradisi, dan nilai. Selain pendekatan etnografi, linguistik budaya memadukan linguistik aliran Boas dan etnosemantik yang menjadi pusat dalam linguistik antropologi, dengan tujuan mengidentifikasi perbedaan bahasa sebagai refleksi perbedaan kebudayaan. Salah satu ranah kajian adalah metafora

karena konseptualisasi pikiran manusia selalu diwahanai secara metaforis, sebagaimana dilihat dalam bentuk dan makna metafora antropomorfis dalam bahasa Manggarai.

Kata kunci: *linguistik budaya, paradigma, linguistik kognitif*

INTRODUCTION

It is generally accepted that all animals can communicate, but only human beings have language. This is a linguistic evidence revealing that language is one of the main features which differenciates the quality of human beings from that of other animal species. Therefore, due to the significance of language, human beings are called 'homo loquens' or 'talking animal' as the generic term of 'animal symbolicum' (Bustan, 2015). Apart from the universal dimension of language, in terms of specific dimension, to say a language is to say a society. The reason is clear and understandable that there is no society all over the world that can live and survive without a language. The symbolic media used by the members of a society in favor of fulfiling their basic needs are of various types, but none is superior to language in its communicative ability and flexibility. Language is the most effective system of symbol used by the members of a society in favor of conveying their thoughts, feelings, and experiences in the world, both in the factual world and in the symbolic world. Therefore, Vito (1970,p.7) defines language as reflexive, systematic, and structured system of symbols used to catalog objects, events, and its relations in the world (Sumarsono, 2010,p.2; Wierzbicka,1991,p.69).

In terms of its prominent charateristics as a system, language serves as an identity marker and, at the same time, a distinctive feature of a society because every language has its own system. The differences between the systems of languages can be clearly seen such components or levels as phonology or phonological level, morphology or morphological level, syntax or syntanctical level, and semantics or semantic level. However, Humboldt (in Cassirer, 1987,p.183-184) propounds that the differences between languages are not only related to the differences of signs and words, but also related to the differences of worldviews of their speakers (Kramsch, 2001,p.6; Foley, 1997,p.19; Bustan, 2005,p.1). As culture is the worldview of a society, language is the mirror or reflection of their culture (Sumarsono, 2010,p.2; Wierzbicka,1991,p.69), or in other words, language is the window of their world. In this light, Brown (1994,p.170) propounds that language as the means of communication among the members of a culture is the most visible and available expression of that culture. As language and culture belonging to a society are inextricably

linked (Cakir, 2006,p.154; Bilal and Erdogan, 2005,p.73), Tang (1990), as quoted by Cakir (2006,p.154), declares view that language is culture and culture is language, which is similar to Hoijer (in Duranti, 1997) stating that language in culture and culture in language.

Cognitive linguistic theorists suggest that language is embedded in culture which is similar to cognitive anthropologists who emphasize the cultural grounding of language and thought. In the area of cognitive linguistics, language is defined as an essential instrument and component of culture, whose reflection can be seen in linguistic structure (Langacker, 1999,p.16). This implies that the linguistic structures or linguistic forms of language used by a society reflect their cognitive structures, as it is clearly pinpointed by Frawley (1992,p.46) that from variations in linguistic forms, one can see variations in the culture determining such linguistic forms and hence variations in the thought that the linguistic forms reflect. In the last few decades, there have been many studies conducted in the area of cognitive linguistics and the results of studies provide a number of new or emerging theoretical perspectives. One of the new or emerging theoretical perspectives in the area of cognitive linguistics is cultural linguistics which mainly explores the relationship between language, culture, and conceptualisation. It is considered as a new paradigm because cultural linguistics draws on, but is not limited to, the theoretical notions and analytical tools of cognitive linguistics.

Bearing the matters stated above in mind, in this paper, the writer discusses some views on cultural linguistics as a new paradigm of cognitive linguistics, in terms of theoretical and practical or applied domains. For this purpose, the matters of discussion cover definition of cultural linguistics, basic concepts of cultural linguistics, approaches to cultural linguistics, basic principles related to the study of cultural linguistics, and metaphor as a reflection of cognitive structure with special reference to anthropomorphic metaphor in Manggarai language. The writer is also interested in examining cultural linguistics because it has theoretical and practical benefits for first/second language teaching, intercultural communication, and translation.

DISCUSSION

The following are presented some views on cultural linguistics as a new paradigm of cognitive linguistics examined in terms of theoretical domains and of practical or applied domains. The matters of discussion cover definition of cultural linguistics, basic concepts of cultural linguistics, approaches to cultural linguistics, basic principles related to the study of cultural

linguistics, and metaphor as a cognitive structure with special reference to the forms and meanings anthropomorphic metaphor in Manggarai language.

Definition of Cultural Linguistics

Referring to assumption that cognition relates to language and culture as the main concern and interest of study in cognitive linguistics, Farzard (2007,p.1) and Palmer (1996,p.4-6) define cultural linguistics as one of the theoretical perspectives in cognitive linguistics which explores the relationship between language, culture, and conceptualisation. This definition reveals that there is a close relationship between language and culture shared by the members of a society, and such a relationship is mirrored in their conceptualisation. In the perspective of cultural linguistics, language used by the members of a society is explored through the prism of its culture in an an attempt to uncover the conceptualisation existing in their cognitive map (Foley, 1997).

Basic Concepts of Cultural Linguistics

On the basis of the definition given above, there are three basic concepts that should be taken into account in the study of cultural linguistics which inclued language, culture, and conseptualisation.

Language

The term 'language' can be defined differently and, as a result, there are many different definitions of language. Regardless such differences, in the perspective of cultural linguistics, language is defined as a cultural activity and, at the same time, an instrument for organizing other cultural domains. This definition is based on the notion that language is shaped not only by special and general innate potentials, but also by physical and sociocultural experiences of its speakers. It is the cocurrence of language-as-culture and language-governed-by-culture that warrants an approach called cultural linguistics (Palmer and Farzard, 2007,p.1). Added to this, Scharifian (2007,p.34-35) declares that language should be explored in the sociocultural contexts of use with reference to cultural model of language evolution and setting which determines the use of language to shape and communicate conceptualisation.

Culture

Similar to language, the term 'culture' is 'omnibus-amorph', in the sense that culture may mean different things to different people and, as a result, it is also found out many definitions of culture. Regardless such differerences, in the perspective of cultural

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linguistics as a new paradigm of cognitive linguistics, culture is defined as a system of knowledge or mental dispositions (Foley,1991,p.17; Ochs, 1988,p.5). The culture shared by the members of a society as a speech community (in terms of language) or a cultural group (in terms of culture), serves as the source of conceptualisation of their experiences in the world, both factual world and symbolic world. The conceptualisations of their experiences are reflected in the aspects of cognitive structure such as metaphor and script (Palmer and Farzard, 2007,p.11).

Conceptualisation

In the perspective of cultural linguistics, the term 'conceptualisation' refers to cultural conceptualisation which deals with the way human beings as the members of a society conceptualise their cultural experiences which include beliefs, norms, traditions, and values. However, such cultural conceptulisations may not be correlated objectively with external world, because cultural conceptulisation is the result of interaction between the members of a society as a peech community or cultural group through the continuous process of negotiation and renegotiation. Language in its use as a tool of communication among the members of a society serves as a means of shaping their cultural conceptualisations and, at the same time, communicating their cultural conceptualisations (Palmer and Farzard, 2007,p.11). Cultural conceptualisations which are distributed accross the minds of people in a cultural group, representing cognition at the cultural level, are called linguistic imagery. It is called linguistic imagery because it requires imagination in the process of interpretation. Nevertheless, it is worth noting that the linguistic imagery is not related to how human beings speak about objective reality, but it is related to how they speak about the world that they themselves imagine. To identify the linguistic imagery, cultural context should be taken into account because it deals mainly with physical environment where the process of language acquisition may occur (Scharifian, 2007,p.34; Cassirer, 1987,p.63-68).

Approaches to Cultural Linguistics

Since language is grounded in conceptualisation at every cultural level, cultural linguistics applies ethnographic approach which takes culture into account. The term etnographic approach that is meant here is linguistic etnography as an approach to decribing a language belonging to a society as a the mirror or reflection of their culture. As it has been previously stated, in cultural

linguistics, a language is examined through the prim of culture in favor of uncovering the conceptualisation of its speakers which exists in their cognitive map. Besides ethnography approach, cultural linguistics also synthesizes Boasian linguistics, a school of thought in linguistics declared by Franz Boas, and etnosemantics that are central to anthropological linguistics. These approaches are used in cultural linguistics in favor of identifying language differences as the mirror of different consepptualisation, with the main concern and interest of study deals with the cultural element of cultural knowledge (Palmer and Farzard, 2007,p.11).

The application of those approaches is mainly based on the notion that language is a system of symbols used by human beings as the members of a speech community or a cultural group to conceptualize various kinds of experiences in the world. The notion is related to the fact that human beings do not always create objective reality through language use, but they also create through negotiation and renogiation with others on how they should think of various experiences. Although it may be separated from someone's imagination, the conceptualisation of their experiences depends greatly on negotiation and renegotiation through language and language use as a system of symbols in the context of living together with others for years. This implies that the conceptualisation of expreriences shared by the members of a society is shaped through a continuous process of interactions.

Basic Principles Related to Cultural Linguistics

There are several basic principles that should be taken into account in the study of the relationship between language, culture, and conceptualisation as the main concern or interest of cultural linguistics. In the view of the role of a language as the tool for the construction of reality, Grace (1987) in Bustan (2011) insists that a language is shaped by its cuture and a culture is given expression in its language, to such an extent that it is impossible to say where one ends and the other begins, i.e. what belongs to language and what belongs to culture. In this light, Eastman (1985,p.85) also emphasizes that language and culture are bound closely because language is the most important symbolic system in any culture. The internalised knowledge of language occurs together with the internalised knowledge of culture. As a result, people from different cultures often have different ideas about what to say and how to say.

Referring to Wierzbicka (1991,p.69), according to Bustan (2011), four points as basic principles that should be put under consideration in the study of cultural linguistics are as follows: (a) in different societies and different communities, people speak differently; (b) these differences

in ways of speaking are profound and systematic; (c) these differences reflect different cultural values, or at least hierachies of values; and (d) different ways of speaking as well as different communicative styles can be explained and made sense of, in terms of independently established different cultural values and cultural priorities. There four points are of fundamental importance not only from the point of view of our knowledge and understanding the world, but also from a practical, social point of view, and in particular from the point of view of cross-cultural understanding dealing with the understanding of language differences as the reflection of differences in worldview or culture.

Metaphor as Cognitive Structure

Metaphor is of fundamental importance in the study of cultural linguistics, besides script, for some reasons as in the following: (1) The conceptualisations of human thoughts are always realised metaphorically or represented through the use of methaporic expressions (Wahab, 1991,p.70-74; Lakoff and Johnson, 1999, p.69); (2) Metaphor is a cognitive structure shared by the members of a society which reflects the conceptualisations of their experiences in the world (Palmer and Farzard, 2007,p.11); and (3) Metaphor is as the core of language use (Sugiharto, 1999,p.102).

An Overview on Metaphor

Etimologically, the word or term 'metaphor' comes from Greek as the combination of the word *meta* 'parable' and *phoreo* 'change name'. Regardless its lexical meaning, metaphor can simply defined as a part of cultural conceptualisation emerging in coginition level (Sharifian, 2007,p.34). Referring to its use, according to Foley (1997,p.179-191), metaphor is a kind of figurative language which is indicated by the change of one lexical item with another lexical item. While Odgen and Richards (1972,p.213) state that metaphor is related to the use of reference towards a group of things that has certain relation to facilitate the difference of analogic relation with another group. Metaphor deals with the use of word which does not share true meaning, but it is used as an analogy which is based on certain similarities (Badudu, 1983,p.70). Similarly, referring to Hendy, Pampe (2009,p.111) defines metaphor as a kind of figurative language which compares something directly towards another without using the word 'like' and so forth. Therefore, according to Sugiharto (1996,p.102), metaphor is the transference of name which actually belongs to another.

Alwi, cs (2008,p.430) point out that metaphor deals with language use appearing in the form of word or phrase to say something which has similarity in quality with something

compared in the word and phrase. In general, according to Verhaar (1999,p.393), metaphor is related to the use of word or verbal expression whose literal meaning refers implicitly to another meaning through comparison based on similarity in feature, quality, and behavior with linguistic unit compared. One of the prominent features of metaphor, if it is compared with other kinds of analogies, is the extension of meaning from denotative or canonic meaning to conotative or noncanonic meaning. Denotative meaning refers to literal meaning of lexical item and syntactic rule which organizes the linguistic unit used, while conotative meaning refers to indirect intention implied in the linguistic unit used.

In the view of its use in the context of discourse, accrding to Wahab (1991,p.70-74), metaphor can be classified into three kinds which include nominal metaphor, predicative metaphor, and sentencial metaphor. The classification is made on the basis of asumption that metaphoric symbol as signified cannot be understood its meaning without reference to its context of use. Nominal metaphor and predicative metaphor can be understood their meanings only by observing the context of sentence, while sentencial metaphor can be understood its meaning based on its relation with sentences preceding or following them. Nominal metaphor appears in the form of noun or noun phrase, predicative metaphor appears in the predicate of a sentence, and sentencial metaphor appears in the form of complete sentence.

Duranti (2001, p. 64-65) emphasizes that metaphor as the implementation of the system of knowledge of a speech community functions a guide for them to understand the world. This idea is based on assumption that language in its use as a means for human communication is full of metaphors in viewing one experience on the basis of another experience. Metaphor is understood as a theory of society because it contains their experiences on the world. However, metaphor functions not only as conceptual frame to understand the world, but also as linguistic device which enables human beings relate various domains of experiences and coherences between interrelated events. Metaphor cannot be seen not only from semantic aspect as the transference of name, but also from the perspective of anthropology and philosophy. In the perspective of philosophy, metaphor is viewed as the basic character of relationship between the human linguisticality and the world. Human linguisticality is always metaphoric because all words and names used are the results of human creation and not given by nature.

According to Pateda (2010,p.236-237), there are several kinds of metaphors and one of those kinds is anthropomorphic metaphor which is related to human's thought, feeling and experience. As its name implies, anthropomorphic metaphor refers to the use of organs of human body which are attached to nonhuman entities in physical environment. The attachment creates a new form and an extension of meaning from denotative to conotative meaning which reflects the conceptualisation existing in the cognitive map of speech community as the native speakers of language used. Therefore, the study of anthropomorphic metaphor as one of the practical or applied domains of cultural linguistics should refer to the conceptualisation existing in the cognitive map of speech community as the native speakers of language used.

In general, two related aspects as the main concern or interest in the study of anthropomorphic metaphor involve form (signifier or expression) and meaning (signified or content). This is in line with what Foley (1997,p.25-26) advocates that all linguistic signs consist of two poles which include physical form and meaning. Physical form refers to expression that can be seen in the surface structure of linguistic sign used, while meaning refers to the content stated or implied in the physical form or expression used. The relationship between the physical form and its meaning is coventional in nature because it deals with nonverbal setting as the context of use of the linguistic signs.

Athropomorphic Metaphor in Manggarai Language

The result of research conducted or carried out by Bustan and Semiun (2015) reveals that the forms and meanings of anthropomorphic metaphor in Manggarai language have unique features or characteristics which are indicated by using the organs of human body such as eye, foot, and so forth, as the sources of references. The organs of speech are used as implied comparison and association in shaping its forms and extending its meanings from denotative to conotative meanings. The extension of meanings is based on having certain similarities in feature, quality, and behavior between the nonhuman entity in physical environment attached and the organs of human body, as can be seen in the word or phrase *mata wae* and *wa'i golo.*

The word *mata wae* is a form of anthropomorphic metaphor in Manggarai language appearing in a noun phrase with its component parts are word (noun) *mata* 'mata' as HEAD (H) and word (noun) *wae* 'water' as its ATRIBUTE (A) or MODIFIER (M). Referring to its

lexical meanings, the denotative meaning of *mata wae* is 'the eye of water'. As the form of anthropomorphic metaphor, the conotative meaning of *mata wae* refers to 'spring' or 'water source'. The extension of meaning is indicated by using the word (noun) *mata* as the organ of human body attached to the word (noun) *wae* as a nonhuman entity in physical environment. In the conceptualisation of Manggarai speech community, *mata wae* is a nonhuman entity in physical environment which has certain similarities in feature with 'eye' as the organ of human body functioning as the source of tears.

The word *wa'i golo* is a form of anthropomorphic metaphor in Manggarai language appearing in a noun phrase with its component parts or immediate constituents are word (noun) *wa'i* 'foot' or '*feet*' as HEAD (H) and word (noun) *golo* 'mountain' as its ATRIBUTE (A) or MODIFIER (M). Referring to the lexical meanings of its component parts, the denotative meaning of *wa'i golo* is 'foot of a mountain'. As the form of anthropomorphic metaphor, the conotative meaning of *wa'i golo* refers to 'the lower part of a mountain'. The extension of its meaning is indicated by using the word (noun) *wa'i* as the organ of human body attached to the word (noun) *golo* as a nonhuman entity existing in physical environment. In the conceptualisation of Manggarai speech community, *wa'i golo* is a nonhuman entity in physical environment which has similarities in feature, quality, and behavior with 'foot' as the organ of human body functioning as the basis of strength when human beings are in the position of standing.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on the matters described above, the writer addresses some conclusions as in the following: (1) The language used by the members of a society, either in the macro-interactional levels or in the micro-interactional levels such as in a certain speech event and speech act is not a single entity, but it is closely related to its culture to which it is embedded; (2) The relationship of a language and its culture is not causal-linear in nature, but it is symbiotic and reciprocal because language exists in culture and culture exists in language; (3) Cultural linguistics is identified as a new paradigm or model of cognitive linguistics because it explores in more depth the relationship of language, culture, and conceptualisation, whose reflection can be seen in such cognitive structures as metaphor, script, and so forth; (4) The study of cultural linguistics provides us a

deeper understanding of the interrelationship between language, culture, and conceptualisation that can enhance our undertanding of the role of language in theoretical domains as well as in in practical or applied domains as the window of our world; (5) The study of cultural linguistics has some theoretical dan practical benefits not only for the improvements of the first and second language teaching, but also for the sake of effective intercultural communication, translation, and so forth.

Suggestions

Considered along with conclusions given above, the writer feels necessary to provide some suggestions, as in the following: (1) In the teaching of English as a foreign language that has been adopted as one of the compulsory subjects in the curriculum of Junior and Senior High Schools in Indonesia, it is suggested to equip students with the cultural knowledge of English culture in order to provide them with good understanding in cross-cultural communication when they get into contact with those coming from from other countries by using English as an international language; (2) Since the study of cultural linguistics has some theoretical dan practical benefits for foreign language teaching, it is suggested that the cultural aspects should be included in the process of teaching English as a foreign language for Indonesian students because cultural aspects almost always ignored in the process of teaching English subject.

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THE ANALYSIS OF SELF-ASSESSMENT IMPLEMENTATION IN WRITING SKILL (A CASE STUDY IN WRITING COURSE II)

By
I Putu Suyoga Dharma, S.Pd, M.Pd
STKIP Suar Bangli, Bali

Abstract: This article was written based on a case study in Writing Course II in STKIP Suar Bangli Bali. The aims was to explore and analyze the phenomenon of self-assessment implementation. This research focuses were on students' attitudes, problems, and writing skills. The subject of this research was four students who took this course. To collect the data, three methods were used, namely observation, note taking, and interview. Here, four instruments were also needed namely the researcher himself, observation sheet, self-evaluation checklist, and scoring rubric. The data obtanied were anslyzed by using qualitative and quatitative analysis method. This result showed that the students were in pressure at the begining, but slowly they became active in asking question relating to unclear thing. It made the class was interactive. It is invitably that the students have difficulty in using self-assessment since they were not accustomed on it. It makes self-assessment can maximally bring positive effect on students' writing. Lastly, the students' writing skill was better than before. Even though, it is still not maximum yet.

Key words: *self-assessment, writing skill, students' attitude, students' problem*

Abstrak: Artikel ini ditulis berdasarkan studi kasus dalam mata kuliah Writing II di STKIP Suar Bangli Bali. Tujuannya adalah untuk mengeksplorasi dan menganalisa fenomena penerapan penilaian diri. Fokus penelitian ini adalah tingkah laku siswa, masalah dan keterampilan menulis. Subjek penelitian adalah empat siswa yang mengambil mata kuliah Writing II. Untuk mengumpulkan data, tiga metode digunakan, yaitu: pengamatan, pencatatan, dan wawancara. Dalam penelitian ini, empat instrumen dibutuhkan yaitu peneliti sendiri, lembar pengamatan, ceklis penilaian diri dan rubrik penilaian. Data yang diperoleh dianalisis dengan metode kualitatif dan kuantitatif. Hasil penelitian menemukan bahwwa siswa berada dalam tekanan pada awal penerapan penilaian diri, tapi perlahan para mahasiswa menjadi aktif bertanya pada hal-hal yang kurang jelas. Hal ini membuat kelas menjadi interaktif. Tak terelakan bahwa siswa mengalami kesulitan dalam menggunakan penilaian diri karena mereka memang tidak terbiasa. Dengan berjalannya waktu, penilaian diri mampu membawa efek positif terhadap kemampuan menulis. Terakhir, kemampuan menulis siswa lebih baik dari sebelumnya meskipun belum maksimal.

Kata kunci : *penilaian diri, kemampuan menulis, tingkah laku siswa, permasalahan siswa*

INTRODUCTION

In this globalization era, the need of mastering English is more and more important. It is because English is mostly used communication. Indonesian government is aware of it. Hence, the government regulates to teach English starting from elementary school until university level. By doing it, the students can have good knowledge and skill in communicating by using English.

Teaching English focuses on four language skills, namely: speaking, reading, listening, and writing. Meanwhile, grammar, structure, and vocabulary are integrated in those skills.

Writing is one of the language skill categorized into productive skill (Harmer, 2006). It expects the students to produce writing product. In Indonesian curriculum, writing products are short functional text, genres, and other business writing. Here, the students should be able to express their ideas into writing as clear as possible. If it were not clear, the readers would not recieve the writer's message fully. It might cause miscommunication or misinformation.

Writing is a cognitive process involving complex mental activities (Boric, 2007; Brown, 2001; Chiu, 2004). It is not just writing down letters, but also how ideas are produced and organized into pieces of papers. Here, the students may adapt new information with actual information stored in their mind to produce new ideas for their writing. Furthermore, presenting those ideas into good language also challenges the students in writing. Writing skill is the integration of cognitive and linguistics aspects. Even though the students have creative ideas to be written, but they can not present them in a good language, their writing might not be good.

The complexity of writing makes this skill should be taught in appropriate ways. Generally, process writing approach is applied. This approach views writing includes five major stages, namely: pre-writing, drafting, revising, editing, and publishing (Salvia and Ysseldyke (1995). This approach gives the students can to write step by step. It is starting by collecting ideas, selecting them, making draft, and revising them in terms of ideas and language. It is belief can lead the students to produce quality writing.

Based on the review done on Writing Course I in STKIP Suar Bangli, Bali, this approach had been implemented in writing course. However, the students' writing skill was still low. It could be seen from the students' writing score which was lower than passing grade (passing grade = 76). It indicates that there is incomplete in writing. Another possibility of causing this problem was assessment method. Assessment is one of the factor which can influence the quality of students' writing skill (McAlpine, 2000). In the course, teachers' assessment is mostly used in writing. It just gives score and some scratches on students' errors. Of course, this assessment is not matched to the nature of writing in which writing is on going process.

Based on the facts, authentic assessment is implemented in Writing Course II. Actually, there are some types of authentic assessment (O'Malley and Valdez, 1996). This research focuses on how self-assessment. There are two main reasons of choosing it. First, self-assesment is rarely

used by teachers in real learning. Second, it trains the students' reflective thinking. It makes the students not just write, but also knowing why they should write it.

Self-assessment is defined as students judging the quality of their works, based on evidence and explicit criteria for the purpose of doing better work in the future (Rolheiser and Ross, 2003). It includes finding information, synthesizing the information, and arranging plan for improvement based on the information acquired. Here, the students will be guided to find out their strengths and weaknesses. By knowing them, students can make improvement during learning process without waiting their teachers to assess and to return their works.

The rest of this paper discusses the implementation of self-assessment in Writing Course II. Here, the students' attitude, problems in using self-assessment, and the quality of students' writing are the focus of investigation.

METHODOLOGY

This research is a case study. It is because this research aims at exploring a phenomenon within its context using a variety of data sources (Yin, 2003). Here, the phenomena of self-assessment implementation were explored to get holistic information. The subjects were fourth semester students of STKIP Suar Bangli who take Writing Course II. There were four students of it. This research was done for one month or four times meetings of writing. The students were given five self-assessment checklists based on the writing components, namely: Content and Development, Purpose and organization checker, Grammar Checker, Vocabulary Checker, and Mechanics. In this research, the students were assigned to write argumentative short essay consisting of five until seven paragraphs. Along the students writing, self-assessment was implemented. To collect data, observation and note taking were used. In addition, writing competency test was also used to coolect the students' writing quality. Finally, the data acquired were analyze by using qualitative and quantitative (writing skills) methods.

RESEARCH FINDING AND DISCUSSION

Findings of this research are focused on three, namely: the attitude of students during implementation of self-assessment, the problems in applying it, and the students' writing quality.

Self-assessment was implemented along one months. It was started from training in using it. After that, the students directly applied it during writing course. This assessment is in the form of

checklist not scoring rubric. Therefore, the students just put check mark (√) on the criteria if they were fulfilled in their writing.

At the first time of self-assessment was introduced, it was surprising for the students. It is because they never have assessed their own works by themselve. It was the first time for all of the subjects to do like it. Previously, assessment was merely done by the teacher/lecturer. They just waited the score given by the teachers.

During the implementation, the students just keep calm. The students just put their hands on their forehead. They felt that it was difficult to apply it. They did not fully understand the aspects of writing in the self-evaluation checklist. However, it started gradually to arise the students to ask questions. They started to be active to ask if they do not understand. It makes the class was alive because it was interactive.

All research subjects seemed to be confused on what they had to be done. They did not know whether or not the indicators in self-evaluation checklist have been achieved in their writing. For examples are in criteria of "Topic sentence represents your focus" and "Method of development is appropriate". The students were difficult to decide whether or not their topic sentence and writing development were good based on the criteria. It arouse a questions " what did actually the students write if the students do not know what they should write?".

Besides the students felt confused, they also felt down. All of them were unconfident in doing self-assessment. Most of them said " I'm not sure whether or not my assessment is right". This unconfident feeling was mostly caused by their partial understanding on the way to implement self-assessment. They did not fully understand what actually the aims and content of it. As the consequence of it, most of the subjects did not fill the criteria in checklist. For example in criteria "Word order is appropriate" and "Topic is relevant to the assignments". All of the subjects were correct in that criteria, but none of them put check mark in the checklist column. It indicated that they were not confident to judge their writing.

Theoretically, self-assessment provides feedback on students' learning to arrange improvement immediately for their learning (Kindsvatter.et.al, 1996). It seems that the finding indicates the students are not ready yet in maximazing the feedback. They consider feedback is negative thing which is harmful for them. Actually, feedback can motivate the students to make improvement. The earlier feedback given, the better actually the students' learning.

To see the students' writing quality after the implementation of self-assessment, an analysis was done to all students' writing product. Generally, all of students' writing quality is better than in Writing Course I for the same genre. To get detail information, analysis was done each research subject.

Subject I. The writing quality is categorized into good. However, three main problems were still in the writing. First, the ideas organization was still not in chronological order. One idea still jumped up. Instead, the idea should be put after main ideas so the writing flows smoothly. Second, grammatical structure was still poor. In self-evaluation, grammar checker was exists. If the students used the checker skillfully, this mistakes or error can be avoided. Third was punctuation. In the writing, eight mistkes on it was found. Here, the use of collon (:) and semicollon (;) dominated.

Subject II. The writing quality is categorized into average. Four main mistakes were in the writing. First, the use of punctuation marks, such as: comma, colon, and semicolon. This subject was confuse, when or where they should put comma mark. Second, sentence structure mistakes dominated the students' mistakes. In addition, the structure was still in Bahasa Indonesia structure. For example, " he looking-looking into the rice field". In English, the structure is absent. It should be " he has a look into the rice field". Third, the supporting sentences were less matched to the topic sentence. It might be caused by the less critical thinking of the students. Fourth, errors on the use of textual reference were found.

Subject III. The writing was categorized into average. In the writing, three major mistakes were found. First is the development. It seemed that the students do not fully understand the generic stucture of argumentative writing (comparison and contrast). It makes the writing development was not good or break the generic structure rules. Second, grammatical structure dominated the writing errors. For example "this is the villagers' activities". It should be "these are the villagers' activities". Errors on it mostly dominated the students' writing. Third, punctuation marks were also severe problems in writing. The use of comma, semicolon, and aposthrope marks seemed dominated the punctuation errors.

Subject IV. The data of subject IV can not be collected. It is because the subject did not collect writing. In addition, the subject was absent for twice in class for the reason of job.

Based on the previous explanantion, it can be known that the implementation of self-assessment was hard for the students at the begining. For it, special training should be given for

the students. Even though theoretically self-assessment brings positive effect on students' writing, but there should be a process to do it. Dharma (2014) discovers the use of students centered learning method (Problem Based Learning) and authentic assessment (performance assessment) was effective after eighth meeting. Before eighth meeting, the students were also difficult to apply performance assessment.

This research was done only for four meetings. It is in line with Dharma that before eighth meeting, the students had difficulties in applying authentic assessment. It implies that applying something new took time and process. It is not instant to show its positive effect. A good guidance on the process need to be done.

CONCLUSION AND SUGGESTION

Based on the analysis, it can be known self-assessment implementation at the beginning is dificult for the students. They feel confuse on how and they have to do. It is totally new for them. However, the positive thing which arises i.e. the students are more active in asking questions to the students. It indicates their responsibility on the task given.

Because of the problems, three suggestions can be drawn. First, the students should be guided carefully to get understanding on how to implement self-assessment effectively. Without it, the students may do not understand forever. Second, since the students starts to be active in questioning, warm atmosphere should be created in the classroom so that they feel comfortable to ask if they have problems. Third, before self-assessment is implemented it is better to motivate the students firstly. Here, the significance of self-assessment can be told to the students.

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THE USE OF INDONESIAN LANGUAGE IN THE GLOW OF LANGUAGE UTILIZED BY ADOLESCENT IN SHORT MESSAGE SERVICE (SMS)

Raimundus Beda

English Study Program of STKIP St.Paulus**,** Ahmad Yani Street, No. 10, Ruteng-Flores 8650
e-mail : bedasvd@yahoo.com

Abstract: In daily life, language is one of the human's needs. Through language either oral and written or even body language someone can interact and communicate with other people, express himself/herself, deliver her/his ideas, opinions, feelings, and so on.

In globalization era, it is hard to be avoided considering the development of modern information and technology which is now widely opened and mutually influence. It, then, can bring positive and negative impacts for our lives. It can be proved that the recently use of Indonesian language in Short Message Service (SMS) is indeed worrying.

The different view on the use of language in Short Message Service (SMS) is something interesting to be analyzed. This phenomenon inspire the writer to compose this article by offering an alternative ways of how the use of Indonesian language should be.

Key words: *Language, adolesent and SMS*

Abstrak: Dalam kehidupan sehari hari, bahasa merupakan salah satu kebutuhan manusia. Dengan bahasa, baik bahasa lisan maupun bahasa tulisan ataupun bahasa tubuh, seseorang bisa berinterkasi dan berkomunikasi, menyatakan diri, menyampaikan ide, pendapat, perasaan dan lain sebagainya kepada orang lain.

Di era global, perkembangan informasi dan teknologi moderen yang terbuka dan saling menguntungkan tidak dapat dapat dihindari. Hal ini memberi dampak positif dan negatif bagi kehidupan manusia. Hal ini dibuktikan dengan penggunaan bahasa Indonesia dalam sms atau pesan singkat yang sesungguhnya mencemaskan.

Perbedaan pandangan penggunaan bahasa SMS sangat menarik untuk dianalisis. Fenomena ini menginspirasi peneulis untuk menulis artikel dengan menyuguhkan suatu alternatif lain terkait penggunaan bahasa sesungguhnya.

Key words: *bahasa, remaja, pesan singkat*

INTRODUCTION

Language is typical the symbol of a nation or region as it is the main important thing in communication. People need language in interaction or in social interaction in the community. There are various kinds of language in this world. Every nation has their own language which is different from others, even language distinguishes between one nation and other nations.

Indonesia uses Indonesian language as formal and official language which differs from America or other languages in which English is used as their language. So, language may also become the characteristic of a nation. Recently, Indonesian language has undergone many additional vocabularies either from vernacular, the language utilized by adolescent, or even that coming from outside of Indonesia. People discern and consider those new vocabularies are wrecking the formal language. It is hard to be avoided considering the development of information and technology which is now widely opened and mutually influence. Whether nor not those new vocabularies wreck the formal language, they also enrich the scope of Indonesian language.

The users of Indonesian language must be able to distinguish between formal language and the developing one. We know that Indonesian language has correct rules. However, it cannot be escaped that the era that has been developing so fast makes those new vocabularies are appearing. All of a sudden, we often hear the vocabularies we never heard before without knowing who creates and introduces it.

The recently use of Indonesian language in Short Message Service (SMS) is indeed worrying. This because the language utilized in Short Message Service (SMS) is totally different from the rules of Indonesian language. Besides, language utilized in SMS has some negative effects on Indonesian language. Those effects are stated as follows.

- Indonesian people do not recognize the formal/official language used.
- Indonesian people do not follow the standardization of Bahasa Indonesia and its status as the national and official language.
- Indonesian people under estimate and do not want to learn Indonesian language because they feel that they have dominated the rules.

In the previous years, children could use Indonesian language well but children today tend to use the language that they create. For example,"Ayah or Ibu" is used to call for our mom and

dad but today "bokap" or " nyokap" is used to call for our mom and dad. Other words frequently utilized in Short Message Service (SMS) are the use of word "tir", "pigi" which mean "tidak" or "pergi". The proper use of Indonesian language in writing which is the capital letter is used at the beginning of the sentence and there is no change of letters into numbers in any words or sentence.

If those things are continuously happened, the use of Indonesian language among adolescent and children will lose forever. Due to Indonesian language is the official language and of the identity of our country, we as the young generation must accurately choose and follow the trendy, so that it will not damage the culture of our language.

The different view on the use of language in Short Message Service (SMS) is something interesting to analyze. These phenomena inspire the writer to compose this paper yet debatable by offering alternative ways of how the use of Indonesian language should be. By having a good understanding of Indonesian language, it would give some advantages and inspire us, especially young generation to use the Indonesian language in Short Message Service (SMS) appropriately.

Language defined

Human language can be recognized through talking as it is uniquely and characteristically human activity. Language is not inherited but must be learned and it varies from place to place and from time to time. In other words, language differs from each other in such ways that the number of one speech community usually does not understand the speakers of other speech communities. Wardhaugh (1977, p.3) states that language is a system of arbitrary vocal symbols used for human communication. Similarly, Francis (1958, p.13) postulates that language is an arbitrary system of articulated sounds made used by a group of humans as a means of carrying on the affairs of their society.

From the definitions given above, we can safely infer that the basic nature of language is human, vocal, symbol, and used for communication. It is human as only human beings have and use language. It is vocal as it is produced by the human vocal apparatus. It is symbol as the language expresses our ideas, feelings, or emotions. Finally, the main purpose of a language is for communication among people.

One of the important aspects included in a language which is said to be the major aspect of a language. The aspect that is meant here is word, the structure and the way how to say and to write words in a language.

Some characteristics of language

Linguists have found several characteristics of language. The first is that all language are sound and therefore can be represented as linear. Second, all language are systematic, both in combination of language sounds and in the combination of meaningful elements of the language. Third, language is systematic. Fourth, language is meaningful since it can be connected with factors other than language. However, it must be noted that the relation is both arbitrary and conventional.

a. Language is sound

   It is obvious as the language is commonly experienced in speaking and listening to it. This statement denotes that language sound or speech is primary while its presentation in writing is secondary. By regarding language primary as sound, we can infer that all human beings produce sounds with the same equipment. So, even language may sound strange or difficult, the sounds of the language can be described by accounting for the movements of the human articulatory organs.

b. Language is linear

   Language is linear as the sounds are produced by successive movements of the speech organs. Hence, we can accurately represent language by using separate symbols for each distinct sound and arrange the symbols in a linear succession that parallels the order in which the sounds are produced.

c. Language is systematic

   Being systematic refers to the condition that language is describable in terms of a finite number of units that can combine only in a limited number of ways. For example: 'table' is an English word and so is 'stable'. To each of them we can suffix another single sound to form 'sables' and 'stables' both are acceptable. Yet, there is no single sound in English that we could suffix to either one of them that would result in acceptable English word. This combination of linearity and systematic restriction of combinations provide us with a convenient frame of reference, in terms of which we can describe and compare language accurately.

d. Language is meaningful

The sounds in the language are connected with almost every fact of human life and communication. There is a stable relation between the kinds of sounds that the speakers make and their cultural environment. Through language, a child becomes a member of a community, and a culture is preserved largely through the use of language and the ability of the members of the society to communicate with other people. Therefore, it is said that language is a core of a culture.

Sociolinguistic

Language is central to social interaction in every society, regardless of location and time period. Language and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language.

Wardhaugh (2006,, p.135), Sociolinguistics is the study of the connection between language and society and the way people use language in different social situations. It asks the question, "How does language affect the social nature of human beings, and how does social interaction shape language?" It ranges greatly in depth and detail, from the study of dialects across a given region to the analysis of the way men and women speak to each other in certain situations.

The basic premise of sociolinguistics is that language is variable and ever-changing. As a result, language is not uniform or constant. Rather, it is varied and inconsistent for both the individual user and within and among groups of speakers who use the same language. People adjust the way they talk to their social situation. An individual, for instance, will speak differently to a child than he or she will to their college professor. This socio-situational variation is sometimes called register and depends on only on the occasion and relationship between the participants, but also on the participants' region, ethnicity, socioeconomic status, age, and gender.

One way that sociolinguists study language is through dated written records. They examine both hand-written and printed documents to identify how language and society have interacted in the past. This is often referred to as historical sociolinguistics: the study of the relationship between changes in society and changes in language over time. For example, historical sociolinguists have studied the use and frequency of the pronoun *thou* in dated documents and found that its replacement with the word *you* is correlated with changes in class structure in 16th and 17th century England.

Sociolinguists also commonly study dialect, which is the regional, social, or ethnic variation of a language. For example, the primary language in the United States is English. People

who live in the South, however, often vary in the way they speak and the words they use compared to people who live in the Northwest, even though it is all the same language. There are different dialects of English, depending on what region of the country you are in.

Language Variation

As we know that languages vary in many ways. One way of characterizing certain variations is to say that speakers of a particular language sometimes speak different dialects of that language.

Speech variety refers to the level given to that language or form of that language used by any group of people. It is an ambiguous term which refers to basic lexicon, phonology, syntax, and morphology shared by members of group in particular situation. Let us take one example: same word used by Flores and Manggaraian is "mena", for Manggaraian, "mena" means sulit or mampet (difficult) but for Flores, it refers to dirty word for a woman.

There are four types of language variety in community, those are; (1) the standard language, consists of American and British English, British is received as standard language. (2) Social speech variety/social dialect/sociolect. It is associated with ethnic, gender, occupation, age group, etc. Example: "go'et" in Manggarain is used when there is traditional ceremony or special event. (3) Regional speech variety/regional dialect. Example: the sound "le" for Bajawanese "tida**le**", for Manggarain "tida**e**". (4) Functional speech varieties or register, refers to bits of talk that are appropriate to particular speech situation, such as casual, formal, etc. Example: when we are in the market, we use formal language to ask the price or when bargaining. In short, language variety is a term sometimes used instead of language, dialect, sociolect, pidgin, creoles, etc.

Phonology

This part is about phonology, the component of the grammar made up of the elements and principles that determine how sounds vary and pattern in a language. The study of phonology attempts to discover general principles that underlie the patterning of sounds in human language. Phonology is the study of the sound patterns of human language, it is also the kind of knowledge that speakers have about the sound patterns of their particular language. When you learn a language, you learn which speech sounds occur in your language and how they pattern according to regular rules. Phonology is concerned with this kind of linguistic knowledge. Phonetics as the part of phonology provides the means for describing speech sounds; phonology studies the ways in which speech sounds form systems and patterns in human language. The phonology of language,

then, is the system and pattern of the sound patterns in language and as the sound pattern of a given language.

Phonological knowledge permits a speaker to produce sounds that form meaning utterances, to recognized a foreign accent, to make up new words, to add the appropriate phonetic segments to form plurals and past tenses, to produce aspirated and an-aspirated voiceless stops in the appropriate context, to recognize what is or is not a sound in the language, and to know that different phonetics strings may represents the same meaningful unit.

Morphology

Every speaker of every language knows thousands, even ten thousand of words. Knowing of a word means knowing both its sound and its meaning. Someone who does not know English, hearing and utterance, would not know where one word begins or ends or even how many words have been said.

Morphology is the study of the internal structure of words and of the rules of word formation. In other words, morphology is the study of morphemes and their different forms (allomorphs), and the way they combine in word formation.

RESULTS AND DISCUSSION

If we talk about language, we first have to know what does the meaning of that language actually and the affect of that language for us. In very short meaning, language is tool or medium to get communication. According to Kamus Besar Bahasa Indonesia (KBBI, 1989, p.66), language is a sound device of arbitrary system, one that is utilized by the member of a society to work together, get interaction, and self-identifying. The agent / language user is our own and it has influenced our lives.

Change over to the use of language in every nation or state, language takes the important role and is the identity of a nation. As in our country, Indonesia has a lot of languages, one that progressively clarify our country's identity, but the language that unifies Indonesian people and has been admitted as national language upon Youth Oath 28th October 1928 is Bahasa Indonesia.

As a national language and official language of the nation, Indonesian language is mandated to be utilized deeply in all official activities. As such at all education levels starts from elementary school until college/university, Indonesian language is made as medium of interaction.

This means that Indonesian language can be developed in the middle of its society. Besides, that effort is expected to unify numbers of ethnics to become a great nation namely, Indonesian nation.

The tendency to exceed the trend of foreign identity is booming recently, no exception for language. Almost every big building in Indonesian, there are many foreign writing as the symbol of modernization, meanwhile the users of Indonesia language considered as plebeian or out model. Such attitude obviously will decolorize image and the identity of nation.

Along the history of Indonesia, it always undergoes developing. In its developing, Bahasa Indonesia does not turn down to the fact toward the input of other languages. Those ingoing languages also get to enrich Indonesian language especially of vocabulary. Even though Indonesian language is enriched by other languages, but it does not come up to the language structure as a whole. Therefore, Indonesia language still remains its strong identity.

This fact really cannot be avoided. Even it has been established the standard order about official Indonesian language, but that order is still being accepted by a part of our society even, a phenomenon of underestimating our own language is increasing. This can be seen from recently language attitude of our society.

Indonesian nation attitude tends to be ambivalent, so that dilemma is happening. This means, in one side, we want Indonesian language as modern language, and gets to follow the era developing and also able to record global science and technology, but in opposition we have decolorized the identity and self image by more appreciate the foreign language as the symbol of modernization. Based on this assumption, no wonder if today's adolescents have more tendency to utilize foreign language or associate language (known as bahasa gaul) as part of their lives as they do not want to be called "go out of fashion".

For adults, they might just hear new words or see words or even language used by adolescents in short message, although they have once but they do not really understand yet the details language's characteristic that is really popular among adolescents.

Language that is used in short message actually is not the new structure in linguistic area because knowledge of linguistic does not know this lexicon. Just the language that is used in SMS amends from the creativity of adolescents in modifying or re-mix Indonesian language into one language terminological that is unique and something new for them, namely merge among alphabets in Indonesian language (phonemic) with number that manifest to become written

language and get to be readable although scientifically not at all contain the meaning and intention (absurd).

However for user, that writing can be comprehended and containing the meaning. That thing is based upon their view which is something new in communication. Language or writing represents the soul it users.

Even that language in its development does not only in form but also in contractions in which the number is still get the main role, e.g., "5F " by adolescent becomes " ma'af " or " 4U " pronounced " for u " (untukmu=Bahasa Indonesia). "5x 9" pronounced "sekali lagi ". "5sh" or pronounced "masih " and there are a lot of other unique contractions. Language which is often utilized particularly short message (SMS), in *social media,* both of things are close to the lifestyle leading to become habits. We often find in the writing of school assignment, scientific writing, or even in another academic level, this kind of language is utilized although that kind of writing is not allowed.

Languages that are often found in short message or SMS have some characteristics as described in a few scripts in the following:

1. Font that is utilized inappropriate which is sometimes capitals and small letters or the combination, e.g. *KaMu gI aPaH, sAyA k sTu bolEH?*
2. Language that is used in contrast with writing, e.g. *Kami sU ksana ttp tir da org ewh..*
3. Inappropriate use of punctuation mark, e.g. *kaka boleh pinjam bukux…??!?*
4. Combination of letters and number in the form of word series, e.g. tir da bwt ewh,, 4nd, q4Muh ci4P4?, and are still a lot of clumsy things in unsuitably writing.

The use of Indonesian language in the glow of language utilized by adolescent in Short Message Service (SMS)

Recently, Indonesian language has experienced the increase number of vocabularies. Whether from vernacular, language utilized by adolescents or known as 'bahasa gaul', even that coming from outside Indonesia. Many people perceive to concern and looks on those new vocabularies wreck its standard language. It is hard to be avoided considering the development of information and technology which is now widely opened and mutually influence.

The followings are some scripts of short message the writer found that frequently used by adolescents. However, there are still many other characteristics but in this part the writer enclosed some of them.

a. *KaMu gI apaH,sAyA kstu bolEH? (sms 1)*

The sentence above is totally wrong and it does not follow the rules of Indonesian Language. The letter *M in* the word **kaMu** may not be typed as capital letter but is should be small letter since the letter **M** is in the middle of the word. According to the rules of Indonesian language, the capital letter may not be put in the middle of any word. This word should be **Kamu**.The syllable **gI** is derived from **lagi** but it is abbreviated to **gI.** There are two mistakes here, and they are the use of syllable **gI** and the use of capital letter **I** at the end of the word. The letter **A**, **E** and H in the word **sAyA** and **bolEH** also may not be put either in the middle or at the end of any word. From the discussion above, this sentence should be **"Kamu sedang apa? Apakah saya boleh pergi ke situ?**

b. *Kami sU ksana ttp tid da org ewh.. (sms 2)*

Form sms 2, the syllable **sU** is derived from **sudah**, there are two mistakes here, and they are the use of syllable **sU** and the use of capital letter in the middle of the word. the word **ksana** is consisting of **ke** and **sana** but two mistakes are made here, they are the use of **ke** becomes **k**, and the use of combination between preposition **ke** (to) and the adverb of place **sana**. Base on the rules of standard of Indonesian language, preposition that is used to refer to a place should be separated (ke sana). The abbreviation **ttp** is derived from **tetapi**. The use of word **tir** is derived from **tidak**. There is no word **tir** in Indonesian language. The word **da** is derived from **ada,** the abbreviation **org** is derived from **orang.** The use of word **ewh** is not include in the standard of Indonesian language. The word **ewh** derived from **e** and is categorized as regional variation but the way adolescents type is **ewh**, for example the Manggaraian people usually say **tidae** which means **tidak.**

This sentence should be "Kami sudah pergi ke sana tetapi tidak ada orang"

c. *Kaka boleh pinjam kasetx…? (sms 3)*

From the sms 3 above, there are two mistakes there, the use of possessive **nya** become the letter **x**, and inappropriate use of punctuation mark. The sentence above should be "kakak, bolehkah saya meminjam bukunya?"

d. *tir da buat ewh,, 4nd q4Mu ci4p4h?(sms 4)*

There are many mistakes on the sentence above. They are the combination of letters and numbers, the use of wrong abbreviation **tir** = tidak; **da** = ada, the use of letter **k** becomes **q** in **q4Mu,** letter **s** becomes **c** in **ci4p4h** and the use of regional dialect **"e"** becomes **"ewh".** This sentence should be "tidak ada, dan kamu siapa?"

Whether it is wrecking standard language or not, terminology and new lexicon (new vocabularies known as bahasa gaul) progressively enrich Indonesian language treasury. Users of Indonesian language will be able to differentiate between which standard and amends one. We all know that Indonesian language has a standard rules. However, this cannot be avoided that the era that has been developing so fast makes those new vocabularies are appearing. All of a sudden, we often hear the vocabularies we never heard before without knowing who creates and introduces it.

The negative effects of language utilized in Short Message Service (SMS) toward Indonesian language are as follows:

1. The frequently use of language by adolescent as in short message (SMS) gradually leads them to leave Indonesian language which is the soul of Indonesian society, part of their culture, and the unity of Indonesian nation.

2. The exoticism of language in short message has been entered into the way of thinking of its users. It offers the tremendous affinity compared to Indonesian language. This affinity becomes the new trend with the tag known as 'gaul' which is automatically angling Indonesian language that unifies Indonesian people and has been admitted as national language upon Youth Oath 28th October 1928 is Bahasa Indonesia. Unity language that is meant by the writer here is not the only language used in Indonesia but it is national language.

3. If the adolescent overuse the language that is utilized in mobile phone and social network, psychologically they bring that habitual into their life out of these two things. It will influence the young generation especially those who has not understand yet about that language but follow such structure.

4. The most obvious factor is the subject of Indonesian language in schools is considered as the easiest subject so that material discussion on how morpheme and the sentence as well as written material as one of language skills seems to be ignored because psychologically

in their believe that the language such as in short message really represents the spirit of young generation.

However, some positive effects behind those negative effects are:

1. Generally, the language used as means of communication via mobile phone or social network are not utilized in formal situations or activities as in discussion, seminar, or learning activity are clearly the activities which demand on the use of formal language.

2. The language utilized by adolescent in short message will not survive in their developing as it follows the trend at certain eras, so the effects are not so extreme and wide due to the existence of Indonesian language, the exception is that it is only a creation the art of writing.

From those two things above, it seems that the existence of language in short message can be reduced. Clearly, as long as the existence of language in short message does not enter into daily life that includes the aspect of language so the use of language in short message can be straightened to the standard use of Indonesian language.

CONCLUSION

In communication among human beings, one that is needed is not the language known as 'bahasa gaul', and the like but the language that is fairly and easy to be understood by communicant and its communicator.

The language utilized in short message usually experiences ebb, every generation has desire and the dynamics. Since it is just a tentative change, it is not necessarily to be questioned seriously as one of threats on language damage, it comes and go and will ever so.

Language in short message is utilized as the language of adolescent's age that tries to build solidarity and surviving in the middle of era that progressively runs fast. However, the position of Indonesian language in this case cannot be replaced since it is a national and official language.

SUGGESTION

As we bring the prestige of Indonesia to the whole world, we have to be more pride on our unity language that is Indonesian language. We have to be able to show a good image, politeness, smartness, and education through our language that is Indonesian language.

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COHESION AND COHERENCE ASPECTS IN THE STUDENTS' WRITING AT SENIOR HIGH SCHOOLS IN MANGGARAI DISTRICT

Tobias Gunas
English Study Program of STKIP St.Paulus
Ahmad Yani Street, No.10. Ruteng-Flores 86508
e-mail:obiguns74@gmail.com.

Abstract : Cohesion and coherence aspects in the students' writing at senior high schools in Manggarai District. This research attempts to explore the aspects of cohesin and coherence in the students' writing of descriptive and narrative texts. Cohesion and coherence are the key components in creating a readable written text. This study involved 390 students who were randomly selected in terms of two clusters from thirteen senior high schools in Manggarai district. They were assigned to write both descriptive and narrative texts. The results of analysis reveal that cohesion and coherence aspects were poorly employed in the students' writing. Only a smaller amount of the writings were partially cohesive and coherent texts, while most others were fully incohesive and incoherent. Therefore, the level of cohesion and coherence were at the lower category.

Key words : *Cohesion and coherence aspects, descriptive and narrative texts*.

Abstrak : Unsur Kohesi dan Koherensi dalam karangan siswa sekolah Menengah Atas di Kabupaten Manggarai. Penelitian ini bertujuan untuk mengkaji unsur kohesi dan koherensi dalam karangan deskriptif dan naratif, yang merupakan komponen penting dalam sebuah teks. 390 siswa dipilih secara acak sebagai sampel dalam penelitian ini berdasarkan dua kluster dari 13

sekolah menengah atas di Kaputen Manggarai. Dalam penelitian ini, setiap siswa menulis dua jenis teks, yaitu deskriptif dan naratif. Hasil penelitian mengungkapkan bahwa unsur kohesi dan koherensi tidak digunakan secara akurat dalam tulisan siswa. Ditemukan bahwa hanya sebagian kecil dari tulisan siswa tersebut dikategorikan"partially cohesive and coherent". Sebagian besar tulisan tersebut tidak memenuhi unsur kohesi dan koherensi. Unsur kohesi dan koherensi berada pada level rendah.

Kata kunci : *Unsur kohesi dan koherensi, teks deskriptif dan naratif.*

INTRODUCTION

Naturally, writing is the activity of expressing ideas into a written text. In writing, ideas must be arranged in a way that creates a text in a logical sequence. They are also textually interwoven in order to keep the unity of idea. By this way, a written text conveys clearer meaning to the readers. Hence, writing or composition is fundamentally a process of putting words into a readable text.

In conjunction with writing a good composition, the learners must consider some required standard aspects of quality. Brown (2001,p.1) mentions such elements as content, organization, vocabulary, grammar, and mechanics. These components are subsumed under the case of cohesion and coherence. Cohesion is mainly concerned with accuracy of using grammatical markers in a written text, or what is called discourse markers. Moreover, it establishes lexical and grammatical relationship that allow sequence of sentences for a connected written text. Beside a cohesive written text, it must be coherent as well. Coherence deals with unity of ideas between sentences in a written text. As what Butt (1995) stated that coherence organizes a text with interrelated ideas.

The aspects of cohesion and coherence have been long a central issue in writing a written text. McCarthy (1991) contends that the matter of cohesion and cohesive devices are of a paramount importance for writing a readable text. Likewise, Kent (in Hwang and Merrifield, 1992) asserts that coherence is very influential for creating a written text communicative and comprehensible to the readers. It means that cohesion and coherence are essentially required for writing a good composition. In other words,when a writing is lack of both components, its quality is poorly lowered.

The importance of cohesion and coherence have been examined in the previous studies. The research was done by Hinkel (2001) who analyzed cohesion in academi texts. By a comparative analysis, he measured the median frequency rate of cohesive devices employed in

academic texts. The results demonstrate that transition and demonstrative pronouns were significantly higher. Another study was conducted by Strid (2000) who determined whether there is a difference of coherence between narrative and persuasive texts. Based on these investigations, it indicates that cohesion and coherence are crucially significant in writing a good written text.

Drawing upon the former analyses, this writing is concerned with cohesion and coherence aspects in the students'descriptive and narrative texts. For the senior high school students, they learn writing as skill which covers the ability of using appropriate words, accuracy of grammar, organising the content, and mechanics in both descriptive and narrative texts. In this case, the students, as the subjects of the current research, have learnt how to write the written texts cohesively and coherently. Therefore, this study focuses mainly on the analysis of two key questions, namely : (1) how are cohesion and coherence used in the students' writing on descriptive and narrative texts? And (2) how is the level of their writing performance in terms of cohesion and coherence?

COHESION

To achieve a cohesive text, the writers must possess sufficient knowledge of joining sentences in a paragraph by correct grammatical and lexical ties. Tie indicate the relationship between an item and another item it presupossed in a text (Martin, 2001,p.37). Similarly, Hasan and Halliday (1976) state that cohesion qualifies a meaningful text. Thus, the word "relationship" as proposed by Martin (2001) is related to meaning of sentences in a paragraph.

Cohesion is defined as a unity or the integration of sentences in a text. Pertaining to the integration of sentences in a text, Tarigan (1987,p.96) explains that a formal language aspect which is related to cohesion is how propositions relate one another to form a text. Cohesion is a syntactical organization that governs sentences in a tied and concise way so as to create a coherent text. Hasan and Halliday have proposed cohesion and its subtypes which cover *reference, substitution, ellipsis, conjunction and lexical cohesion.*

Reference

Reference is one kind of cohesive ties in texture. Reference refers to how the speaker or writer introduces participants and then keeps track of them once they are in the text (Eggins, 1994,p.95). Its elements establish semantic relationship between them, in which one of the elements provides the other with the meaning. According to Halliday and Hasan (1976) there are two basic types of reference. There are several lingusitic items which can create reference

cohesion. Halliday and Hasan (1976,p. 37-39) devide reference cohesion into personal reference; demonstrative reference and definite article; and comparative reference.

Personal reference is reference by means of function in the speech situation through the category of person. Nunan (1993,p. 23) states that personal reference items are expressed through pronouns and determiners. They serve to identify individuals and objects that are named at some other point in the text. It relates to Halliday and Hasan (1976,p. 48) that the third person is only herently cohesive, in that a third person form typically refers anaphorically to a preceding item in the text. First and second person forms do not normally refer to the text at all; their referents are defined by the speech roles of speaker and hearer.

Comparative reference is indirect reference by means of identity or similiarity. With comparative reference, the identity of the presumed item is retrieved not because it has already been mentioned (or will be mentioned) in the text, but because an item with which it is being compared has been mentioned (Eggins, 1994,p. 98). In addition to that, comparison includes as least two things that are being compared and any comparative attached to one entity or concept thus implies the existence of the other entity or concept. According to Thompson (1996,p. 151), comparative marker may refer to an item in the text or the other item out of context (situational). It is called exophoric reference. Nevertheles, references which have contribution to the integration of the texts considered cohesive.

Substitution

A substitution is the replacement of a word (group) or sentences segment by a "dummy" word. The reader can fill in the correct element based on the preceding sentences (Rankema, 1993,p.37). Substitution is replacement of language element into others in a bigger composition in order to get clearer difference, or to explain some certain language elements. It is an item or items replaced by another item or items. There is a distinction between substitution and reference in which subtitution is a realization in the wording rather than in the meaning. Substitution is a relation between linguistic items such as words and phrases in the level of lexicogrammar (Halliday and Hassan, 1976,p. 89). It resembles reference in being potentially anaphoric and constitute a link between parts of a text. They also explain that since substitution is a grammatical relation, a relation in the wording rather than in the meaning, the different types of substitution are defined grammatically rather than semantically. Substitution is subsumed under three types such as *nominal, verbal and clausal substitution*.

Ellipsis

Ellipsis is the omission of a word or part of a sentence. It occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by refering to an element in the preceding text (Nunan, 1993,p. 25). Accoding to Halliday and Hasan (1976,p. 144) ellipses occur when something that is structurally necessary is left unsaid, there is a sense of incompleteness associated with it. The information is understood, but not stated. Like substitution, ellipsis is a relation within the text and in the great majority of instances the pressuposed item is present in the preceding text. Ellispsis is also normally anaphoric relation in the level of words and structures. The difference between substitution and ellipsis is that in the former a substitution counter occurs in the slot and the pressuposed item is replaced, whereas in ellipsis the slot is empty. It is often called as substitution by zero. Like the substitution, there are also three kinds of ellipsis: *nominal, verbal and clausal ellipsis.*

Conjunction

One explanation to the concept of conjunction comes from Baker (1992, p.191). He asserts that conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following sentence or clause by using cohesive ties which relate a sentence, a clause or a paragraph to each other. Further he explains that conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before. It falls mainly under five types, namely : *additive, adversative, causal, temporal and continuation.* Each type is shown in table below.

Lexical Cohesion

The types of cohesion we have discussed so far all involve grammatical resource/ items (conjunction, reference items, substitutes items) and grammatical structure. Cohesion also operates within the lexical zone of lexicogrammar by choosing of lexical items. Lexical cohesive devices refer to the role played by the selection of vocabulary in organizing relation within a text (Baker, 1992,p. 202). It does not deal with grammatical and semantic connection but with the connection based on the words used. Meanwhile, Nunan (1993,p. 28) says that lexical cohesion occurs when

two words in a text are semantically related in some way. They are related in terms of their meaning. There are two kinds of lexical cohesion: *reiteration and collocation.*

In general, reiteration is divided into five types. They are *repetition, synonym, hyponym, metonym and antonym.* Repetition is a word or words which has been stated, and then it is repeated again. We can tie sentences or paragraphs together by repeating certain key words from one sentence to the next or one paragraph to the next. It is in the case of the clearness of the main idea of the writing (Kilborn and Kriesi, 1995).

Synonym is the relationship between two words which have the same meaning. Hyponym is defined as a sense relation between words (sometimes longer phrases) such that the meaning of one word (or phrase) is included in the meaning of the other (Hurford & Heasley, 1983). It is a semantic relation between specific and general meaning, between general class and its sub-classes. The item referring to the general class is called super-ordinate and those referring to its sub-classes are called hyponym. Antonym is an opposite in meaning while metonym is a term used to describe a part-whole relationshiop between lexical items. The second type of lexical cohesion, collocation, deals with the relationship between words on the basis of the fact that these often occur in the same surrounding (Rankema, 1993).

COHERENCE

A cohesive text does not guarantee a coherent text itself. The writer needs to ascertain coherence of a text by a well-organized paragraph. Coherence means to hold together. It means that a text has a clear, related main idea and then supported by explanatory sentences. A coherent text consists of interrelated sentences which move smoothly one for another. Therefore, a writer needs to inform well about his/her composition. He needs to give clear information what the text is about. To organize any text to be coherent, the writers need to keep their readers well informed about what they are and where they are going (Butt *et al*. 1995,p. 90).

To achieve a coherent text, the paragraphs as crucial building block must be organized in a good way. a writer must ensure two things. First, the paragraph must have a single generalization that serves as the focus of attention, that is, a topic sentence. Secondly, a writer must control the content of every other sentence in the paragraph's body such that (a) it contains more specific information than the topic sentence and (b) it maintains the same focus of attention as the topic

sentence. It is obvious that coherence refers to the overall structure, plan or schema that orders the propositions of text. Concerning with coherence, Halliday suggests two elements considered important for the unity of text. They are theme and rheme and thematic progression. These elements are divided in the light of text organization, management and development.

RESEARCH METHOD

This research was designed in a qualitative design where the researchers dealt with the conten-analysis of the students'writing , and quantitative design was employed in simple descriptive statistics. The population were all the students of grade XI at senior high schools in Manggarai district, whereas the samples were randomly selected from the existing classes at the schools, with a total of 390 students. The data were collected through essay test which assigned the students to write two types of texts, namely descriptive and narrative texts. Further, the data were then computed by using descriptive statistic analysis. This is to measure the level of cohesion and coherence in the students' writing.

FINDINGS AND DISCUSSION

The analysis of the students'writing are based on the aspects of cohesion and coherence. The results of data analysis are further used to determine the level of the students' writing in terms of cohesion and coherence. In this part, the data are displayed accordingly in conjunction with aspects of cohesion and coherence. Table 1 reveals the aspects of cohesion and its level related to the students' writing of descriptive text.

Table 1 the aspects of cohesion of the students' descriptive text

No	Aspects	Average Scores	Percentages
1.	Reference	60	30%
2,	Substitution	0	0%
3.	Ellipsis	0	0%
4.	Conjunction	60	50%
5.	Lexical cohesion	30	20%
		22.5	100

The data demonstrate that the students' writing did not achieve the level of a good cohesion. It can be seen that reference aspect only accounted for 60 (30% of the writing), substitution and ellipsis got zero (0%). Conjunction accounted for 60 (50 %) and lexical cohesion accounted for 30 (20%). The average score of the overall aspects was 22.5. By these data, it seems

that the student's descriptive writings were categorized into poor cohesion. Due to this aspect, the students' descriptive writings were partially cohesive. The cases of cohesion were found in their writings that the students could not write a written text cohesively. Consequently, the written texts that they created were unreadable. For instance, reference was used in their writings inaccurately. The case in point is shown below:

> I have animal pet a dog. *Her* name is Dayu. I (...)very like with animal pet. Because *her* body very beautiful, *her* eyes round. Hair colour that sported black. *Her* also like watching tv.

The example above indicate that the student had employed pronoun 'her' in the wrong way. The adjective possessive pronoun does not refer to the antecedent noun 'a dog' that is impersonal. It should be "its" as the accurate one. Therefore, the text conveys unclear ideas.

In terms of grammar, the descriptive writings made up by the students were also not cohesive. Many sentences were constructed without considering the accuracy of tense and subject-verb agreement. The other cases were missing auxilliary verbs and main verbs in the sentences. The following data show the case in point.

Table 2 the aspects of grammatical cohesion

No	Aspects of Grammar	Average Scores	Percentages
1.	Subject-verb agreement	40	20%
2.	Auxiliary verbs	20	40 %
3.	Main verbs	20	40 %
		40	100

In line with the data, the cases of auxiliary verbs and main verbs were at higher percentages. While in the case of subject-verb agreement, it was lower. The average scores were under average. These imply that the students' writings were lack of grammatical cohesion. To prove the inaccuracy of grammar, the instance is as follows:

> Among pet animals, I like cat. Because they have fur the soft. They can be *to* friend. I have a wonderful cat. I named *she* Manis. Manis is a female cat. She (....) a funny cat, she (....) already two years old. My cat (....) great. She has white fur, small ears and cone shape mouth. She *have* long nail.

In addition to the aspects of cohesion, a good writing fullfills the grammatical cohesion related to those elements in table 2 above. It is evident that this writing was grammatically incohesive. In

this case, the auxiliary verbs were missing, and the subject-verb agreement was not acccurately used in the sentence. The whole meaning of the text was vague.

Further, the other data yielded that the students' writing of narrative text were poor at the aspects of cohesion. The case is displayed in table 3 as follows.

Table 3. the aspects of cohesion of the students' narrative text

No	Aspects	Average Scores	Percentages
1.	Reference	50	30%
2,	Substitution	0	0%
3.	Ellipsis	0	0%
4.	Conjunction	30	40%
5.	Lexical cohesion	20	30%
		20	100

The data figure out that when writing a narrative texts, the students did not consider the aspects of cohesion accurately. All the aspects of cohesion got bad scores. The case is found in the instance below.

> My first memories began when I started school at about six years old. *I* lived in Wae Koe. *I* have a happy childhood. I remember playing in the river. I fell from big stone broke my head. I remember, I had a friend named Yolin. One I hit she over the head with stone. Parents (....) very angry with me b*ut* after after that we friendly. It was such an unforgettable childhood.

With regard to the case, it is apparent that the student did not use the aspects of cohesion accurately. For instance, the personal pronoun (I) was repeated many times throughout the text, which made the ideas running into flat tone. Actually, the repetition may occur in the text in order to address the key words and to convey the clarity of the main ideas (Halliday and Hasan, 1976; Martin, 2001). In addition, the flow of events was chronologically arranged as there were hardly a few conjunction in the text. Hence, the ideas are not connected to each other.

On the basis of the data presented, the level of cohesion and coherence can be seen in the following table:

Table 4. Level of cohesion and coherence of the students' writing

No	Number of samples	Types of texts	Cohesion	Coherence	Level
1.	60	Descriptive	Partially cohesive	Partially coherent	Poor
2.	330	Descriptive	Fully incohesive	Fully incoherent	Unscorable
3.	75	Narrative	Partially Cohesive	Partially coherent	Poor

| 4. | 315 | Narrative | Fully incohesive | Fully incoherent | Unscorable |

The data indicate that the level of cohesion and coherence categorized into poor and unscorable. The implication of the findings that the students' writing skill is lower. They do not know how to put ideas into cohesive and coherent written texts. Moreover, in the English classroom, writing skill has not been much practiced and incorporated in the class activities. It is related to the results of in-dept interview that most students (90%) at the senior high schools, where this research was conducted, admitted that during the English class they mainly focus more on the improvement of reading skill than writing skill.

CONCLUSION

Concerning the results of analysis, it can be conclusively stated that the students' writing of descriptive and narrative texts were at the lower level, of which the quality was poor. In this case, the students were unable to organize their ideas cohesively and coherently. For the evidence, the students should be given more opportunities to do more writing tasks, and the English teachers should think of applying appropriate strategies and media for the improvement of the students' writing skill.

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REGISTER CATEGORY ANALYSIS(FIELD, TENOR AND MODE) ON STUDENTS' RECOUNT TEXT
By:

Hieronimus C.Darong

English Study Program of STKIP St.Paulus Ruteng. Ahmad Yani, No.10, Ruteng-Flores 86508

e-mail:ronybarera@yahoo.co.id

Abstract: This research based article aims at describing and analyzing the register category that is field, tenor, and mode of the texts. The object of the research was fifteen recount texts of SMUK St Ignatius Loyola Labuan Bajo from which the three register categories were analyzed. The texts were modified into clauses which will, in turn, be analyzed in accordance with the goal of analysis, that is, to investigate the register category of field, tenor, and mode. The steps of analysis were totally based on the concept of Systemic Functional Linguistics (SFL).

Key Words: *SFL, register category (field, tenor, mode) and recount text*

Abstrak: Artikel penelitian ini bertujuan untuk mendeskripsikan dan menganalisis register kategori teks yaitu field, tenor dan mode. Obyek yang diteliti adalah lima belas tulisan teks recount siswa SMUK St. Ignatius Loyola Labuan Bajo. Teks teks tersebut dimodifikasi ke dalam bentuk klausa dan dianalisis untuk mengetahui field, tenor dan mode. Langkah langkah analysis mengacu pada konsep fungsi sistemik kebahasaan (SFL).

Kata kunci: *SFL, register kategori (field, tenor, mode), dan teks recount*

Rationale

Communication is an interactive process by means of language; language delivers messages from an interlocutor to others. Since communication is available to exist among people, it is

inevitably influenced by interlocutors. Therefore, it is important to pay attention to how language makes meanings in spoken or written discourse in terms of grammar and meanings. There are many ways of determining functions of languages. One approach is to consider grammar as 'a set of rules which specify all the possible grammatical structures of the language' (Lock, 1996, p.1). Another approach is focusing on the functions of grammatical structures, and their meanings in the social context. The latter approach of grammatical analysis is called functional; it is Systemic Functional Linguistics. This as such focuses on 'how the grammar of a language serves as a resource for making and exchanging meanings' (Lock,1996, p.3). Certain grammatical structures and certain words do not always make the same meaning; the same words can have different communicative functions in a different situation. Thus, meanings are influenced by the social situation. On the other hand, different utterances can work with the same communicative function.

Regardless to what happens in someone's utterances, writing as one form of discourse, whatever it is, invetably is arranged through a system as it has been emphasized. A system of lexico grammar (words, grammar, pharse, and sentence) and a context involved. To reveal the system needs a language competence to get it through. It is a competence which the readers or listeners use to comprehend texts both spoken and written. In Celce-Murcia and Olstain (2000, p.10), the main competence needed in language is discourse competence. It means that when someone communicates, both in spoken and written languages, he/she is involved in a discourse. What is meant by a discourse is a communication event which is influenced by the topic communicated and the channel used in the cultural context. Discourse competence can be gained if someone gets supporting competence such as linguistic competence (grammar, words, and clause) and context.

Students who have learnt a foreign language have probably often found their competence in a position when using it, where they have to improvise in order to get their messages across and cope with difficulties owing to their limited or inadequate language resources. Generally, difficulty that emerges in interaction is related to the attempt to express or negotiate an intended meaning that they have perceived. It should be emphasized that the student's ability in composing and analyzing a text in terms of discourse analysis is still confronted with the constrains of systemic strategy in comprehending the text as already put forward previously. It seems that the inadequate linguistic competence and limited or inadequate language resources are considered as the sources of the difficulty in analyzing a text. Text is solely understood as a group of words or clauses in

which meaning is employed without revealing the meaning to the context by which function of those words or clauses is used systemically. Diferent contexts realize different meanings even if the text has the same words or even the same grammatical structures. Similar contexts or moments can reflect different meanings and functions if grammatical structures or words are used in different ways. In other words, we can have more than one meaning for one word due to its context. The context could vary depending on the intention of the speaker or the writer in his or her text and how he or she uses language and its structure.

With regard to the statement as well as the fact which have been stated previously, this article tries to investigate and analyze text of the student's writing which aims at showing how the types of lexico-gramatical items used to express register categories that is, context of situation (field, tenor and mode) as the realization of three metafunctions found in language used in students writing.

This reserach based article deals much with a discourse semantic analysis using systemic functional linguistics theory on students' writing of SMUK St. Ignatius Loyola. The analysis, furthermore, mainly focused on the terms of register category that is field and tenor and mode of the text These texts will finally be compared to see whether or not they use the same or different grammatical and lexical items to realize the register category (field, tenor and mode).

Theoretical Concept

Systemic Functional Linguistics (SFL) at Glance

It is necessary to note that the term SFL is actually dealt with functional grammar. The term grammar seems to be very simple and is often taken for granted. It is, however, important to realize that the concept of grammar is determined by the linguistic theory used to explain it (Matthiessen 1990:1). Structural linguistics, which has been developed in the last fifty five years, defines grammar as a rule system. It is, therefore, various types of formal grammar such as phrase structure grammar have been introduced. Systemic Linguistics is based on functional theory advocated by Halliday, which tends to define the term grammar as a resource for expressing and making meaning. He claims that grammar is of great importance in linguistic analysis, since a discourse analysis that does not make use of grammar as its bases is not considered an analysis. In this context, the analysis is only considered as a running commentary on a context. However, it should be understood that analyzing a text in terms of grammar is only a starting point of the analysis. The analysis should be done to the further critical explanation or interpretation related to

its context of situation that is known as register category (field, tenor and mode) as well as culture (genre).

SFL puts a great interest in the relation between language and context. If a text can be understood by the speakers or writers, there is a great deal about the context in which the text occurs can be revealed. Therefore, SFL has been described as a functional semantic approach to language which explores how people use language and how language is structured for use in different context.

Context of Situation (Register Category-Field, Tenor and Mode)

Discourse analysts do not only study language use 'beyond the sentence', but also prefer to analyze 'naturally occurring' language use. When analyzing discourse, it is not only concerned with "purely" linguistic facts; it should pay equal or more attention to language use in relation to social, political and cultural aspects where and when the text is being used. Context of situation or register covers three main domains, that is, field, tenor and mode.

Field is a category of register, which refers to what is happening to the nature of the social action, taking place. It is concerned with what the participants are engaged with, in which language figures as an essential component (Martin 1992,p.499). It is what is going on in the context, or the kind of activity (as recognized by the culture) in which language is playing some part. Eggins (1994, p.52) defines field of discourse as "what the language is being used to talk about". This variable includes not only the specific topic of discourse, but also the degree of technicality or specialty on the one hand or everyday quality on the other. It is the aspect of situation dealing with the main concern of the activity. This means that field, the continuum of which ranges from technical specialized fields to common sense or everyday. Transitivity is a means of revealing the field. The term transitivity is concerned with the representation of process. Process refers to "goings-on": of doing, happening, felling, relational, being and possessive. Transitivity specifies the different types of process that are recognized in the language and the structures by which they are expressed, (Halliday, 1985,p.101). Process types can be classified into a number of categories. They are material process that is a processes of doing or action, mental Process that is a process concerning with the meanings of thinking or feeling, a behavioural process that a type of process, in which the semantic feature exixts between material and mental process, Verbal process

(processes of verbal action), relational process, exixtential and possessive process, (Halliday in Eggins 1994,p.240).

Tenor, on the other hand, is the negotiation of social relationships among participants in social action, or who is taking part in the exchange, and the interacting roles of those involved in the exchange of which the text is part. Talking with lecturer as students consult something is totally different from the way of chating with friends. The role relationship is in unequal status, and the degree of social contact and affective involvement might be quite low. This example contrasts to a casual conversation between friends in which power or status is equal and contact and affective involvement are both high. So, Tenor as a register variable has to do with role structure. This register variable refers to who is talking part, the nature of the participants, their statuses, and the kinds of role relationship among the participants (Martin 1992,p.499). Without altering the basic notion of tenor mentioned above, tenor is intended to refer to the social role relationships played by the interactants (Eggins 1994,p.63). The role relationship variables can be distinguished into formality, politeness and reciprocity. This as such can be revealed through mood structure and pronoun analysis.

Mood structure can be identified as the grammar of interpersonal meaning. It indicates that mood is concerned with the way the clauses in a text are arranged for the expression of interpersonal relationship between the individuals involving in a text (Eggins 1994,p.146). The structure of the mood in the clause refers to the organization of a set of functional constituents including the constituent Subject. Mood structure covers two main elements, that is, Mood and Residue. A mood is an element which functions to carry argument and a Residue, which can be left out or ellipsed. Halliday in Eggins (1994,p.155), describes the mood element as carrying "the burden of the clause as an interactive event. That is why it remains constant, as the nub of the proposition. Mood has two essential functional constituents of the clause, that is, Subject and Finite. Subject is that it realizes the thing by reference to which the proposition can be affirmed or denied. It provides the person or thing in whom is vested the success or failure of the proposition (declarative, demanding or giving). Residue component of the clause is that part of the clause which is somehow less essential to the arguability of the clause than is the mood component (Eggins 1994,p.161). The mood structure analysis must be in line with the result of pronoun analysis in which the intimacy and solidarity involved.

The last category of register is mode. Mode can be revealed through nominal group analysis. In Systemic Functional Linguistic, a nominal group is a group of words which expresses an entity. A "nominal group" is widely regarded as synonymous to noun phrase in other grammatical models. The analysis of nominal group is used to find out the types of nominal groups used in the text. It must be done in a concise way for the sake of having information whether the text is categorized as spoken or written. Furthermore, the lexical cohesion of a text can be referred to determine as such. Both deal with the channel of communication used by the writer or speaker as well in which lexical cohesion is embraced within. Thus, the establishment of nominal groups used in a text functions as a point of interpreting the mode of a text. If the most use of nominal group is complex, then, it characterizes the text as written mode and it is on vice versa.

There are some terms needed to know relating to the component parts of analysis of nominal groups in the texts under study. They include Thing, Classifier, Epithet, Numerative, Qualifier, and Deictic (Halliday 1985a,p.160-163) which are abbreviated as T, C, E, N, Q, and D respectively, for simplicity purposes. The term Thing refers to the base or head of a nominal group which is commonly realized through noun. This is usually elaborated, using modifiers of various kinds like Classifers, Epithets or others. Being a modifier, the Classifier shows the sub class of the Thing being referred to. The Epithet indicates some quality of the subset, for the instance, old, long, blue and so forth. This may be an objective property of the thing itself; or it may be an expression of the speaker's subjective attitude towards it. With a respect to the use, the difference between Classifier and Epithet goes to its extend or its expansion. The former cannot be expanded with some sort of intensifier like very or rather. On contrary, in common, the expansion of the later includes the use of intensifier. The Numerative component indicates some numerical feature of the subset; either quantity or order, either exact or inexact (two trains, second train, many trains). Deictic indicates whether or not some specific subset of the Thing is intended; and if so, which, (Halliday: P.160). In other words, it refers to the use of demonstratives and possessives. The term qualifier has to do with the element of nominal group giving further definition to the base of the nominal group. What of the element which follows the Thing. Unlike the elements preceding Thing, which are words or sometimes complex words, what follows the Thing is either phrase or clause. With only rare exceptions, all qualifiers are embedded which conventionally signed by [[ ]] for the embedded clause and [ ] for the embedded phrase. What this means is that position following the Thing is reserved for those items which, in their own structure, are of a rank higher

than or at least equivalent to that of nominal group. It is necessary to note that the analysis of nominal group of the texts under study should refer to the modification of the text.

METHODOLOGY

Text Modification

The object of this reserach was fifteen recount texts of SMUK St Ignatius Loyola 2013/2014. As it has been mentioned previously, the focus of the analysis on the texts under study is an investigation of the register category that is, field, tenor and mode. Each of the students' writing (15 texts) was modified into clauses from which the texts are built. The modified texts was, then, analysed in accordance with the goal of analysis that is register category (field, tenor and mode).

As its scope, to know the **field** of the texts, the transitivity showing the major process being used each text should be determined. It, therefore, the analysis of the transitivity structures the texts must be presented. **Tenor** analysis which refers to the negotiation of social relationships between the participants (writer and reader) in the texts was concerned much with the analysis of mood structure and pronouns being used. These as such could reveal the interpersonal meaning of the participants involved in the texts. **Mode** deals with the nature of the texts from which the texts are cosidered as being spoken or written. It is undeniable that there are a number of aspects can be used to determine this nature of text. One of them is the use of nominal group which is decided as the focus of mode analysis of the texts.

ANALYSIS AND DISCUSSION

The analysis of grammatical choices in transitivity is one of some ways to reveal the field of the text. The following table is the data of the transistivity structure.

Table 1 Transitivity structure analysis

Process	Material	Mental	Verbal	Behavioural	Exixtential	Relational	Possessive
Text 1	6	1	-	-	-	5	-
Text 2	3	3	2	-	1	5	-
Text 3	13	-	-	-	-	7	3
Text 4	10	4	2	-	-	11	6
Text 5	18	2	1	-	-	9	3
Text 6	8	-	-	-	-	4	-
Text 7	14	3	-	-	1	7	3
Text 8	13	4	-	-	-	4	1
Text 9	12	1	-	-	-	4	1
Text10	5	-	1	-	-	6	1

Text11	7	-	2	1	1	5	-
Text12	5	-	-	-	-	4	1
Text13	3	-	-	-	-	6	-
Text14	8	1	-	1	-	4	-
Text15	9	1	-	1	-	6	1

Table 2 Mood Structure Analysis

Mood structure and pronoun analysis are conducted for the sake of the tenor of the texts.

Process	Mood	Residue
Text 1	13	17
Text 2	16	21
Text 3	24	35
Text 4	26	34
Text 5	28	45
Text 6	35	40
Text 7	26	42
Text 8	23	32
Text 9	17	27
Text 10	15	19
Text 11	16	18
Text 12	12	16
Text 13	9	11
Text 14	14	15
Text 15	16	19

Table 3 Pronoun

Pronoun	I/me /my/ Mine/ myself	You/you/ your/ yours/ your self	He/ him/his/ himself	She/ her/ hers/ herself	It/it /its	We/ us/ our /ours/ ourselves	You/ you/your /yours/ yourselves	They/ them/ their/ theirs/ themselves
Text 1	1/-/1/-	-	-	-	-	4/-/1/-	-	-
Text 2	8/5/3/1	-	1/1/-	3/-/5/-	-	1/-/1/-	-	-
Text 3	13/1/7/-		-/-/1	1/1/-	1/-/-	1/1/1/-	-	-
Text 4	1/1/-/-	-	-/-/1/-	6/4/-/1	-	3/1/1/-/-	-	-
Text 5	10/1/8/-	-	-	2/2/4/-	-	9/2/3/-/-	-	-
Text 6	1/1/-/-	-	-	-	-	we/-/1/-	-	-
Text 7	12/5/12 /1	-	-	-	-	1	-	1/-/1/-
Text 8	13/2/8/-	1/-/-/-	2/-/-/-	-/1/-/-	-	-	-	-
Text 9	1/-/-/-	-	-	3/2/-/-	2/-/-	13/1/3/-	-	-/1/-/-
Text10	2/-/4/-	-	1/-/-/-	1	1/-/- /-	3/-/-/-	-	-
Text11	1/-/-/1	-	2/-/-/-	-	-	2/2/-/-		1/2/-/-
Text12	1/-/1/-		-	-	1/-/-	5/-/-/-	-	-
Text13	3		-	-	-	-	6	-
Text14	8/2/6/-	-	1/-/-/-	-	1/-/- /-	-	-	-
Text15	1/-/3/-	-	-	-	2/-/- /-	1/-/1/-	-	-

Table 4 Nominal Group Analysis

The following table is the pattern of nominal group found in the texts.

Text	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	27	33	25	21	34	27	31	25	18	23	22	16	36	30	26
Pattern of the texts	T, Q, DT, NT, NTT, DQT, DNT, NET, DTT, DECT, DEET														

Discussion

Systemic functional grammar is one of several functional theories in the current discipline of linguistics which conceives of text as social interaction. It is thus suited not only for increasing the interpreter's understanding of the language of the texts to be interpreted, but also for relating those texts to their context. Systemic functional linguists view language as systems of meaning potential in human interaction that are realized by various structures. The organizing concept is not structure described by rules, but system.

> With the notion of system we can represent language as a resource, in terms of the choices that are available, the interconnection of these choices, and the conditions affecting their access. We can then relate these choices to recognizable and significant social contexts, using sociosemantic networks. . . . The data are the observed facts of 'text-in-situation': what people say in real life (Halliday 1978: 192).

In other words, systemic linguists study texts as communicative behavior, as meaning production in the context of a culture, the behavioral matrix within which all social interaction takes place. The choice to engage in a culturally recognized social process is made at the level of the genre. Regardless of this as such in a discourse semantic analysis of a text in terms of its grammar should be followed by further interpretation related to the context of situation which refers to as register as has previously been mentioned. This implies that functional linguistics deals with both a theory of language as well as a theory of contexts in which language plays an important role. Martin (1992:495) surmises that the interpretation of context is comprised of two levels of communication, that is, register referring to the context of situation and genre referring to the context of culture (the later is not the concern of this article). This means that register serves as the actualization of genre, language has the function of realising register that can be organized into field, tenor and mode. This signifies that genre is concerned with the integration of meanings conveyed by field, tenor and mode, which are considered as systematically related social process. In other word, it is a generalization of the concept of conversation (text) to the context. It views *text* and *context* as the two kinds of information that contribute the communication. Consequently,

the analysis of language is not only 'beyond the sentence', but also prefer to analyze 'naturally occurring' language use; it is not only concerned with "purely" linguistic facts; it should pay equal or more attention to language use in relation to social context where and when the text is being used. The word context in Functional Linguistics concept is concerned much with context of situation (register category). It covers three main domains, that is, field, tenor and mode as this article cope with.

Field

As to the concern of this article and with regard to the statement above, field is one of the three register category to be analyzed. In fact, there are many ways which are considered as the ways of revealing the field of the texts under study. One of them is transitivity structure analysis as the concern of this article. The transitivity structure encodes the ideational content of the text, that is, the content and ideas expressed by the text. This content is typically expressed by patterns of processes, participants and circumstances. Transitivity system is helpful to recognize and encode our experiences of the world. In relation to the analysis of the texts under study, the analysis of transitivity should refer to the clause modification as it has been presented in the methodology.

By refering to the presentation of process types (transitivity) analysis stated (table 1), the researcher found that the writer's tendency is to expose the events performed by the writer and his friends through the appearence of material process as the first process type that mostly appear. Material process, as a process of doing, used in this text is a good choice in the address to demonstrate what they do, what action they take. Thus, the field of the texts under study is about the action done by speaker.

Tenor

Based on the mood structure analysis, the texts share a common similarity but differently in conveying the modality and pronoun which in turn, having different interpersonal relationship. All the texts mostly use declarative clause. It indicates that the texts are in similar way of conveying information but different in building interpersonal relation among characters involved. This is supported by the result of pronoun analysis as another aspect to reveal the interpersonal. Based on the pronoun analysis, the use of " I" and "We" is mostly used in the texts under study. Besides, the texts convey different interpersonal relation. Pronoun *I* and *we* is used to refer the writer and his friends only. Then, the interpersonal relationship of the texts under study is different. The difference can be done by looking at how the writer of each text under study uses the system of

Mood and the use of pronoun. Thus, the power or solidarity of the relationship, the extent of the intimacy and the level of familiarity is different. It makes sense as to the concept of recount text as a personal factual text.

Mode

To reveal the mode of the text, as it has been mentioned previously, many ways can be conducted. Since the scope of the study, the mode of the texts under study was revealed solely through the analysis of nominal group. The analysis of the nominal groups of the text shows that most of nominal groups of the text are categorized as one word nominal groups.These one word nominal groups are represented by the central Thing (T element) which appears in number as such. Furthermore, the use of the nominal groups as those, commonly, has to do with the participants both human and non human as well.

With respect to the modifiers used to modify the T element, that of one-word nominal groups, there are other nominal groups constituting mostly in one modifier. These nominal groups are realized through the structural pattern of DT, ET, NT, and CT. Other types of nominal groups found are considered as longer nominal groups. These types are expanded by three to five classifiers and constructed in the structural pattern DECT (Clause 3), DEET (Clause 14) in text 3, CCDT (Clause 6) in text 6, NTNT (Clause 8) in text 7, NETDT (Clause 12) in text 13 and DTDT (Clause 6) in text 14. From the construction in which modifier appears, it can be seen that almost most of them constitute word as modifier. Refering to this and as to the data (table 4), most of the nominal groups are simple consisting of central thing (T element) or bearing one or two pre modifiers. However, there are still a few number of complex nominal groups. It is because of their number of the word as modifiers. The researcher found that T, DT, ET, and NT or one-word and and one two simple modifiers nominal group exists most in the texts, then, followed by nominal groups which consist of one to two simple modifiers. The fact is structural pattern " T" and "DT", mostly used for nominal groups as such. It is, however, still a few number of nominal groups considered complex. The reason is because of the number of word used. They are commonly embraced with E and C as modifier. Yet overall, it can be asserted that the nominal groups are simple and then, in turn, characterize the spoken mode (Chanel of communication) to the texts under study.

CONCLUSION

     With respect to the analysis and discussion, the analysis of the texts under study can be inferred as follows;

    a. The field of the texts

    Field is a category of register, which refers to what is happening to the nature of the social action, taking place. It is concerned with what the participants are engaged with, in which language figures as an essential component. Regarding to this as such and relying much on transitivity analysis, the recount texts under study share common features. All is about experiential action which is carried by the participants

    a. Tenor of the texts under study

       The Tenor is related to how interpersonal meaning is generally realized in the text of recount texts. From the foregoing analysis and discussion, it is concluded that the interpersonal relationship of the   texts under study is different. The difference can be done by looking at how the writers of each each text under study use the system of Mood and the use of pronoun. Thus, the power or solidarity of the relationship, the extent of the intimacy and the levelof familiarity is different.

    b. Mode of texts under study

    The mode of the texts under study refers to the channel of communication whether it is spoken or written language. As stated in the scope of study, to determine the mode of these texts, it is viewed only from the nominal groups being used. Regarding the nominal group analysis, it is inferred that the texts under study belongs to spoken language. It is due to the use of simple nominal groups consisting of the head noun or T element only and the ones involving the use of one or two simple modifiers making up each text.

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GENDER STEREOTYPES IN THE MOTORCYCLES' STICKERS LANGUAGE: A SOCIAL REFLECTION THROUGH CRITICAL DISCOURSE ANALYSIS

Yustus Sen. Halum

Program Studi Pendidikan Bahasa Inggris STKIP St. Paulus Ruteng,
Jl. Ahmad Yani, No. 10, Ruteng-Flores 86508
Email: yustus.senhalum@gmail.com

Abstract: Stereotypes can be basic or complex generalizations which people apply to individuals or groups based on their appearance, behavior and beliefs. Then, gender stereotypes can be understood as an over-generalizations about the characteristics of an entire group based on gender. It cannot be avoided, too, that these stereotypes are conceptualized through languages with their certain community. Such language phenomena can be grasped from numerous media, as stickers attached to motorcycles may be included. Motorcycle sticker is a text that tries to interact with each other, with various ways of expressing, presenting a variety of languages and symbols conveying the meaning and figuring its functionality. The present study focuses on investigating the gender stereotypes in the language of motorcycle's stickers in Indonesia to unmask the gender ideologies beneath the discourse of public interest. Moreover, Critical Discourse Analysis is employed through the collaboration of micro, mezzo, and macro level analysis.

Keywords: *gender stereotypes, motorcycles' stickers, critical discourse analysis*

Abstrak: Refleksi Sosial melalui Analisis Wacana Kritis. Stereotip bisa didefenisikan sebagai generalisasi dasar atau kompleks yang berlaku untuk individu atau kelompok sosial tertentu berdasarkan penampilan, perilaku dan atau keyakinan. Stereotip jender dapat dipahami sebagai

over-generalisasi terhadap karakteristik indivudu berdasarkan jenis kelamin. Tidak dapat dihindari, bahwa stereotip ini dikonsepkan melalui bahasa dalam komunitas sosial tertentu. Fenomena bahasa tersebut dapat ditilik dari berbagai media, termasuk pada stiker yang melekat pada sepeda motor. Stiker sepeda motor adalah teks yang berinteraksi dengan berbagai cara untuk mengekspresikan, dan menyajikan berbagai bahasa dan simbol untuk menyampaikan makna. Penelitian ini bertujuan untuk menyelidiki stereotip gender dalam bahasa stiker sepeda motor di Indonesia untuk membuka kerangka ideologi gender melalui analisis wacana kritis. Selain itu, Analisis Wacana Kritis dalam penelitian ini digunakan melalui kolaborasi analisis tingkat mikro, mezzo, dan makro.

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Kata Kunci: *stereotip gender, stiker sepeda motor, analisis wacana kritis*

INTRODUCTION

Gender refers to the socially constructed roles ascribed to males and females. These roles are learned, change over time, and vary widely within and across cultures. Socially learned gender are an acquired identity. "Gender is a set of social and cultural practices that influence the lives of all women and men in the way that it organizes society and interacts with other social institutions" (Riley 2006,p.110-11).

Though the world seems to be improving in many ways, it seems almost impossible to liberate it from stereotypes. Stereotypes play an important role in today's society. According to Webster's Dictionary, stereotyping is defined as a fixed conventional notion or conception of an individual or group of people, held by a number of people. Stereotypes can be basic or complex generalizations which people apply to individuals or groups based on their appearance, behavior and beliefs. Stereotypes are found everywhere. They have existed since the beginning of time through religion, politics and the media. Humans have the tendency to use stereotypes in their humor, their descriptions of others, and even in their beliefs.

Gender stereotypes can be understood as over-generalizations about the characteristics of an entire group based on gender. While gender stereotypes have been popularly perceived as having negative connotations, they can also have positive ones as well. A man can say *'women aren't meant for combat;'* while on the other hand a woman can say *'men do nothing but watch sports.'* Such expressions represent gender stereotypes, which are over-generalizations about the characteristics of an entire group based on gender, as in women or men. While women were barred from serving in military combat in Western nations until the latter half of the 20th century, in recent times they have served in combat roles as capably as men and many men may watch sports, not all men would necessarily do so.

At other point, from social learning perspective, gender development involves the interactions of numerous social factors, including all individuals and social encounters. According to Erving Goffman, a sociologist who has contributed a lot to the study of social interaction, gender role is a socially-shared concept. This concept is developed within individuals as a result of socialization and is correlated with biological sex (Goffman, 1976). These conventionalized portrayals of females and males are natural due to their repetitive representation in media and social interactions. Because of such coverage, individual gendered behaviors of females and males are consciously and unconsciously created, influenced and reinforced by interaction with such socialization agents as parents, peers, teachers, colleagues, or the mass media. Inevitably, people encounter countless messages from various media every day.

It cannot be avoided, too, that these stereotypes are conceptualized through languages with their certain community. Such language phenomena can be grasped from numerous media, as stickers attached to motorcycles may be included. Motorcycle sticker is a text that tries to interact with each other, with various ways of expressing, presenting a variety of languages and symbols conveying the meaning and figuring its functionality.

The phenomena of language, counting the phenomenon of language contained in sticker motorcycle, are always interesting to be studied and analyzed. This is due to the tendency of people who are doing things differently to a variety of oral and written language with varied intent and interests. Halliday and Hasan (1985) believe that the language brings about a dimension of social semiotics, the sign language is a system developed to express social meaning. Expression of social meaning can be interpreted as the nature of language. Language hinted function provides a means for people to act and take control of their environment with the so-called conceptual projection, as Halliday (1994) called as ideational function of language.

Another function of language, according to Halliday (1994) is to provide a means for interaction to build cooperation and social relations, which is called as interpersonal meaning of language. Moreover, the language of the text and context play a role linking the phonological features and certain thematic expression. This means that the language also has textual function as well. These three functions will be reflected in the abstract system of linguistic code. These three metafunctions of language are closely related to the context and embodied in language. They are intertwined in the discourse and this is an important property of the functional theory of language.

Discourse has a wide range of definitions according to linguistic experts. Fairclough (1995) and Wodak (2001) define that discourse is the use of language and social practices and discourse analysis is the analysis of how texts work / function in a socio-cultural practice. Form of discourse analysis that involves the use of language in the social phenomenon is known as critical discourse analysis *(critical discourse analysis).* In this case, Fairclough takes discourse as social interaction revealing through the use of language. Thus, discourse analysis explains how the language works reveal the social reality in particular speech community. Aspects examined include the shape, structure, and organization of texts ranging from the lowest level of the phonology (phonemes), grammar (morpheme, word, phrase, clause, and sentence), lexicon (vocabulary), up to a higher level such as system of conversation, argument structure, and the types of activity.

The present study focuses on investigating the gender stereotypes in the language of motorcycle's stickers in Indonesia to unmask the gender ideologies beneath the discourse of public interest. Moreover, Critical Discourse Analysis is employed through the collaboration of micro, mezzo, and macro level analysis Fairclough (1995). However, the macro level analysis will bestrongly maintained to reflect the possibilities of gender stereotypes in the texts.

GENDER STUDY AND CRITICAL DISCOURSE ANALYSIS

The study of media portrayal of gender roles was first introduced by Courtney and Lockeretz (1971) in advertising. Results suggested that gender role stereotyping was widely used in advertisements. In most advertisements in Europe and America, the majority of advertisement actors are men. There were more men than women in advertisement, and male voices were much more common than female voices. Then, men were frequently featured as central figures and women were usually depicted as younger than men. Female characters depicted were less likely than the males to be educated or to possess expertise. They were more likely to be portrayed in non-working parts. Consistently, women were more likely portrayed in dependent roles, such as housewives, mothers, or even sex objects in media. They were frequently associated with social approval or traditional female products, such as home and body products. In contrast, males were steadily portrayed in authoritative roles; such as breadwinners, managers, or professionals with masculine traits, e.g. strength, toughness, and unemotional (Carter & Steiner, 2004; Furnham& Li, 2008, Good & Sherrod, 2001). These classifications once on the same line create a paradigm of representation in social practices.

As it is used in discourse analysis, representation refers to the language used in a text or talk to assign meaning to groups and their social practices, to events, and to social and ecological conditions and objects (e.g. Fairclough, 1989; 1995; van Dijk, 2001). Implicit in this view of the role of language in social life is that meaning is not embedded in the reality that is perceived but rather that it is interpreted by linguistic representation. Of course, modes of representation will vary depending on the perspective from which they are constructed, whether biographical, historical, or sociocultural. Ideology will also influence the manner in which groups represent matters of import and relevance to the body politic, including the achievement of a culture of peace. Moreover, inasmuch as linguistic representations determine the way in which we think about particular objects, events, situations and, as such, function as a principle of action influencing actual social practice, there will be competition among groups over what is to be taken as the correct, appropriate, or preferred representation (Fairclough, 1992; van Dijk, 2001; Wodak, 2002).

Fairclough believes that in order to analyze language and the power struggle or relations it shows, the text itself must first be carefully considered; then the social factors which affect how the text is written should be taken into account; finally, "common sense" and "ideology" as reflected in the text should be analyzed (Fairclough, 2001, p. 64). These ideas constitute the three levels of analysis that are employed in the present study in analyzing the advertisement data. Micro-level analysis corresponds to the analysis of the text itself; meso-level analysis is about the analysis of social and institutional factors which affect the creation of the text; and macro-level analysis focuses on the ideas and social phenomenon which the texts reflect.

Fairclough further argues that language and the society are not only closely related, but that linguistics itself is social and social phenomena are linguistic. He says, "linguistic phenomena are social in the sense that whenever people speak or listen or write or read, they do so in ways which are determined socially and have social effects" (Fairclough, 2001, p. 19). At the same time, social phenomena are linguistic because language used in social context "is not merely a reflection or expression of social processes and practices, it is a part of those processes and practices" (Fairclough, 2001, p.19). His example is that political debates are often about the definition of terms. Therefore, analysis at the meso and macro levels are necessary to fully articulate the meaning in texts. At the meso-level analysis, "hidden power" is often present in various forms of the media, for example, the newspaper (Fairclough, 2001, p. 41).

The point of view the producers of the text take reflects the nature of the hidden power. Sometimes it is more complicated than the audience supposes. For example, an article in the newspaper is not a power display of the editor or the printing press, but the political force that finances the newspaper (Fairclough, 2001, p. 42-43). An important observation about the target audience that advertisements aim at is given. Advertising discourse is often written, thus there is no face-to-face interaction between the producer of the advertisement and the audience. The producers therefore need to address an "ideal subject" in their advertisements; similarly, the real audience needs to "negotiate a relationship with the ideal subject" when they read the advertisement (Fairclough, 2001, p. 30). In his later work, N. Fairclough mentions a technical term useful for meso-level analysis: "genre mixing" (Fairclough, 2003, p. 34). For example, when a news report is presented with hints of the genre of a tourist brochure, a mix of different genres is present in one text. It appeals to more groups of target audience.

For analysis at the macro-level, Fairclough notes that analysis of social practices is associated with dimensions outside the context of the text, such as the context of the situation, location, or position of the author/speaker and media in relation to society or culture and a certain political and social phenomenon that inspired the creation of the text. (Fairclough, 2001, p. 172).

GENDER STEREOTYPES IN THE MOTORCYCLES' STICKERS LANGUAGE

Lately, the motorcycle's sticker languages take shapes of the inclined language world and the meaning of such free expressions. These changes were shed 'polite' stickers, which appeared in the previous period, i.e. imaging politely into cynical, teasing, even a pun. Artistic creation is no longer being a reflection of reality, but then the reality could be a reflection of the existing artistic creations (Moetidjo et al, 2008, p.35). The stickers with their various texts are easy to find these days, as a sticker has been the plainest language of expression in the public sphere.

Actually, there are fifteen stickers which have been chosen for this analysis. The stickers represent particular issues and types that indicate the state of gender there. The overall results make possible to conclude that the patriarchal values and behaviors in the use of motorcycles reinforce the predominant patriarchal ideology in Indonesian society. The main opinion to be drawn from the stickers is that gender stereotypes are reinforced by the sticker maker by adopting a distorted depiction of male-dominated society, which does not echo the transforming trend in gender roles.
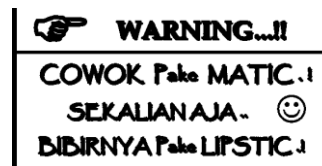
The stickers clearly indicate the existence of such stereotypic gender portrayals in several noteworthy respects.

The first of these, by scrutinizing the utterances of the central figures in the stickers, it can be disclosed that males are frequently portrayed as the super ordinate, and the females are the subordinate. Within the stickers, males are given the role of rendering a judgment; they provide 'macho' style and they offer manly and girly information via types of motorcycles. Below are the examples:

pria sejati oper gigi pakai tangan kiri

AKU LELAKI LEBIH BAIK DIBILANG JELEK DARIPADA CANTIK MAKANYA AKU PILIH NAIK OJEK DARIPADA NAIK MATIK

In contrast, females are depicted as the subordinate. Therefore, it will be a' taboo' for men if they follow such acts as females usually do.

Example:

OPER GIGI DOANG CAPE? CEWE BANGET DEH !!!

☞ WARNING…!! COWOK Pake MATIC.↓ SEKALIAN AJA. ☺ BIBIRNYA Pake LIPSTIC↓

Here, females are more restrained when they were depicted in the stickers. In such arrangements, the females were portrayed as less knowledgeable than the males, and the portrayal further implied that females are often weaker than males, unable to do complex things on their own, and need males figure to complete their roles.

Second, by scrutinizing the utterances of the central figures and visual elements of the stickers, it is found that males are portrayed with a focus on their accomplishments, and females were portrayed with a focus on their physical attributes. Implicitly, this transmits conventional ideas about which males and females are usually preoccupied. From the utterances of the stickers, females are preoccupied with their body shape, weight, physical appearance and so forth. This media content strongly constructs a defined perfect standard to which females ought to aspire, which adds pressure upon females regarding their physical attributes while changing individual attitudes and behavior with regard to sculpturing and shaping a media-defined "perfect" appearance. Thus, the sticker makers reinforce the prevailing relationship between females and

physical attributes via the normative stereotypical discourse that designates females as highly concerned about their physical appearance, which is then comparable to the exploitation of their body and to again place them as the subordinate. Examples:

Third, by scrutinizing the role of participants in meso level analysis, it indicates that there is still such issue on public and domestic sphere due to role division: Males take care of the public spheres, while females of domestic ones (laki-laki mencari nafkah, perempuan menjaga rumah). An explicit example can be seen below:

In this case, the Indonesian gender situation can relate strongly to the imbalance progress of gender equity in public and domestic spheres. Due to the stagnation and no progress of gender progressive roles and norms in the domestic sphere, women participation in the public sphere is not optimum as women are still carrying the double burden and pressed with time pressure. For women who are lucky enough to have support from their extended family or having domestic helpers and baby sitters to take over their responsibilities while their working outside the home, their success is supported by other women as well but not by men, as extended family member/s and domestic helpers conducting child care responsibilities are girls and women.

GENDER STEREOTYPES IN INDONESIA: A SOCIO-POLITIC REFLECTION

Indonesia has approved the most important international conventions that promotes gender equality and the empowerment of women. These contain the 1979 CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women), the 1994 ICPD (International Conference on Population and Development), Beijing Platform of Action and MDGs (Millennium Development Goals). Moreover, In August 2007, the UN honored Indonesia for the proliferation of Law No 21/2007 on Human Trafficking, Law No 12/2006 on Citizenship (children from

Indonesian mothers whose fathers are non- citizens have the right of dual citizenship until they reach 18years old), and Law No 23/2004 on Domestic Violence (Wardhani, 2007).

Besides, after the reform era especially during the leadership of Soesilo Bambang Yudhoyono, a significant increase occurred in assigning female Cabinet Ministers responsible in non-gendered stereotype role tasks. Before his presidency, female Cabinet Ministers would only be assigned as Minister of Social Affair, the Office of Women's Empowerment and heads of the National Family Planning Coordinating Board. Only after the sixth president and after 64 years of independence, the importance of gender balance in appointing cabinet ministers was explicitly announced by SBY.

However, from the eyes of social perspective, Indonesian women are expected to be the manager of the household taking care of the domestic responsibilities, bearing and nurturing children, good cook and good in bed. If a marriage experienced difficulties or the children are having educational and social problems, the wife who is about to blame. Then, no matter how independent she might be seen in her domestic roles, she would have to consult her husband for all her decisions regarding her family and even her own body.

In the households of many Indonesian, most often parents are not aware that they are mixing stereotype traditional gender roles and gender norms to their children. The family also may not provide good gender role models and still strongly demonstrated the worker model and female role as domestic manager and care givers of the family and extended family. The girl child is trained to conform to feminine gender roles and play and introduce to play with dolls and soft toys. These toys and role plays are in accord and strengthen of being skilled in domestic sphere as compared to public sphere. Girls are also taught to be "nrimo", that is, for accepting their fate whatever it may be (Utomo, 2005, p. 70).

Boys, on the other hand, also started their training early to be associated with toys that are more masculine in nature such as cars; bikes; guns and military; jungle and animal empire; and various sport activities. Since very early the girl child is trained to be close and play around the house; while boys to some extend can explore the world outside the house while playing with his friends. These are alarms signing that to create a society that values gender equity and rights, the appreciative of enlightened gender roles have to start firstly in the family.

CONCLUSION

This analysis actually has not claimed generalization. It is observed from this analysis that the motorcycle's stickers in Indonesia also underline the traditional and conventional gender ideologies by constructing female and male identities via language expressions and visual elements.

In conclusion, gender stereotypes which have been found in the stickers' language can play a crucial role in guiding and shaping attitude and behavior through an available bias. It is also important to note that biased media content leads many individuals to make interpretations, because they are based on widely held stereotypes. Such stereotypical representations will encourage individuals to internalize the socially constructed image of femininity and masculinity presented in media content, thus helping to define femininity and masculinity, as well as acceptable gender roles.

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INTERFERENCES OF MOTHER TONGUE IN THE ENGLISH WRITING OF THE FOURTH SEMESTER STUDENTS OF STKIP ST. PAULUS RUTENG

Yosefina Helenora Jem
E-mail: yosefinajem@gmail.com

Abstract: The role of the first language in learning or acquiring the second language cannot be denied. It happens in all language's components. Learners may bring the pattern of their mother tongue when they are composing English written text. This study attempts to investigate the interference of the pattern of Manggarai language into English when the Manggaraian students write an English essay.

Descriptive qualitative was used to investigate the phenomena of Manggaraian students in constructing English sentences when they write English essay. Twenty nine Manggaraian students participated in this study. Words, phrases, clauses tenses, singular and plural marker and passive construction in their essay which contain the syntactical pattern of Manggarai language were grouped into its constituent to see the common syntactical

interference, how the syntactical pattern of mother tongue interfere with their syntax when writing English essay and its effect to the quality of their writing.

The result showed that the common interferences are in level of phrases, it is in VP; tenses is in present tense; plural marker and passive construction. The way how the syntactical pattern of their mother tongue interferes with their English sentence is through the language transfer. While the quality of students' writing is in adequate level due to the interference of syntactical pattern of their mother tongue. In conclusion, it can be said that the interference of the syntactical pattern of mother tongue has significant role to the Manggaraian students in learning English, especially when they are writing English essay. It is very suggested that English teacher/lecturer should prepare an effective English syntax teaching material.

Key Words*: Syntactical Interference, Mother Tongue, Language Transfer, Quality of Students' Writing*

Abstrak: Peranan bahasa pertama dalam pembelajaran atau penguasaan bahasa kedua tak bisa dipungkiri. Hal ini bisa terjadi pada semua komponen bahasa. Siswa mungkin membawa pola-pola bahasa ibu mereka ketika meyusun text tertulis dalam bahasa Inggris. Penelitian ini mencoba untuk menginvestigasi interferensi pola-pola bahasa Manggarai ke dalam bahasa Inggris ketika siswa Manggarai menulis essay berbahasa Inggris.

Metode deskriptif kualitative digunakan untuk menginvestigasi fenomena siswa Manggarai dalam menyusun esai berbahasa Inggris pada tataran sintaksis. Dua puluh Sembilan orang siswa Manggarai berpartisipasi dalam penelitian ini. Kata, frasa-frasa, kalusa-klausa, tenses, penanda jamak dan kalimat pasif dalam tulisan mereka yang mengandung pola sintaksis bahasa Manggarai dikelompokkan untuk melihat unsur-unsur mana yang terinterferensi, bagaimana pola sintaksis bahasa ibu berinterferensi dengan kalimat bahasa Inggris dalam menulis esai dan dampaknya terhadap kualitas tulisan mereka.

Hasil penelitian menunjukkan bahwa unsur sintaksis yang terinterferensi ada pada level frasa yang didominasi oleh frasa kata kerja; tenses yang didominasi oleh present tense; penanda jamak dan kalimat pasif. Pola-pola bahasa ibu berinterferensi dengan kalimat bahasa Inggris mahasiswa melalui proses pentransferan bahasa. Sedangkan, kualitas tulisan siswa berada pada level cukup yang disebabkan oleh adanya interferensi sintaksis bahasa ibu. Jadi, interferensi bahasa ibu memiliki peran yang penting bagi siswa Manggarai dalam mempelajari bahasa Inggris, secara khusus pada saat mereka menulis esai berbahasa Inggris. Guru bahasa Inggris sangat disarankan untuk menyiapkan materi pembelajaran sintaksis bahasa Inggris yang efektif.

Kata kunci*: interferensi sintaksis, bahasa ibu, transfer bahasa, kualitas tulisan siswa*

INTRODUCTION

Students learn English as a foreign language at school. In learning English, the students face many differences between English and their mother tongues (Middle Manggarai Dialect). Those differences occur in terms of grammar, vocabulary and pronunciation. It is then not a surprising thing if students find difficulties when learning it.

One reason for those difficulties is because of their mother tongue in which learners depend much on the structure or pattern of their mother tongue during the learning process of the target language.

The role of the first language in second language acquisition is known as language interference. This terms has been used to refer to two very distinct linguistics phenomena, psychological and sociolinguistics (Dulay et al., 1982, p. 98). In the context of this writing, it refers to sociolinguistics phenomenon. It means that interference relates to language interactions, like linguistics borrowing and language switching, that exists when two language communities are in contact (Dulay et al., 1982).

In line with this, Ellis (in Bhela, 1999, p. 23) defined interference as transfer which refers to the influence that the learners' of L1 apply over the acquisition of an L2. Furthermore, this language interference can be categorized into several types such as, phonological, lexical, morphological, syntactical and semantic interferences.

Phonological interference appears when the pronunciation of the speaker is influenced by another language (Parawangsa in Rosmiati, 2003, p. 9). Take for an example a Germany may make /w/ with teeth and lip, leading to confusion with /v/: *vile* for *while* (Swan & Smith, 2001, p. 3). Lexical interference occurs when a compound bilingual learner irritates his or her first language to mean the same thing in the target language (Parawangsa inRosmiati, 2003, p. 11). For example is: English irritated to mean the same word in German (book- buch).

However, syntactical interference occurs when the compound bilingual learner identifies the use of tenses. For example, the German *Perfekt* may be identified with the English present perfect tense, for example, and the learner may use the present perfect when he or she would use the *Perfekt* in German (Parawangsa in Rosmiati, 2003, p. 10). And the semantic interference involves when a compound bilingual who has learned the meaning of word in another language attaches those words to the words of his or her first language (Spolsky, 1998, p. 49).

From those four types of interferences, this research focused on grammatical interferences. The reason is that grammar which deals with syntax and morphology gives more opportunity to students to construct messages. It is in line with Miller (2002, p. xii) statement "we study syntax because it enables human being to compose complex messages".

In syntax people learn how to execute words then put it into phrases. Those phrases will be combined to build clauses and clauses will be used to build a sentence/s.

Writing is seen as a high demanded skill among language skills. Students are asked to be able to communicate in written form. It is supported by Richards and Renandya. (2002, p. 303) who stated that writing is found as the most difficult skill to be mastered by L2 learners. Students have to be able to transfer their ideas or opinions into a readable text. They have to organize it well through the use of appropriate grammar and right vocabulary. However, the high demanding of writing skill causes trouble in their writing. Their writing is still difficult to understand because their sentence in their writing are not organized well.

It is because students' knowledge related to the grammatical rule of the target language is still low. Another reason is students are influenced by the grammatical pattern of their mother tongue when learning the target language. They bring the grammatical pattern of their mother tongue into the target language. It is known as language interference.

Research questions

There are three questions raised in this study:

1. What are the common interferences that students make in their English writing?
2. How do the mother tongue patterns interfere with the pattern of the students' writing?
3. To what extent do those interferences affect the quality of students' English writing?

Scope and Limitation of Study

This study was done under the theory of sociolinguistics because it described language interaction when two languages are in contact. Those two languages were Manggarai and English. However, the focus of this study is the syntactical and morphological interferences of the mother tongue in students' English writing. Those interferences were analyzed and described by the researcher.

The subjects of this study were 29 Manggaraian students who are in the fourth semester of English study program of STKIP St. Paulus Ruteng. They consisted of 12 male and 17 female students.

Previous studies

Numbers of study have been done to investigate the interference of mother tongue towards English language in students' writing. Ridha (2012) has been done a research on the effect of EFL learner's mother tongue on their writing in English: an error analysis study.

Her study focused on some linguistics element like grammatical, semantics, word order and mechanics. Her finding shows clearly that the dominant error category is the grammatical category and it is due to the interference of L1.

Another study has been done by Hasan and Mohammed Sawalmeh (2013) under the tittle Error Annalysis on Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia. Their participants were male only and relative small. The result of their study showed that students committed ten errors, verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalizations, articles, sentence fragment and prepositions.

Bhela in 1999 did the research on Native Language Interference in learning second language: exploratory case studies of native language interference with target language usage. She found that learners find difficulties in organizing ideas into an acceptable structure because they always bring the structure of their first in language in learning the second language. Even though, Bhela focused her study on syntax, she ignored some important element of syntax like article, adverbs, past tense, and plural form.

RESEARCH METHOD

Research design

This study was designed as a qualitative research. It is because this study deals with a real-setting world and provides a unique example of real people in real situation. The purpose of qualitative research is to identify, analyze, and understand patterned behaviors and social processes (Given, 2008).

Data and source of data

The data of this study were words, phrases (NP, VP, AdjP, PP and AdvP), type of tenses and the passive constructions which have syntactical interference aspect in students' English writing. The sources of data were the English essays written by the fourth semester students of English study program of STKIP St. Paulus Ruteng. Those data were used to answer the research questions.

Subjects of study

This research subjects were **29** students of the fourth semester students of Engglish study program of STKIP ST. Paulus Ruteng. They consisted of 12 male and 17 female students.

Research Instruments

Researcher as the main instrument

It has been stated that the primary instrument of qualitative research is the researcher itself (Heigham & Crocker, 2009). However, to fulfill the need of this research supported instruments are still needed. Those instruments were Students' task, questionnaire for students and the analytic rating scale.

Students' task

Students' English essays were the task which used as one of the instruments in this study. It consisted of several paragraphs. These English essays helped the researcher to identify, collect and classify the interferences found in students' English written text, so the description of the common interferences and the process of interferences in subjects' writing can be drawn.

Questionnaire

The questionnaire for students was in form of a check list. It had some questions related to their first language/mother tongue and name of language that they use in their daily communication when they communicate with their family member, friends and neighborhoods, friends and lecturers at campus.

Procedures of Data Analysis

The collected data were analyzed through the following procedures:

a) Identification of the common interferences in students' writing : in this step the researcher did (1) a comparison between English paragraph of the students' version and the correct English version, (2) identified the common interferences in students' writing and then (3) describe the common interferences in each student's English essay before describing it generally; b). Describing the process of interferences in students' English essays and c). Describing the quality of students' writing.

b)

FINDING AND DISCUSSION

The common interferences in students' writing

After doing comparison between the students' English sentence pattern in their essay and focusing on the part of sentences that interfere with the syntactical pattern of Manggarai

language, it can be said the common syntactical interferences were in phrases, tenses, plural marker, passive construction and comparative form.

In level of phrases, the inference occurs much in **VP** in which most of students' omitted *to be* in their sentences. Take for example: in Essay 1, the student constructed the sentence as follows: Reading for students ≤ like a cigarette for smoker. Focusing on the underline symbol, the verb of VP was ommited.

Furthermore in level of tenses, the syntactical pattern of Manggarai language is dominated by the interference in area of present tense. The domination of the syntactical pattern of students' mother tongue can be seen when they constructed sentences in which the subject of the sentence is the third person singular. They did not put morpheme –s after the base verb. It can be seen in essay 8: Today everyone <u>recognize</u> that English is an international language.

The same thing also happened when they constructed sentences which indicated plural form. The students' omitted the morpheme –s as the indicator of plural form in English. For example in Essay 2: There <u>many language</u> in this world and the English language is one of it.

However in the level of passive construction, they did not use the third form of verb after *to be.* Take for an example in Essay 5: Therefore, as an international language English should be learned by college students. Another finding is in area of comparative and superlative form.

Another syntactical interference in passive construction is when students did not put auxiliary *to be* after the subject. For instance in Essay 11: "English ≤ used in writing or speaking by many people all over the world". In that passive construction, the student did not put *is* after the subject of the sentence.

Even though, it is not many in number but it is still important to be considered. Here, the student was really influenced by the syntactical pattern of her mother tongue; in which she took the pattern of her mother tongue when she constructed a comparative sentence. It is presented in Essay 22: "We can conclude that learning English at the college is more effective and <u>more good</u> (better) than other place".

How the Manggarai Sentence Pattern Interfere with the Students' English Pattern in Their Writing

The process of interferences that found in students' essay is called as language transfer. Language transfer has been defined as a process of interference in which a learner is influenced by the old habit in learning the new habit. It is an autonomic, uncontrolled and subconscious process of past behaviors in the effort to produce new responses (Dulay et al., 1982). Focusing on their sentences which contain Manggarai interference, it can be said that the type of language transfer is *negative transfer*. It is because the pattern of their mother tongue can cause errors in learning English.

It is in line with what Dulay et al. (1982) said that negative transfers result errors due to the old habit or behavior. The old habit in this case is using Manggarai language. Furthermore, those negative transfers occur because there are some differences pattern between Manggarai language and English. Manggarai students are familiar with their mother tongue. They know and are accustomed to Manggarai pattern because it is their mother tongue, their linguistic environment. Using Manggarai language in their daily life is their old behavior.

However, when they are learning English they face something which is very different with their mother tongue. English becomes their new behavior, their new linguistic environment. In process of acquiring English, they borrow some rules of their mother tongue syntactical and morphological patterns. The pattern of their mother tongue is taken to the new language being learnt, namely English.

This is a very unavoidable fact that sentences which are produced by the Manggarai students are the result of their mother tongue interference. It is reflected clearly when they constructed phrases, tenses, plural and passive in their essay. This part then wants to describe how the pattern of Manggarai language interferes with students' sentences in their English essay syntactically and morphologically through the process of language transfer. The description covers how the phrases (**NP, VP, AdjP, AdvP and PP**), tenses, singular and plural form, and passive construction are constructed in students English essay.

The quality of students' writing

The role of L1 in learning or acquiring L2 affects the quality of learners' performance. It also happens when Manggarai students who are the native speakers of Manggarai language are learning English. When the pattern of their mother tongue is borrowed in learning English, it is very potential to commit error due to the differences between them.

The more pattern of Manggarai language interfere with English, the lower the quality of students' performance in learning English. Students' performance here relates to the students' ability in using English knowledge. After reading students' English essay and interpreting it into English, it can be said that students' ability in using English knowledge was not good enough.

Since the students were influenced much by the pattern of their mother tongue their performance in writing English essay was still low. This lower performance influences the students' communicative competence which not only deals about the linguistic system or grammatical rule which deals with grammatical competence, but also covers another competence in this case is sociolinguistics competence; because they mean to the capability of a person.

It is supported by Hymes (1972, p. 282) who stated that communicative competence refers to capability of a person, it depends upon both knowledge and ability for use. Furthermore, this lower performance of students' ability in writing English essay influences the meaning of their essay. Since performance refers to the acceptability of sentences in speech production and perception, it will give impact to the meaning of an oral/written text.

The students' performance in writing English essay was generally influenced by the pattern of their mother tongue. Hence, some of their sentences were not in form of a correct English sentence pattern. These unacceptable grammatical sentences gave impact to the acceptability of their sentence. As the consequence, their writing was difficult to understand. Readers were not easy in getting the meaning.

CONCLUSIONS

The common interferences of Manggaraian pattern in Manggaraian students' English essay are in level of phrases, tenses, plural marker and the passive construction. In level of phrases the interferences mostly happen in verb phrase especially in area of auxiliaries; in which most of Manggaraian students omitted the present of auxiliaries in their sentences. The interferences of Manggaraian syntactical pattern in level of tenses is in present tense where most of students omitted the morpheme *-s* when the subject is the third person singular. The same case also goes to plural marker in which students did not put morpheme *–s* at the countable noun to indicate plural in English. However, in level of passive

construction, students omitted the use of auxiliaries *to be* and did not use the participle verb in their passive sentences.

The way how the pattern of Manggarai language interfere with the pattern of their sentences when writing English essay is through language transfer. Most of their English sentences in their essay are like a kind of language translation in which they just like translate their idea which is in form of Manggarai language into English. They borrowed and brought the syntactical pattern of their mother tongue when composed English essay. The type of their language transfer is negative transfer because the pattern of their mother tongue is potentially caused errors in learning or acquiring the target language in this case is English.

The students' ability in using English knowledge is still low. There were so many sentences which came as the product of mother tongue interferences. These interferences then give effect to the acceptability of their sentences which deals with the communicative competence. As a result, the point that they wanted to communicate was hard to be understood.

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EXPLOITING SONGS IN TEACHING LANGUAGE

Fatmawati,M.Pd.

English study program of STKIP St. Paulus Ruteng, Ahmad Yani Street, No. 10, Ruteng-Flores 86508

E-mail: watti_f@yahoo.co.id

Abstract: To increase students' motivation in learning English language teachers are obliged to create innovative ways in teaching. This article offers one of the strategies that can be applied by English teachers in order to intrigue students that is the use of authentic materials, especially songs. Applying songs in teaching language is highly recommended as they bring enjoyable teaching learning process which can increase students' motivation in learning. Moreover, the information conveyed through songs such as vocabulary, pronunciation and grammar can stay permanently in students' brain. In the first part of this article the importance of songs in teaching language is elaborated. Then, designing classroom activities which include three stages is presented which is

followed by the criteria in selecting songs. In the last part of the article, the ideas of teaching language skills and language components are discussed.

Key words: *songs; exploiting; teaching language*

Abstrak: Untuk meningkatkan motivasi belajar siswa, seorang guru dituntut untuk menciptakan pembelajaran yang inovativ. Artikel ini menawarkan salah satu strategi pembelajaran yang dapat diterapkan dalam pembelajaran bahasa Inggris sehingga dapat menarik minat siswa untuk belajar. Strategi yang dimaksud adalah memanfaatkan materi yang autentik, terutama lagu. Penggunaan lagu dalam proses belajar mengajar sangat dianjurkan karena dapat membuat suasana pembelajaran menjadi menyenangkan. Selain itu, informasi yang diperoleh melalui lagu, seperti kosa kata, cara pengucapan, maupun tata bahasa dapat bertahan secara permanen dalam memori siswa. Pada bagian pertama artikel ini, penulis menjelaskan tentang pentingnya lagu dalam pembelajaran bahasa. Selanjutnya, penulis mengelaborasi tiga tahap dalam mendesain kegiatan pembelajaran beserta kriteria dalam pemilihan lagu. Pada bagian terakhir penulis mendiskusikan ide-ide yang dapat diterapkan oleh guru dalam pengajaran keterampilan dan komponen-komponen bahasa.

Kata kunci: *lagu; memanfaatkan; pengajaran bahasa*

INTRODUCTION

Many second language learners consider that learning a foreign language is very demanding which lead their negative attitude towards it. The negative attitude here including lack of attention and motivation to learn. This influence their learning achievement. As language teacher, I think it is significant to find out the way that can interest students so that they can participate actively. In the light of this, the effective way to motivate students to learn L2 is through songs and music. As widely known, everyone in this world loves music and songs and they listens to it for various purposes, such as to get relaxed and entertainment. So, when songs and music are brought into the classroom, the situation during TLP will be more fun and students will not feel being treated in the language teaching situation. Through this way, the language classroom activity will be varied and students can enjoy their learning. In line with this, Lo and Li (1998) as quoted by Keskin (2011) states that songs are able to change the monotonous mood in the class and with the smoothing effect of music, they provide a comfortable class environment so that students can develop their lingual skills more easily.

Song is considered as an effective way in teaching language as they are easy to be memorized even we do not understand the meaning when it is in foreign language. I my self loves soundtracks of some Korean movies such as Winter Sonata, which was released in 2000. As I love the soundtracks, I tried to find out the lyrics of the songs and learned how the singer pronounced

the words even though I could not get what the song told about. If I had focused myself on learning Korean language, finding out the meaning of the vocabulary and how the sentences were structured could be a very fun way in learning Korean. Now, in 2016 the song lyrics still remain in my mind and you can imagine in 16 years the vocabulary continue to stay in my head. This shows how effective songs can be used in teaching foreign language. Another example related to the song as language learning tool is my sister who is now 16 years old. She can memorize songs in various languages such as English, Arabic, Korean, and Hindi. Memorizing the song lyrics only take several days as long as she hears them frequently. By this way, she learns vocabulary from the songs and idioms that have contextual meaning based on the song. However, according to her, the songs that are easier to be memorized are pop songs, whereas for hip-hop or rap it may take more than a week as it needs effort to recognize the sounds and reproduce them. From these facts, it is obvious that song provides an enjoyable learning, moreover this also can help students to acquire the information permanently. In line with this, Salcedo (2010, p. 22) asserts that recall unfamiliar words can be burdensome to most learners; however music can ease this process. In addition, she asserts that

> "songs can help learners because the rhymes in songs provides listeners with repetition of similar sounds, and when the students choose to listen to songs time and again, they are indirectly exposing them to the sound and repeating them, getting better at recognizing them, and finally producing them" (p. 18-19).

Through songs, we can learn vocabulary, pronunciation, sentence structure, idioms, figurative language, and the culture of the target language. These elements above can be learned by students while enjoying the lyrics and music so that they will not feel that they are treated in second language learning. However, using songs in teaching foreign language needs teacher's creativity and knowledge in creating classroom activities that meet learning goal.

DESIGNING SONGS FOR CLASSROOM ACTIVITIES

According to Cameron (2001) as cited by Millington (2011, p. 378-379) there are three stages in designing songs as a classroom task, including preparation, core activity, and follow up. In designing the activities for each step, teacher must consider learners' proficiency level.

The first stage is preparation stage. This is the first stage for learning activity through song so that it is needed to be well-prepared in order that students are able to accomplish the core activity. Some activities that concerned on introducing the vocabulary of the songs can be done

here if the goal of the study is to learn vocabulary or before giving the lyrics to students, teacher can lead them to brainstorm vocabulary from the title of the song. Another option is identifying the regular and irregular verb used in the song lyrics if the main activity aims at learning past tenses. Above all, this stage requires teachers' attention so that students will not feel facing an alien when they do core activity.

The second stage is core activity. In this stage, the students' activities are concerned much on how the pre-planned learning goal is achieved. Teacher has to design learning activities that can encourage students to reach their learning goal. For example, the core activities in teaching vocabulary through songs are matching the words from song lyrics with meanings, gap filling. For pronunciation, filling the missing lyrics based on the sound that students hear will be a good activity.

The last stage is follow up. This stage aims at reinforcing what has been learned by students. In addition, follow up can also to assess students' achievement whether or not they have met the pre-planned learning goal. Singing the song chorally becomes the most favourite follow up when the learning objective is to improve students' pronunciation.

Criteria in Selecting Songs

Choosing appropriate songs to be used as media in teaching foreign language is not an easy task. An English teacher should be knowledgeable enough in doing so. The following criteria can be used to by teachers in determining which songs are applicable in teaching language (Aquil, p. 85).

Music and sing ability. In choosing songs as media in teaching foreign language, the most significant thing to be considered is the clarity of the lyrics. The singability of the chosen song will be helpful for students to learn how they pronounce the lyrics then. To reinforce the sing ability, English teacher also needs to take into account the instrumental music. In the light of this view, Klassen (2013, p. 5) states that the singers' voice should not be buried by the instrumental accompaniment or rhythmic background.

Language and accent. There are several points emphasized in this criteria as the following.

1. Are the words intelligible?
2. Is the accent comprehensible?
3. Do the lyrics use natural speech?
4. Does repetition of keywords or phrases add to the meaning or singability?

5. Is the vocabulary too idiomatic or colloquial, or is it archaic, obscene, or nonsensical?

Topics and concepts. This correlates songs with students' background knowledge, whether the topic is something that students can relate to and does the song expose learners to new concepts?

In addition to the above mentioned criteria, Klassen (2013,p. 5-6) proposes general consideration in choosing music and songs to be implemented in classroom. They are as the following.

1. Carefully assess the vocabulary level of the lyrics so that they are an appropriate match to the specific EAP class proficiency level - with a moderate degree of "stretch" to challenge but not overwhelm the learners.

2. Carefully screen the song's lyrics for appropriate content in terms of cultural sensitivities, paying particular attention to the specific variety of cultures and belief systems represented within the class. Use common sense.

3. Use shorter, slower songs for beginner level students, moving gradually toward longer, faster songs with fewer high frequency vocabulary items. Higher level learners can benefit from songs with more of a complex story line within the lyrics.

4. Encourage participation by including music from genres that students express an interest in.

5. Musical experiences need to be related specifically to language concepts being taught. They can be used to introduce new learning, to practice the concepts, and to review previous learning.

IDEAS FOR TEACHING LANGUAGE THROUGH SONGS

Utilizing songs in teaching language can motivate students to learn as the classroom situation is more fun, so that students will be more interested in learning. Language skills, such as listening, speaking, and writing, and language components such as pronunciation and vocabulary, can be transferred to students by using this fun way. In the following section, the ideas of teaching these language skills and components are presented.

Listening

Using songs as media in teaching listening may provide students with different classroom situation which is more relaxed and enjoyable. In the following, some classroom activities that can promote listening skill are presented. The first activity that can be applied is drawing pictures on

what students hear from the song, this picture is then explained to other students in a small group. The second activity is providing a song worksheet with extra words in and teacher can assign students to identify the extra words based on the song they hear. And the last activity could be filling gaps whether open cloze or multiple choice (Bilsborough, 2002).

Speaking

Teaching speaking through songs can be done in some activities which are believed to enhance students' motivation in speaking. The following are some that could encourage them to speak (Medina, 2009). The first activity is making dialogue from song. In this activity, after comprehending the song, students are asked to make dialogue and perform it in front of the classroom. Another activity is discussing the song. In this activity, teacher needs to provide song in certain topic and questions related to the song. Then, students discuss the answers to the questions.

Writing

For writing skills, second language teachers can utilize songs to inspire students in developing a story. However, it should be noted that the songs used to reach this aim are those that tell story. For example, 25 Minutes Too Late by Michael Learns to Rock. Students can be assigned to write the story of the song. Another writing activity that can be applied is write the song from different perspective or protagonist. To do this students need to comprehend what the song tells about so that they can work out with their imagination. The last activity is writing out extra verse of the song which is believed to increase their creativity. This could be a very interesting classroom activity a teacher offers to his students, moreover if they may find their own favourite songs.

Pronunciation

Songs can be good way in teaching pronunciation as certain parts or vocabulary are repeated. Through this repetition students are exposed to how the words are pronounced. After listening to this they will reproduce what they have heard by singing it along. It is more fun than reproducing spoken materials in form of isolated words or sentences as students may involve their emotion while singing and this will remain permanently in their mind if they could memorize the lyrics. So, it could be imagined if in each meeting students can memorize one or two songs, how many words that they could pronounce and memorize, indeed.

For teaching this language component, practicing pronunciation, intonation, and stress can be done. Filling the missing lyrics with phonetic symbols provided might be an intriguing

classroom activity. Teacher may focuses on certain sounds. At the end of the class teacher can ask students to transcribe the phonetic symbols of their favourite song. This could be emphasized on certain sound that they have learned and they could practice doing that independently.

Vocabulary

If the language teaching emphasized on vocabulary, songs used need to be carefully selected since not all songs are appropriate to be used in pedagogical context especially for the teaching of vocabulary because there are some songs that do not have clear meaningful context. The basic reason of choosing songs as teaching tools is the content that provide students with authentic use of words, however, those that do not fulfil this are still identified. The occurrence of new songs might benefit the teaching of foreign language as they provide students with up-to-date vocabulary, idiom, lexis, slang, etc. The classroom activities that can be applied are matching the words which are taken from the song lyrics with their meaning, or find out the synonym or antonym of the words.

CONCLUSION

Teaching foreign language is demanding for teacher to be creative in designing such classroom activities and learning situation that can encourage students to learn. One of the ways to reach it is by using songs. Songs can be implemented in teaching language skills such as listening, speaking, and writing, and language components such as vocabulary and pronunciation. However, teachers need to be knowledgeable in selecting songs to be used in teaching.

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COLLABORATIVE SELF-VIDEO RECORDING; FILMING, PRESENTING, EVALUATING AND IMPROVING SPEAKING COMPETENCE

Yosefina Rosdiana Su
English Study Program of STKIP St. PAulus Ruteng
email:yosefinarosdiana@goggle.co.id

Abstract: This article elaborates an issue on teaching speaking in Second/Foreign language classroom. Speaking class is often difficult to manage, especially when teachers are supposed to control a large class with more than 30 students. This article offers an effective strategy to deal with this difficulty. Using Collaborative Self-Video Recording would be of great benefit for both teachers and learners. This strategy offers more speaking practice outside the classroom which will avoid the ineffective time consuming in the classroom. The collaborative group work would help teachers to manage a fair and equitable speaking opportunities for the whole students in a large class. Moreover, it is also aimed at stimulating both teachers and students to use the available technological tools for the improvement of their teaching learning qualities.

Keywords: collaborative, self-video recording, speaking, competence

Abstrak: Artikel ini menguraikan persoalan dalam pembelajaran berbicara di kelas bahasa kedua/ bahasa asing. Hal ini seringkali sulit untuk dikelola terutama saat guru harus mengontrol kelas besar dengan jumlah peserta didik lebih dari 30 orang. Artikel ini menawarkan strategi yang efektif untuk menghadapi kesulitan tersebut. Menggunakan kolaborasi video rekaman diri akan memberikan manfaat bagi guru maupun peserta didik. Strategi ini menawarkan lebih banyak praktek berbicara di luar kelas yang akan menghindari konsumsi waktu yang tidak efektif di dalam kelas. Kerja kelompok kolaboratif akan membantu guru untuk memberikan kesempatan berbicara

yang   adil dan merata bagi seluruh peserta didik di kelas. Selain itu, hal ini juga bertujuan mendorong para guru dan peserta didik untuk memanfaatkan perangkat-perangkat teknologi yang tersedia untuk peningkatan kualitas belajar mengajar mereka.

Kata Kunci: Kolaborasi, video rekaman diri, kemampuan, berbicara

INTRODUCTION

Developing speaking skill is a vital priority for most learners of English. It is because a success in learning a language is measured in terms of the ability to speak and carry out a conversation in the target language. However, psychologically, speaking is often considered as a high complex mental activity which differs from other activities because it requires much greater effort of the central nervous system, and it makes many students suffer weaknesses in their speaking performance. Halliday (1989) elaborates some major difficulties faced by the learners and the teachers in learning speaking as the S/F language. In line with this, Hughes and Rebecca (2002) shared the same facts that the major difficulties in speaking may be due to the disparity between the spontaneous nature of the spoken language and the structuring necessary to rearrange it into an acceptable, and correct form to be learned.

However, learning is driven by what teachers and pupils do in classrooms. Here, teachers have to manage complicated and demanding situations, channeling the personal, emotional and social pressures amongst a group of 30 to 50 youngsters in order to help them to learn now, and to become better learners in the future.

For an effective teaching, teachers need to provide a strategy which can keep the comfortable classroom atmosphere. As stated by Harmin and Toth (2006), the communicative speaking class is always difficult to manage, especially in a large class which consists of more than 25-30 students. Allocating 10 minutes (for example) opportunity for each student in each meeting sometimes does not work effectively. Thus, teachers need to apply such strategy which keeps their speaking class works effectively and meaningfully.

Hill and Hill (1996) defined collaborative learning as a learning approach developed based on the idea of constructivism proposed by Jean Piaget and Lev Vygotsky. They maintained that learners construct their own knowledge and that teachers do not just transfer knowledge to learners. In this case, individual learners connect what teachers expect them to learn with their own experience. It can be said that, in collaborative learning, learners engage in the social construction of knowledge, make personal meaning for themselves, develop shared meaning with others and then reflect on their meaning making in the public arena of classroom (Gagnon and Collay, 2000). In line with this, Barkley, et all (2005) stated that, to collaborate means to work with another or others. In practice, collaborative learning has come to mean students

working in pairs or small groups to achieve shared learning goals. It is learning through group work rather than learning by working alone. In this article, we use collaborative learning to refer to learning activities expressly designed for and carried out through pair or small interactive groups.

According to Barkley et all (2005), collaborative learning has some essential features that makes it effective for both teachers and students. The first, it emphasizes on intentional design. Teachers tend to simply tell the students to get into groups and work. In collaborative learning however, the faculty members structure intentional learning activities for students. They may do this by selecting from a range of pre-structured activities. Whether using existing or new structures, the focus is on intentional structure. The second, co-laboring is another important feature of collaborative learning. It means that, although they work in group, all the participants in the group must engage actively in working together toward the stated objectives. In this case, if one member of the group completes the task while the others simply watch, then it is not collaborative learning. It means that, all students must contribute more or less equally. The third feature of collaborative learning is that meaningful learning takes place. As students work together on a collaborative assignment, they must increase their knowledge or deepen their understanding of course curriculum. The task assigned to the group must be structured to accomplish the learning objectives of the course. Shifting responsibility to students and having the classroom vibrate with lively, energetic small group work is attractive. Yet, it is educationally meaningless if students are not achieving the intended instructional goals, then, two or more students laboring together and sharing the workload equitably as they progress toward intended learning outcomes.

COLLABORATIVE SELF-VIDEO RECORDING

According to Webster Dictionary, Self recording means making an automatic record using recording instruments (2000). This can be assumed that to create a video recording, teacher and students will need such instrument as a tool. As to this, nowadays, technology has become an integral part of our society. A technological tool like mobile phone has become a primary need, especially for people in this modern society even in the students' community. Today's mobile phones have so many features to help the users have everything they need. One

of them is the video recorder which can be used anytime and anywhere. This is brought by the development of science and technology is also expected to help teachers and students in their teaching or learning process. In this case, an effective teacher and student is one who knows how and when can involve the technological tools in their classroom.

In implementing collaborative self-video recording, the students are managed to work in a small group of three to four students. In a speaking class, putting the students into groups or pair will help the teacher to provide speaking opportunities for all class members. As pointed by Cohen (1994), teachers who desire to apply this strategy should pay attention to these following issues:

a. **Group Types**

In collaborative learning, the groups are formed based on its goal, types of activity, and length of time students will work together. Groups of collaborative learning can be formal, informal, or base. Informal groups are formed quickly, randomly, and work together in a brief period of time. They are created to responds to a question, brainstorm ideas, or participate in some other endeavor that serves as a break out to a longer class activity. Formal groups are formed to work together to achieve a more complex goal such as writing a report or delivering a presentation. These group work together the shared task is accomplished which generally takes several class sessions or even weeks. Base group are intended to form a community of learners who work on a variety of tasks. Because of the long term nature of these groups, their purpose is to achieve an overarching course goal and to offer members supports and encouragements. For Collaborative Self Video Recording activity, teachers are suggested to form the formal groups who will work together to accomplish certain task in a period of time.

b. **Group Size**

For an effective collaborative work, the group work usually ranges from two to six students. However, it depends on the type of the group, the nature of the assignment, the duration of the task, and to some extent the physical setting. In terms of Collaborative Self Video Recordings activity, the group ranges from four to six students. A small group is expected to promote the active participations among the group member and to build the confidence in one another.

c. Group Membership

There are some techniques can be applied by the teachers in determining the group membership. Teachers can determine the group randomly, free form, count off, students selection or instructor determined. However, teachers need to consider the heterogeneous of students' ability, personality, related achievement, etc, for effective group work.

Thus, it can be assumed that, collaborative work does not simply put the students into groups but the membership of the group should be determined based on the students' interest, abilities or attitudes. This is aimed at creating a heterogeneous group because working with diverse students, expose individuals to people with different ideas, background, and experiences. This idea is the major educational value of collaborative learning.

COLLABORATIVE SELF VIDEO RECORDING IN SPEAKING CLASS

In a learning process, teachers and students are always needed to be encouraged to reflect upon what they do and make such reflection to develop their own judgments of what goes on with themselves and the others in the classroom, sharpen their awareness of what they are doing, the interactions that take place in their classes, and heighten their ability to evaluate their own teaching practices. For the students, when they record themselves, they can see themselves as the others see them. This will give them a great insight into what they do well, but also into the flaws. Watching themselves will definitely make them more apparent and give them ample opportunity to reflect and to improve. The procedures of implementing CS-VR are stated below.

Pre- Recording

a. Teacher prepares the speaking instruction for the students to accomplish. The instruction can be arrange a short or long dialog on certain topics or situations, imitating a television talk show program on the updated issues, performing a short drama, demonstration on certain topics (cooking, making handicraft, etc), or many other types of speaking activity which can be demonstrated in group.

b. Teacher distributes the students in groups of two to six students. In this case, teacher needs to consider the group types, size, or membership based on the nature of the assignment. The diversity and the heterogeneity of the group is another thing needs to be considered by the teacher.

c. Students sit with the group and have discussion on what they are going to do with the assignment. They should work together to arrange the dialogs, the script of a talk show/interview, the short drama script, or demonstration script.

d. Students will accomplish the whole task outside the classroom. In this case, teacher needs to determine the length of time for the project to be accomplished at least in a week.

e. Teacher controls the task distribution in each group to make sure that each member has his//her role and actively participated in accomplish the assignment.

Recording

a. As soon as they have the script on their hands, students will rehearse to memorize and performing the assignment with their friends in group.

f. As they feel ready for filming, they should record the performance themselves by using camera phones or other possible tools. In this case, teacher needs to encourage the students to be confident and fear of nothing.

Post-Recording

a. In the next meeting, students will have their recordings played and watched by the whole class. For this activity, teacher needs to prepare the laptop, LCD projector, and the external speaker to play the recordings. It will be more effective if they can use the language laboratory which has complete audio-visual digital property. Using earphones will help students identifying the errors and mistakes they made on their performance.

b. Teacher plays the recording of each group and asks the students to pay attention on how they speak on the recordings.

c. Each student are suggested to take notes while listening and write down their own evaluation on what is good and bad about their friends or their own speaking performance. The notes they made should accommodate the evaluation on the micro skill of speaking such as, pronunciation, grammar, vocabulary, comprehension, and fluency.

Evaluation

a. In this stage, both teachers and students will make a review on what the students has performed. Teacher will have the students to share about the strength and the weaknesses of their friends and their own speaking performance.

b. What is more important is not in evaluating the students' error and mistakes but helping them improving their speaking by giving an appropriate and necessary feedback. The feedback can be deal with their pronunciation, sentence structure, word choice, speed, etc.

c. As the follow up activity, teacher can assign the students to create another recordings based on the evaluation shared. However, in promoting the positive interaction and individual accountability, teachers need to encourage the students to not only learn to work together, but they must be held responsible for their teammates' learning as well as their own. As stated by Slavin (1996), it is not enough to simply tell the students to work together, but they must have a reason to take another's achievement seriously.

THE BENEFITS OF CS-VR FOR SPEAKING CLASS

As the other strategies, the implementation of CS-VR also implies some benefits for both teachers and students. They can be listed as follows:

1. Observing, analyzing, and discussing classroom performance is enhanced by the use of videotaping.

2. Allows students to distance themselves and be dispassionate about their speaking performance.

3. Helps students to notice and respond to both strong and weak aspects of their performance

4. Allow students to view it immediately and re-examine it many times; and has a well-known motivating effect.

5. Provide very useful information for reflection.

6. Easy to manage an effective and efficient speaking.

7. For teachers, it will be easier to manage the class especially in sharing the equitable and fair opportunities for all students.

8. Less time consuming because most of their speaking activities are done outside the classroom.

CONCLUSION

There are so many benefits in implementing CSVR for speaking class. The only possibility that it cannot work effectively is unavailability of the required media/equipment. Another possibility is the students' personal motivation on learning. However, it is a reflective practice for students by suggesting that video improves their ability to notice and interpret how well their speaking skill has developed.

On the other hand, audio-visual recordings are powerful instruments in the development of a student's self-reflective competence. They confront him or her with a mirror-like "objective" view of what goes with her/him. Moreover, class recordings which are kept for later use, can give a valuable insight into an individual student's growth in experience over years. In addition, it promotes discussion that leads to implementing new strategies and techniques.

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THE USE OF JIGSAW TECHNIQUE AND PICTURE SERIES
IN TEACHING WRITING

Sebastianus Menggo
English Language Education Undergraduate Program
Saint Paul College Ruteng, Indonesia
Email: {menggosebastianusyahoo.co.id}

ABSTRACT: Writing skill is an essential in a classroom learning activity. Through sufficient writing insight, the students have an opportunity in reinforcing their ability in grammatical structure & vocabulary and improve their basic ability in constructing good sentences then organizing them into a good paragraph. This research is aimed at describing the improvement of students's ability through the implementation of jigsaw and picture series techniques. Subjects of this research were 33 students of third B grade students at English Study Program of St.Paul College. They were chosen by using purposive technique.

This classroom action research was done in two cycles. Each cycle consisted of four steps that is pplanning, acting, observing and reflecting. Data were collected through test, observation, and interview. Data analysis was conducted after post-tests given to each cycle. The result of this research indicated that there was an increase from the first cycle to the second cycle of students' narrative writing achievement. This result strongly indicated that applying jigsaw and picture series can improve students' narrative writing achievement.

Key words: *jigsaw, picture series, and writing achievement*

ABSTRAK: Ketrampilan menulis merupakan sesuatu yang penting untuk siswa. Dengan memiliki konsep menulis yang cukup, mahasiswa mempunyai kesempatan untuk mengasah kemampuan tata bahasa, kosa kata dan meningkatkan kemampuan mereka dalam mengkonstruksi kalimat yang logis menjadi sebuah paragraf yang baik. Penelitian ini bertujuan untuk mendeskripsikan peningkatan kemampuan menulis para mahasiswa melalui penerapan metode jigsaw dan gambar berseri. Sampel penelitian adalah mahasiswa tingkat III kelas B yang berjumlah 33 orang jurusan pendidikan Bahasa Inggris STKIP St. Paulus Ruteng. Peneliti menggunakan teknik *purposive* dalam pengambilan sampel.

Penelitian tindakan kelas ini dilakukan dalam dua siklus. Setiap siklus terdiri dari empat tahap yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Data diperoleh melalui tes, observasi, dan wawancara. Analisis data setiap siklus dilakukan setelah diberikan *post test.* Hasil penelitian menunjukan bahwa ada peningkatan kemampuan menulis karangan narasi pada setiap siklusnya. Oleh karenanya, penerapan teknik jigsaw dan gambar berseri dapat meningkatkan kemampuan menulis mahasiswa.

Kata kunci: *jigsaw, gmbar seri, dan kemampuan menulis.*

INTRODUCTION

Language is a means of communication which has an important role to reveal an intention to someone else. It is very useful and flexible. It can serve human needs in their communication in any situation. Using language people can express almost anything such as thought, action, political controversies, ideas, emotions, desires, messages, etc. Harsyaf et al. (2009, p. 1) defined communication as the expression, interpretation and negotiation of meaning. This definition is applicable not only to oral language but to written language as well. We express ourselves in writing as well as speaking.

In general, Murcia (2001, p. 207) defined writing as act of communication suggests an interactive process which takes place between the writer and the reader via the text. Communication has been defined as an expression, interpretation and negotiation of meaning. It is applicable not only for oral language but also written language as well where they can freely express their ideas. Oshima and Hogue (1997, p.16) stated that writing is a progressive activity, which means that before writing, the writers have to think about what they are going to write. From that statement, planning is an important point of writing activity since through planning the writer can compose all of their ideas without need to think about something less important in finding possible ideas.

Writing is a comprehensive ability covering grammar, vocabulary, conception, rhetoric and other elements. Writing is an ongoing reflection of students in developing understanding of ideas. Research shows that many students do internalize vocabulary and structure through writing. Writing skill is very important to introduce in a classroom learning activity because many students have specific need that require them to work on these skills, for example, in an examination, preparation, taking down notes, etc. Writing also provides a visible record where the teacher can clearly see what the students are learning, what has been accomplished, and what patterns have not really been understood. Besides, the visible records can also help the students to look back and they can clearly see their progress (Paul, 2006, p.96).

Harmer (2007, p. 112) distinguished writing into two: writing-for-learning and writing-for-writing. Writing for learning is used as aide practical tool to help the students practice and work with the language they have been studying. On the other hand, writing for writing is directed at developing the students' skills as writers. In other words, the main purpose of the

activities this type is that students should become better at writing, what kind of writing that might be. Therefore, writing is very important to be mastered by the students.

Teaching writing in EFL classroom belongs to one of language skill activities which is important to be conducted by the teachers because of some reasons. Raimes (1983) states that there are three reasons which make writing so important to be taught to the students. The first reason is that while writing, the students have an opportunity in reinforcing their ability in grammatical structure and vocabulary in which the teachers have been working with in class. The second reason is that the students will have a chance to be adventurous in language when they are writing. The last reason is the students become involved in the language with their readers. Furthermore, Raimes also states that teaching writing will help the students improve their basic ability in constructing good sentences and organizing them into a paragraph.

However, the researcher's experience in teaching English as a foreign language (TEFL) in the domain of writing skill in the third B grade at English study program of St. Paul College in the even semester (April until June) 2016, most L2 learners might agree that writing is the most difficult skills for them to master, particularly for narrative genre. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text and understandable. The skills involved in writing are highly complex. L2 writers (students) have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on. The difficulty then becomes more pronounced if their language proficiency is weak. Besides that students frankly affirm that writitng assessment also debatable for them.

Actually, the main activities of English teacher in teaching writing in EFL context involve the students to learn how to construct their concept, plan, and deliver their ideas into writing. In writing, there are also some processes that the students should pass through so that their writing will be considered as a good one. Along the process, they might learn from others cooperatively to share their experiences, ideas, and thoughts. By learning cooperatively, the students' difficulty in writing can be solved. Therefore, by considering the students' difficulty in writing and how they should learn to write, this research tries to suggest the use of jigsaw technique with picture series in teaching narrative writing which highly assumed helping students toward their doubtful writing achievement.

THE PRINCIPLE OF TEACHING WRITING

According to the theories of SLA and writing that have been discussed previously, there are some principles underlying what and how teaching writing should be.

a. Providing many opportunities for the students to write.

This principle is based on the controlled approach in which the students need to write as an exercise in habit formation. Writing ability improves if there are many chances for the students to write. Teachers have to check the lesson plan and how many times they give practice for the students to write. When giving practice to the students, it is better for the teacher to not grade the students' writing first so that the students will feel free to write something. Moreover, it is also supported by the communication theory that the students need to write repeatedly to accustom the students to writing activity.

b. Making feedback helpful and meaningful

This principle is supported by the process approach in which there is a similar writing process for both L1 and L2 learners and one of the processes is revising process. The learners need feedback for revising their writing. When the students have already finished their free-writing, teacher can give feedback to them by giving comment about the writing organization, grammar, or vocabulary used at the last page of their writing. It is also underpinned by the communication theory also in which the teacher's responsibility is also to correct the students' mistakes and errors in their writing. It should be remembered that teacher might not entail 'correcting' the students' writing, thus students may feel not independence in writing. Teacher can give short comment about what the students need to revise. Besides, the contrastive rhetoric theory also underpins this principle. It is stated that the writing should consist of writing conventions which are acceptable to the native speakers of English. By using this guideline, the teacher will be able to provide the right suggestion for the students.

c. Introducing several writing strategies for the students

It is important for the teacher to introduce several writing strategies for the students to help the students to make a good writing. It underlies the cognitive development theory in which the learners need to control their writing process consciously. As what it is stated in the process approach, learning to write requires effective and efficient writing strategies which help them to construct the concept of their writing. Through the use of certain writing

strategies, either they are cognitive or metacognitive strategies, the learners will be able to implement their writing actions. It also helps the learners to construct their writing well through the use of visual aid.

d. The students need to cooperate in their writing activity

Writing is also a part of a way to find out what is expected in the community. Therefore, the learners need to socialize in order to approximate it. This is what the social approach explains about. That is, learning to write is a part of becoming socialized to the discourse community. The learners need to communicate and cooperate with others about their writing so that the construction of the writing will be better. As it is stated in social constructionist theory, the learners cooperate with their community to define themselves as the writers and their writing. This kind of cooperation or communication will contribute to the learners' motivation and their attitude in the process of writing.

Jigsaw Technique

Jigsaw is a cooperative learning technique that was developed by Elliot Aronson and his graduate students at the University of Texas and the University of California in the 1970s (Kagan et.al. in Nurhidayati, 2011). It was created with the goals of reducing conflict and enhancing positive educational outcomes. The jigsaw technique helps students realize they are essential components of a whole and encourages cooperation in a learning environment.

First, teachers create small heterogeneous groups with students representing multiple ability levels. Then, the teacher appoints a group leader to be in charge of the group's tasks. Next the teacher assigns the group several tasks, depending on the number of students in each group. Each student is in charge of completing a separate task. The teacher allots a certain amount of time for students to complete their tasks or become familiar with material. Then, students from different groups who have the same tasks work together temporarily to become "experts" on their topic and fill in any gaps in their information. Original group members come back together and each member presents his/her own information and provides an opportunity for rest of group to ask questions. While students are teaching each other about the topic, the teacher moves around the room monitoring progress and answering any questions that students have about the topics. Finally, students are assessed on the material they have all learned through their cooperative learning.

The overview of the technique can be described as follows:
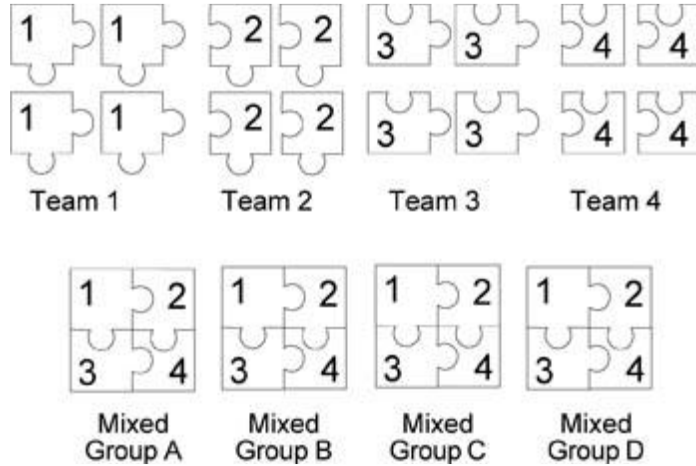
Team = Specialist Group
Mixed Group = Home Group

Since the creation of jigsaw, several modifications have been introduced to account for concerns of both teachers and students who have participated in the classroom technique.

Sahin (2010) and Holliday (2000) explained other types of Jigsaw. They are Jigsaw II, III and IV. The difference between the four Jigsaw is shown in following table.

Table 1. Comparison of Four Types of Jigsaw Technique

NO	Jigsaw I	Jigsaw II	Jigsaw III	Jigsaw IV
1				Introduction
2	Expert group	Expert group	Expert group	Expert group
3		Expert sheet	Expert sheet	Expert sheet
4				Expert group quiz
5	Return to home team	Return to home team	Return to home team	Return to home team
6				Quiz in home team
7			Review	Review

| 8 | Individual assessment | Individual assessment | Individual assessment | Individual assessment |
| 9 | | | | Reteach material |

It can be seen in the table that Jigsaw technique has been developed into the better ones. In Jigsaw II (developed by Slavin in 1987) which is developed from the original Jigsaw (Jigsaw I), students all research specific topics as opposed to parts of one larger reading. This variation of the original technique also requires that students complete "expert sheets" that provide notes for introducing the topic back to base group and are given individual assessments as opposed to a group evaluation. Jigsaw III (developed by Stahl in 1994) allows for a review process prior to assessment. Jigsaw IV (developed by Holliday in 2000) has several additional features: teacher introduction of material; expert group quizzes; review process prior to individual assessment; and re-teaching of any material that wasn't adequately explored in the collaborative group work.

Some research have been conducted by using Jigsaw Technique in teaching writing (Zahrah, 2009; Nurhidayanti, 2011). They found that Jigsaw technique is successful in improving students' writing narrative text. More specifically it is stated that it is not only successful in improving the writing narrative text but also in motivating students to write and work together to describe the event in the picture. Besides, the technique is also helpful in encouraging students to actively participate in writing narrative text.

The Implementation of Jigsaw Technique and Picture Series

In implementing jigsaw technique, picture series can be used as media. It is a series of three to nine pictures normally depicting logical or continuous actions, situations, thought or scenes in the forms of sketches or drawings. In teaching writing, pictures can be used to encourage students to write and facilitate learning.

Cross and Cypher in Nurhidayati (2011) said that there are some advantages of using picture series as follows:

1. It can motivate the viewer because it presents a visualization which in turn stimulates the viewer to consider and discuss the content.

2. Pictures provides detail information that can be developed by the writer to make their writing more specific

3. It gives concrete evidence because in the process of study the pictures.

4. Properly selected and adapted picture can help writers to understand and remember the content of verbal materials.

Wright in Doel (2011) adds that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas. The roles of pictures in productive skills (speaking and writing) are (1) picture can draw students' motivation and attention and make them participate in learning; (2) pictures can create contextualized language learning activity; (3) pictures may raise interpretation objectively and subjectively; (4) pictures may refer to response of questions, or as controlled practices; and (5) pictures can stimulate and give information in dealing with conversation, storytelling and discussion. He, furthermore, mentions that there are five practical criteria of pictures to be applied in the classroom, (1) easy to prepare, (2) easy to organize, (3) interesting, (4) meaningful and authentic, and (5) sufficient amount of the language in order to justify its conclusion in the language lesson.

The implementation of jigsaw technique and picture series seems to be able to fulfill the requirements in enhancing the students' ability in writing based on the SLA theories and writing theories presented in previous part. First, in social constructionist theory, learners learn to write by having interaction with the discourse community. In means that learners can construct a concept or ideas by having interaction with other. Therefore, in jigsaw, the learners are able to have interaction which helps them construct a concept or idea they need to write.

Second, in making a good writing, learners may feel difficult to organize their writing in a good order. In contrastive rhetorical theory, the focus is on the organizational patterns which include elements of paragraph and its development. From this theory, the use picture series is believed to be able to help the learner to organize their writing and help the learners to stay focus in its organizational pattern.

Third, writing is not only talk about the product we produce but also about the process in which the product is produced. Cognitive development theory is focusing on the process on how the learners make a piece of writing. It seen that writing is done by some procedures which need to be followed by the learners. Jigsaw and Picture Series are believed to be meaningful for the students to understand some process in composing a writing like discussing, brainstorming,

group/peer evaluation, proofreading, and so on. These strategies are aimed at helping the learners to develop a set of skill.

Finally, Jigsaw also requires the students to cooperate in their writing activity. This activity is suitable with the discourse theory and the fourth principle. Through the cooperation, the students will be able to learn with others. During their learning, it will improve the students' ability in monitoring their language performance. Their brain will be function as a device to monitor and edit the language that they will use so that they can consciously correct their mistakes. Besides, having the students to cooperate, it also improves the students' motivation and decreasing their anxiety when they are writing.

Based on the reasons presented, it can be concluded that Jigsaw Technique and picture series are suitable to be implemented in writing class. The teaching procedure of the collaboration of Jigsaw and picture series in teaching writing is presented below.

1. Students are divided into several specialist/expert groups.
2. Each specialist group is given pictures which is different from another. So, specialist A will be given picture 1, specialist B will be given picture no 2, and so on.
3. The specialist group needs to discuss and help each other for mastering the picture they get.
4. They are given an expert group sheet to be discussed and answered.
5. The students in each specialist group are spread to form a home group. So, in one home group, there are 1 students from specialist group one, 1 students from specialist group 2, and so on.
6. In the home group, they need to arrange the picture into the correct order, and tell the other member about the picture they are mastering.
7. The students in a home group then help each other in constructing the text based on the pictures they have arranged.
8. The students review their writing
9. The students submit their writing.

The type of Jigsaw which is collaborated with picture series in teaching writing above is Jigsaw III. Jigsaw III is considered to be the most suitable type among the others. It is the development of Jigsaw II and I which provides more activities both in the expert group and home group. In expert group it provides the learners with expert sheet and in the home group it enables

the students to do review of the whole material before they are assessed. These additional activities is considered to be able to facilitate the learning well. Even though Jigsaw IV is more perfect than Jigsaw III, in teaching writing it is not suitable. The quiz provided by Jigsaw I both in home and expert group is considered to be more suitable to test students comprehension (reading or listening skills) rather than performance (speaking or writing skill).

During and after the implementation of jigsaw technique, teacher should assess the students. In jigsaw as one technique in cooperative learning, teacher should assess three components. They are (1) individual success, (2) group success and (3) cooperative skills (Holt, et al., No Year). The individual success can be evaluated by asking the students to write their own writing at the end of the activity. This may require the individual to perform what they have learnt in the group learning. The group success needs also to be evaluated by assessing the groups' writing which preceding the individual assessment. The other important thing to be assessed in the implementation of jigsaw as the technique in cooperative learning is students' cooperative skills. Teacher should do the assessment based on the observation of students' behavior in group. Evaluating students' use of cooperative skills will motivate students to use them.

RESEARCH METHOD

Being conducted at the third B grade students at English Study Program of St. Paul College Ruteng,West Flores. This reserach was done in three months (April – June) in the academic year of 2015/2016 at the even semester. The sample was all students third B grade students which was selected by using *Purposive Sampling Technique.*

The research design was classroom action research which done in two cycles with each cycle consisted of four steps: planning, acting, observing and reflecting as developed by Kemmis & McTaggart (1990, p. 11). Data were collected through test, observation, and interview. Data analysis was conducted after post-tests given to each cycle.

FINDINDS AND DISCUSSION

Jigsaw and picture series were applied in this classroom action research in each cycle. First cycle does not significantly different of students' classical achievement. Their pre-treatment classical achievement for writing was 56,78% and the result of their classical achievement after post test given at first cycle was 57,52%. This result supported the researcher

to reflect the weaknesses of jigsaw and picture series technique in teaching narrative writing. The classical achievement was different when the result of post test given at second cycle. The avarage score of classical in second cycle was developed to 64,82%. This data showed different from pre-treatment, treatment given at first cycle and treatment given at second cycle. In reflection stage of second cycle the researcher more understand how to minimize the weaknesses of jigsaw and picture series techniques in teaching writing. The development of classical score each cycle provided above highlights that these techniques could be able to help students in writing ability. In line with this, Cross and Cypher in Nurhidayati (2011) said that there are some advantages of using picture series; it can motivate students because it presents a visualization which in turn stimulates the students to consider and discuss the content, support their writing more specific, concrete evidence, and more understand and remember the content of materials. Then, Wright in Doel (2011) adds that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas. Thus, The implementation of jigsaw technique and picture series seems to be able to fulfill the requirements in enhancing the students' ability in writing based on the SLA theories and writing theories presented in previous part.

Based on the reasons presented, it can be concluded that Jigsaw Technique and picture series are suitable to be implemented in writing class.

CONCLUSION

Writing is an activity which gives more opportunity for students to improve their basic ability in constructing good sentences which covers consistancy of their thesis statement, logical sequence of ideas,well insight of discourse, appropriatenes of vocabulary choice, and mechanics order. Moreover, writing skill is like a good stepping stone for them to practice and work with the language they have been studying. This expectation should be in line with the excellence of teaching methodology applied. Therefore, jigsaw and picture seriues are highly recommended to be applied in supporting students' writing competency.

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CV

Prof. Dr. Fransiskus Bustan, M.Lib. an English Lecturer of Undana was born in April 24th 1956 in Manggarai Flores. He used to be in Seminari Pius XII Kisol both as a student and teacher. He is very keen to learn something new and likes adventure much relating to language and culture as his disertation of doctoral program in Udayana uniersity. He has been teaching in Undana university and highly considered as one of senior stafs possessing many jobs and duty to deal with as his life time carrier. For the time being, he is charge of managing scientific journals and is really active in both formal and infomal students' organizations. He has been actively as being key note speakers in many internatational/national conference, seminars, workshops, professional trainnings. Journal and articles are his morning breakfast sensation as his career and interest.

I Putu Suyoga Dharma, S.Pd, M.Pd was born in Tabanan Bali. His S-1 (2008) and Magister program was in UNDIKSHA Singaraja Bali (2013) majoring in English education. He has conducted many reserarches regarding to method and some latest issue of learning intruction and assessment in English classroom. He is such a spiritful person in learning something by joining many workshops, seminars both national and internationa. Now he is teaching at STKIP Suar Bangli Bali.

Raimundus Beda,S.Fil.,M.Hum was born in Januari 23rd, 1968 in Uruor Lembata. His elementary School was in SDK Bakan Lembata (1975-1981). From 1981 up to 1984 he was in Kalikasa East Flores for his Junior High School. For the sake of his glory dream, 1984 up to 1995, he joined seminary San Dominggo Hokeng and STFK Ledalero. His Master Degree on linguistics received from Atmajaya University in 2004. Regardless of being a great preacher, he, as an English lecturer of St Paul College, has fascinated and rejoiced many people and his students in particular through his works such as 1)"The Analyisis Of Coherence Errors in English Teacher Candidates' Short Essays : A Case Study at One of The Language Centers in Jakarta" (2003-2004), 2) Communication Strategies in EFL Classroom at Seminari Pius Ke XII Kisol 2010/ 2011, 3) Analysis on Cohesive Devices in SMUK St.Gregorius Reo 2011/2012 and 4) The Situation of Manggaraian Language use at Manggarai Regency. Many articles of language, culture and teaching were published in Missio. At this moment, he is in charge of

managing English Study Program of St.Paul College and still be as what he has to be of being a priest until the end of his life.

Yustus Sentus Halum was born in Lawir, Ruteng, August 6th, 1985. He received the undergraduate degree in Sarjana Pendididikan from the University of Nusa Cendana, Kupang-NTT, in 2010, and the M.Pd. degree in English Language and Literature Teaching from the State University of Surabaya in 2015. In 2010, he joined the English Study Program of STKIP St. Paulus Ruteng as a Lecturer, His current research interests include applied linguistics (Analisis Wacana Kritis pada Tulisan Stiker Sepeda Motor: 2014) , literature (Thematic Analysis of the Seven Classic Short Stories in the Prose Class: 2010; Gatsby's Pschological Journey in The Great Gatsby Movie: 2015), and English language teaching (Developing instructional Material for English Vocabulary: 2012; Developing Instructional Material for English Writing: 2011; Fostering Students' Critical Thinking through Film: 2015)

Yosefina Helenora Jem was born in Bea Kalo, Manggarai Regency on October 1st , 1985. She started her S1 in September 2005 in Nusa Cendana University. She has written a thesis under the title" The Structural Rules of Noun Phrase in the Middle Manggarai Dialect of Manggarai, Spoken widely in Western Part of Flores, NTT" before finishing her study on February 24th 2010. She then, became an English teacher at SMAK Widya Bhakti Ruteng for one year (2010-2011). Since September 2010 until now, she has been teaching at STKIP St. Paulus Ruteng in English Study Program. In 2015, she received master degreecontinued (S2) from the State University of Surabaya. She has written a thesis for her S2 which focused on the Interference of Mother Tongue in the Students' English Writing of the Fourth Semester Students of STKIP St. Paul Ruteng.

Fatmawati who was born on February 16th, 1986 in Manggarai graduated from English Language Education Department at STKIP St. Paulus Ruteng in 2009 and completed her Master's Degree in English language Education at State University of Semarang. Her researches concerning discourse analysis, the teaching of grammar, and developing instructional material for writing subject, including 1) "An analysis on the cohesiveness of Senior High School Students' Writing" (2012), 2)"The Cohesiveness and Coherence of the Written Texts in English Textbooks for the Tenth Grade" (2015), 3) "The Differences between British and American English Grammar" (2009), 4) "Improving Students' Grammar through Jigsaw Technique"

(2011), and 5) "Developing Instructional Material for Writing 1" (2010). The researches conducted in 2012, 2011,and 2010 were done together with other lecturers of English Language Department of STKIP St. Paulus Ruteng. She is now teaching at STKIP St. Paulus Ruteng since 2009 and recently teaching English for Nurse and Midwifery at STIKES St. Paulus Ruteng since November 2015.

Yosefina Rosdiana Su was born in July[3rd], 1984. She received her S-1 degree from Faculty of Letter Jember University. Her S-2 degree was on English Language Teaching of Sebelas Maret Univesity Surakarta. She has dealt with some reseraches concerning much on english language teaching, literature and tourism through her researches such as 1) A Study of Elementary School English Teachers' Competence in My Manggarai Regency ,2010, 2) Developing Jigsaw Based Instructional Guideline to teach speaking for Young Learners, 2012. Her articles are 1) A study on the philosophy of existensialism in Pearl of Buck's Novel Pavilion of Woman 2007 2) Integrating Listening and Speaking: How to Create Effective Listening Class 2009 3) Teaching Reading through Children Literature 2009 4) Exploring Social Critiques in Indonesian Movie Jadikan Aku Simpananmu 2013 5) English Speaking Empowerment in Tourism 6) Designing Effective and Meaningful Speaking Class for young Learners with Jigsaw,2015

Sebastianus Menggo was born in Urang October 2nd , 1980. He finished his Elementary and Junior High Schools in Borong, West Flores. He then continued his study to the Catholic Senior High School of Setia Bakti inRuteng. In 2001, he studied at English Department of Teacher's Training Faculty of Kanjuruhan University of Malang, East Java. He became an English teacher at Catholic Senior High School of Fransiskus Xaverius Ruteng in 2005. Since 2006, He has been being an English lecturer of English Education Department of Sint Paul College of Education Ruteng, West Flores. In 2011, He continued his Master Program on English Language Program at Ganesha University of Education, Singaraja, Indonesia.There have been some relevant researches conducted by him. 1) Researches on Manggaraian Perspective in Tourism. held by LPPM St. Paul College (2016: on going research), 2) English Speaking Empowerment in Tourism . Held by LPPM St. Paul College(2015), 3) The Effect of Free Group Discussion Technique and English Learning Motivation Toward the Speaking Ability of the First Grade Students of Catholic Senior High School of Ignasius Loyola Labuan Bajo, West Flores.

Held by Dikti (2014), 4) A Study one the Development of Instructional Materials for TEFL Course at the English Language Study Program of STKIP St. Paulus Ruteng, West Flores. Held by Dikti (2014), and so much more. Moreover, he has been highly involved in any internatational/national conference, seminars, workshops, professional trainnings, and journal articles writing in line with his career. At this moment, he is taking doctoral program in Udayana University.