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DESCRIPTION

Scope: Journal of English Language Teaching is a peer-reviewed journal of Pusat Studi Pendidikan Bahasa dan Sastra Inggris, Universitas Indraprasta PGRI. The journal aims at improving the quality research in the scopes of English language teaching that cover the area of language education, linguistics, translation, and literature. The journal is a semiannual journal which is issued twice in a year, published in September and March.

Office:

Pusat Studi Pendidikan Bahasa dan Sastra Inggris, Universitas Indraprasta PGRI,
Jalan Raya Tengah, Kelurahan Gedong, Pasar Rebo, Jakarta Timur
Phone : (021) 87797409
Website: journal.lppmunindra.ac.id/index.php/Scope
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Article

Exploring the Use of Mobile Assisted Language Learning in University Students Context

Alvons Habibie

English Education Department, IAIN Sultan Amai Gorontalo

KEYWORDS

Mobile Assisted Language Learning
 Students' Perception
 Smartphones

A B S T R A C T

One of the technological tools that has experienced significant developments in this era is the smartphone. The use of smartphones among millennials, especially students, is inevitable. Therefore, this study aims to see students' perceptions on using MALL (Mobile Assisted Language Learning) in the English learning process at IAIN Sultan Amai Gorontalo. The method used was a qualitative design by surveying 55 students majoring in English Education. Of the 55 students, only 50 responded to the questionnaire given. This questionnaire contained questions about students' demographic information as well as students' perceptions about the use of MALL by using five scales, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The results showed that the respondents consisted of 40 women and ten men. The age of the respondents is between 20-24. All respondents have smartphones, 4 of them have tablets and 46 have laptops. From the results of the survey above, it can be said that students stated that smartphones are very helpful tools for their daily activities. The use of gadgets in the learning process, especially language learning, deserves to be elaborated with other learning methods or media. In the era of technological sophistication, the presence of smartphones requires teachers to be more creative in using various applications and content attached to this gadget. Current students cannot be separated from smartphones. The result of this study shows how smartphones are tools that enable better language competency in students, but of course, with proper and wise supervision and use.

CORRESPONDING AUTHOR(S):

E-mail: habibievons@iaingorontalo.ac.id

INTRODUCTION

The use of learning resources and digital media in this millennial era is inevitable. The conventional learning tradition seems to have begun to be abandoned by the students and especially by the teachers themselves. This rapid change in information technology has also changed the learning paradigm. That learning in the industrial era 4.0 forces students to change their learning styles.

Learning styles that use old technology are replaced with new technologies that are seen as more suitable to the characteristics of today's learners (Golonka, et. al., 2014). Hashim (2018) argues that students in the digital age have unique characters such as understanding technology well, preferring to communicate using social media over direct contact with people, preferring to learn by doing rather than being dictated to do things, more interested in

images, graphics, videos and instantaneous and fast delivery of material.

Learning technology is currently associated with the use of online-based learning media (Van Bruggen, 2005). This means that the location of learning, which is usually in the classroom, can at times be replaced with virtual classes or in other words, students and teachers do not need to be present in class but can rely on the internet to carry out learning (Harasim, 2012; Meskill and Anthony, 2016; Rifiyanti, 2020)

There are at least two learning models that are loved today, namely Electronic Learning (E-Learning) and Learning using communication tools such as Mobile (M-Learning) (Gallego and Topaloglu, 2019; Popovici and Mironov, 2015). These two learning models also have a positive impact on language learning and teaching. Teaching language using these two models provides convenience and effectiveness for its users when compared to conventional learning models (Learning, 2011). However, this change also demands the competence of its users in the learning process. Because no matter how sophisticated the learning tool or resource, even the learning model offered, is not matched by the user's ability to demonstrate it, the learning process and objectives will also not be optimal and can even cause the learning process to fail.

Of the two models of learning, the use of mobile phone in the process of learning becomes a challenge itself, because the use of the tools is so massive and easily among millennial students in this age (Thomas, et. al., 2013). Mobile is one of the most important communication technologies and has become a very important requirement for humans because of the demands of the need. Kinshuk and Lin (2004) and Thomas, et. al. (2013) argue that mobile devices allow learning with "no fixed location or time" and "there is much evidence that mobile technology is going to provide a natural extension for e-learning in the long run (Kinshuk and Lin, 2004; Thomas, et. al., 2013). This technology allows humans to connect with each other from anywhere in the world without being limited by distance, space and time.

Mobile learning can be considered as the next generation of e-learning (Sharples and Pea, 2014). Mobile phones are growing and offering various conveniences and advantages for their users, more specifically for language learners. In its application, smartphones are very useful and help students to explore new knowledge and help the

learning process to be more effective (Gangaiamaran and Pasupathi, 2017). The rapid advancement of information and communication technology (ICT), education is also progressing to have information very easy to get. Because all information in all parts of the world can be found via internet, there are many media that we can find on the internet, one of which is through smartphone devices. Sources of information about learning materials that are easily accessible from the internet can help students explore further and even provide new knowledge. Students' creativity to seek and to learn independently from various sources may facilitate the EFL process in the classroom.

The learning revolution in this modern era in the form of a learning process can be carried out without having to meet face to face in class. Facilities and sources of supporting material are abundant and easily accessible using only a device in the form of a smartphone. Books, research results are open and easily accessible, so that the material does not only stick to one or two references provided by the teacher. From these quotations we may know that the wireless technology (Wireless) is the development of teaching methods that is very helpful, letting users could access information via smartphone whenever and wherever. This can make studying easier, as you can make the most of your time.

Among students, communication technology and the internet have become multifunctional. It depends on what purposes to use it, either positively or negatively. The positive example can make it easier for students to find their study assignments. And the impact of one of the gadgets is addiction. Essau (2008) states that addiction is compulsive behavior about something, dependence on continued use, and lack of control overuse. Smartphone has been providing an access to all-student -related activities of the learning process, increasing interest in learning for learning space is not just one place that launched them to stay connected to the network anytime and anywhere. Also, facilitating students to interact and to communicate with others via smartphone allows them to rise up friends and to get the source-the source of the lesson.

This study aims to explore the use of smartphone among students as a medium for learning English and to investigate the use of various applications and learning resources that can be accessed by students. This study is expected to give a clear description of smartphone using in the learning process, thus, the teachers of English have a basic knowledge of their students' capability in using

technology and the application used, thus English teachers also can easily determine the topics and learning method according to students' interest.

METHOD

The quantitative approach was adopted in this study. It aimed to examine students on the use of Mobile Assisted Language Learning (MALL) in English as a second language (ESL). There were 50 students in the English Education department of IAIN Sultan Amai Gorontalo.

In collecting the data, this study uses a survey method to investigate the research question. The researcher designed a questionnaire administered to 50 students. This instrument was aimed to get deep understanding about the use of mobile assisted language learning in various classes of English subject. The questionnaire consisted of several question items in line with the demographic information of respondents, ownership of the type of gadget and also in the form of statements about the use of smartphones in relation to their English learning process inside and outside the classroom.

Data collection technique was a method used by researcher to obtain data needed in this study. The data collection technique used was questionnaire. The data collection procedure was carried out by distributing questionnaires to respondents with a period of five days. Information about the Google form link was shared through an online group in the form of WhatsApp. Researcher did the cross-check and then tabulated the data in tables and diagrams. The questionnaire was made by using Google form then spread out to 55 students. From 55 students' questionnaire, only 50 returned.

RESULTS AND DISCUSSION

1. Gender and Age

Of the 50 returned the results of the questionnaire, initial data is obtained regarding the gender and age of the respondents, namely 40 female students and ten male students. The average age ranges from 20-24 years. This illustrates that Smartphone device users are those of the millennial generation who are indeed engaged in daily use of technology in the form of smartphone. This frequency is illustrated in the following table and diagram:

Table 1. Gender Description

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Women	40	80.0	80.0	80.0
	Men	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

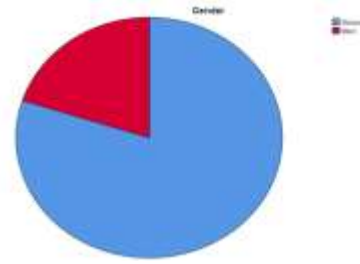
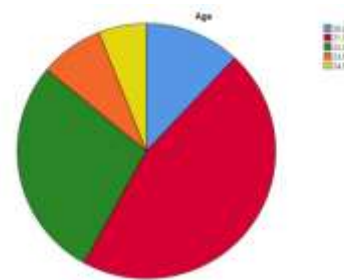


Table 2. Age of Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.0	6	12.0	12.0
	21.0	23	46.0	58.0
	22.0	14	28.0	86.0
	23.0	4	8.0	94.0
	24.0	3	6.0	100.0
Total	50	100.0	100.0	



2. Smartphone Ownership

All respondents state that they have a Smartphone; some even stated that they have two Smartphones that are used daily. The number of Smartphone users is 27 respondents or 54% of users. The use of technology in the form of laptops in learning is also mostly done by students, namely 19 people or around 38% of users. There are also 4 tablet users or 8%.

Table 3. Type of Devices

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Smartphone	27	54.0	54.0
	Tablet	4	8.0	62.0
	Laptop	19	38.0	92.0
	Total	50	100.0	100.0

3. Students' Use of Mobile Devices

The questionnaire data found that there were several types of mobile device usage by students. This usage activity is generally used for social media, entertainment, playing learning games, and other activities such as taking photos, taking notes, and creating group chats in their respective social

media, smartphone use in learning English. The findings of this item can be illustrated in table 4.

Table 4. Students' Use of Mobile Devices

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Smartphone helps me in my daily activities	100%	0%	0%	0%	0%
2	I use the Smartphone more than 5 hours a day	75%	10%	0%	5%	10%
3	Smartphone helps me get information	80%	10%	5%	5%	0%
4	Smartphone helps me in the speaking process	65%	21%	5%	9%	0%
5	Smartphone helps me in the reading process	89%	8%	3%	0%	0%
6	Smartphone helps me in the listening learning process	93%	7%	0%	0%	0%
7	Smartphone helps me in the writing learning process	52%	23%	10%	5%	5%
8	I was able to use a Smartphone for the needs of my college assignments	35%	20%	30%	5%	10%
9	I prefer to study independently using a Smartphone	45%	21%	19%	10%	5%
10	I use various Social Media platforms to improve my English skills	83%	10%	7%	0%	0%
11	Learning English in class is not permitted by	5%	5%	16%	10%	64%

some lecturers

From the results of the survey above, it can be said that students state that smartphones are very helpful tools for their daily activities. This is confirmed by the duration of Smartphone use where 75% of the total respondents claim to use a Smartphone more than 5 hours a day. 80% of the information obtained via smartphone answered strongly agrees. The four language skills of students state that the use of smartphone helps them to improve these four skills, respectively as follows; speaking with 65%, reading 89%, listening 93% and writing 52%. The interesting thing that is found from the results of this survey is that 30% of students are neutral in terms of making assignments using smartphone and 5% of them disagree, even 10% of the total respondents strongly disagree if smartphone is used to complete college assignments. The use of smartphone among students is revealed that it is mostly used for social media. However, the use of social media is more likely to be used for language learning, for example Facebook, YouTube, Instagram and Whatsapp. This is evidenced by the fact that 83% of the total respondents strongly agree with this. The last one is that students strongly disagree if there is a ban on the use of smartphone for the benefit of the learning process in the classroom.

The use of smartphone in this era is increasingly massive. Almost all circles today have a smartphone. The results of a recent research evident this by a social media platform from Canada, Hootsuite, in collaboration with We are Social from the UK regarding Smartphone users around the world including Indonesia. The study, entitled Digital 2020: A comprehensive look at the state of the Internet, mobile devices, social media, and e-commerce. "This shows that there are 271 million Smartphone users connected to the Internet. This is quite surprising because this number exceeds the number of users. Internet reaches 175.4 million inhabitants. This number means twice that of internet users which mean that almost every internet user has two or more Smartphones. It is not impossible that in the future this number will increase.

Based on the data on the number of internet and Smartphone users mentioned above, it can be assumed that there are some kind of dependence on the internet and smartphone. For millennial children who do not have a smartphone, they will be considered tacky and classified as poor. This skewed assumption is what usually forces parents to buy smartphone for their children so they are not isolated in their community.

Addiction to this gadget should be responded positively by using it in the learning process (Lin, et al., 2014). Teacher's creativity in integrating the use of mobile phones in the language learning process is considered to increase learning motivation (Buckley and Doyle, 2016; Chuang, 2015; Topirceanu, 2017; Wilbert, et. al., 2016). These findings certainly illustrate that the use of smartphones should have started or should not be prohibited from using them in the learning process in the classroom (Taalas, et. al., 2018). It is not the time for teachers to use conventional media which might be that today's millennial children are unfamiliar and even considered boring.

However, it should be emphasized that the use of smartphones in the classroom is limited to seeking academic information and interactions (Gikas and Grant, 2013). This is, of course, a challenge for the teacher in itself, so there needs to be a mutual agreement and or a separate regulation for it. Information that is so abundant and can be accessed easily using a Smartphone will produce maximum results and increase interest. If the teacher can direct and facilitate properly, it is hoped that the improvement of students' language skills will also be directed and fun.

One of the important things that need to be built from the beginning of the learning process is comfort or a conducive atmosphere. This comfortable atmosphere is formed by a strong mutual desire between teachers and students in creating the environment and conditions for their respective classrooms. Smartphones, which are previously only considered as means of communication, in this era, smartphones have drastically changed their function and use. The massive use of smartphones that is so familiar to students today is inevitable. The positive impact can be seen from various studies that try to implement it or to integrate it in the learning process inside and outside the classroom (Singh and Samah, 2018).

CONCLUSION

The description of smartphone use among English Education study program students at IAIN Sultan Amai Gorontalo also certainly adds to the massive list of smartphone use among students. Of course, this data is only a small part of the picture that may be used as a basis for planning the learning process of English, especially in the future English education study program.

The use of gadgets in the learning process, especially language learning, deserves to be elaborated with other learning methods or media. In the era of technological sophistication, the presence of smartphones requires teachers to be more creative in using various applications and content attached to this gadget. Current students cannot be separated from smart phones. The results of this

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study show how smart phones are tools that enable better language competency in students, but of course with proper and wise supervision and use.

This study's results can also be an important illustration for teachers in carrying out the language learning process either face to face or online. Combining various methods and media and integrating with smartphones is unlikely to give students the impression and self-interest in motivating themselves to further improve their English language skills.

This study certainly still has many limitations and the results may differ with different contexts and subjects. However, at least this simple study provides a significant contribution to the subject of this study. Further research is suggested to combine students' and lecturers' perspectives on the use of smartphones in the classroom as well as applications or social media that can be used in the learning process.

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Article

Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research

Anggraini

Universitas Bina Sarana Informatika Jl. JIKramat Raya No 98 Senen Jakarta Pusat 10450

KEYWORDS

Action Research
 Speaking
 Youtube

A B S T R A C T

This research is an action research that aims to improve students' speaking skills using Youtube media. Discussing how Youtube as a learning medium can improve students' speaking skills. During the Covid 19 pandemic, formal schools are still carrying out the learning process online and only courses are allowed to study face-to-face because there are fewer students in one class, therefore this research was conducted in the Easy English course. Students' speaking ability on the Easy English course is still low especially at the level of children. English course students have difficulty in speaking skills. The students are bored with the old method of improving their speaking skills. The data were collected through speaking assessment and interview in classroom action research. The writer used Youtube video and students watched and practiced it. Each class consisted of 7 to 10 students, the writer made three cycles and gave a score for each cycle according to the speaking size. The results of the research point out that the students could improve their speaking skills by using Youtube videos. In the first cycle, the students' average score is 65 points, the second cycle is 75 points, and the last cycle is 85 points.

CORRESPONDING AUTHOR(S):

E-mail: anggraini.ngg@bsi.ac.id

INTRODUCTION

English is mainly used to communicate between countries in the world. It is used to exchange information with others in many important aspects. In our country, English has an important role, which is to become a foreign language. Because it is a foreign language, it is still very rare for the population to use English in their daily life and English is only taught in schools or in other educational institutions such as English courses. Students often lack confidence in speaking because they are shy and tend not to express themselves in front of others, especially when asked to provide personal information or

opinions. Often too, there is a concern about speaking badly and therefore embarrassing them in front of their classmates. In such situations, there are a number of things we can do to help.

In English language teaching, we have to master the four skills, which are: listening, speaking, reading, and writing. All those skills are very crucial for those who want to master English (Harmer, 2007). Speaking is one of the language skills in learning the language. Speaking skill is a skill that must be practiced continuously. We need to speak to communicate with other people and understand each other. We have to learn how to speak,

and speaking can make us communicate each other. English in Indonesia is as a foreign language and English education is taught from the elementary school level. At the age of elementary school, children absorb the language very quickly as long as it is facilitated with adequate facilities. In students' speaking ability among the obstacles that occur in Indonesia are as follows: some students are still reluctant and even shut their mouths to speak to their teachers or other people in English. Also, the students' limited vocabulary skills make them unable to convey something in English.

The current situation in speaking class at Easy English course shows some problems they face. First, the students do not pay much attention and they still feel shy and nervous and lack of confidence when answering the question from the teacher, they cannot fluently express their ideas by using appropriate vocabulary and correct grammatical form. The students only can speak two or three words using English and then totally get stuck and back to use their mother tongue. According to Jones (2007), fluency means using the simplest words to convey meaning, even though longer words might be more descriptive. The second, atmosphere of the class is monotonous, here the teacher still uses textbook when they are teaching in the classroom so it makes students feel bored with the old teaching method. The way teacher teaches the students is still bringing monotonous teaching style in which there is no utilization of innovative teaching and learning media that can motivate the students to learn (Gunada, 2021).

Development of technology nowadays shows English has become mandatory to be mastered and taught to students and there are many media that we can be used in teaching English. One of the most widely used media is Youtube video because Youtube is the social medium that is liked most by all students. Therefore from those needs in teaching speaking, the researcher chooses a Youtube video in the teaching English classroom in classroom action research. Youtube was chosen because this medium gives many contributions in teaching and learning process. It provides huge video content that we can use in our English class. Youtube as Media issued by the teacher to solve this problem at the first step (Khalid, 2012). In addition, according to Watkins and Wilkins (2011), using Youtube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. Besides, Youtube also promotes authentic vocabulary development. Further, they state that using Youtube in the classroom lets the students having exposure toward authentic English and autonomy in learning (student-centered). Moreover, the results of some researches show that using Youtube Video can improve

students' speaking skills in terms of pronunciation, grammar, vocabulary, and fluency.

Youtube is used as a medium in teaching English, especially in improving students' speaking skills because Youtube provides many interesting videos and students prefer audio-visual displays in the learning process, and Youtube videos can be accessed anytime and anywhere making it easier for students to use them in the learning process.

In some Youtube videos, students can practice their speaking skills by watching English videos with interesting themes. From the videos, the students can practice new vocabulary and fluency in speaking English. Based on the discussion above, the researcher then tries to use Youtube video as a medium to improve student's speaking skill. Youtube is able to teach English speaking skills. The previous research showed the effectiveness of Youtube in learning. Guan, Song, and Li (2018) conclude that by using multimedia technology, students' interest in learning can be improved and by using useful and auxiliary teaching tools, teachers' teaching tasks become much easier and teachers' passion in teaching is recalled. Other findings indicate that the application of Youtube-based videos in teaching speaking can improve students' speaking skills and motivation (Riswandi, 2016). In addition, teachers must also make learning interesting so that students do not fall asleep during learning.

METHOD

To find out the use of Youtube video as medium in teaching to improve student's speaking skill, a qualitative approach using a Classroom Action Research (CAR) design was used in this research. One of the problems faced in the classroom was learning achievement in speaking skill. Therefore, by doing Classroom Action Research (CAR), hopefully the researcher got the improvement of learning quality in the classroom as learning achievement in speaking skill. Action research is one of the types of investigations that is characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning (Arikunto, 2009). The aim of investigating this research was to solve the problems happened in the classroom that is faced by the students. In line with this, Latief (2010) argued that Classroom Action Research is the research design that is constructed for improving the quality of learning in the classroom.

This research was conducted at Easy English Training in south Tangerang. The subjects of this research were the English for children Class, this class consisted of 10 students. In this Classroom Action Research, initially a

researcher identifies problems happened in teaching learning process, then set the plan, designed a way to solve problems and implemented the plan. Therefore, the researcher focuses on a particular classroom aiming at finding the solution for the problems take place there.

Action research is a development tool for teacher that involves observing or gathering other data about a class through interviews, case studies, and questionnaires. A teacher can establish a cycle of identifying problems, planning changes in response, implementing changes, gathering and analyzing data to evaluate the implementation. An Action research can be used to help general development or to resolve specific problems with teaching or learning. A simple model of the cyclical nature of the typical action research process of which each cycle has four steps: planning, acting, observing and reflecting (Kemmis, McTaggart, and Nixon, 2014).

1. Planning

Three defining characteristics of action research are that they are carried out by practitioners for purposes, classroom teachers rather than outside researchers. According to June, Yaacob and Kheng (2014), the first step is planning. In the planning stage, the researcher wanted to involve students in developing students' interest first so that they wanted to involve themselves in the learning. The researcher planned to use interesting videos that they usually use in everyday life and created topics about conversations in everyday life (daily activity). Also, the researcher used Youtube videos that were relevant to the topic and presents them to students.

2. Acting

Second, acting, the researcher conveyed to students about the activities or topics that were used by providing an explanation of the learning process. A piece of descriptive research carried out by a teacher in his or her classroom, without the involvement of others, which was aimed at increasing understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be action research.

3. Observing

Third, observing, the researcher discussed the material that had been done by asking students questions. At the beginning of the learning process, there were still many students who were confused about the learning process because they were not used to using it. There are many steps in observing an action research, the first is Initiation, second is Preliminary, third is Hypothesis, fourth is intervention, the fifth is Evaluation, the sixth is Dissemination, the last is Follow up the teacher invites the methods of motivating the students.

4. Reflecting

The first step is usually identifying an idea. This may start out as a general idea. You do not have to be too ambitious at first, all right suggests that a good place to start may be explored simply by getting students to discuss it in class. In collecting data, the researcher used several equipment, such as sheets for observation, additional notes, speaking tests, questionnaires and interviews. Observation media were used to record all students' activities in the learning process with Youtube videos, and additional notes to record activities that were not included in observation data, to record students' interactions with friends and things that need to be improved, the speaking test is used to assess the average speaking ability of students individually or in groups, this test is given at the end of the cycle.

To determine the validity of the data that the researcher has done, at the end of the cycle the researcher gave a questionnaire to students to find out the performance and feelings of the students, the researcher also interviewed 3 to 4 students.

RESULTS AND DISCUSSION

1. Cycle One

Cycle one is carried out at one meeting, as usual the activity starts with greeting and praying then attending students and brainstorming first to get to the learning which we will do by giving direct questions and answers about Youtube and the words that we will use on Youtube video (daily activity) or brainstorming about the topic, vocabulary and how to pronounce the material that will be conveyed.

In the second activity, there are three stages, first the students are divided in pairs and given the task of watching a Youtube video that is played twice by the teacher, and when they are watching the Youtube videos they are allowed to make notes about the vocabulary they find on the Youtube video, and on when watching the video for the second time, students are allowed to discuss with their partner of the Youtube video. In the second stage, the students make text about the contents of the Youtube video to be presented in front of the class. In the third or final stage, students practice the text they make in pairs in front of the class and are not allowed to read the text they make in pairs. At this final stage, other students may provide comments about the conversations they are having and the teacher also provides responses, and the students who appear must also provide responses.

The results of the first cycle of the three-stage activity, namely observation, tests, questionnaires and interviews, are at the observation stage that students give good enough attention by watching the screen on the Youtube video and obtain an average result of 80% - 90% at the first meeting. The results in the first cycle show that the

students' motivation has begun to increase in this speaking class. When watching the video, students record the information they find while watching the students' worksheets and at the stage of discussing with their partners, the students are still look passive and are confused about what to discuss, this is because these students have a lack of vocabulary in delivering the contents of the Youtube video and students are still searching for vocabulary in their dictionaries. The results of the students' speaking ability in the first cycle are not too significant, with an average student speaking test score of 65.1 out of 10 students. Scores are shown in the table below:

Table 1. The Students' Speaking Performance in Cycle One

	Average Score of Each Indicator of Speaking					Total
	Fluency	Vocabulary	Pronunciation	Grammar	Content	
	1-20	1-20	1-20	1-20	1-20	
Cycle one	13,2	12,7	13,5	12,1	13,6	65,1

And from the results of questionnaires that have been given to students, it is found that 80% of students state that Youtube Video is very interesting and useful for them, and students are motivated to learn English, especially in speaking English by using Youtube videos by 80% as well, and after that the teacher also conducts interviews with 3 or 4 students who ask whether teaching with Youtube is fun for students. And 80% of students answer that it is fun learning English with Youtube videos to improve students' English language skills.

2. Cycle Two

In the second cycle, the method used is the same as the same method as cycle 1, but in cycle 2 the researcher tries to correct the student's deficiencies that occur in the first cycle, based on the students' speaking scores obtained in cycle 1, there are still many weaknesses experienced by students during the process of learning occurs, among others, the students' lack of vocabulary mastery, which makes students passive when they are asked to present the Youtube videos they watch in front of the class. For this reason, the researcher provides additional time for students to memorize vocabulary that they do not know which is contained in the Youtube video according to the predetermined topic, and the students' pronunciation is still low so that to improve pronunciation students are asked to repeat the new vocabulary with correct pronunciation and to interpret it into Indonesian. In the content or development of the material from the video they have watched, students are asked to repeat the video and in this second cycle, each student brings their own cellphone or gadget so they can focus more and have

more time to watch the Youtube video. In this second cycle, the researcher also provides students' worksheets to answer questions that are in accordance with the Youtube video topic they have watched, namely the topic "Conversation in the Market" and students could learn in advance about videos on that topic.

The results of cycle 2 are taken by the same stage as cycle 1, namely observation, speaking ability tests, questionnaires and interviews. The results of observations in cycle 2 show that almost all students have paid attention to the Youtube video screen played by the teacher and all students are very enthusiastic about watching it, which is almost 85% -90% of students watch the Youtube video played. The classroom situation is under control because the students are listening seriously. There is a significant increase in students' motivation when cycle 2 is prolonged. When watching, students are also allowed to write down information obtained during the Youtube video and students can also answer directly on the students' worksheet given by the teacher. The students are also look active when discussing with their partners.

The results of the students' speaking ability test in cycle 2 have an increase, namely with a value of 75 out of 10 students. The score is shown in the following table:

Table 2. The Students' Speaking Performance in Cycle Two

	Average Score of Each Indicator of Speaking					Total
	Fluency	Vocabulary	Pronunciation	Grammar	Content	
	1-20	1-20	1-20	1-20	1-20	
Cycle one	13,2	12,7	13,5	12,1	13,6	65,1
Cycle two	15,1	14,5	15,0	15,0	15,4	75,0

Based on the results of questionnaires that have been given to students, it is found that 85% of students state that Youtube Video is very interesting and useful for them, and students are motivated to learn English, especially in speaking English by using Youtube videos by 85% as well, and after that the teacher also conducts interviews with 3 or 4 students who ask whether teaching with Youtube is fun for students and 90% of students answer that it is fun learning English with Youtube videos to improve students' English language skills.

3. Cycle Three

The results of cycle 3 are taken in the same stage as cycle 2, namely observation, speaking ability tests, questionnaires and interviews. The results of the observations in cycle 3 present that all students pay attention to the Youtube video screen played by the

teacher, and all students are very enthusiastic about watching it, that is, almost 95% -100% of students watch the Youtube video that is played. The observation results in cycle 3 are the highest compared to cycles 1 & 2 and have experienced a significant increase. The classroom atmosphere is also more conducive because all students take the class seriously.

The results of these findings indicate that there is a very significant increase in students' motivation and interest and English language skills compared to cycles 1 & 2. When the learning process occurs while the Youtube video is playing, all students keep and pay attention to the video seriously and students take notes and answer questions. There are students' worksheets and the discussion is more active than in cycles 1 & 2 and in this third cycle the teacher provides a different topic from the previous cycle, the topic in cycle 3 is the Youtube video "Conversation in the Zoo" and students have mastered vocabulary and knowledge about the topic given by the teacher because they have listened to the same topic before the teacher gives the Youtube video "Conversation in the Zoo". The students have started to enjoy the learning process in cycle 3. The results of the students' speaking ability test in cycle 3 have an increase, namely with a value of 85 out of 10 students. The score is shown in the following table:

Table 3. The Students' Speaking Performance in Cycle Three

	Average score of each indicator of speaking					Total
	Fluency	Vocabulary	Pronunciation	Grammar	Content	
	1-20	1-20	1-20	1-20	1-20	
Cycle one	13,2	12,7	13,5	12,1	13,6	65,1
Cycle two	15,1	14,5	15,0	15,0	15,4	75,0
Cycle three	17,2	17,3	17,5	16,5	16,5	85,0

In line with the results of questionnaires that have been given to students, it is found that 90% of students mention that Youtube Video is very interesting and useful for them, and students are motivated to learn English, especially in speaking English by using Youtube videos by 90% as well, and after that the teacher also conducts interviews with 3 or 4 students who ask whether teaching with Youtube is fun for students. And 95% of students answer that it is fun learning English with Youtube videos to improve students' English language skills.

From the findings that the researcher has done using qualitative approach using a Classroom Action Research (CAR) One of the problems faced in the classroom is learning achievement in speaking skill. Action research is development tool for teacher that involves observing or gathering other data about a class through interviews, case studies, and questionnaires. A teacher can establish a cycle of identifying problems, planning changes in response, implementing changes and gathering and analyzing data to evaluate the implementation. An Action research can be used to help general development or to resolve specific problems with teaching or learners.

In improving students' English speaking skills by using Youtube video as a medium with classroom action research carried out with the aim that students are motivated and increase interest in learning English, especially in the classroom, the classroom atmosphere becomes more alive and students can discuss about developing ideas and interacting with friends or partners so that students become more active. Besides that, it also improves students' vocabulary and pronunciation, grammar and content in the video, after watching the Youtube videos given by the teacher. At this time, intensive and extensive speaking performances are unwittingly carried out by students. The use of Youtube videos can be an alternative because it provides classroom material to speak freely and easily. Various topics and frequency of speaking using supporting media such as Youtube can help students improve their speaking achievement. The involvement of students in the speaking class can be seen clearly from their active participation during the teaching and learning process.

CONCLUSION

The results of the research conducted, the researcher draws the following conclusions:

1. The use of interesting techniques or methods in the teaching and learning process, namely by using Youtube videos as a medium, will greatly assist students in receiving English material, especially speaking skills.
2. There is a significant increase or influence in the use of Youtube videos as a learning medium which is very useful and interesting and easy for students to understand. The speaking test score has met the criteria for success and besides that students can also be actively involved in the learning process and have high motivation by using Youtube videos as a medium for learning classroom and action research.
3. The nature of the video, which provides picture and audio at the same time, is able to help the students train their pronunciation, enrich their vocabulary, and make them easier to find an idea in producing

sentences while speaking. The students can get information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also on their comprehension. In addition, watching videos also unconsciously help the students learn grammar in an automatic way.

4. For the researcher has shown that the use of Youtube videos can improve the students' speaking skill, English teachers are highly suggested to use Youtube videos as the authentic materials.
5. The last or finally, for further researcher, it is expected to study more about the advantage and disadvantages of using Youtube video.

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Article

Types of Code Switching Used in The Naked Traveler Novel

Dwinesa Anggraeni

English Education Program, Faculty of Languages and Arts, Universitas Indraprasta PGRI, Jalan Nangka No. 58, Jakarta 12530, Indonesia

KEYWORDS

Sociolinguistics
 Types of Code Switching
 The Naked Traveler Novel 2nd Edition

A B S T R A C T

Human is a social creature who needs to link and to communicate with each other. The potential relationship of individuals who speak more than one language lead to a bilingual community. Speakers who have been exposed to two languages sometimes switch code within a domain or a social situation. Today it is very common for some authors to use two different languages in their master piece, in form of novels or other pop culture. Some authors recently throw their readers to the deep story by using two languages where they switch from one language to another. The purpose of this research aims to identify the types of code-switching found in The Naked Traveler Novel written by Trinity as well as to define the most dominant type of code-switching found in The Naked Traveler Novel written by Trinity. The researcher used the theory of Romaine in Susanto (2008) that is classified into three types of code-switching, there are inter-sentential code-switching, intra-sentential switching, and tag switching. The qualitative descriptive method used in collecting and analyzing the data. From the result, it is found that there are 3 inter-sentential code switching with 12%, 22 intra-sentential type of code switching with 88%, and zero found for tag switching.

CORRESPONDING AUTHOR(S):

E-mail: dwinesaa@yahoo.com

INTRODUCTION

A language is a tool for communication. It is used in any form of communication whether spoken or written. By language, people can deliver their idea, thought, feeling, information, and so forth. From symbols written on stones to letters and today's people use language by telephone lines, computers, mobile phones even social media for sending and receiving information, language has developed day by day and without it communication will be a barrier. Language is a system used in a particular country that represents their culture and community. Certain words, sounds, alphabet, and grammar differentiate language from one country to another.

English is one of the languages widely used around the world. It has been used in nearly 60 countries. It is also the official language of most countries. Moreover, it is often used in work and travel or any fields like aviation, trade, entertainment, medic, education, and so on. Nowadays, everyone knows how important English to support modern life. The relationship between language particularly English and society has developed from time to time. Migration and increasing technology usage affect people to use more than one language. As stated by Hamers and Blanc (2000), globalization and population movements are increasing, different cultures inevitably come into more contact with each other resulting in growing numbers of multicultural societies. Mixed

communities lead to multilingual families; the children at least can speak more than one language. According to Bialystok in Safitri, et. al. (2017:167) that "Bilingual individuals as those people who are able to speak two (or more) languages, to some levels of proficiency, but identifying what counts as a language is not a straight forward judgment".

Bilingual and multilingual communities affect people to use more than one language or code choices in society. According to Holmes (2013:35), "People sometimes switch code within the domain or social situation, such as the arrival of a new person. It's easy to explain the switch." A switch may indicate many things within the domain. It can be a signal of group membership, to express solidarity among speakers or other reasons. Some people may perform code-switching unconsciously as the result of their ability in using more than one language, while others may perform code-switching to repeat what has been said before (Retnawati and Mujiyanto, 2015).

Young people often switch Indonesian to English to signal their sophistication and identification with modernity. A switch may indicate a signal of alignment with the urban western world. Recently many authors use two different languages in their books. Many of them have the experience living in bilingual or multilingual communities. These experiences are made into novels and loved by the young generation.

Code-switching can be done in the form of oral and written. For instance, novel, it attracts the readers by inserting some English words in the novels. They also follow the demand of the market to create an eye-catching and ear-catching novel title which mostly in English. While for the content uses two languages, English and Indonesian, and it is very rare to use other foreign language

As many youngsters following the trend by being the witness of the developing technology where English is used in many aspects, they copy them and use the English words in their daily life. Seeing English becomes part of popular culture especially used in novels, the researchers are interested to analyse the types of code-switching in *The Naked Traveller* Novel.

Considering the reason above, the researcher decides to conduct further research about types of code-switching in *The Naked Traveller* novel. It is expected that this research may give insight into code-switching in written text particularly in a novel. The object of this study is the novel written by Trinity or her original name is Ade Perucha Hutagaol. She is a traveler and writer who have

written 15 books telling about her experience in countries she visited.

This research has several research questions that are going to answer, correspond to the background of the study.

1. What are the types of code-switching found in the novel "*The Naked Traveller* 2nd Edition" written by Trinity?
2. What is the most dominant type of code-switching found in the novel "*The Naked Traveller* 2nd Edition" written by Trinity?

The researcher uses the theory of code switching as stated by Romaine in Susanto (2008) there are three types of code switching, they are:

1. Intra-Sentential Code Switching

As stated by Hoffman (1991) that "Intra-sentential is the switch that occurs within sentence. It is often occurred when someone uses one language and suddenly switches into another language in a sentence". For example: A: Dari jam sepuluh empat lima tekan jam sewelas seprapat kan? (From ten forty-five to eleven fifteen, isn't it?) Sudarsono in Susanto (2008:50). This intra-sentential code switching happens within sentence, clause, word boundaries, or phrase. This switching concerns on language alternation that occurs within a sentence or a clause boundary. Moreover, sometimes it includes mixing within word boundaries.

2. Inter-Sentential Code Switching

Appel and Muysken in Susanto (2008:48) stated that "Inter-sentential codes switching is the switch involving movement from one language to other between sentences". This situation may also include a switch from a whole sentence or more than one sentence produced entirely in one language to other language. Inter-sentential switching may serve to emphasize a point made in the other languages in conversation. The following examples show inter-sentential code switching from one language to another language: "Ini lagu lama, tahun 60an. It's oldies but goodies, they said. Tapi, masih enak kok didengerin". It shows Indonesian bilingual switches from Indonesian to English. Further supported by (Hoffman, 1991:112), "Inter-sentential switching is the switch from one language into another language which occurs between sentences or speech acts". It can be occurred at a clause or sentence level where each clause or sentence in different language.

3. Tag Switching

Tag switching involves the insertion of a tag from one language into an utterance which is otherwise entirely in other language. Tags used easily inserted in speech at a number of point in monolingual utterance without break syntactic rules (Romaine in Susanto, 2008:47). For example: A finnish bilingual switches from finnish to

English, for example: *Mutta en mæ viittinyt, no way!* An Indonesian bilingual switches from English to Indonesian, for example; *It's okay, no problem, ya nggak?*

METHOD

Following Creswell's theory (1994), a qualitative study is defined as an inquiry process of understanding a social human problem, based on building a complex, informants, and conducted in a natural setting. For this research, the researcher used this qualitative descriptive method that systematically describes events or knowledge which displayed on data collecting. The data were taken from one of Trinity's novel entitled *The Naked Traveler* for the 2nd edition. The data found in monologue text. There are 25 data as the representative data from the novel. They were analyzed based on the types of code switching following the theory of Romaine (1995), they are intra-sentential code switching, inter-sentential code switching and tag switching.

RESULTS AND DISCUSSION

The data analysis made by following the types of code switching that divided into three; they are intra-sentential, inter-sentential, and tag switching.

1. Data 1

Seperti kata pepatah: it's not the destination, but the journey.

The speaker used some English words in her sentence. She switches her Indonesian to English to express a quote. The speaker starts the conversation by using Indonesian words "seperti kata pepatah" then switch the rest of her explanation by using English. Intra-sentential code switching happens when the speaker switches the conversation from Indonesian to English within sentence. The words "Seperti kata pepatah" used in that sentence indicate the speaker is able to use the bilingual language (Indonesian-English).

2. Data 2

Semuanya karena traveling is my passion!

Intra-sentential code switching occurred when someone uses one language, here the mother tongue then switches to other language within a sentence. As we can see clearly "Semuanya karena traveling is my passion!" the speaker switches her Indonesian to English in one sentence.

3. Data 3

Saya selalu bertanya kepada diri saya, "when was the last time you did something for the first time?" mengutip tagline sebuah iklan penerbangan.

In this sentence, it's intra-sentential code switching type. The speaker switches the Indonesian to English within a sentence the she continues by using indirect sentence by asking to herself in English.

4. Data 4

Begitu menyebutkan asal saya dari Indonesia, mereka langsung bilang, "Aha, our ancestor!"

The data above is intra-sentential. The speaker uses Indonesian then switches to English when she expresses a sentence from what other' said. The switching is occurred within a sentence.

5. Data 5

It was fun! Kami pun bertukar nomor telepon dan mereka menawarkan untuk bertemu lagi saat kami ke kota asal mereka.

The data shows inter-sentential code switching. Inter-sentential is occurred when the speaker or someone switches one language to another among sentences. A whole simple sentence "It was fun!" switches to entirely a sentence in different language, from English to Indonesian.

6. Data 6

Meskipun demikian, saya adalah the most frequent customer, melebihi pemilik rumah, saking doyanannya saya menginap di vila, eh, rumah itu.

The sentence above shows intra-sentential code switching. It occurs when the speaker uses words or phrase of one language to another. The speaker uses Indonesian then switches to English in the middle of her sentence by saying "the most frequent customer." Intra-sentential code switching occurred when someone uses one language to another within a sentence, clause, phrase or word boundaries.

7. Data 7

Biasanya, satu balon terdapat satu keranjang berisi 16 orang bila ukuran badannya segede-gede saya. "If all Japanese, it can fit up to 23 persons," that's what the hot air balloon instructor said.

From the sentence above, it includes inter-sentential code switching. This code switching may include a switch from a whole sentence or more than one sentence produced entirely in one language to other different language. The writer from the novel uses Indonesian "Biasanya, satu balon terdapat satu keranjang berisi 16 orang bila ukuran badannya segede-gede saya." This is in form of a sentence and then switched to English for the next sentence.

CONCLUSION

After doing the research, finally the researcher finds the result. It is found that the code switching types from 'The Naked Traveler Novel 2nd Edition' are a lot. The researcher takes only 25 data as the representative from the novel. It is found 3 inter-sentential code switching and

22 intra-sentential type of code switching. There are only two types of code switching found in this novel, the third type which is tag switching has not been found. It clearly can be concluded that the most dominant code switching type is intra-sentential. The numbers of the data can be seen on the table below:

Table 1. Total of Types of Code Switching

No.	Types of Code Switching	Number	Percentage
1.	Inter-sentential	3	12%
2.	Intra-sentential	22	88%
3.	Tag switching	0	0
	Total number	25	

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Article

The Analysis of Indonesian EFL Argumentative Writing Using Toulmin's Model: The Structure and Struggles from the Learners

Hanna Sundari¹, Rina Husnaini Febriyanti²

^{1,2} Universitas Indraprasta PGRI, Jalan Nangka No. 58, Jakarta 12530, Indonesia

KEYWORDS

Argumentative Writing
 Toulmin Analysis
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A B S T R A C T

Argumentative writing plays an important role in academic writing at university level. However, learners mostly find that writing this essay a challenging and effortful task. This present study aims at exploring the structures of argumentative essay written by Indonesian EFL students from one university in Jakarta Indonesia. Moreover, it investigates their difficulty and constraints during composing the essay. Using a descriptive qualitative design, the authors selected writing assignment and questionnaire for collecting data. A layout of Toulmin model of arguments was used in analyzing the essays. The findings of the study show that the argumentative papers cover the main elements: claim (thesis statement), data, rebut, and rebuttal data using either in block pattern or point-by-point pattern. The elements show diverse in types. Logical analysis and explanation are the most frequently used on the papers. Though they present acceptable thesis with well-organized essay, some information is unrelated and data for supporting the claim are seemingly insufficient. In addition, the students think that this essay as difficult task. In general, lack of knowledge, vocabulary and practice cause the constraints. In specific level, the students report that giving argument, finding support and working on counterargument become source of difficulty and constraints.

CORRESPONDING AUTHOR(S):

E-mail: hanna.sundari@gmail.com*

INTRODUCTION

Writing is expressing feelings, thoughts and ideas in written language. Writing skill, compared to other language skills, becomes more complex since it measures the ability of one's language (Liu and Braine, 2005). Writing skill, either in second or foreign language, plays a significant role in education system particularly for academic communication and purposes in many countries, such as Malaysia (Li and Razali, 2019),

Ethiopia (Adugna, 2019), Mainland China (Xiao and Chen, 2018) and Indonesia (Ilyasa, 2013; Widiati and Cahyono, 2001). In Taiwan, English writing has determined for high school seniors to enter national university and for college students to win high-paying jobs (Chen, 2012). Moreover, one of the purposes of writing courses in Indonesia at university mostly is enable students to develop various types of paragraphs and essays (Widiati and Cahyono, 2001), and constructing argumentative essay is one of them.

Argumentative writing has an influential position for both schools and higher education level (Dornbrack and Dixon, 2014). The ability to compose argumentative writing determines the level of language proficiency in international language tests (Qin and Karabacak, 2010; Zhang, 2018), such as TOEFL and IELTS. In the field of second language writing, some experts believe that argumentation matters (Hirvela, 2017). Its importance can also be seen by extensive research either in text-based approach or practices in teaching concerning argumentative writing. Several features have been intensively investigated in text-based analysis of learners' argumentative essays; for example conjunctions (Hamed, 2014), authorial voice (Zhao, 2013), logical fallacies (El Khoiri and Widiati, 2017), organizational pattern (Hirose, 2003), critical thinking pattern (Marni, et. al., 2019), transitional markers (Agustin and Ngadiman, 2013), interactional meta-discourse (Lee and Deakin, 2016), lexical verbs (Kanestion, et. al., 2016) as well as rhetorical devices (Yang and Sun, 2012), cohesive devices (Liu and Braine, 2005) and providing evidences (Kibler and Hardigree, 2017) in constructing argumentative writing. The study of individualized voice in argumentative writing by Helms-Park and Stapleton (2003) also found that there might not be connection between the linguistic and rhetorical devices.

Besides the above-mentioned, writing teachers, particularly in Indonesian context, have taken actions to facilitate students in learning and composing argumentative writing in the classroom in many ways. In the stage of planning the essay, the research by Setyowati, et. al., (2017) has proven that the provision is beneficial in enhancing writing performance in developing argumentative essay. Moreover, Refnaldi (2010) has also designed language scaffolding materials for argumentative writing at intermediate levels. In the line with the advance of technology, a web-based argumentative teaching media has been developed to facilitate writing course using five stages of process writing approach (Nadia, et. al., 2016). Those are to help and mediate learners in learning and successfully composing argumentative essays.

Apart from the fact that the writing teachers have done all means to create and design their writing sessions, for the learners of English as second/foreign language, writing seems to be the most difficult skill to learn (Hamed, 2014; Setyowati, et. al., 2017; Widiati and Cahyono, 2001). Particularly for argumentative writing, some learners find it a challenging and stressful task (Zhu, 2001), and the reasons can be both linguistic and cultural aspects (Zhang, 2018). In China for example, grounded by Confusian philosophy, Chinese EFL writers might not be skillful in producing persuasive ideas required in

argumentative writing (Zhang, 2018). On the other side, student's reading skills may also cause the learners struggle to recognize this genre, to generate evidence and counter arguments (Dornbrack and Dixon, 2014). This similar to Rubiaee, Darus and Bakar (2019), they have found that most students had novice awareness of writing knowledge, which affects negatively to the writing ability. Moreover, based on investigation by Rahmatunisa (2014), problems faced by students in writing argumentative essay are divided into three: linguistic, cognitive and psychological problems. To be more specific, ESL/EFL learners mostly find difficulties to handle a complex syntactic forms and proper elements in argumentative writing (Ka-kan-dee & Kaur, 2015).

Composing argumentative essay with strong argument is not an easy work. Compare to other types of essay, such as cause-effect essay and comparison/contrast essay, an argumentative writing seems the most challenging of all types of essay. The writer of argumentative writing needs to give his claim or statement. Then, he must provide his arguments, including evidence or proof to persuade the readers. Not only that, but he also has a duty to deliver the opposite view or the opponent side on his claim. At the end of his essay, he, again, should bring the readers back to his statement and convince them. It seems that the writer's toes are on the two boats. The messages they are trying to convince are back and forth from the claims and the rebuttal. As the model argument by Toulmin, argumentative writing requires six elements: claim, data, warrant, backing, rebuttal and qualifier (Zhang, 2018). Based on the observation as preliminary study during the academic writing course, majority students seem difficult to provide a sound thesis statement or claim. Moreover, they find struggles finding ideas to support their claims by giving evidences or proof. Then, the most difficult part in argumentative writing is to deliver the opposite views and their supports. Providing with its complexity, argumentative writing needs to be discovered deeper especially the problems and challenges that the students found when constructing it.

The studies and research investigating the argumentative writing either text-based analysis or other type of research have been widely conducted. However, the structure of essay and challenges based on the students' perception as well as analysis of essay text using Toulmin need to be deep investigated. In fact, the study of argumentative writing using Toulmin model was mostly in L1 contexts (Qin and Karabacak, 2010), and understanding the problems and challenges from the writer's point of view is essential since it gives insight to the teacher in selecting teaching strategy (Zhu, 2001). Therefore, this present research aims at describing the structure of argumentative writing in L2 context, Indonesian EFL learners in this

case, and elaborate their perceptions on composing argumentative essay. This present study was addressed the following research questions:

- 1) What are the structures of argumentative essays developed by the EFL students based on Toulmin's model of analysis?
- 2) How do they perceive on developing and composing argumentative essays?

Argumentative Writing

In the academic field at university level of education, writing argumentation has become one of the required academic workloads. In writing academic English, an argumentative essay discusses a debatable issue when the writer has to take a stand on it, support their stand with solid reasons, and give the reason a solid evidence in order to convince the reader that the standpoint is right (Oshime and Hogue, 2006). Some characteristics of argumentative essays are dealt with the purpose, the issue, and the organization. As written by Anderson cited by Refnaldi (2010), the subject of argumentative essay should be controversial, arguable, and debatable, and the thesis provides a reasonable claim that is supported by arguments. The arguments should also be reliable and up-to-date evidence. On the other hand, the opposite view should be recognized and rebutted.

The purpose of argumentative writing is, in a simple way, to convince the reader of the central proposition (Schneer, 2014). In more details, Reid cited by Al-Haq & Ahmed (1994) outlined the goals of argumentative essays are 1) to present a view point to the reader, 2) to explain, clarify, and illustrate that viewpoint, and 3) to persuade the readers that the viewpoint is valid. As illustrated by Coirier and Golder (1993), argumentative writing does not state 'why such and such is the case'; however, it is much more 'why I felt it is preferable that such and such is the case'. At this point, argumentative essays require the writer proposes viewpoint and, at the same time, he is responsible to persuade the readers to have the same viewpoint as he does.

Argumentative can be organized in several ways and variation. At first, main structures of the argumentative writing are three sections: a thesis, an argument, and conclusion (Hyland in Schneer, 2014). It is then called a three-stage essay. Nonetheless, a five-paragraph essay structure was introduced to cover the frustration faced by the university students related to the on the first model (Coirier and Golder, 1993). Another patterns are a block-model and a point-by-point model (Oshime and Hogue, 2006). The block model assigns the writer to separate the rebuttals and the arguments. The rebuttals are introduced

firstly in one block or paragraph. Then it is followed by the arguments to counter the opposite view in another block or paragraph. In contrast, a point-by-point model presents the argument and rebuttal side by side, as seen on Fig 1. The selection of the model depends on the topic in which one model may work better than others (Oshime and Hogue, 2006). Despite the fact that there are numerous variety of argumentative organization, Reid in Al-Haq and Ahmed (1994) underlined that argumentative writing should include thesis, arguments, counterargument and refutation, and conclusion.

Block Pattern	Point-by-Point Pattern
<p>I. Introduction Explanation of the issue Thesis statement</p> <p>II. Body</p> <p style="text-align: center;">Block 1</p> <p>A. Summary of other side's arguments B. Rebuttal to the first argument C. Rebuttal to the second argument D. Rebuttal to the third argument</p> <p style="text-align: center;">Block 2</p> <p>E. Your first argument F. Your second argument G. Your third argument</p> <p>III. Conclusion—may include a summary of your point of view</p>	<p>I. Introduction Explanation of the issue, including a summary of the other side's arguments Thesis statement</p> <p>II. Body</p> <p>A. Statement of the other side's first argument and rebuttal with your own counterargument B. Statement of the other side's second argument and rebuttal with your own counterargument C. Statement of the other side's third argument and rebuttal with your own counterargument</p> <p>III. Conclusion—may include a summary of your point of view</p>

Figure 1. The Patterns of Argumentative Essay (Oshima & Hogue, 2006)

Toulmin's Model Analysis

Toulmin model of argument is developed by Stephen Toulmin. Argumentation, as proposed by Toulmin, is a process of setting out a logical series of ideas that appear persuasive to readers or hearers (Rex, et. al., 2010). It is mostly used as a framework for analysis argumentative writing in L1 context and as heuristic procedure for teaching argumentative writing in L1 and L2 contexts (Qin and Karabacak, 2010).

The layout of argument consists of six complex elements: data, claim, qualifier, warrant, backing, and rebuttal (Toulmin, 2003). The main elements are claim, data and warrant; meanwhile, qualifier, backing and rebuttal posit the second-level elements (Qin and Karabacak, 2010). To be more specific, *claim* (C) is a conclusion whose merit we are seeking to build. It can also be called as *a stance*, a deliberate way of looking and/or feeling toward something for certain purpose (Rex, et. al., 2010). In the other word, it is an opinion or assertion the writer proposes on the writing (Qin and Karabacak, 2010). Meanwhile, *data* (D) or *evidence* refers to the facts as foundation for the claim (Toulmin, 2003) in the forms of ideas and information to convince the audience (Rex, et. al., 2010). Another important element in argumentation is *warrant* (W) – the explicit reasoning that links the evidence and the stance. Moreover, modal qualifier (Q) is

to indicate the strength conferred by the warrant; it is written immediately beside the conclusion which it qualifies, such as *presumably* (Toulmin, 2003). On the other hand, rebuttal (R) refers to circumstances which the general authority of the warrant would have to be set aside; it is an exceptional conditions which might be capable of defeating or rebutting the warranted opinion (Toulmin, 2003), so it is below the qualifier, as seen on fig. 1. Then, backing is to support the validity of the claim (Zhang, 2018) and to lend authority to warrant (Toulmin, 2003).

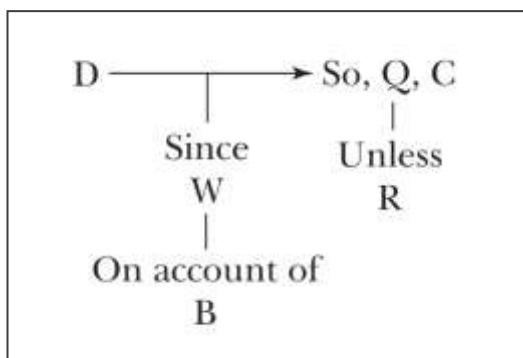


Figure 2. Toulmin's Model of Argument (Toulmin, 2003)

Using this framework, Toulmin illustrated the argument by giving an example of Harry. To give the connection among the elements in situation, the arguments are for example *Harry was born in Bermuda (D), so presumably (Q) he is a British subject (C); since a man born in Bermuda will generally be a British subject on the account of the following statues and other legal provisions (B); unless both his parents were aliens/he has become a naturalized American (R)* (Toulmin, 2003). In support to the *claim*, data need to be appealed, and *warrant* can then be stated. And *backing* provide the authority of *warrant*. While a qualifying 'presumably' should be in the front of conclusion or claim or thesis the writer proposes. It is also possible that the thesis/claim might be rebutted.

Having grounded by Toulmin model, (Rex, et. al., 2010) modified the framework and focused on the basic elements: stance, evidence, and warrant. Stance refers to claim, point of view, or request for a particular situation with specific readers. Moreover, evidence for argumentative writing should meet the characteristics: credible, sufficient, accurate, and most forceful. At last, the warrant serves to link stance and evidence.

The Toulmin model of argument has widely used to teach and to analyze argumentative writing genre. Not only that, it has become an important indicator to assess the quality of argumentative writing. Rex, et. al. (2010) modified this framework to teach arguments in persuasive

essay writing for high school students to develop students' ability to create and articulate soundly reasoned arguments. Using the elements of Toulmin model, Qin and Karabacak (2010) analyzed structures of argumentative papers in L2 contexts in a Chinese university. They found that most papers contained the two basic elements of arguments; claim and data. Moreover, the second-level elements were essential in developing effective argumentative paper. Furthermore, the similar investigation conducted by Zhang (2018) was also explored the development of structures and evidence on used by EFL Chinese students' argumentative writing. The result showed that most Chinese English's papers were *claim* and *data* as the basic elements in constructing argumentative essay; however, it was fewer provided counterargument and rebuttal. While the types and the number of evidences used by the students were very limited.

METHOD

A qualitative descriptive research design was carried on this study out to answer the research questions. Furthermore, it was taken place in one private university in Jakarta, Indonesia. Having carried out a purposive sampling, the participants were 25 students (16 female students and 9 male students) who registered on English Education Department and attended academic writing course in 2019/2020 academic year. They are all native speakers of Indonesian language. They had held a graduate degree in various backgrounds, yet most of them is English teachers in junior or senior high schools.

Moreover, the academic writing course was held in 14 meetings; it was opened once a week for one and a half hour. One of the objectives of the course is to compose well-organized essays, and argumentative is one of them. During the course, three meetings were dedicated to discussing and drafting argumentative essay as individual assignment with a given topic. The process writing approach was selected to deliver on teaching session. The students were assigned to outline their essay helped by the table to declare the claim or thesis, support arguments, and the rebuttal. Based on the outline, they were asked to develop one well-organized essay. Consequently, each paper had at least four paragraphs consisting of one introductory, two body paragraphs, and one concluding paragraph. The topic was the purposes of English language teaching in Indonesian contexts. The brainstorming ideas and discussion dealt with the topic was conducted on warm-up activity on the course session before drafting the paper. Moreover, they had to choose one of the patterns of essay organization: block pattern and point-by-point pattern. After drafting the first paper, peer-review was applied to evaluate the essay. They

revised the draft as requested. At last, the final draft should be submitted on *Google Classroom* website.

The structure of essays composed by the students was then analyzed using elements on Toulmin's model analysis (Toulmin, 2003). However, to make more comprehensible and practical in analyzing the argumentative essays, the frameworks has been adapted and modified from several resources (Qin and Karabacak, 2010; Toulmin, 2003; Zhang, 2018). Furthermore, a 5-scale scoring rubric in Qin and Karabacak (2010) was used to assess the quality of the essay. As a conclusion, the elements that could be analyzed on the students' argumentative papers were *claim (C)*, *data (D)*, *rebuttal claim (RC)*, and *rebuttal data (RD)*. The description of the elements is as seen on Table 1. Despite the fact that the framework offering another elements, *qualifier*, *warrant* and *backing* were not be considered on the study because of their low frequency of appearance.

Table 1. Toulmin's Elements of Argumentative Essay

Elements	Description
Claim	A conclusion or assertion whose merit we are seeking to build (Toulmin, 2003); the (thesis) statement being argued.
Data	Evidence to support claim. It can be expert opinion, statistic, examples, personal experiences, common sense, logical analysis, and analogy (Zhang, 2018).
Rebuttal claim	Statements in which the writer responds to a counter-argument by pointing out the possible weakness in the claim, data, or warrant (Qin and Karabacak, 2010). <i>Rebut</i> means to point out problems with the other side's reasons to prove that they are not good reasons (Oshime and Hogue, 2006)
Rebuttal data	Evidence to support rebuttal claim.

At the initial stage of analysis, it was twenty-five argumentative papers that have been collected. Nevertheless, one paper was taken out of the data because it failed to fill the required task of the essay development properly. This paper consisted of one paragraph only including the thesis (claim), but it did not present other elements on argumentation. As a result, only twenty-four papers then meet the requirement for further analysis.

The second author firstly analyzed the entire essays based on the six elements and rated the essays using holistic scoring rubric for argumentative paper. On the second round, the essays were then graded and rated by the first author based on the same elements for reliability. For any

significant different scores among the raters, they discussed and decided the final scores.

The second phase of the study was to investigate the perception of the students who have experienced writing argumentative essay. A two-item question on the questionnaire was also distributed to the students to get their perceptions on composing the essay at the end of the course. It was to obtain the students' perception after experiencing in composing argumentative essay. All entire data, from both essay papers and questionnaire, were then analyzed, interpreted, and presented to answer the research questions.

RESULTS AND DISCUSSION

This current study aims at two folds. At first, it explores the structures of EFL Indonesian argumentative essays using Toulmin's model of analysis. Secondly, the students' perception on developing argumentative writing was also investigated to figure out the level of difficulty from the writer's point of views.

1. The Structures of Students' Argumentative Essays

At the surface level of the essay pattern, the collected papers were organized into two patterns. Fourteen papers of them used block pattern. It was giving arguments and counterarguments separately in different paragraphs on the body of the essay. Meanwhile, the rest of the papers applied point-by-point essay organization in which they presented argument and counterargument side-by-side in one paragraph.

Concerning to claim, as the one of the main elements on Toulmin argument, all the collected essays presented claim to be discussed and argued on the given topic. The position was on the last sentence of the introductory paragraph as thesis statement of the essay. Most of the claims, fifteen out of twenty-four essays, was delivered in more explicit statements of writer's standpoint. Of three essays' claims used expression of personal opinion, as follow:

I do believe that (S4)

However, I personally agree that... (S13)

In my opinion, students of English ... (S21)

Moreover, six claims on the essays were delivered by stating that the writers' standpoint has been supported by sufficient evidence. And the expressions were as follow.

Other have some evidence that... (S5)

There is some evidence that ... (S8, S12, & S19)

There are some proof of teacher that... (S9)

There are some factors supporting the idea that ... (S17)

Another way to state the claim as thesis statement on the argumentation found on the students' papers was using modal words and expressions. The use of modality was to show the necessity and obligation of the writer's standpoint. The excerpts below were the sample of claims.

Therefore, the English language teaching is better addressing to ... (S15)

However, culture should be more considered in ... (S18)

To create the better result of learning English, Indonesia needs to ... (S22)

Moreover, it was also revealed from the papers that some of students prefer to declare the claim or thesis by stating that some people have the same conclusion and agree with it. The writers put the second party to persuade the readers on the essay, as follow.

The others argue that ... (S2).

Some says that ... (S14).

There are also some people study ... (S16)

While others argue that ... (S20)

Second opinion said many people believe that ... (S23)

On the other side, the rest of the claim as either thesis statement or topic sentence on the papers was expressed by providing the statement or conclusion that was being argued. The excerpts below are the sample.

A student with low level can communicate quite successfully (S11)

Speaking English is not just about being able to communicate with native English speakers, ... (S25)

For the claim on the collected papers, it then can be concluded that all argumentative essays on the data contains at least one claim or thesis that is being argued by the writers. Meanwhile the ways of the writers declare their claims are various, such as giving statement, evidence-based expression, second-party expression, personal opinion expression, and modal expression, as seen on Fig 3.

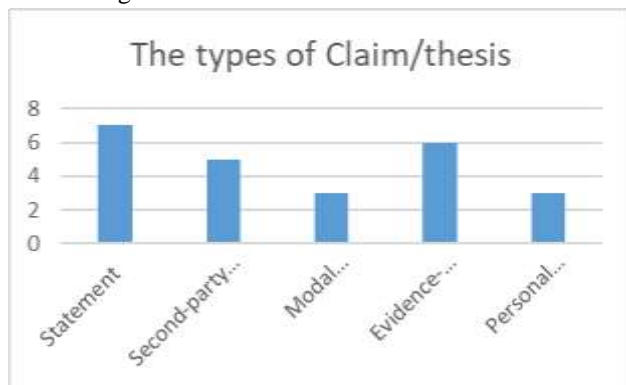


Figure 3. Type of Claim/thesis

Beside the above-mentioned, it was also revealed that several claims or thesis proposed by the student-writers

were apparently less persuasive and argumentative. Claims that were presented in the form of general statement, in fact it was the majority of the claims, seems to be similar as announcement or issues for discussion rather than one standpoint to convince the readers/audience to have no doubt about the point. Claim, such as *'However, it also can lead the students to know how to communicate in English with student's culture and local accent' (S7)*, was less directive, and it can potentially mislead the readers.

The second element of the Toulmin model analysis for argumentative writing is *data* to support the *claim*. From the collected argumentative papers, the data were presented on the body paragraphs of the essay. The paragraph was marked by the indent on the first sentence. The majority of the papers, twenty out of twenty-four papers, was organized in three body paragraphs to provide the data as support of the claim. While, three papers had two body paragraphs, and one paper contained five body paragraphs on it.



Figure 4. The Types of Data for Claim/thesis

Concerning to the type of data given on the students' essays, the data or evidence were given in various ways. Logical analysis and explanation were the most frequent type of data used to support the thesis on the essay. The writer backed up the claim by providing several concepts that showed relation among them, either cause-effect relation, concession or another type of relation so that the claim and the data were reasonable and logical. For example, the logical explanation presented by paper S13 that stated *'Furthermore, the success of learning English can't be measured by only one skill because learning a language has four skills, and speaking is only of them. Not many people have strength in all aspects. Everyone has different dominant skill'(S13)*. On her essay, the student-writer tried to persuade the readers that native-like fluency especially for speaking skill is not a must in

learning language. She built a relation between success of learning English, language skills and speaking skill.

However, several explanation and analysis seemingly fail to meet the logic and to support the claim. For example, to support the writer's idea that students learn English to communicate, he defends it by giving explanation that *'popular culture has also played an important part in spreading English... . American movies are seen in almost every country'* (S10). The evidence looks unrelated to the viewpoint so that it is insufficient to support it.

The other type of data or evidence found on the students' papers consisted of exemplification, research studies, and facts respectively. Besides, statistics, definition, expert opinion, observation, and experience were also revealed as data or evidence to support the claim or thesis proposed by the writers, as seen on Fig. The following are several samples of data or evidence.

For example, they learn English to study abroad, to work overseas, or to travel. (S5).

According to my observation, in ELT especially in Central java, many English teachers still teach English with Javanese accent. (S23)

The next elements on the Toulmin model analysis are the rebut, that stands as a counterargument for the claim and/or data. From the collected papers, it was discovered that the students' papers provided the rebuts to counter the thesis with diverse strength. Based on the organization of the essay mentioned on the previous part on finding, the patterns were block organization and point-by-point organization. In block pattern, the counterargument was delivered in one separate paragraph before the conclusion, as follow.

Unfortunately, good pronunciation is still necessary in academic speaking. As a result, students in ELT class, at least, are able to reach native-like fluency and proficiency in presenting topics. It is also to avoid misunderstanding. (25).

The essays that presented the rebut in point-by-point pattern were commonly used the expressions to show opposition or opponent. Those expressions were as follow.

Opponents claims that On the other hand, ... (S19)

Some people argue that Despite that statement, people should remember that ... (20)

Opponents also persist that ... (S5)

Opponents also state that However, ... (S12)

Meanwhile, the last element on Toulmin model that is analyzed on the paper was the data to support the claim/thesis; it is commonly called rebuttal data. It was

thirty-four items identified as rebuttal data on the papers. Similar to data for claim/thesis, logical analysis and explanation was the most frequently type used as data to support the rebuttal claim/thesis. The other types were facts, research studies, expert opinion, and examples (see Figure 5).

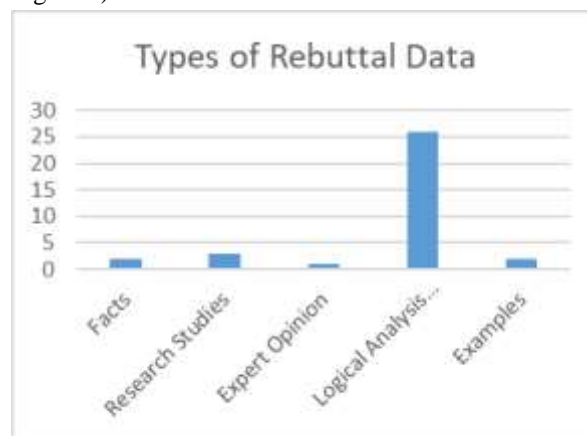


Figure 5. The Types of Rebuttal Data

Moreover, not all the rebut claim was supported by the rebuttal data. Six out of twenty-four papers were presenting the rebuts, but they did not provide the data as supports. The rebuttal claim/thesis is directly followed by the claim or the data proposed by the student-writer. Here are samples of rebuttal claim without giving sufficient explicit data as support.

Some practitioners believe the proficiency in English is always come to ability in speaking and pronunciation. The others argue the students have it without knowing the purpose of communication is useless. (S2)

Final argument from the opponents said that local English teachers who teach more than ten years can speak fluently like native speaker. In fact, native-like fluency doesn't come by itself. (S19).

Concerning to the overall quality of the essay, the majority of the essays put a position in scale 4 on the scale scoring rubric for argumentative writing (see Figure 6). It indicates that the essays have provided a reasonable standpoint, and they developed well-organized pattern. Moreover, they were also some opposite point of views completed with general evidence as support. However, at the same time, there may be some irrelevant information, insufficient data/evidence, ineffective rebut and several grammar mechanical errors. On the other hand, the other papers had the lower quality of argumentative writing; in scale 3 and 2. In the other words, they stated the writer's point of view, but some major problems were found, such as inconsistent point, minimal and unrelated reasons or arguments, and numerous grammar mechanical errors.

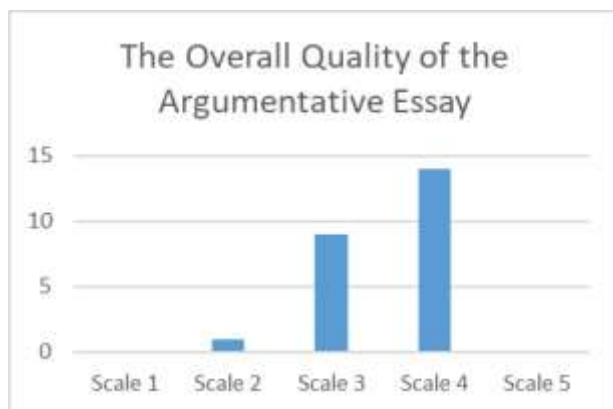


Figure 6. The Quality of Argumentative Essay

2. The Students' Perception of Developing Argumentative Essays

The second investigation of the study was dealt with the perception of the students who have experienced writing argumentative essay. They were asked to fill two item questions: one closed-ended question on the difficulty level of argumentative essay and one open-ended question that elaborates the opinion about the constraints in developing argumentative essay. All student-writers responded on the first item. The result showed that the majority of them, 68% of the students, thought that developing argumentative essay is an effortful activity to do and a difficult skill to accomplish (see Figure 7). It gains 56% as difficult and 12% to be very difficult.

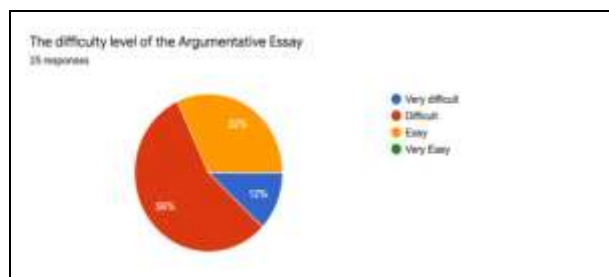


Figure 7. Difficulty Level of Argumentative Essay

Beside the difficulty level in composing argumentative paper, the writing constraints were also explored on this present study. From the collected data, they were then divided into two categories: general constraints and specific constraints. In general level of writing, student-writers perceived that they found some problems, such as lack of knowledge, vocabulary, and practice. Furthermore, they felt that starting to write was very difficult as it was the first time to compose this type of essay. For example, sample S15 wrote that '*Because I am not used to write so I don't know what to say as an argument*'. The other constraints were lacking ideas, unfamiliar topic, less concentration, and limited time.

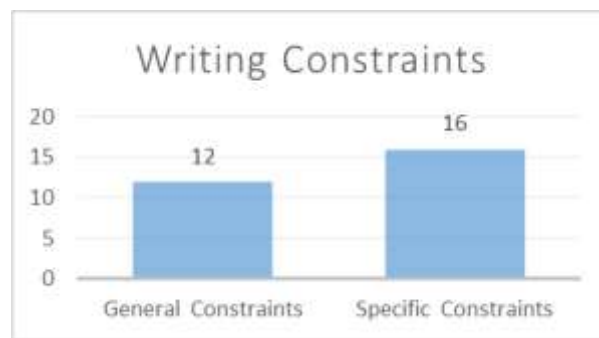


Figure 8. Constraints in Writing Argumentative Essay

In addition to general constraints, specific constraints in composing argumentative essays reached a greater number, as seen on Figure 8. It indicates that some specific features of argumentative writing have caused difficulty among the student-writer when composing the essay. They found that giving argument and counterargument was demanding and complicated. They mostly consider that finding supports and working on contradictory argument need a great deal of effort. For instance, sample S21 stated '*to me writing argumentative essay in this level is a bit difficult because we have to write both opinions with the reasons*'. As a conclusion, student-writers need to encounter two constraints either general level or specific level when they develop argumentative essays.

This study examined the structures of argumentative essays made by Indonesian EFL learners and explored their perceptions about how difficult in developing this essay in English. After collecting the data from the student-writers and their papers, the findings are then divided into two sections: the elements of the argumentative essay based on Toulmin's model of argument and the difficulty and constraints in developing it.

In general, the entire collected papers follow the Toulmin's model of argument on four elements: claim, data, rebut, and rebuttal data. As mentioned by (Toulmin, 2003), the argument consists of six complex elements: data, claim, qualifier, warrant, backing, and rebuttal. Meanwhile, the warrant, qualifier and backing are apparently not found on the papers. Moreover, by following the block pattern and point-by-point pattern, the collected papers also meet the features of argumentative writing to include thesis, arguments, counterargument and refutation, and conclusion (Reid in Al-Haq and Ahmed, 1994).

Concerning to claim, one of the main elements, all collected papers present at least one claim to be argued, and giving statement is the most frequently used in presenting it. The study by Qin and Karabacak (2010) and

Zhang (2018) show that the papers that they analyzed contain two basic elements, namely *claim* and *data*. However, the majority of claim on this present study seems less persuasive and directive. It is much more like an announcement rather than writer's viewpoint or preference to persuade the readers. The almost similar result found on the study by Ka-kan-dee and Kaur (2015). They discover that the Thai EFL learners do not have ability to produce a clear thesis statement because of lack of familiarity with the genre. Indeed, argumentation deals with persuasive strategies employed to change the mind of other agents (Paglieri and Castelfranchi, 2006). It entails what the writer feels and prefers (Coirier and Golder, 1993). When the claim or thesis (thesis statement) is clearly stated and positioned in the beginning of the essay, the writer seems to be more competent and skillful (Schneer, 2014).

In the case of rebut or counterargument, the collected papers provide rebut with diverse strength. They are organized in two patterns: block and point-by-point. This result is consistent to the study by Qin and Karabacak (2010) and Zhang (2018). Providing rebut or opposite viewpoint may increase the quality of argumentative writing. Good arguments present multiple sides, and giving rebut upgrades the effectiveness of the arguments (Qin and Karabacak, 2010).

Related to the data, to support either claim or rebut, on this present research, the entire papers provide them in various types. Giving logical analysis and explanation is the most salient on the essays. Others are facts, examples, research studies, expert opinion, experience, and statistic data. This is similar to the research by Zhang (2018) for Chinese EFL learners. It shows that the most frequent used evidence is the logical analysis (58%), anecdote (23%), and common sense (11%). Giving logical explanation become the most preferable among the writers. Nonetheless, the analysis and explanation are relatively unrelated and inconsistent to the viewpoint proposed by the writers.

At this stage, it can be drawn a conclusion that the argumentative essays made by the Indonesian EFL writers have met the structures of Toulmin model including claim, data, rebut, and rebuttal data. However, the claim is generally less persuasive, and the data for either claim and rebut are seemingly unrelated and insufficient as support. This may determine the overall quality of the argumentative essay. This type of essay can be marked as well-written argumentative writing when it provides a strong, clear thesis (claim) statement (Al-Haq & Ahmed, 1994). In addition, argumentative essay must be 'supported' (Coirier & Golder, 1993). Having the less persuasive claim and insufficient data, therefore, the

collected papers on this study gain on scale 2, 3, and 4; they are relatively good but tend to poor. It means that the majority of the essays gives pieces of irrelevant information, and it fails to bring ineffective refutation. Even though they are well-organized essays with acceptable claim/thesis, some grammatical and mechanical problems are also found. The almost similar result was on the study by Zhang (2018) which shows that the overall Chinese EFL learners' performance on argumentation was poor. And the finding on this current study support the research result by (Al-Haq & Ahmed, 1994) that discovered that argumentative papers written by students at Ibn Saud Islamic University were low in all component.

In addition to the elements on the argumentative essays, it is also discovered the difficulty and constraints in developing argumentative essay based on the students' perception. From the questionnaire, student-writers find that writing argumentative seem difficult (56%) and very difficult (12%). The majority of the students think that composing argumentative essay is an effortful assignment to accomplish. This result is consistent to study by Zhu (2001) that interviewed Mexican graduate students. They thought that argumentative assignment as a challenging and even stressful task.

To be more specific, the students-writers on this study express several constraints when developing argumentative essays. The constraints are then divided into two: general and specific constraints. In general level, the constraints are lack of knowledge, vocabulary, and practice. Moreover, unfamiliar topic and limited time are also revealed on the data. This finding is also consistent to what is encountered by Mexican graduate students when developing this essay. They reported difficulty related to genre knowledge, vocabulary, page limit, organizing ideas, and topic selection (Zhu, 2001). The study by Rahmatunisa (2014) also shows almost similar issues that grammatical linguistic aspect and organizing paragraphs on essay become problems in composing this essay.

In addition to general constraints, the student-writes on this research also reported specific constraints related to features on argumentative essay as the major problem. They find that stating thesis (claim), finding support, and working on opposite view are very difficult tasks to achieve. The same result is also revealed on the research by Zhu (2001) and Ka-kan-dee and Kaur (2015). Zhu (2001) found that the organization and rhetorical structure of argumentative essays make the students anxious and stressful. Meanwhile, Ka-kan-dee and Kaur (2015) interviewed lecturers in Thailand and found that Thai ELF learners encountered the same problems in

composing argumentative essay, such as inability to produce a clear statement, organizing ideas, and producing solid evidence.

Writing argumentative essays covers more than just knowing how to write and compose; it includes supporting process as reasoning process and considering other point of view and opposing arguments (Coirier and Golder, 1993). Having this complexity, this essay is extremely challenging and difficult even for L1 learners. In the English as a foreign language context, we found on the students' papers that they have relatively brought personal viewpoint to propose as claim or thesis. But then, they fail to execute it on well-organized writing layout. Moreover, they find difficult to provide solid and strong evidence as data. Then we also discover that they confuse on the concept of rebut or the opposite viewpoint. It is possible that culture may cause the problem to providing counterargument and overall elements on argumentation, as mentioned by Zhu (2001) and Qin and Karabacak (2010).

CONCLUSION

After analyzing the argumentative papers written by the Indonesian EFL students based on Toulmin's model of argument and coding the questionnaire to collect their perception, several findings have been discovered and concluded into two section. At first, argumentative essays have presented the main elements of Toulmin model and provided the structures of argumentative writing. It covers the claim (thesis statement), data, rebut, and rebuttal data. Those elements are diverse and various in types and strength. The most salient data used to support the claim is logical analysis and explanation. While, in general, the overall quality of the essays is relatively low considering the unrelated information and ineffective argument. Although the essays have mostly been well-organized, some major problems are found, such as insufficient support and grammatical mechanical errors. The argumentative essays made by the Indonesian EFL writers have met the structures of Toulmin model including claim, data, rebut, and rebuttal data. However, the claim is generally less persuasive, and the data for either claim and rebut are seemingly unrelated and insufficient as support. This fact may lead to an important pedagogical implication for EFL writing instruction and instructors to create a writing course that stimulates students to develop well-organized essay but also well-thought essay.

In addition, the students think that writing argumentative essay is difficult task to accomplish. The difficulties can be general and specific. In general level, lack of knowledge, vocabulary, practice has become the source of difficulty. The others are unfamiliar topic and limited

time. On the other hand, the complex features on argumentative essay results in problems when composing the essay. The students report that giving argument, finding support and working contradictory argument cause difficulty and confusion.

This current research may bring some limitation. The number of the participants in this study was relatively small; therefore, care needs to be taken when trying to interpret the results of the research. Therefore, for further investigation, the greater number of participants from different level of proficiency can be advisably taken to see the implication. Moreover, considering the findings of this current research, it is also suggestive to select and investigate the teaching method or strategy that meet the specific characteristic of argumentative essay. Therefore, the difficulty, problems, confusion and anxiety faced by the students could be eliminated, and the quality of the papers can be enhanced.

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Article

Utilization of Seamless Learning as a Learning Model during Covid-19 Pandemic in Indonesia

Luluk Setyowati

*Program of Physics Education, Faculty of Math and Natural Sciences,
 University of Indraprasta PGRI, Jalan Nangka No. 58C Tanjung Barat, Jagakarsa, South Jakarta 12530, Indonesia*

KEYWORDS

Seamless Learning
 COVID-19
 Traditional Learning

A B S T R A C T

One of the effects of the 2019-20 Coronavirus pandemic is relied on education throughout the world. Education in Indonesia is also affected by the COVID-19 virus. All levels of education from elementary schools to tertiary institutions (universities) both under the Indonesian Ministry of Education and Culture and those under the Indonesian Ministry of Religion are "forced" to learn from home because of face-to-face learning removed to prevent COVID-19 transmission. Under these conditions, the education system can adopt Seamless Learning. Seamless Learning allows students to determine when and where they will learn. This research is a literature study reviewing studies which show that Seamless can now be done to replace traditional systems during pandemic. Seamless Learning can be an option for learning methods that can be applied during the COVID-19 quarantine period. Seamless Learning allows students to learn more independently and does not sacrifice students with certain hours and duration as long as the material is affordable and accessible to students. Students can easily access material and are not limited by certain devices making it easier for students who do not have a computer or laptop.

CORRESPONDING AUTHOR(S):

E-mail: setyowatiluluk98@gmail.com

INTRODUCTION

A general education system in Indonesia is based on compulsory programs for all citizens. Children start in preschool education at the age of five. Then at the age of seven, they study is at the elementary level for six years. They continue to middle school; junior high school from seven to ninth grades, then senior high school from tenth until twelve grades is mandatory for everyone. The expected years of schooling in Indonesia are 12 years.

The education system in Indonesia is based on traditional and modern classrooms. Traditional teaching system uses books and blackboards as teaching equipment while a modern classroom is equipped with whiteboards, projectors or audio-visual display equipment and digital boards. However, both systems require students to attend school classes every day. In the education system in Indonesia, every student is required to go to school every day. In general, students must go to school from Monday to Friday. School hours are regulated by Permendikbud Number 23 of 2017 concerning School Days, namely the number of days and hours used by teachers, education

personnel, and students in organizing education in schools. School Day is carried out 8 (eight) hours in 1 (one) day or 40 (forty) hours for 5 (five) days in 1 (one) week.

On December 31, 2019, the medical authorities in Wuhan then reported the finding of unusual pneumonia to WHO. Only four weeks later, on January 26, 2020, a new type of Coronavirus (a Coronavirus Novel) was identified and announced to the public (McCloskey and Heymann, 2020). A new type of Coronavirus is then called COVID-19. COVID-19 is an infectious disease caused by acute Coronavirus 2 (severe acute respiratory Coronavirus 2) or SARS-CoV-2 respiratory syndrome. This virus is a large family of Coronavirus that can attack animals. When attacking humans, Coronavirus usually causes respiratory infections, such as flu, MERS (Middle East Respiratory Syndrome), and SARS (Severe Acute Respiratory Syndrome).

COVID-19 was named Coronavirus Disease-2019 which was shortened to COVID-19. COVID-19 has since been found to be widespread to the extent that it has resulted in a global pandemic that continues to this day. Symptoms of COVID-19 generally include 38° C fever, dry cough, and shortness of breath and the worst effect for humans is death. Until April 19, 2020 at 10:38:37 IWST, there were reported 2,329,539 confirmed cases from 185 countries of which 160,717 people died and 595,229 people could be cured (Johns Hopkins CSSE, 2020).

From Wuhan, COVID-19 continues to spread throughout the world, until on March 11, 2020, WHO officially declared COVID-19 a pandemic. Indonesia itself has not escaped the spread of COVID-19. As of March 2, 2020, the first two cases of COVID-19 entered Indonesia. In just three weeks, until March 25, 2020, there were 790 cases in Indonesia. This shows that COVID-19 spreads so fast in Indonesia (Tahrus, 2020).

One of the effects of the 2019-20 Coronavirus pandemic is on education throughout the world, which is leading to the widespread closure of schools, madrassas, universities and boarding schools. UNESCO (United Nations Educational, Scientific and Cultural Organization) on 4 March 2020 recommended the use of distance learning and opened an educational platform that schools and teachers could use to reach students from a distance and limit education disruptions (UNESCO, 2020). In connection with these developments, the Ministry of Education and Culture (KEMENDIKBUD) also took policies as a guide in dealing with the disease at the education unit level. Globally, the results of UNESCO's monitoring show that there are at least 290.5 million students worldwide whose learning activities have been

disrupted due to schools being closed. At the tertiary level of the United States, the corona virus outbreak also shows its intervention. Because of COVID-19, international student exchange programs must be stopped (UNESCO, 2020).

Thirteen countries including China, Italy and Japan have closed schools across the country in an effort to stop the spread of the flu-like virus. A number of schools in the United States have canceled classes due to the corona virus. Among them are Mariner High School and Discovery Elementary School, located in the state of Washington, which have seen a sharp increase in confirmed cases. The State of New York and the City of New York have also closed several schools after health officials confirmed at least 22 cases throughout the state. While in Los Angeles, when declaring a state of emergency on Wednesday, the government told parents that school closure was a possibility and should be prepared.

Education in Indonesia is also affected by the COVID-19 virus. The government announced the National Examination (UN) this year was officially abolished. Starting from the level of elementary school (SD) to the level of high school (SMA), the government has abolished the National Examination (UN) for 2020. Covid-19 affects not only primary (Elementary and Madrasah Ibtidaiyah Level) and secondary schools (Middle school/ Tsanawiyah and High school/ Aliyah) but also tertiary institutions (Universities). All levels of educational institutions under the Indonesian Ministry of Education and Culture (KEMENDIKBUD) and Indonesian Ministry of Religion (KEMENAG) experience negative impacts because students are "forced" to learn from home since face-to-face learning is removed to prevent COVID-19 transmission.

Under these conditions, the education system can adopt Seamless Learning. Seamless Learning allows students to determine when and where they will learn. Besides, the desire or emotional mood to learn can be carried out anytime and anywhere. So when this occurs, students need to be accommodated so that they can learn immediately, including the provision of learning resources, learning media and learning environments. These conditions allow students to learn with a variety of scenarios, the learning process can occur in formal or in informal conditions, in the classroom or outside the classroom, individual or social, digital or non-digital media, as well as the physical environment or virtual environment.

Renz, et. al. (2016) define the continuity of learning with various scenarios, known as Seamless Learning. They have used the term Seamless Learning for all activities marked by continuity of learning experiences through different learning contexts using mobile and ubiquitous technology, in this case mobile devices such as smartphones play an important role in Seamless Learning. Basically in Seamless Learning, students are given the opportunity to collaborate and to interact in various ways with peers, learning resources and the real world (physical world), in addition to that interaction is also done through the virtual worlds.

Many researches about learning only focus on one aspect of educational form; formal or informal, and have not been successful in combining the synergistic relationship between them (Sharples, 2006). Therefore, in the interaction between learners, learners and learning resources, learners and the learning environment in terms of the synergy relationship between learning in the real world and the virtual world, the proper design is needed for the transition between scenarios and learning contexts. This research discusses the concept and the design of Seamless Learning using flexible mobile technology that can be used to overcome educational problems during the COVID-19 pandemic quarantine. This research is a literature study reviewing studies which show that Seamless can now be done to replace traditional systems during a pandemic.

METHOD

This research employed the research approach in the form of Library Studies (Library Research). Literature study is a study that is used to gather information and data with the help of various materials available in the library such as documents, books, and magazines. Literature studies can also study various reference books as well as the results of previous similar studies that are useful to get a theoretical basis on the problem to be studied (Sarwono, 2006). Meanwhile, according to other experts, literature study is a theoretical study, references and other scientific literature relating to culture, values and norms that develop in the social situation under study (Sugiyono, 2012). Data sources that will be used as the material for this research are books, journals and internet sites related to the chosen topic.

RESULTS AND DISCUSSION

1. Development of Seamless Learning

With the coming of the 21st century, scholars in the emerging field of learning have begun to snap to the notion of Seamless Learning and to coin the term in the relevant literature (e.g., Rohloff, et. al., 2018), with a greater focus on technological innovation to enable

specific personalized learning activities across spaces. This development of learning will influence the nature, the process and the outcomes of learning. It happens because Seamless Learning enables students to choose their way of learning. They can choose the materials they are curious and switch the materials between different context such as between formal and informal contexts and between individual and social learning. Students can also extend their social spaces that enable them to interact with each other. Seamless learning or MSL has been loosely referred to by some literature as a learning *theory*. However, just like inquiry learning and m-learning, Seamless Learning should instead be seen as a learning notion or a learning approach at least till it is convincingly theorized.

2. Mobile Seamless Learning as Learning Innovation

The impact of technological developments change paradigms in education, develop learning outside the context of traditional learning in general. Hence, that makes the challenge of education in this digital age is no longer focused solely on what content will be learned but has evolved into how and when learning occur. Teaching and learning are no longer limited to a fixed space in a fixed time, but learning can occur anytime and anywhere without being bound by time and space. The existence of mobile devices such as smartphones supports learning outside this context.

According to Wong and Looi (2012), the portability and flexibility of mobile device have the potential to support the transition of pedagogy from teacher-centered learning to learner-centered learning. In this case, educators are no longer the only source of learning, but educators act as facilitators and partners in learning.

Rogers and Price (2009) suggest several advantages of using mobile technology in implementing Seamless Learning, namely: can increase students' motivation; increase students' participation in learning activities and develop students' social and cognitive processes; open students' insight into various forms of information. They concluded that there were three challenges in designing a Seamless Learning by using mobile technology, namely: 1) avoiding excessive information, 2) avoiding unnecessary aspects that could cause the focus of students' attention to be distracted by the device, 3) supporting students' collaboration by understanding the obstacles that are often social interactions.

It is important to understand how the process of social interaction can give an impact to the situation of collaborative learning of Seamless Learning scenario. The socio-affective process becomes increasingly important when different physical and social learning environment

constraints occur in different contexts, places and times. In essence, how educators can increase the involvement of students or students in complex social interactions by using various types of equipment including digital and non-digital in increasing learning activities.

3. Not Getting Used of Seamless Learning Makes Learning Process Stuck During COVID-19 Quarantine

Some of the impacts felt by students on teaching and learning at home are students feel forced to learn distance without adequate facilities and infrastructure at home. This facility is very important for the smooth teaching and learning process, for online learning at home it should first be provided facilities such as laptops, computers or mobile phones that will make students easier to listen to the teaching and learning process online. The next obstacle is that students do not have a distance learning culture because all this time the learning system is implemented through face to face, students are accustomed to being in school to interact with their friends, play and joke with their friends and face to face with their teachers, with Far Learning methods make students need time to adapt and they face new changes that will indirectly affect their absorption.

The existence of the COVID-19 outbreak forces students to use certain technologies that need stable internet access. Each school prepares a distance learning tool and system and provides technical guidance to teachers in order to be able to use modern technology in learning to improve the quality of students in primary schools. Children still need parental assistance to assist learning at home, at least to prepare technology before and after online learning takes place so students can take part in online learning. Thus, the support and cooperation of parents for the success of learning is needed. In addition, in online learning at this time, there is no clear system and students are required to use certain applications that still require students to be in front of their laptops or devices at certain times just like when learning in class. Such learning makes students unable to learn freely and instead makes students get bored.

4. Seamless Learning Ensures Study Without Boundaries

Unlike online learning where the application is without a clear framework, Seamless Learning means that “students can learn whenever they are curious in a variety of scenarios and that they can switch from one scenario to another easily and quickly using the personal device as a mediator”. These scenarios include students learning individually or in groups, either face-to-face or online. Students can easily move between real and virtual learning locations such as home, bus, libraries, and VLE.

These learning scenarios can also be supported by teachers, mentors, professionals, family members and other communities. Seamless Learning can be both intentional, such as starting a learning activity in class and then continuing online at home, or incidental, such as when television content or news sparks a discussion (Milrad, et. al., 2013).

The concept of Seamless Learning can be considered to be similar to the notion of situated learning, which involves the “application of knowledge and skills to specific contexts”, such as learners completing courses while working or in their own spaces and applying what they learn at the same time (Ally and Prieto-Blázquez, 2014). However, Seamless Learning enables situated learning to be applied across situations. Seamless Learning should be seen as an aspiration, rather than a collection of resources and activities.

In addition, Seamless Learning is supported by multi devices and is not depending on one kind of devices. An earlier characterization of Seamless Learning spaces referred to the collection of the various learning scenarios supported by one-to-one technology (Ally & Prieto-Blázquez, 2014). One-to-one technology-enhanced learning means that a student uses at least one computing device for learning. However, one-to-technologies has now become many-to-many technologies. Therefore, a more relevant definition of Seamless Learning is that Seamless Learning is when a person experiences a continuity of learning, and consciously bridges the multifaceted learning efforts, across a combination of locations, times, technologies or social settings.

5. Learning Success Key Using Seamless Learning

The success of the learning process by using Seamless Learning cannot be separated from the main principles of Seamless Learning which consists of 10 dimensions (Wong and Looi, 2012).

a. MSL1: includes formal and informal learning

Seamless learning bridges or connects formal and informal ways of learning that make it possible to train the independence of student’s learning. Education conducted in classrooms or in formal laboratories can be continued and brought to the personal domain where learning becomes informal according to the needs and desires of students. This can foster the independence and motivation of students in learning.

b. MSL2: includes learning that is personal or personal and social

Seamless learning combined with mobile devices also allows students to obtain information through social interaction. Learning is not only centered on individuals, but the formation of science is based on interactions that

occur in social space (Siemens, 2005; Marco, et. al., 2015).

c. MSL3: learning that is across over time

With the diffusion of technology, the notions of place, time and space for learning have changed. The latest technologies result in paradigm shifts regarding learning. Mobile learning brings along a shift from being able to learn online, from a fixed computer location, to being able to learn anytime and anywhere with a mobile device, or by being mobile. This is in turn enriched with mobile affordances as well such as augmented learning and just-in-time learning. Seamless Learning is used to describe learning in various environments across time and location seamlessly through the use of the technology as a mediating tool. This learning can take place across time and location.

d. MSL4: learning that occurs by crossing locations

With the diffusion of technology, the notions of place, time and space for learning have changed. The latest technologies result in paradigm shifts regarding learning (Renz, et. al., 2016). Mobile learning brings along a shift from being able to learn online, from a fixed computer location, to being able to learn anytime and anywhere with a mobile device, or by being mobile. This is in turn enriched with mobile affordances as well such as augmented learning and just-in-time learning. Seamless Learning is used to describe learning in various environments across time and location seamlessly through the use of the technology as a mediating tool. This learning which can take place across time and location (de Waard, et. al., 2011).

e. MSL 5: access to ubiquitous knowledge

Seamless Learning is a combination of context-aware learning, augmented reality learning, and ubiquitous access to online or online-based learning resources). At present the educational and training world is moving towards an increased use of Cloud computing enabling students to carry out their learning with ease, and in collaboration with other learners, by accessing learning resources (Hwang, Wu and Ke, 2011). Seamless Learning surpasses time and space as all the resources are centralized in the cloud, accessible for those who are interested in life-long learning and technologically able to access those resources (de Waard, et. al., 2011). Ozdamli (2013) offers a very interesting view on the effectiveness of the Cloud for developing positive Seamless Learning perceptions.

f. MSL6: covers the digital and non-digital world

Kukulska-Hulme, et. al. (2009) writes that moving the focus away from the mobile technology and towards the social practice it enables, allows for a different

conceptualization of mobile learning and they conclude that researchers in mobile and ubiquitous learning will be keen to tackle the new challenges arising from learner activity across multiple virtual and physical contexts, linking the different contexts to formal as well as informal learning. The expansion of the physical worlds to include the digital worlds is an interesting point for seamless learning researchers, as many of them refer to incorporating family members and peers, teachers in real life situations to strengthen the digital content (Ozdamli, 2013; Wong, 2013).

g. MSL7: Combines the use of various types of devices

There is another factor to learn across multiple contexts, which is the technological learner experience as she or he moves between these settings by using multiple devices. A term does exist for switching between contexts in a fluent way and is described in the mobile seamless learning framework by Wong and Looi (2012). They describe the importance of switching between devices and contexts without losing focus or losing time finding where one left off as a learner, and how this is a necessary factor for a fluid learning experience. de Waard (2013) shared that: if a course is accessible for a multitude of devices, it affects (the need for) digital skills, because multiple devices have multiple characteristics and affordances. In order for the learner to learn, she or he must be able to successfully tackle these challenges that affect their learning. As such the use of multiple devices brings along challenges for the learner with regard to their contexts (Song and Hill, 2007; Vavoula, O'Malley and Taylor, 2005), as well as their mobile skills (Song and Fox, 2005), and these skills have a bearing on the actual Seamless Learning. As a related note, multiple devices also mean that the instructional design end of the MOOC becomes slightly more complicated for the designers and facilitators. Thus this aspect of MSL affects not just learning, but also teaching.

h. MSL8: Seamless and fast switching between several learning tasks

It is clear that learning activities must be tailored to meet Seamless Learning realities. These include offering accessible learning activities, providing moments to share what is learned, and creating formal and informal learning options (Sharples, et. al., 2015). Within the area of inquiry on MOOCs there is a wide field to explore regarding Seamless Learning activities based upon, or adding to, the mobile Seamless Learning in-class and out-class.

i. MSL9: synthetic knowledge

In open, Seamless Learning spaces, learning can take place not only in private spaces individually, but also in

public spaces collaboratively (Sharples, 2006; Looi, et al., 2012). The possibility for individuals to create knowledge and to share it online replaces the old classroom exchange where the teacher knows something and transmits it, and the learner in turn absorbs it. The learner becomes an ever more important actor in the overall process of learning and teaching.

j. MSL 10: includes multiple pedagogical or learning activity models

The mobile-based Seamless Learning projects focus on the teacher's ability to introduce what is learned outside of class inside of class activities. This can be paralleled or broadened for MOOC, as it could be good practice to introduce the informal content shares of individual, or collaborative, MOOC participants and provide it as a basis for subsequent learner activities inside the MOOC. This flexibility in adjusting learner activities is highly dependent not only the willingness of the instructor or facilitator to keep an open mind, vis-à-vis their curriculum or course activities, but also to be willing to leave some openness to the overall course roll out (Uosaki et al., 2013; Brady, et al., 2018).

Learning activities in MOOC must stimulate informal learning. In order to do this, it is important that the learning activities for a massive amount of participants be made generic, and at the same time stimulating learners to link them to their own professional contexts or interests (de Waard, 2013). Real life learning is also reflected in experiential learning. Experiential learning was proposed by Dewey (1938) that allows the learner to learn by actual doing, providing a much deeper learning experience. This is picked up in mLearning projects to encourage students to learn in naturalistic settings for developing context-specific competencies.

CONCLUSION

Seamless Learning can be an option for learning methods that can be applied during the COVID-19 quarantine period. Seamless Learning allows students to learn more independently and does not sacrifice students with certain hours and duration as long as the material is affordable and accessible to students. Students can easily access material and are not limited by certain devices making it easier for students who do not have a computer or laptop. The type of technology used in Seamless Learning can also be adjusted to the needs and the abilities of students.

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Article

Translation Techniques as a Message for Target Readers in Children Story 'Widget'

Nunun Tri Widarwati¹, Purwani Indri Astuti², Arin Arianti³, Giyatmi⁴

^{1,2,3,4} *University of Veteran Bangun Nusantara Sukoharjo, Jl.Letjend.S.Humardani No 1, Jombor, Sukoharjo, Jawa Tengah*

KEYWORDS

Children Story
 Moral Message
 Translation Techniques

A B S T R A C T

In the case of translating children stories, translators need to be an extra careful since children stories are not just about fun, but children stories usually also contain moral messages. Different from translating texts for adults, the role of translators as a filter in translating children text is greater since unlike adult, children ability to do self-filter in absorbing any material they read is very weak. Therefore, translating this kind of text is certainly a challenge for translators: on one side they have to deliver the message, and on another they have to make sure that their translation should still deliver moral message to target readers. This research captures the effort of translators in trying to do both through their choice of translation techniques in translating children story Widget. The goal of the research is to investigate and to explain the translation techniques used by translators in translating Widget. The research employed qualitative analysis with the data in the form of sentences in the story with total sampling. The results of the research show that various translation techniques are chosen to deliver the message of the original text in the translation such as established equivalent, pure borrowing, explication, transposition, compensation, modulation, and reduction. In addition to that, some of them were chosen especially in order to deliver the target readers in terms of the culture of original text.

CORRESPONDING AUTHOR(S):

E-mail: nunun6323@gmail.com*

INTRODUCTION

Translating children story needs a careful consideration and attention (Wohlgemuth, 1998; Tabbert, 2002; Noerjanah, 2017; Joosen, 2019). Children literature is different from adult literature in some aspects. In terms of language use, children literature sorts to a simpler one. Despite using a simpler use of language, children story

contains a clearer moral message. In accordance with such a fact, indeed, while intended to amuse children, children's story is also used to deliver teachings on moral. Tabbert (2002) states that in approaching the concept of children's story translation, one cannot rely solely on the concept of equivalence. An acceptable concept of morality in a source text culture does not always constitute the same attitude in the target text culture. In

response to that issue, it is an importance for translators to be able to filter messages, culture, behaviors, deliver in the source text that are considered unacceptable in the target text culture. Such a filter is necessary in children's story translation since unlike adults, children are generally difficult to distinguish obscure good or bad deeds in the story.

It is in conjunction with such an issue that this research is conducted. This research is descriptive, intended to portray the phenomenon of the translation of children's story *Widget*, from English into Indonesian. *Widget* is a story about a stray dog that finds home by pretending to be a cat in order to get along with other six cats living there. This story is rich with moral message. *Widget* teaches of animal loving and caring. Besides, the character dog *Widget* shows a great courage in helping his owner and a command of survival. This moral value is valuable in the story and is also significant to the character building of the readers. Therefore, it is important that the translator should be able to render it in the target text. In addition to that, not only should translator transfer the moral value of the story, but she/he also should be able to succeed in making the cultural value of source text acceptable in the target text. As the main character of this story is a dog, that is generally viewed as human's best companion in the culture of source text, translator should consider the fact that such a concept is not widely welcome in the culture of target text.

From a description of the issue, translator should deal in translating *Widget* above. Therefore it is interesting to capture the decision carried out by translator in translating *Widget* manifested in the form of translation techniques. The translation techniques applied by the translator must be taken in order to deliver the message of the source text and also in order to deliver target readers (children) some cultural aspects of the source text. Hence, this research aims at finding out translation strategies and describing translation techniques used by translators that are used in delivering the message while rendering it in acceptable form as well as teaching language and cultural values to the target readers.

Oittinen (2006:6) defines children literature as "the literature read silently and aloud to them". The same notion is also suggested by Hunt (1992) that children's literature is a genre made for the purpose of the readers. It is clear from both concepts that children's literature is a literature made specifically for children. Therefore, if a novel, short story, and magazine are made for children, then they are all children's literature. *Widget* is included in this category since it is a short story specifically made for children.

In order to find out the use of the translation strategies of *Widget* children's story applied by the translator, this research is conducted based on Molina and Albir technique (2002). The translation techniques such as established equivalent, pure borrowing, explicitation, variation, modulation, transposition, and paraphrase. Established equivalent is a translation technique that finds the contextual equivalent of a source text linguistic unit that is already established in the target text. Whereas pure borrowing is a translation technique that takes the form of a source text item into the target text without any change whatsoever.

Moreover, explicitation is a translation technique that explicates the implicit message of a source text item in the target text in order for the target readers to better understand the meaning and the message. Another, variation is a translation technique that finds the language variation of a source text unit. In addition, modulation is a semantic shift, either in cognitive meaning or in point of view of a unit. Transposition is a grammatical shift, either rank or class shift. Lastly, paraphrase is a translation technique that renders the message of original in another arrangement or style of telling.

METHOD

The present research was qualitative analysis. Therefore, this research used descriptive in nature. The source of the data was document, that is, a bilingual story book of *Widget*. The data were all sentences both English and Indonesian language in the story of *Widget*. The sampling used was total sampling because the research aimed to find out the translation strategies applied by the translator. The steps of research were initiated by the researcher copying all sentences in the source text and the target text side by side. After that, researcher categorized the translation techniques by comparing source text sentence and target text sentence one by one. A sentence contains more than one translation strategies because translation technique operates in the micro level such as word or in every constituent in practice.

RESULTS AND DISCUSSION

From 53 sentences in the original version of *Widget*, there are found 223 translation techniques that are manifested as established equivalent, pure borrowing, explicitation, variation, modulation, transposition, and paraphrase. The configuration of each technique and the frequency of its occurrence in the translation is depicted in the table below.

Table 1. Results

No	Translation Technique	Frequency	Percentage
1	Established Equivalent	170	76.23
2	Pure Borrowing	23	10.31
3	Explicitation	20	8.9
4	Variation	3	1.4
5	Modulation	3	1.4
6	Transposition	2	0.89
7	Paraphrase	2	0.89

The table above shows translation techniques applied by the translator in translating Widget presented from the most frequently occurred to the least. Below is the sample analysis and description of each category.

1. Established Equivalent

This technique occurs in the environment in which a source text unit finds its contextual equivalence in target text. The equivalence is established and used either in the dictionary or in the daily conversation by the people.

ST

Widget is a little stray dog.

TT

Widget adalah seekor anjing kecil.

The translation from a little stray dog into *seekor anjing kecil* is categorized as established equivalent since the translation fits the contextual message of the original, both grammar and semantics. All words in the phrases are transferred into their correct equivalence without any shift of meaning.

2. Pure Borrowing

This technique occurs when the translator copies the item of the source text as it is without any change at all into target text.

ST

Widget is a little stray dog.

TT

Widget adalah *seekor anjing kecil*.

The word 'Widget' is purely borrowed by the translator into Indonesian translation. That word is a name of the main character in the story. It is common for a one's name to be transferred as it is in the translation without any change. It does not mean that a change is not possible. In some cases, a foreign name is adapted into target text based on the habit of target text culture in order for the translation to be appropriate to the experience of the target readers. However, in this case the translator resorts to maintaining the name Widget as it is. This will be due to the fact that Widget is not just any name, but it is the name of the main character as well as the title of the story. This borrowing will also happen because the publisher demands the translator to do so. In other light of

this, the pure borrowing can serve as a cultural learning medium for target readers. By this technique, target readers will be made aware of the habit of pet's naming in the source culture. Thus, target readers can experience foreign culture.

3. Explicitation

This technique occurs when translator explicates the implicit message in the source text in the translation.

ST

I wish you could stay.

TT

Aku ingin mengajakmu tinggal di sini.

It shows that "You" means Widget and "I" means Mrs. Dig. It means that implicit information is made explicit in the translation, Such an explication of information is categorized as a form of explication technique.

4. Variation

This technique occurs when translator finds a social variation equivalence of a source text item in the target language.

ST

"I didn't know you had a dog"

TT

"Saya baru tahu anda punya anjing"

The pronoun 'I' and 'you' in the source text sentence are translated into their social variant equivalence in the translation. 'I' is translated into '*saya*' and 'you' is translated into '*anda*'. The variation is resorted because the context of situation dictates the translator to do so. The context of situation is a conversation between the owner of Widget and her neighbor. The two respect each other. In English culture, the addressee in this situation is always the same, that is still 'I' and 'you' but in Indonesian culture, it is different. '*Saya*' dan '*anda*' are used in a more formal setting. Since the conversation occurs between two neighboring adults, therefore such references are chosen by the translator.

5. Modulation

This technique occurs when translator changes the point of view or the cognitive meaning of a unit of source text in the target text.

ST

"What do you think?"

TT

"Bagaimana pendapat kalian"

In this case, this translation technique operates in a bigger unit, that is, a sentence. The sentence of source text is translated into a sentence of target text by changing the cognitive meaning. The source text sentence concerns with what the subject 'you' think about a particular topic. The translation shifts such an arrangement into how or

what is the opinion of the subject 'you' about that particular topic.

6. Transposition

This technique occurs when translator changes the grammatical unit of source text in the translation. The grammatical unit can be word class or structure rank.

ST

"Well, girls", she said.

TT

"Baiklah, nona-nona", katanya.

"she said" to be translated into "katanya". This is an instance of transposition of structure rank. It is known as a rank shift.

7. Paraphrase

When translator translates a sentence unit of source text in different articulation or style or arrangement in target text, it means that he or she paraphrases the translation.

ST

"He never took his eyes off the girls"

TT

"Matanya tidak pernah lepas dari kucing-kucing itu"

Paraphrase technique usually operates in bigger unit such as a sentence. The source text sentence is translated in the manner of a more acceptable construction in the target text. Both mean the same thing but are delivered in a different way. The translation means that his eyes are always on the girl cats.

The translator puts assumption in delivering the message of the original in the translation with an acceptable translation language. Thus, paraphrase is used in attempt to make an acceptable translation. Point of view of that variation, modulation, transposition, and paraphrase are used in attempt to make an acceptable translation. These techniques can deliver the same message with the original in a more acceptable manner of language in the target text.

Explication is used in order for the translation to be more easily understood by target readers. It is in conjunction with the fact that the target readers are children. Therefore, the translator has felt that it is necessary to improve the readability of the translation by explicating the implicit information of source text in the translation.

Next, the translator tries to maintain the cultural naming of the pet, or in this case as the main character as well, by using pure borrowing technique. The hope of the translator is that readers experience in foreign cultural

habit. Despite all those efforts, there is a concern on the concept of the dog pet as a human's best companion since the start. As described earlier in the background of the research that such concept is widely acceptable in the culture of target text. Even so, the translator still maintains such concept in the translation. This might be due to the fact that it cannot be adapted since the dog story is the epitome of the Widget story. A dog cannot be adapted into a cat as human's best friend since cats are also present in the story as other characters.

CONCLUSION

From 53 sentences of the source text, there are seven translation techniques identified in the translation. They are established equivalent (170), pure borrowing (23), explication (20), variation (3), modulation (3), transposition (2), and paraphrase (2). Established equivalent, variation, modulation, paraphrase, and transposition are used in order to produce a translation that delivers well the message of the original in an acceptable form of language. Explication is used in order to improve translation of the text since its easiness to understand is necessary for children as target readers. Pure borrowing is used in order for target readers to experience and to learn the cultural values of source text.

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Article

Students' Perception of Teachers' Creativity in Implementing Home Learning at SMK Duta Mas

Nurhayati¹, Tri Angkarini², Nini Adelina Tanamal³

^{1,2,3} Universitas Indraprasta PGRI, Jalan Nangka No. 58, Jakarta 12530, Indonesia

KEYWORDS

Home Learning
 Perception
 Teachers' Creativity

ABSTRACT

The Indonesian government formally enforces rules of study, worship, and work from home from March 16th, 2020. Minimizing and limiting meetings involving physical contact are efforts to reduce the spread of the COVID-19 virus. These conditions have implications for the effectiveness of the learning process in schools. The implementation of a home learning program replacing face to face-to-face schooling raised some problems from the lack of teachers' skills to hazy educational policies. Because of that reason this study is conducted to find out students' perception of teachers' creativity in implementing home learning programs during the pandemic. There were 60 participants chosen by simple random sampling from grade 11th, the academic year 2019-2020, SMK Duta Mas. A questionnaire with a Likert scale was used to collect data. Then data analysis employed qualitative descriptive research to analyse indicators of teachers' creativity proposed by Slameto. The findings of this study reveal that from 6 indicators of teachers' creativity, 5 of them have a high percentage and the average total percentage is 79.26%. Therefore, it can be concluded that students' perception of teachers' creativity in SMK Duta Mas in implementing home learning during the pandemic is considered high. However, teachers need to improve their ability in creating media for learning because it is very important to improve students' learning achievement and to motivate them to learn.

CORRESPONDING AUTHOR(S):

E-mail: triangkarinidepok@gmail.com

INTRODUCTION

The rapid spread of the Covid-19 pandemic has created a disruption in Indonesia's education sector as around 45 million students are unable to continue their learning activity in schools (Statistics Indonesia, 2020). The Indonesian government's policies in reacting to this outbreak are to apply the rule of social distancing to all degrees of society, even in a few major urban communities in Indonesia. The PSBB (Large-Scale Social

Restriction) is likewise executed to break the chain of spreading this infection. The rapid spread of Covid-19 has forced governments to close schools and enforces at-home distance learning. This strategy affects education in Indonesia, particularly on the learning process for school students. The utilization of social distancing at the essential and optional school levels proceeds until conditions are pronounced conducive. During the pandemic, schools are shut however the learning process should proceed. Up until this point, no internet learning

framework has been completed all the while (Sun, et. al., 2020). Various initiatives are underway to ensure study activities continue despite the absence of face-to-face schooling. One alternative to replace the traditional classroom method is by using a home learning program. During the pandemic, internet learning has now been done almost all over the world (Goldschmidt, 2020). Thus, in this home learning program, all components of schooling are needed to have the option to encourage realizing so it stays dynamic even without up close and personal contact.

This sudden change to the home learning program raises problems among students and teachers, especially for the first two weeks. Moreover, some students think that online school is confusing to adjust to as we have not been prepared through simulations or practices beforehand. Students report the home-learning program to be even more stressful than regular classrooms. Some of the common reasons for this are because online classes take out the benefits of having friends to socialize with and being stuck alone with nothing but assignments (Angdhiri, 2020). Many students participating in home-learning programs also say that the workload of online classes is larger than that of regular classes. Fatoni, et. al. (2020) in their research find that the most frequent complaint during the implementation of home learning is network instability, occurring in 39.16%. The second most frequent complaint involves unilateral teacher-students and student-students interaction with a response rate of 17.41%. Interaction is not possible and the quality of the educational environment is poor, content is not conveyed accurately, direct interaction is not possible. Teachers make a progress on their own without interaction with students is a common response. The third most frequent complaint is the reduced concentration of 29.13% of responses. Many students answer that it is difficult to concentrate on class for long periods. The general consensus is that home-learning programs - although highly beneficial and a good alternative to school as schools are closed - still require some getting used to by students, as it is a novel concept and not many are experienced with them.

For teachers, this quick move of learning system additionally raises a few deterrents that should be overcome. To begin, certain teachers are digitally illiterate in operating on the web course application. This can cause an issue when the teachers are truly difficult to see how the online course application functions. Therefore, the teachers once in a while fail to send some materials or do not have the foggiest idea how to give test for the students. Second, numerous teachers do not have any experience with directing the home-learning system and they are not set up to do that in a brief time frame. As an outcome, most

students are just approached to understand books, to compose an outline, and to complete a practice sheet. Along these lines, the students discover this program incapable and exhausting. Another issue is that the teachers do not understand the contrasts between traditional classroom learning and home-learning. In doing the home-learning program, the teachers must have the option to convey the material in such a way so the students can comprehend the exercise without the presence of the teachers. And this becomes a problem when the teachers only give the lesson without any guidance that the students need and leave them to understand nothing. Putri, et. al. (2020) in their previous research find that in implementing home learning program, teachers recognize more challenges and hindrances, remembering a few limitations for the decision of instructing strategies that normally apply in standard up close and personal classes, less educational plan material inclusion, absence of innovative abilities that upset the potential for home learning, absence of capacity - various sources in Indonesian bringing about additional time expected to create e-content, longer screen time because of making e-content and giving input on student's work, more exceptional and tedious correspondence with parents, challenges for better coordination with teachers, principals, and higher web bills. As indicated by Hodges, et. al. (2020), teachers likewise feel overpowered and caught off guard for home learning programs and experience the ill effects of web availability issues or hazy educational policies, like their students. Subsequently, to improve the home learning program, the challenges experienced by students just as teachers should be perceived, and an approach to settle them should be found.

To overcome those issues, teachers' creativity is needed to find a method of how to manage the class, how to develop curriculum, how to create teaching material, how to select and to use media of learning, and how to evaluate the teaching and learning process in implementing home learning program. According to Vasudevan (2013), creative teaching can build levels of inspiration and confidence with respect to students. Teacher's creativity in teaching contributes to the students' interest because it can improve the students' motivation in learning. Over the course of the last decades, the definition of creativity is widely known as a process that involves the production of novel, useful products (Mumford, 2003) or in Sternberg's (2011) words the production of something originals and worthwhile. Amabile in Ahmadi, et. al. (2017) state that creativity is the creation of novel and helpful thoughts by an individual or small group of people who cooperate. Lubart, et. al. (2015) specify creativity as the ability to produce novel and adapted solutions in a specific context.

Moreover, Supardan (2010) views creativity as the ability of a person to produce something new, or new combinations such as ideas or concrete actions that are relatively different reflects the flexibility, fluency, originality, and ability to elaborate an idea. From those definitions mentioned previously, it comes to the conclusion that creativity is a process or skills that produces something new whether it is in the form of ideas, real work, new methods, or products that a person uses to solve a problem as a result of his interactions with his thought and his environment.

In education, the link between intelligence and creativity is vital in developing the learning process. Creativity cannot be dismissed on the grounds of the different levels of intelligence that one could find in a classroom. Creativity is an innate quality that cannot be demonstrated, which indicates a popularity-based perspective on innovativeness (Vasudevan, 2013). In line with this, Runco (2007) states that distinguishing intelligence alone does not guarantee a creative output. And it has also been acknowledged that intelligence could be identified as something incremental and able to be influenced, as a quality that can be developed and, thus improved. Hence, creativity could also be nurtured and increased gradually (Ng and Smith, 2004). In education, creativity is important because it can improve academic attainment. Fisher (2004:11) reports:

Research...shows that when students are assessed in ways that recognize and value their creative abilities, their academic performance improves. Creative activity can rekindle the interest of students who have been turned off by school, and teachers who may be turned off by teaching in a culture of control and compliance.

Therefore, the use of a contemporary teaching method that involves student-centered, interaction-based, and open-ended elements are ideally suited to fostering the creative thinking and behaviour of the learners. That is why creativity is not only required but also necessary in the teaching and learning process because it makes the learner taking an active role so that creativity is developed in the learning, and it makes the teaching more effective. From the explanation above, it is clear that teachers need to be creative in their teaching method because this component provides something extra from a creative performance.

According to Albert (2010), a creative teacher refers to the creativity of a teacher in teaching and it is about how

the teachers adapt their teaching to maximize learning in the class. Such as the teachers have to be able to produce something new, like new ideas, lessons, and activities. So, it means that creative teacher here is about the ability of the teacher to maximize learning, for example the teacher who attempts to devise new methods of conveying their explanation. According to Morris (2006), one of the characteristics of creative teachers are they always willing to experiment, but they recognize the need to learn from experience. Creative teachers also need the capability, in particular, fields because it can show whether the teacher is familiar with that particular subject and able to teach well. They need to use some techniques that inspire their interest and raise their self-esteem and confidence. In other words, teaching for creativity is anything but a simple choice, yet it tends to be agreeable and profoundly satisfying (Vasudevan, 2013). Cremin, Barnes, and Scoffham (2013) also state that there are eight aspects of teachers' ability and cognition that characterize some of the qualities of creative teachers: knowledgeable, requires confidence, committed to helping their learners' succeed, familiar with a wide range of strategies and technique, risk-takers, seek to achieve learner-centered lessons, reflective, and non-conformists. Richards in Suwartono (2016) mentions that creative teachers possess the following qualities: (1) creative teachers are knowledgeable; (2) creativity in teachers requires their possessing confidence; (3) creative teachers are committed to helping their learners succeed; (4) creative teachers are non-conformists; (5) creative teachers are familiar with a variety of strategies and techniques; (6) creative teachers are risk-takers; (7) creative teachers seek to achieve learner-centered lessons; and (8) creative teachers are reflective.

In the teaching and learning process, creative teachers are significant because it plays the significant part to make the objective in showing endeavours at schools in light of the fact that the educators instruct as well as recognize the student also (Terry, et. al., 2018). Based on that, every teacher has to have their own creativity to enroll their duty as a professional educator. Moreover, Vasudevan (2013) states that creative teachers can assist students with expanding their degree of reasoning and teachers' correspondence with them. Creative teachers also have the ability and know-how to do innovative and creative learning processes in a class to enrich the target (Amri and Ahmadi, 2010). In this case, the teacher should be able to encourage and to find out the best way to push and to develop their achievement. Therefore, to create a successful home-learning program, teachers' creativity is crucial to increase students' motivation in learning and helping them to achieve their goals, especially in this difficult time.

However, the teachers' creativity is not generally successful in a variety of fields that are related to creativity because of the lack of proper understanding of it. Teachers are unaware of creativity, and they are unable to classify the creative students. They give lesser consideration, consolation and endorsement to creative students (Vasudevan, 2013). All these discourage creativities and go against the creative teaching method (Croply, 2001). These points make it essential for conducting the educational programs for teachers to be clear and creative. Teachers' commitment would work in creating the proper awareness, skill, and attitude for teachers to teach and to learn something beneficially. Based on the explanation above, this study is designed to seek the students' perception of teachers' creativity related to the implementation of the home-learning program as an impact of the COVID-19 outbreak.

METHOD

This study used qualitative descriptive research. Qualitative research was hoped as a useful way to mainly understand a case and not only look at the causality but instead try to comprehend the studies case (Moleong, 2013, Akmal, Dhivah, and Mulia, 2020). The research took place at SMK Duta Mas, Jakarta. The researchers used simple random sampling since the online questionnaire was delivered to 8 out of 30 classes. The sample was chosen randomly that could represent the total number of students. Therefore, the number of samples was 60 participants.

Validity and reliability tests were employed before administering a research instrument. The validity with Pearson Product Moment (≥ 3.0) was used (Sugiyono, 2010); then, 25 out of 26 items were valid. Reliability with Cronbach's Alpha formula (≥ 0.70) was used (Arikunto, 2013); then, the result of items was reliable (0.90). Each item was rated using a Likert scale with four scales. In collecting data, a valid and reliable questionnaire with closed-ended questions was administered to the respondents. Finally, the collected data were analyzed qualitatively using a percentage.

RESULTS AND DISCUSSION

In this section, the data are obtained from the questionnaire and are analysed by using the Creative Attitude Scale. To score the scale, the response options are credited 4, 3, 2, and 1 from ALWAYS to NEVER. The researchers use the percentage description analysis to measure the students' perception of teachers' creativity (Arikunto, 2013). Then, the researchers categorize the scores resulted from the calculation into the following criteria: less than 250% is named VERY LOW, 40%-54% is named LOW, 55%-70% is named FAIR, 71%-85% is

named HIGH and 86%-100% is named VERY HIGH (Arikunto in Tarjo, 2019). Some tables provide the results followed by the interpretation of data. Tables 3-9 are the results of the experience of students using online learning applications.

Table 1. Ability in Planning Teaching and Learning Process

No	Questions	always	often	Sometimes	never	AV	Category
1	Teacher is always ready with the teaching material.	61 %	32 %	3 %	0 %	89.6 %	Very High
2	Teacher prepares the material in a form of material compilation or PPT.	41 %	35 %	21 %	0 %	79.6 %	High
Average of Total Percentage						84.6 %	High

Table 1 shows that 61% of students say that teachers always make preparation before teaching and none of the students say that teachers never make teaching preparation. Similar to point 1, from point 2, 41% of students affirm that teachers always prepare the material in a form of material compilation or PPT and none of them say never. Dealing with categories, students have a very high perception of teachers' readiness and a high perception of teachers' material preparation. It can be concluded that students have a high positive perception of teachers' ability in planning the teaching and learning process with an average total percentage of 84.6%.

Table 2. Ability To Respond to the Questions Asked and Tends To Provide More Answers

No.	Questions	always	often	sometimes	never	AV	Category
6	The explanation given by teachers is enough.	45 %	26 %	24 %	2 %	79.2 %	High
7	Teachers answer the students' questions clearly.	47 %	35 %	14 %	0 %	82.1 %	High
21	Teachers	52 %	27 %	17 %	0 %	83.5 %	High

explain the material patiently.	%	%	%	%	%	
Average of Total Percentage					80.9 %	High

Table 2 points out that 45% of students think that teachers always give enough explanation. Even though teachers' explanation is not much, but 47% of students think that teachers always answer the students' questions clearly and 52% of students say that teachers always explain the material patiently. Therefore, with a total percentage of 80.9%, it can be concluded that students' perception of teachers' ability to respond to the questions asked and who tend to provide more answers is high.

Table 3. Ability To Foster Enthusiasm for Students' Learning

No.	Questions	always	often	sometimes	never	AV	Category
3	Teachers are full of spirit when explaining the lesson.	47 %	36 %	15 %	0 %	83.1 %	High
4	Teachers are always nice in every learning activity.	35 %	29 %	33 %	0 %	75%	High
18	Teachers give appraisal if students can answer the question.	45 %	35 %	14 %	2 %	81.9 %	High
22	Teachers give a solution if students have problems in their learning.	50 %	29 %	15 %	2 %	82.7 %	High
23	Teachers give scores according to students' ability.	58 %	27 %	11 %	0 %	86.5 %	High
25	Students are always bored when	3%	29 %	42 %	24 %	72.3 %	Weak

studying.		
Average of Total Percentage	80,2 5%	High

Table 3 shows that 47% of students think that teachers always have high spirits when explaining the lesson and 35% of students think that teachers are always nice to them. Moreover, 45% of students think that teachers always give appraisals to students if they can answer the questions. Although teachers are always good and nice, there are still 42% of students think that sometimes they are bored when studying. However, 50% of students say that teachers always give solutions when they have problems in learning and 58% of students say that teachers always give scores according to their ability. Dealing with categories, students have a high perception of all indicators. Therefore, it can be concluded that students' perception of teachers' ability to foster enthusiasm for student's learning is high with an average total percentage of 80.25%.

Table 4. Ability To Choose a Good Teaching Method that Fit with the Lesson Material and the Students' Condition

No.	Questions	always	often	sometimes	never	AV	Category
8	Teachers ask students to give explanation s from the material given.	39 %	30 %	27 %	0 %	77.7 %	High
12	Teachers explain the material by giving examples that are easily comprehended by students.	42 %	39 %	15 %	0 %	81.5 %	High
13	Teachers make learning groups so that students are actively involved the in the learning	29 %	18 %	38 %	12 %	66.2 %	Fair

15	Teachers ask students to review the lesson at home.	38%	39%	18%	2%	78.8%	High
16	Teachers give homework.	47%	18%	26%	6%	76.9%	High
17	The assignment is given by teachers are easily comprehended.	38%	29%	29%	2%	76.2%	High
20	Teachers give test about the material that has already been discussed.	47%	30%	18%	0%	81.9%	High
Average of Total Percentage						77,24%	High

Dealing with teachers' ability in choosing a good teaching method, Table 4 presents that 39% of students say that teachers always ask students to give explanations from the material given, and 42% of students say that teachers always explain the material by giving some examples. Interestingly, 56% of students think that teachers sometimes stick to the book when explaining the material and 27% of them think never. This result shows us that teachers still depend on books for explaining the material. Next, 47% of students say that teachers always give tests after discussing the material. Surprisingly, 38% of students think that teachers sometimes make group work and 39% of students affirm that teachers often ask students to review the lesson at home. Dealing with the homework and assignment, 47% of students say that teachers always give homework and 38% of students think that the assignment given by teachers is easy to comprehend. With the average total percentage of 77.25%, it can be concluded that students' perception of teachers' ability to choose a good teaching method that fits with the lesson material and the students' condition is considered high.

Table 5 Ability To Create Media that Can Foster Students' Motivation

No.	Questions	always	often	sometimes	never	AV	Category
9	Teachers use more than one OL application in their teaching.	27%	30%	29%	9%	69.6%	Fair
10	Teachers use video for teaching.	26%	27%	41%	3%	69.6%	Fair
11	Teachers use interactive games in their teaching.	23%	18%	45%	11%	63.5%	Fair
Average of Total Percentage						67,56%	Fair

Table 5 describes that 30% of students say that teachers often use more than one online learning application. However, 41% of students say that teachers sometimes use video for teaching and 45% of students say that teachers sometimes use interactive games in their teaching. Dealing with the category, students have a fair perception of those three indicators. Therefore, it can be concluded that students' perception of teachers' ability to create media that can foster students' motivation is fair with an average total percentage of 67.56%.

Table 6. Ability To Interact with Students

No.	Questions	always	often	sometimes	never	AV	Category
5	Teachers ask if there are any students who have problems in their learning. Teachers admonish students if they are not active in their learning process.	55%	33%	8%	0%	87.3%	Very high
14	Teachers ask if there are any students who have problems in their learning. Teachers admonish students if they are not active in their learning process.	50%	35%	12%	0%	84.2%	High

19	Teachers admonish lazy students.	50	33	12	0	84.2	High
		%	%	%	%	%	
Average of Total Percentage						85.23%	High

Dealing with teachers' ability to interact with students, table 6 shows that 55% of students say that teachers always ask whether students have problems in their learning and 50% of students say that teachers always admonish students who are not active in the class. Moreover, 50% of students also explain that teachers always warn lazy students. Dealing with the categories, students have a very high perception on indicator no. 5 but have a high perception on indicators no. 14 and 19. With the average total percentage of 85.23%, it can be concluded that students' perception of teachers' ability to interact with students is considered high.

Table 7. Average of Total Percentage of Students' Perception of Teachers' Creativity in Implementing Home Learning Program during the Pandemic in SMK Duta Mas, Jakarta

No	Indicators	Average scores	Category
1	Ability in Planning Teaching and Learning Process.	84.6%	High
2	Ability to Respond to the Questions Asked and Tends to Provide More Answers.	80.9%	High
3	Ability to Foster Enthusiasm for Students' Learning.	80.25%	High
4	Ability to Choose a Good Teaching Method that Fit with the Lesson Material and the Students' Condition.	77.02%	High
5	Ability to Create Media that Can Foster Students' Motivation.	67.56%	Fair
6	Ability to Interact with Students.	85.23%	High
Average of Total Percentage		79.26%	High

Based on table 7, the average total percentage of students' perception of teachers' creativity in implementing home learning programs during the pandemic in SMK Duta Mas, Jakarta is 79.26%. It can be concluded that students have high positive perceptions of teachers' creativity in their online teaching. It also concludes that from 7 indicators of teachers' creativity, teachers' ability to

interact with students have the highest score of 85.23%. This result shows that interactions between students and teachers during the home learning program are very good.

The results prove that each indicator mostly has high percentages (84.6%, 80.9%, 80.25%, 77.02%, and 85.23%) except indicator no. 6 (67.56%) and also mostly has the same categories (high/very high). The first indicator is the students' perception of teachers' ability in planning the teaching and learning process. The interpreted data reveal students give a high positive perception of teachers' teaching preparation. This result is related to students' perception of teachers' ability in explaining the lessons and answering the students' questions which also have a high positive perception from the students. From this data, it can be seen that teachers have a good ability in explaining the lesson clearly and also can answer the students' questions because they prepare the teaching material beforehand. This is in line with Reed and Michaud (2010) who state that the lesson planning process allows teachers to evaluate their own knowledge in line with the content to be taught.

The third indicator reveals that students are very motivated in doing a home learning program. Teachers' good character and their ability to help and to support their students are some factors that make students enjoy their learning. In line with this, Witt, Wheelless, and Allen (2004) say that teacher's passion for teaching affects student's interaction with the lesson and increase the enjoyment during class time.

The fourth indicator shows that teachers have good ability in choosing a teaching method. Among some teaching methods used by teachers, group work is less preferred. The reason might be because, during this pandemic, students have to do physical distancing so that they will have difficulties if they have to study in a group. Even though teachers have good ability in delivering the lesson but they still depend on the textbook while explaining the material. This finding strengthens the reason why teachers have lack the ability in creating media for teaching. In this indicator, teachers seem not to optimize the use of media like video and games which is very important especially in implementing home learning programs. Related to this, Louise and Andrews (2009) prove that the use of video in online education has become progressively more important in providing varied and interesting pedagogical opportunities for educators, and parallels students' needs for interactive and engaging lessons in a changing classroom. Luckily, this fact does not affect the students' motivation to learn.

Dealing with teachers' ability to interact with students, it shows that both teachers and students have a very good relationship. This good relationship also becomes one of the factors that make students comfortable in learning. This is relevant to Davis (2003) who states that the relationship between teachers and students affects the quality of students' motivation to learn and classroom learning experiences.

From the total average percentage of students' perception of teachers' creativity, it can be concluded that teachers in SMK Duta Mas are highly creative. According to Purwanto in Monawati and Fauzi (2018), creative teachers should at least have 2 indicators, that is, teachers' ability in planning the teaching and learning process and teachers' ability in carrying out the teaching and learning process. Similarly, according to Slameto (2010), creative teachers should have 13 characteristics which include many things, namely: tend to prefer heavy and difficult tasks, have passionate dedication and are active in carrying out their duties, and respond to the questions asked, and tend to provide more answers. From those characteristics, teachers in SMK Duta Mas are already qualified to be called creative teacher because, among 6 indicators of teachers' creativity, 5 indicators have high scores. However, teachers in SMK Duta Mas should improve their ability in creating media for teaching. This is similar to Brown in Agung (2012) who states that one characteristic of teachers' scholars is the ability to create and to develop interesting and applicable teaching media. He also further states that creative teachers are the ones who carry out their teaching and learning by optimizing their knowledge and skills.

CONCLUSION

In light of results and conversation, it tends to be presumed that students' perception of teachers' creativity in actualizing home learning programs during the pandemic is high (79.26%). Students have an extremely certain discernment from the manner in which educators set up the teaching and learning process to the manner in which they communicate with students. It seems like students make the most of their learning interaction at home during this pandemic on the grounds that their teachers are truly helpful and give their best exertion to keep up the nature of their teaching so students will get a similar contribution as they get from customary face to face classroom. Out of the five indicators, point number 6 (capacity to interact with students) has the most noteworthy rate. This outcome demonstrates that teachers can keep up their association with students so they will not feel confined since this consistently becomes an issue in the home learning program implementation. From the scores of those indicators, it tends to be reasoned that teachers in SMK Duta Mas are as of now qualified to be

called creative teachers in light of the fact that, among 6 pointers of teachers' creativity, 5 indicators have high scores.

Even though the scores of students' perception of teachers' creativity in implementing home learning program in SMK Duta Mas is high but they should improve their ability in creating media for teaching because in implementing home learning program teachers have to be more creative in delivering the lesson especially using online learning application to make the lesson more meaningful and motivated. Other than that, the teachers ought to be strived to improve their capacity and their expertise to look and to discover or to join some new procedures of encouraging home learning programs to make the teaching and learning process enjoyable for the students. The determination of those techniques and strategies ought to likewise consider the students' monetary capacity and accessibility of web access with the goal that the home learning project can run more viable and proficient. Therefore, educational institution or schools should provide their teachers with adequate training and support in information and communication technology (ICT) and also home learning program pedagogy to enhance learning during this exceptional time.

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Article

Teaching Simple Present in Writing Through Short Story on Youtube To Accounting Students at University of Bina Sarana Informatika

Paramita Kusumawardhani

Universitas Bina Sarana Informatika Jl. JIKramat Raya No 98 Senen Jakarta Pusat 10450

KEYWORDS

Teaching
 Simple Present Tense
 Youtube
 EFL

A B S T R A C T

This research discusses the use of short story on YouTube in teaching simple present tense to Accounting students. The development of technology has influenced in English teaching learning ways. There are some skills that should be mastered by the learners in learning English, they are listening, speaking, reading and writing. Technology can be used in all English skills, such as the use of YouTube in teaching writing. There are many short stories on YouTube that can be used as one of the media in teaching writing. Simple present is used to show the activity which is done repeatedly. It is also used to show about general truth or fact. It is chosen as the students, especially Accounting students, still have difficulties in implementing simple present in the sentence. The method used in this research was descriptive qualitative method and the participants of this research were the students from Accounting Department, 1st semester of University Bina Sarana Informatika. The results of the research are: (1) most students have understood about the pattern of the verb used in simple present tense; (2) most of them have known about using verbs or auxiliary verbs; and (3) some of them made mistakes of the writing of the verb and auxiliary verb.

CORRESPONDING AUTHOR(S):

E-mail: paramita.pmi@bsi.ac.id

INTRODUCTION

English has been used in all over the world for communication. English is also used not only in formal situation but also in informal situation. People should be able to master English to communicate well. Studying and learning English are related to grammar. Grammar is needed to master English. There are some aspects in grammar that should be mastered by the learners to master English. Grammar is one of English components that need to be understood how to improve your English grammar in making sentences by using a simple sentence.

As stated by Herlina and Ramasari (2018) that a sentence with a good grammar is important because it tests your understanding that gives a concrete skill which can develop and also gives a measure of the grammar skill progress. Learning English has its difficulties. English has its grammar as the rules of the language. It also does exist when it is implemented in writing. There are several rules that should be applied. Tense is one the rules that should be applied in writing.

Swan as cited in Fadilah (2019) defines grammar as the rules that show how words are combined, arranged, or

changed to show certain kinds of meaning. Teaching of grammar should be determined by the needs of the students. Grammar is a method to make a good sentence and coherence each word, through arranging a word, phrase, and clause until to be a good sentence, but not only about to arrange a good sentence it describes about sound and pronunciation too. Good pronunciation reflects good understanding of a listener, it means good in pronouncing word to word in articulation, saying sentence structure and using of tenses. Ford, Davis, and Marslen-wilson (2010) said that grammar is concerned with the structure of words (morphology) and of phrases and clauses (syntax). Grammar is a process of forming words from the small unit, then to be phrases and also clauses until to be a higher form that unit of sentence.

Grammar is the way to make word, phrase, clause, and sentence structure properly, presence of interconnected between one word with another word which makes the text acceptable and easily understood by the reader. There are some aspects in grammar that should be learnt by the learners. Grammar relates to tenses. Tenses are related to time. Time is used in writing to tell the reader about the time of the event. On the other hand, tenses are used to tell when the event happens. Simple present tense is one kind of tenses that is used to write or to speak in English. It is important because simple present tense usually takes place in speaking or in writing activity. Simple present tense usually takes an important place in writing. Sukmawiti (2016) explains that simple present has some functions, they are: (1) to show about habitual activity or event, (2) to show about general truth, (3) to give instructions; and (4) to state fix arrangement.

Declerck as cited in Sukmawiti (2016) states that tense is a linguistic concept: it denotes the form taken by the verb to locate the situation referred to in time. There are seven traditional names for tenses in English. They are Present Tense, Past Tense, Future Tense, Present Perfect, Past Perfect, Conditional Tense, and Conditional Perfect. All tenses have progressive and non-progressive. These tenses should be considered to be implemented in writing. Every tense has its own pattern and simple present, too. The learners should understand the difference of the pattern to avoid the mistakes in writing. The pattern has its function. The function is as a guidance to tell about when the event happens, is going to happen, happened or will happen.

The patterns of simple present are:

Tabel 1. The patterns of simple present

Kinds of Sentence	The Pattern
Positive Sentence	I/You/They/We + V1 + O He/She/It + V1 (-s, -es, -ies) +

Negative Sentence	O I/You/They/We + don't + V1 + O
Interrogative Sentence	He/She/It + doesn't + V1 + O Do + I/you/they/we + V1 + O + ? Does + he/she/it + V1 + O + ?

Technology has entranced into almost in every home and schools. It makes the educators consider the way of its usage in education. It also makes the changing of the way of teaching learning. Technology has become common in usage and it cannot be excluded from teaching or learning. The activity of teaching learning has also got the impact of them. It means that not only the learners but also the teachers or educators should adapt with this changing. Teachers or educators who cannot implement the technology in their life, will "lose contact" with their students. Before teaching the learners or students about using technology in teaching learning process, the teacher or educators themselves have to invest technology as much as they can. By using technology, the information, references related to teaching learning activity are easily accessed both for teachers and learners.

Technology can be used effectively as a cognitive tool as well as an instructional media. Best and Kahn (1995) suggest that technology can be helpful in classroom settings by encouraging inquiry, helping communication, constructing teaching products, and assisting students' self-expression. Classes which use technology shift from teacher-centered to student-centered classes. Rashid and Majeed (2017) refer to the advantages of using technology in classes; they state that it enhances learning and understanding, and it encourages students to take active part in the learning process. It also has a positive impact to shift education from being teacher-centered to student-centered.

The four languages skills and components should be known by the learners or students in learning English. It is very important for the learners or students, especially EFL students to be able to write in English for their future life. Informal writing can be used as a start to learn to write, and ICT can be used to accommodate this. Writing is the most difficult part in English subject as what it is said different from what it is written. Arndt as cited in Kusumawardhani (2018) states that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its right. Hence, before the learners starting to write an English composition, they should master the English pattern correctly.

Writing can be said well if it can give information or messages clearly and can create effective verbal dialogue to readers. It aims to give a point of view of the ideas in a text where it organizes in different way of writing such as narration, description, exposition, and argumentation. When students write a paragraph, they try to explore what they are thinking in mind, and they also concern with the language, meaning, and the structural of context related to English language acquisition as second or foreign language.

Writing must be related to the content; the language and grammatical rule are related to writing. They should be done well in order to avoid misunderstanding so the learners have to use correct sentences by creating a well written text and giving attention to the arrangement of words of their composition to express their ideas and to give the value of the writing to readers. Alamargot, et. al. in Kusumawardhani (2018) explains that developing writing is related to the writer's knowledge of language and writing exposure and writing process is the way the writers give their ideas and messages to readers in the form of text. Various ways of writing such as narration, description, classification, comparison and contrast, argumentation and so forth can be used to express or to share the writers' ideas. Here are some ways to express and to share the writers' ideas, (1) **Narration**. It is a basic writing strategy for presenting past event or activities. It can be used for a variety of purposes such as to illustrate and to support ideas with anecdotes, to entertain readers with revealing stories, and to explain procedures with process narrative; (2) **Description**. It is a strategy used to create a dominant impression. For example, describing a place in order to set a scene and to make readers aware of its atmosphere and to describe people to show a kind of person's performance; (3) **Classification**. It aims to classify number of items or ideas into a small number of classes. In a classification of paragraph, it is important to set up adequate categories and to define what goes into categories; (4) **Comparison and Contrast** are to compare similar aspects or to contrast different aspects of two subjects, people or things, and (5) **Argumentation**. It is to argue ideas by giving some argues to proof the concept or research. A good paragraph must give readers complete information, unified by a controlling idea, organized form and can be understood what the paragraph is going to be about.

METHOD

The participants of this research were the Accounting Department Students, 1st semester at Bina Sarana Informatika University. The data was taken from the learners' paper and the method used was descriptive method, consisting of three types of descriptive method, they are observational, case study and survey.

Observational method as a part of descriptive method was used to take the data. Descriptive method was used as Best and Kahn (1995) who state that descriptive method is the method which tries to give the explanation about the symptoms relating with the recent situation. To take the data, the students are asked to watch the short story played on YouTube, listen it well, fill the paper given related to the story then discuss it together. They were done in order to know about the effectiveness of using short story on YouTube to teach about simple present tense to EFL.

RESULTS AND DISCUSSION

The students are given the paper then are asked to watch the video carefully. Next, they fill in the blanks by using the correct words in the box. After filling up the paper, then the students discuss together.

The paper is:

Answer Key

SIMPLE PRESENT TENSE

COMPLETE THE SENTENCES BY USING THE WORDS IN THE BOX

is	has	lives	are	loves	walks
rides	sometimes	enjoys	gives	have	waits
Often	enjoys	gives	brushes	washes	

Hank 1. **is** a cowboy
 He 2. **lives** on a farm
 He 3. **has** a horse named ginger
 Hank 4. **loves** Ginger
 He 5. **rides** Ginger everyday
 Sometimes they 6. **walk** slowly
 And 7. **sometimes** they run fast
 They always 8. **have** a good time
 Ginger is Hank's horse
 She is light brown
 Her tail and mane 9. **are** dark brown
 She is three years old
 She lives in a stable by the house
 Ginger 10. **walks** for Hank every morning
 She 11. **enjoys** their time together
 12. Often, Hank 13. **gives** her apples
 After long rides, Hank always 14. **washes** and brushes Ginger
 He usually 15. **brushes** her tail
 Then he gives her food and fresh water
 Ginger loves Hank

Taken from: https://youtu.be/T_F3CYtho

Figure 1. The answer key

The students' paper is:

Tabel 2. The Result

No	Students Name	Mistakes	Correction
1.	A'yun Fadilah	-	-
2.	Aida Putri Rahmansyah	Sometimes	walk
3.	Alfian Gusmanto	-	-
4.	Alya Putri Negari	has, is	is, has
5.	Amelia Putri Dewanti	Walks	Walk
6.	Aprilia Damayanti	-	-
7.	Assofa Marwah	-	-
8.	Kadek Widi Detriyani	-	-
9.	Fajar Awandi	-	-
10.	Ivana Li	-	-
11.	Lisa Banowati	lovess, riders, give	loves, rides, gives
12.	Markus Parsaoran Pasaribu	-	-
13.	Mila Trislina	riders, give	rides, gives
14.	Muhammad Alfita Fawazzi	-	-
15.	Muhammad Irgi Alwarif	-	-
16..	Nabila Chika Fabiana	-	-
17.	Putrima Wulandari	-	-
18.	Siti Hadiyatun Nisa	-	-
19.	Sriambarwati	-	-
20.	Yosua Janistiyan	-	-

Based on the results above that most of the mistakes are in writing the verbs. They missed the *-s* on the verb. It could be happened because the students (1) did not pay attention to the story played on YouTube; (2) the voice of the speaker on the story could not be hard clearly; or (3) did not know the pattern of simple present well. So, it can be said that a short story on YouTube can be used as the teaching media to teach simple present tense to EFL. It can be concluded that YouTube is the common media that can be found not only in personal computer, laptop and hand phone as well. A Short story was used as the instrument of the research is to attract the students' interest in studying simple present tense in writing. As we know, tenses are very complicated for the learners who do not have English background. It can be concluded from the results that short story could attract the students' interest.

A short story is quite effective to be used as teaching learning media when it is used to teach EFL. Lasaiba (2015) affirms that

short stories transmit the culture of the people about whom the stories were written. Alamsyah (2016) explains that short story tends to emphasize to one certain character portrayal or single effect that can easily be understood by its readers. Pardede (2010) also believes that short story is one of the effective media that can be used for EFL learning due to its unique characteristics, such as its length and simplicity. In the story above, it discusses about Ginger and Hanks. That short story is easily understood by the students because it only discussed about Ginger and Hanks or certain characters as Alamsyah explained. The short story above is also effective to be used as teaching media because the short story above is not too long and simple so it can be easily understood by the students as Pardede said. It can be concluded that short story is one of the effective teaching media that can be used to teach to EFL. Based on the students' paper above, most of the students can do the exercises well. They also know the verb used in simple present. Only a few students make mistakes with the verb. Their mistakes are wrong writing of the verb. No one student makes mistakes with the verb.

Giving a short story to the students has its purpose as writing also has some purposes. Nurhayati as cited in Kusumawardhani (2006) describes the purposes for writing are: (1) as a tool to tell the reader about some information or news, (2) to convince the reader about something, (3) to amuse the reader, (4) as a tool to influence the reader to act, (5) to change the way to behave and act, (6) to investigate some information, (7) to claim something that has different views, (8) to appraise something, (9) to encourage the reader to do or to use something, (10) to appeal for the reader, (11) to suggest or recommend something, (12) to stimulate the reader to think more, (13) to devote what is perceived writer to reader, and 14) to conclude something in a writing.

Besides, there are also some aspects in writing that can be considered for giving short story to EFL. Brown (2004) mentions five aspects that are considered in writing process, i.e., organization, content, vocabulary, grammar and mechanics. From the experts' explanation above, it can be concluded that short story can also be used to improve the EFLs' writing skill as writing has some aspects that should be mastered by the students. The aspects are organization, content, vocabulary, language use (grammar) and mechanics. The aspects are included in the short story given to the EFLs.

Short story from YouTube is now a common medium that is used by the teachers to be taught to the students especially EFL. YouTube is one media from the use of technology in teaching and learning process. Moreover, in this pandemic, the use of technology really supports the teachers to teach many things of teaching learning process especially English. Actually, technology is created to ease people's life. It is also created for the people who do not want to leave behind. The needs of technology in our everyday and academic lives have increased. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. The use of English language has increased rapidly after 1960. People, especially

teachers and students, should prepare themselves or they will be called illiterate. According to Madhavaiah, Nagaraju, and Peter (2013), there are many kinds of technology as the media tools that can be chosen to support teaching and learning process, they are Radio, TV, CD player, Computers, The internet, Electronic Dictionary, Audio Cassettes, Power point videos, Mobile devices, Skype and DVDs. Each of them has its own different function based on the skills that are going to teach.

According to Rashid and Majeed (2017), there are three distinguished groups of people have emerged: the really educated people, fake educated people and uneducated people. The really educated people are they who appeared alert working hard to investigate the unknown science. The real progress of societies depends on the number and seriousness of this group, and the hard work of its members. Meanwhile fake educated people are people who think that the Age of Technology would be only the age of using mobiles and playing games, a group of half-educated people wasted their money and time buying the most expensive mobiles to play the strongest games. This group's members could not have positive contribution to their societies. Moreover, uneducated people are they who have carelessly continued their life routine trying hard to forbid using any kind of modern technology in order not to be noticed that they are technology illiterate. Recognizing the importance of education elevation in general and English as a foreign language in particular to achieve the dreams of accessing the top universities has been the essential impetus to start the present study.

Based on the explanation above, it can be concluded that technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand in hand with the growth of English and are changing the way in which we communicate. By implementing technology in the English class, such as the use of YouTube, the goal of the lesson can be reached. And based on the findings, it can be concluded that short story in YouTube can be used as the media to reach and improve the EFLs writing skill. It also can be said that all EFLs are literate learners who know and understand in using technology, such as YouTube. According to Rashid and Majeed explanation above, the EFLs are really educated people. It is also proven that the results of the EFLs works are most of them got good scores. Only some of them do not get good scores. But, the mistakes are not really fatal because their mistakes are about wrong writing in the pattern of the verb.

CONCLUSION

By implementing technology for teaching learning process, it can prove that the EFLs are literate people who know and understand of using the technology itself. Short story from YouTube, as the implementation of technology, can be used to improve the FLs' writing skill. YouTube is used as one teaching media because it is a common application which is familiar with people lately. It becomes common because it can be installed in personal computer, laptop or hand phone. There are things in YouTube that can be used as the teaching media

to improve the EFLs English skill, especially writing. It can be concluded that people who illiterate are familiar with technology so they cannot only implement it but also uses it to improve their skill, especially English skill.

There are many things in YouTube that can be used to improve EFLs English skill and short story is one of them. Short story in YouTube can be used to improve EFLs English skills such as listening, speaking, reading, and writing. Short story is used as it discusses certain characters, such as Ginger and Hank. It also used as it has some aspects that can be used to improve EFLs writing skill. The aspects are organization, content, vocabulary, language use (grammar) and mechanics. It can be concluded that short story which discusses certain character can be used to improve the EFLs English skill, especially writing as it has some aspects that can be learnt and assessed. The story of Ginger and Hank are the simplest short story which is suitable to be used as the teaching medium for the learners who do not have English basic. The learners have just to listen it carefully then fill in the blanks with the words provided in the box. This story is also described about the character of Ginger and Hank, according to Pardede. It also shows some aspects according to Brown.

Based on the findings and discussions above, it can be concluded that: (1) Most of the students know the pattern of the verb used in simple present; (2) The students' mistakes are about wrong writing some of the verbs; (3) Short story in YouTube can be used as the teaching medium to teach simple present to EFL.

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Article

Analysis of Myth Barthes in SGM Milk Formula Advertisement “Aku Anak SGM Explore” Version

Rima Novia Ulfa¹, Rr.Astri Indriana Octavita², Tiarma Ika Yuliana³

^{1,2,3} English Education Program, Faculty of Language and Arts, Universitas Indraprasta PGRI, Jalan Nangka No.58C Tanjung Barat, Jagakarsa, Jakarta Selatan, 12530, Indonesia

KEYWORDS

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A B S T R A C T

Advertisement is a medium of communication between producers and consumers. An advertisement can be done through various media such as newspapers, magazines, internet, radio and/or television. In advertisement, producers try to create a sign to make a hidden message (mitos) behind. Advertisement plays significant role in promoting such products because it spreads wider. Literacy of advertisements, through mass media is very essential in helping audiences to better see and understand how messages in the form of text, verbal and nonverbal are displayed through audio visual. The hidden message is created to convey consumers. So that, they can truly understand the message. Television is as one of the media to represent hidden message contained in an advertisement.

This study aims to analyze how the signs contained in the texts displayed in the SGM formula advertisement, version "Aku Anak SGM" on television. The methodology used was qualitative with a semiotic analysis approach. Semiotic approach from Barthes will be used by researchers to reveal the signs in these advertisements, by using signifier and signified to get hidden meaning inside. From this analysis can be revealed signs that are relevant to the message that the producer wants to assure the consumers. The existence of advertisements in audio-visual media with other media certainly has a different effect. Television is a complete media, because it can contain messages in the form of audio and visually. Commercial advertisements will have more selling power if they succeed in taking advantage of the advantages possessed by the media.

CORRESPONDING AUTHOR(S):

E-mail: rymanovia@gmail.com,
 mrs.astriindriana@gmail.com,
 tiarmaika@gmail.com

INTRODUCTION

Advertisements can be considered as an integral part of the economic and social system of modern society. Nowadays, advertising has developed into a communication system that is very important not only for producers of goods and services but also for consumers. The ability of advertising and other promotional methods in delivering messages to consumers makes both fields play a very important role for the success of the company.

Advertising is an art of persuasion and can be defined as a communication design that is funded to inform and or to persuade. From some of the meanings above, basically advertising is a means of communication used by communicators in this case the company or the producer to convey information about goods or services to the public, especially its customers through a mass media. In addition, all advertisements are made with the same purpose, namely to provide information and to persuade consumers to try or to follow what is in the advertisement,

which can be in the form of consuming products and services offered. Advertising is one form of promotions, the best known and most famous topic to be discussed by any researchers, because of the wide range of power.

The main purpose of advertisers with advertisements is to invite the public to pay attention to the message they convey about the company's personal identity. The audience is required to be able to understand the persuasion, to distinguish from the identity of other companies, and to decide that they do have a personal identity that is worthy of being trusted by the public. To achieve this goal, advertisers introduce their personal identities by using slogans to make distinctive characteristics. Regarding to the issues, researchers cited a statement from Sutisna (2002:83), which says that "The use of an ad is basically to build a positive image of the brand, more likely to make a purchase". Based on this statement and advertisements are designed to make the target market aware of a brand. The brand is not just a name, it contains the nature, meaning, meaning and content of the product concerned even in further developments, the brand will mark the symbol and status of the product. Brand issues in advertising are very important, especially in an effort to get a better and comprehensive positioning. Making an advertisement can be categorized as an activity that encourages other people to think, to feel, and to believe about the brand of a product.

Advertisements are also very important promotional instruments, especially for companies that produce goods or services aimed at the wider community. Television advertisements try to be displayed as attractive as possible with the style of delivering a unique message with the use of language (easy-to-remember creative words), musical illustrations (jingles), attractive advertising models, personalization of products, symbols and harmonious visualization formats produce messages and overall product images which are then played or aired several times a day at prime time so that consumers will later get more information. The existence of advertisements in audio visual media with other media certainly has a different effect. Television is a complete media because it can load messages in audio and visual form by using a moving image. Commercial advertisements will have more selling power if they successfully exploit the advantages that television has. Advertisers must really be able to map to whom the ad will be intended, so that the purpose of the sale of goods will be achieved. Any advertisements generally have a tendency to compete with each other in almost the same way, especially in terms of packaging creativity. Often we come across an ad with the same type of product showing a similar pattern of packaging. A product certainly does not want other

products to look better, more creative, or superior. A product advertisement will certainly consider its competitors in displaying advertising creativity, this can be based on considerations of product positioning (market leader or not) or also on the consideration of advertising creativity itself.

Advertisements, as an object of Semiotics, have fundamental differences from three-dimensional designs, especially product design. Advertising, such as mass communication media in general, has a direct communication function, which is temporary from a product design. Advertising also has a function as a communication tool, indirect communication function. Therefore, in advertising aspects of communication such as messages are the main elements of advertising, which in a product design is only one aspect of various other main aspects (function, human, production). An advertisement always contains sign elements in the form of an object (object) advertised; context in the form of environment, people or other creatures that give meaning to objects; and text (in the form of writing) that reinforces the meaning (anchoring), although the latter is not always present in an advertisement.

Any advertisements generally have a tendency to compete with each other in almost the same way, especially in terms of packaging creativity. Often we come across an ad with the same type of product showing a similar pattern of packaging. A product certainly does not want other products to look better, more creative, or superior. A product advertisement will certainly consider its competitors in displaying advertising creativity, this can be based on considerations of product positioning (market leader or not) or also on the consideration of advertising creativity itself. In this research, researchers intended to examine children's formula milk, called SGM. This research is based, because in reality, parents who have children under five certainly want their children to be smart children, but in this age of course it will be difficult to direct their children into smart children according to what they expect. In addition, we also realize that it will be very difficult to give an assessment of how smart a child is when they are still in the toddler stage, this is certainly not as easy as assessing school-age children and adults. In the reality of everyday life, the expression of how clever a child is of course based on new things done by a child, and also has the purpose of motivating the child to continue to carry out activities that his parents certainly consider positive things.

This advertising approach contains elements of both informational/rational appeals and emotional. Elements of informational or rational appeals can be seen from the price of products, which are offered relatively cheaper,

benefits that can be felt for children under five, competitive advantage of the right nutritional content and supported by research, which is valid. In terms of emotional appeals, consumers are offered with characters in the adverts of healthy, smart and adorable toddlers, so that they can arouse the desire of parents, especially mothers, to have such toddlers. It also gives positive feelings to consumers, which are transferred to the brand. This advertisement wants to arouse feelings of pleasure, pride and desire for toddlers to achieve great performance. The reason the researchers chose the ad was because of the ad consists of various versions featuring gender constructs. From various versions of the ad, apart from showing how the signifier and signified can expose the myth in this advertisement.

Formula milk is a product that later is often used as a companion nutrition for a child's growth process. Even in some cases, formula milk is really positioned as a substitute for breast milk and has been given to children when the child is still very young or even just born. Basically this creates a stunted problem, where the role of ASI for the development of children cannot be replaced by anything else, as well as being able to glue emotions between a child and a nursing mother. In addition, the ingredients contained in breast milk have various nutritional benefits that are not able to be created and or be inserted in various food products for kids. Based on the background described above, the formulation of the problem from this research is how smart toddlers are represented in milk advertisements formula SGM version "I AM SGM"? Then, how the advertisement could show the kid's intelligence?

In this research, the researchers would like to use Semiotic, by using signifier and signified. Semiotics as one of the sciences is often associated with the nature of lies and falsehood. This opinion starts from a definition of Semiotics put forward by Umberto Eco, quoted by Piliang (2003) stated that Semiotics in principle is a discipline that learns everything that can be used to lie and cannot be used to reveal the truth.

Based on the quote above, advertisement could be considered as an object of Semiotics. Advertising has the function of direct communication (Direct Communication Function) which this function is generally also owned by mass communication media. Therefore aspects of the advertisement, communication such as messages are the main elements. The role of Semiotic figures such as Ferdinand de Saussure (1857-1913), Roland Barthes (1915-1980) and Charles Sanders Peirce (1839-1914). The three figures developed semiotics separately. Saussure who calls the science developed by semiology (semiology), assumes that semiology is based on the

assumption that as long as human actions and behavior carry meaning or as long as they function as signs, there must be a system of differentiation and convention that allows that meaning. Etymologically, the Semiotic term of the Greek word *Seimeion*, which means "sign". According to Sobur (2001:15), "The sign itself is defined as something that is based on social conventions that were built before, can be considered to represent something else". This is also explained by John Fiske, Translation of Dwiningtyas (2014:66), who said that, "The center of Semiotic concentration is the study of the signs and ways the signs work and create meaning. A sign is something physical, acceptable by the senses, refers to something outside of itself, and depends on the recognition of the users that it is a sign". The essence of Semiotics developed by Roland Barthes is the idea of an order of signification or two orders of signs. The two order signatures in Barthes' Semiotics can be seen in the chart below:

Signifier	Signified	
Denotative Sign (Tanda Denotatif)		
Denotative Sign (Tanda Denotatif)	Connotative Signified	

Basically, there is a difference between denotation and connotation in the general sense and denotation and connotation understood by Barthes. In the Semiotics of Barthes and his followers, denotation is a system of first level signification, while connotation is a second level. In this case denotation is more associated with closed meaning. As a reaction against the imperfection of denotation which is oppressive, Barthes tries to get rid of and reject it. There are only connotations. He further said that the meaning of "literal" is something that is natural. So, in Barthes' concept, the denotative sign not only has additional meanings but also contains the two parts of the denotative sign which underlie its existence. In fact, this is Barthes' contribution which is very meaningful for the perfection of Saussure semiotics, which stops at the signifier in a denotative order (Sobur, 2006).

Moreover, something can be considered as a valid sign, when it has a form that is reasonable and arranged in a way that can be defined or in other words patterned. This is also said by a Semiotic expert, Saussure. In general, Saussure states that language is a sign system. Sounds, whether human voices, animals are only said to be languages or function as languages when they express, or convey certain meanings. Saussure theory was followed by Roland Barthes, who made a systematic model in analyzing the meaning of the signs of Roland Barthes.

According to (Sobur, 2006), Barthes' theory was known as one of the structuralism thinkers who aggressively practiced Saussure's linguistic and Semiological models. He is also a well-known intellectual and critic of French literature, the exponent of the application of structuralism and Semiotics to the study of literature. In his book *S/Z*, Barthes (1974) explains that the significance of the first stage is a relationship between signifier and signified in a sign of external reality. Barthes calls it denotation, which is the most obvious meaning of the sign. Connotation is a term used by Barthes to show the significance of the second stage. This illustrates the interactions that occur when a sign meets with the feelings or emotions of the reader and the values of the culture. Connotation has a subjective or at least inter-subjective meaning. In the significance of the second stage relating to content, signs work through myths. Myth is how culture explains or understands some aspects of reality or natural phenomena. Example: red for braveness or anger.

Based on the theory, it can be said that humans use signs and try to construct the meaning of social reality through the process of communication. Communication takes place in the context of diverse time and space. The context is very influential for the production and reproduction of meaning. Individuals often place, treat, judge, and perceive others in relation to the reference group they have. In perceiving, humans are also inseparable from their own reference groups. Humans strengthen their individual identities, by building relationships with others. That identity will be considered to be an important part and difficult to separate. The reason why the researchers choose SGM ad is because the researchers are interested in the pose of the child pointing his finger.

METHOD

The method in this research was used to analyze the content of adverts formula milk. Then, the researchers interpreted the signaling with Semiotic analysis, on the material, which was aired by the advertising of SGM formula milk products. Analysis of advertising formula for growth milk content, further studies will be carried out relating to the message conveyed by formula milk advertisements on television and the impact of the hidden message delivered. The object of this research is the SHM milk advertisement version I am SGM child. While the unit of analysis in this research is all signs contained in the SGM advertisement, including context; in the form of an environment where the advertisement scene takes place, the people involved in the advertisement scene, the clothes used in the advertisement, the songs used as the soundtrack, the settings in the advertisement as well as the spoken sentences and the written sentences shown in the advertisement. Piliang (2003) states that in research

on advertising, analysis of the context, what advertisements offer on an advertised product is an important aspect.

According to Gunawan (2013), Critical Theory tries to change the structure inherent in the status quo condition. It affects individual behavior and tries to change it by showing that the structure is detrimental to others, because of elements of domination, pressure and exploitation. Furthermore, Gunawan also states that this critical paradigm seeks to criticize and to explain why social reality is formed and asks what reasons or interests are behind the formation of this social reality. The research method used in this research was the Semiotic analysis method of Roland Barthes.

In analyzing milk formula advertisement, the researchers used a qualitative approach, using content analysis and Semiotic analysis. Based on that, content analysis is a research technique to draw conclusions by identifying specific characteristics of a message objectively and systematically. This research used Roland Barthes' Semiotic analysis to uncover the two interpretations behind the SGM ad impressions. This research paradigm is included in the critical realm. In accordance to the critical paradigm, this qualitative semiotic analysis is a type of research that provides great opportunities for alternative interpretations. According to Gunawan (2013), the status quo will affect individual behavior and tries to change it by showing that this structure is detrimental to other parties. This is because there are elements of domination, pressure and exploitation. Furthermore, Gunawan also states that this critical paradigm seeks to criticize and to explain why social reality is formed and to ask what reasons or interests are behind the formation of this social reality.

RESULTS AND DISCUSSION

In conveying a message, communication is one of the underlying aspects. The message aims to achieve effective communication. This also occurs in marketing activities which are one of the wheels in business activities. All forms of production, output with the best results will not run optimally, accepted by consumers, if they cannot do good marketing activities or have a good marketing strategy. Various ways can be done in marketing a product. Therefore, it could attack consumers. The thing that has an important role now, is the use of advertisement. Advertisement is a part, which cannot be separated from modern business. Connecting to advertisement issues, investigated in this research, today, there are not a few SGM milk advertisements that are broadcasted on television featuring visualization of SGM dairy products with attractive packaging, plus the use of

jingle as a product icon with perfect descriptions that continue to attract the attention and the interest of housewives in giving formula milk to their children.

As in one example of the SGM advertisement, version "I am a SGM child", in 2018, who also adorned a television glass screen in each house. At the end of the advertisement, the appearance of every child and adult with various professions raised his hand calling for "I AM SGM Child" indicating that they are SGM Children, Advanced Generation Children", In the advertisement it depicted the scene of the role of a mother preparing food for her father's provisions and a glass of milk for her beloved child also appeared in the advertisement the narrative with the expression of the heart "however the circumstances we give everything the best for a better life". This research uses a semiotic analysis by Roland Barthes to uncover the two interpretations behind the advertisement. This research paradigm is included in the critical realm. In accordance with the critical paradigm, this qualitative semiotic analysis is a type of research that provides great opportunities for alternative interpretations. We begin the research with analyzing the first picture:



From the first picture we see there is a charming boy comes forward to the boy, who wears yellow-shirt. The charming boy wears a red t-shirt. This can be considered as the first signifier. Moreover, the second child is as the second signifier. Then, the signs in the picture above can be seen in the advertising text bellow has been formed and constructed in such a way as to be interpreted by television ad readers. The sign system does not only consist of sentences and descriptions but all sign elements play a role together to impart meaning to the reader. To see the sign system which consists of signifier and signified, it can be described as follows: a charming boy comes forward to the boy, who looks scared can be considered as signified. From the signifier and signified of the picture, the myth that is born is to lead the reader to believe that by consuming milk, children can be sure to become smart and brave children to face challenges. There is a depiction that the two year old toddler who is mentioned in the advertisement can already do activities to persuade friends, and this is apparently because the child is drinking the advertised milk product. It can be

seen from the ability of children not to be afraid to go to school and to be able to persuade their friends to be children who are not anti-social. So, it can be explained clearly in the diagram:

About wears red t-shirt	Brave boy	
About wears yellow t-shirt		Connotative Signified
children can be sure to become smart and brave children to face challenges		

This advertisement approach contains elements both informational/rational appeals and emotional. The element of informational/rational appeals can be seen from the relatively cheaper price of the products offered, the benefits that can be felt for children under five, the competitive advantage of proper nutritional content and supported by valid research. In the context of language systems, an advertisement has an ideology. First, an advertisement always thinks about the market. With that in mind, an advertisement always has the ability to sell. Advertising is always able to produce markets into a large space to sell goods that are promoted. Here, advertising must also be able to put aside the negative values of a product and replaces effective things to be a positive aspect of the product. Second, language is an important part of this system where advertising is part of a symbolic language of society. Third is talking ads on the advertising target with the aim of a particular target segment (target audience). Determination of a specific target audience could be seen in the picture below.



We can see in the second picture that the red boy has succeeded to ask the boy, who wears yellow t-shirt to come to school. The hidden message in terms of emotional appeals, consumers are presented with characters in the advertisements for toddlers who are healthy, smart and adorable, so that it can arouse the

desire of parents, especially mothers, to have toddlers like that. It also gives consumers positive feelings that are transferred to the brand. This advertisement wants to evoke feelings of joy, pride and wants toddlers to achieve the maximum possible achievement. From researching these two ads, we could see that the myth is so useful to open insights in understanding the structure and meaning of advertisements in television media. The results of this research find out that the application of visual and audio elements to the two advertisements has several significant similarities and differences. These elements depend on considerations of the logic of reality and the needs of the narrative. Meanwhile, the meanings behind the two advertisements are different. SGM television commercials emphasize the ideal character of early childhood, while Dancow television commercials offer a new perception, trying to debunk the myths surrounding children circulating in society.

Secondly, in analyzing colors, there are two different colors, i.e., red and yellow. The red and yellow can be considered the first and second signifier. As the signified, we can explain, that the color red is a color that has a strong aura, gives the meaning of passion and gives energy to call for action. In psychology, red means a symbol of courage, strength and energy, as well as passion for action and symbolizes joy. Myth the red t-shirt can be analyzed, that the child, who wears red t-shirt has more braveness and self-confidence. It means, that every children, who drink SGM are going to have more braveness and self-confidence, comparing others. From this second advertisement, it can be said, that SGM milk is milk that makes a child succeed when he grows up. This is a form of message from the signifier stated by Barthes. From the signifier, it can be explained, that healthy living is the dream of everyone. For a healthy life, the intake of food consumed plays a very important role. Remember the four healthy five perfect patterns, which means that with four kinds of food nutrients, namely: carbohydrates, proteins, fats, vitamins and minerals make the body healthy, if added with milk it becomes perfect. Milk is not only important for improving health for all age groups. It is the main food for babies and children to grow and to develop perfectly.

From this second advertisement, it can be said, that SGM milk is milk that makes a child succeed when he grows up. This is a form of message from the signifier stated by Barthes. From analyzing these advertisements, the researchers can prove that markers are not objects but mental representations of objects. If you want to understand the signifier, you cannot have to go back to the Saussure binary system, which is the pair of markers and markers. To understand one must understand the other. Mixing the signifier and signifier in one language

by Barthes is termed mythology. Nevertheless in this research, the researchers do not want to explain it deeper.

CONCLUSION

Literacy of advertisements, through mass media is very essential in helping audiences to better see and understand how messages in the form of text, verbal and nonverbal are displayed through audio visual. But its role is also sufficient to influence a housewife in providing the right and appropriate formula milk for her child, not only it can be affected through the description of the advertisement but how to place the product or brand in accordance with consumer's needs. The schematics or generic structure of advertisement for children's formula milk can be concluded, that the advertisement of SGM children's formula products includes the type of genre description and exposition genre. By seeing the generic structure for the genre of description, it could explain that it has the general classification description. Descriptions are further broken down into product descriptions, product function descriptions, convincing statements, advanced descriptions and statements of attraction. While the generic structure for the exposition genre is Scene Position, Argument 1, Argument 2, and Conclusion.

This type of advertising genre has stages in convincing consumers. In the description to convince consumers there is a convincing statement. Instead, in the exposition there is an 'argument', about children using SGM. In addition, from the analysis of the language features of the Advertisements of children's formula milk products the conclusion can be drawn that in explaining product functions, using material processes and more using passive sentences. In convincing consumers to use material processes and delivered in passive sentences. The participants in the advert are 'little one', and the participant rarely appears explicitly and explicitly, and not implicitly. Children's success is part of the results of the significance of the Semiotic theory, which is used in this advertisement in Indonesia, although the development of the digital world (the internet) and its widespread use in various circles, the television medium is still strong enough to dominate media consumption in the general population. Therefore, the regulation of content and placement of program shows and advertising material on television media still requires clear and effective regulation.

In this advertisement, the movement element serves to motivate and plays a key role in moving or in animating the advertising narrative. The movement of the model or figure is always limited and adapted to the demands of the story. In advertising display, movement is always associated with the psychological needs of children who

want a better future for their children. Apart from that, it can be identified that the SGM advertisement, by displaying the red color, then SGM is able to show the superior side of the product in a comparative way, SGM advertisement indirectly compares the superior character of children who consume SGM milk with the character of children in general.

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Article

Making Sense of Collaborative Writing: A Student-Experience-Based Perspective

Yulhenli Thabran¹, Dony Efriza², Reny Heryanti³

^{1,2,3} Universitas Jambi (UNJA), Jl. Raya Jambi-Ma. Bulian KM. 15, Jambi 36361, Indonesia

KEYWORDS

Creative Writing
 Open-ended Questionnaire
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A B S T R A C T

The present study examines four pairs or eight students who wrote their creative writing assignments collaboratively. As opposed to the popular view, which stated that writing is one of the most difficult subjects to learn for EFL students, many studies have reported that collaborative writing (henceforth CW) is regarded as a technique that can improve students' productive writing skills to a great extent. The researchers would like to see how effective CW was for the students who did their writing assignments with their pairs by employing a qualitative case study to examine the eight students' experiences in writing their essays and fictional stories. The researchers wanted to know why some students could adapt to this learning model, and others faced some problems or failed to achieve the target of learning outcomes. Opened-ended questionnaire and in-depth interviews are used to elicit data from the students. The first pair was the most successful example of partnership in writing since they opened themselves for critiques and suggestions. In contrast, the second pair had some problems that disturbed their collaboration as they did not seem to open themselves for critiques and suggestions. The third pair failed to do an effective partnership because they could not solve problems that blocked their cooperation right from the beginning. The fourth pair found their way for an effective collaboration when they opened themselves for critiques and suggestions. The success or failure in the partnership heavily depends on each student collaborator's willingness to open themselves for criticism and suggestion.

CORRESPONDING AUTHOR(S):

E-mail: yulhenli@unja.ac.id,
 donyefriza.de@gmail.com,
 renymasri2103@gmail.com

INTRODUCTION

It is a commonly held belief that writing is a difficult skill to be learned and mastered for many EFL students (Lee, Bernstein, and Georgieva, 2019). In Indonesia's context, writing skills teaching tends to impose students with a set of rules and rarely pay attention to genre-based approaches (Hyland, 2008). In the words of Hyland, the students only memorize rules and practice different types

of writing. One of the consequences of this has made many Indonesian students who learn English cannot master writing well. They struggle with ungrammatical sentence constructions, inappropriate dictions, lack of coherence and cohesion, and unclear tone of their writing. Among the many approaches introduced to offer a solution to writing skills problems is a collaborative writing, in which students can be assigned to work in a

group or pairs to learn together and to improve their writing to a greater extent.

Teaching writing with CW techniques has been done in schools and university settings (e.g., Dale, 1994, 1997; Alwasilah, 2001; Doboia, 2012; Fong, 2012; Humphris, 2010). These studies show CW brings significant outcomes for students. Dale (1994, 1997) has explored the benefits and practices of CW for ninth-grade students in the United States. In her prior research, Dale (1994:68) finds many interesting outcomes of CW to ninth-grade students, for example: “students spent twenty-five percent of their time planning.” This is a good result of collaboration than working alone. In the expansion of her research, Dale (1997) has developed and designed CW activities for the ninth-grade students in writing their stories. She prefers the term “co-authoring” to describe students’ collaboration in writing their stories. Later she stipulates some good points of co-authoring: “(1) Writing is a social process. We learn—and learn to write—from the outside in; (2) Co-authoring externalizes thinking about writing and makes it explicit; (3) Co-authoring focuses on higher-order thinking: generating new ideas, reasoning, and transferring knowledge from one situation to another; (4) Co-authoring encourages positive cognitive conflict; and (5) Co-authoring emphasizes planning” (Dale, 1997:14).

One of the main differences between academic writing and non-academic writing, or in this case, fictional writing, is the format. The former requires the students to follow rigid rules such as academic phrasing, specific headings and sub-headings, the frozen style in terms of writing, and strict citation style. On the contrary, the latter permits students to unfollow all the rules, including the freedom to use non-standard language or colloquialism. The difference will allow the students to explore their imagination in writing their stories and personal essays at greater ease.

Alwasilah (2001) reported students’ perceptions toward English courses at the university level. Using collaborative techniques in college students’ writing tasks, he finds that students’ groups report significant improvement in grammar, spelling, mechanics, content, style, and paragraph. At the end of his report, he recommends integrating collaboration into students’ writing activities for significant improvement in students’ writing skills.

Doboia (2012), under collaborative writing, investigates the effect of collaborative writing on the text produced in L2 classrooms by groups, pairs, and individuals. She looks at how the students work in groups, pairs and individuals try to fix their grammar. Her findings are

encouraging because she finds the accuracy of texts in terms of grammar produced by groups is higher than pairs’ work. The ones made in paired writings are also significantly accurate than the ones who write alone. Therefore, it can be concluded that collaboration improves students’ grammatical skills significantly.

A study conducted by Fong (2012) examines eight students of advanced diploma in Economics with Chinese origin. The students use the approach of collaboration in writing up their 2.000-word long reports of any business topic. His findings show that these students have achieved better results, and they also use technology to discuss their collaborative reports. Their economic reports gain greater accuracy in terms of contents, and they also learn how to develop interpersonal skills during the process.

Humphris (2010) sets students to make revisions toward their writing using paired collaboration. Her findings show that the students’ writing outcomes are improved with some strategies they have done collaboratively. She concludes that her students learn a lot from working together to revise their texts. They know why they have to change, to add, and to substitute parts of the texts. So, it can be concluded that collaboration improves students’ grammatical and revision skills in revising their texts.

Despite its popularity of CW for teaching and learning academic writing and non-academic writing, only a handful of studies are available in the Indonesian context (e.g., Rezeki, 2017; Supiani, 2017). Previous studies only limit the use of CW in teaching academic writing in the Indonesian context. However, to best our knowledge, there is hardly any study that looks at CW’s effectiveness for composing creative writing such as fictional stories and personal essays. The following study aims at filling in the gap. Our study is guided by a research question: “Why do some students succeed in paired writings, but others failed to do so?”

As for the theoretical framework for analyzing our qualitative data, the researchers use a proposed theory introduced by Fung (2010). Her theory evolves and is built on her doctoral study in 2006. This theory is the offshoot of some theories developed by other experts over time. She proposes five defining features of CW as follows: (1) Mutual Interaction; (2) Negotiation; (3) Cognitive Conflict; (4) Shared Expertise; and (5) Affective Factors.

The first feature, *mutual interaction*, refers to how writers or pairs engaged in writing their assignments. In this stage, students work together to generate ideas, to contest ideas, to think about what they should do with their ideas later on. The second feature, *negotiation*, is when both students should discuss the differences and problems and

try to find a solution. The third feature, *cognitive conflict*, is when they are compelled to decide on something. Both students should negotiate their views to reach a consensus. The fourth feature, *shared expertise*, is related to how each student negotiates job descriptions in their assignment. The fifth or the last feature, *affective factors*, is closely related to emotional factors such as trust, reliability, commitment, and respect, which underlie the collaboration within the pairs.

METHOD

This study used a qualitative case study to collect data and to analyze them. A case study was chosen because this study paradigm allowed the researchers to explore and to describe a phenomenon in context using different data sets to see the insight of issues under investigation (Baxter and Jack, 2008; Creswell and Poth, 2018; Silverman, 2014). Yin as cited in Baxter and Jack (2008) commented that the design of a case study is used to answer “how” and “why” questions. This study's case was the eight students who worked collaboratively to produce their creative writing assignments for introduction to creative writing class.

The eight participants were English department students who had completed the course *Introduction for Creative Writing*. These eight students were coded as A1, B1, C1, and D1 for the analysis. They worked in pairs in their writing assignments. The researchers used them as *purposive sampling* because they were bounded with the case or cross-case and had rich answers for the posed research question (Creswell and Poth, 2018; Silverman, 2014).

There were two ways to gain data for this study. First, the researchers asked the participants to complete an open-ended questionnaire. Among the questions that researchers asked are follows: “How do you work with your partner in writing your assignments?”, “Why do you choose to work with this topic?”, “What will you do if you have some problems with your writing partner?”. Second, the researchers did an in-depth interview using the Cisco WebEx software since the teaching and learning had been shifted online amid the COVID-19 pandemic. The interviews ran for 30 minutes to 45 minutes for each group. The interviews were conducted in English.

For the two different data sets, the researchers treated them equally. For the completed questionnaires, the researchers highlighted key points from their written responses. As for the audio data, the researchers transcribed the recorded interview to see the big picture of the participants' experiences in their paired writing works. From the two data sets, we “immersed” ourselves in the data to see the crucial points and recurring themes

in the students' responses (Baxter and Jack, 2008; Creswell and Poth, 2018; Silverman, 2014). The researchers compared and contrasted the groups' experiences and referred to some studies on collaborative writings to analyze the case and cross-case.

RESULTS AND DISCUSSION

Having examined the returned open-ended questionnaires and the transcripts of interviews, the researchers divide the findings in the two data sets into the following categories: Why the students' collaboration worked and failed; Lessons learned from their collaboration.

Why the students' collaboration worked and failed

The four pairs of students have different experiences on the techniques of collaboration for writing up their assignments. The first couple (Student A1 and partner) claims that they have a good time doing their assignments. In the interview, they both say that they always try to spend time together before they embark on their writing process. One of them remarks: “Normally, after class, we arrange a time to discuss the assignments and what materials should be read.” When the class has been brought to a halt due to coronavirus, they both are compelled to use online platforms to discuss their assignments and plans.

The first couple seems to have exercised the first defining feature of CW in Fung's theory (2010), i.e., mutual interaction. They have interacted face-to-face in class and after class, before COVID-19 struck in early March 2020, and they continue to do their discussions online after that. Something intriguing behind their success story of collaboration that might have paved their way for doing their assignments is that they are good friends since long ago. Student A1 and her partner come from the same village, attend the same senior high school, and go to the same university department. Most importantly, they live in the same rent house and share the same room when studying at the university. Therefore, they know one another well, which make them have good chemistry when they work in a group.

As their work is in progress, these two students tell us that they have some conflicts. They disagree with what should be added and removed from their essay draft related to some coronavirus facts. They say there is always new information found on the internet and make the old information less valid. However, they claim that they could resolve the issue by consensus: they agree to take the most factual information. They reiterate that the key to their communication success is talking openly and giving fair judgment over the issue. Their experience has

shown that they have exercised how to manage cognitive conflict and to find a way to deal with it (Fung, 2010).

Another example of how they negotiate their conflict is when they agree on the division of jobs when writing up their essay. They tell us they decide to split some responsibilities, such as who would search for the background reading, who should type the draft, and who should check for sentence structure and references which are used. They say they are lucky that they know each other well, and things seemed to go smoothly. One of them says: "We dealt with problems with the principle of trust and commitment. As a result, we did not keep something unpleasant for long because we wanted everything to go well. We talked about every problem, from the heart to heart."

The last of the fifth component of CW's feature in Fung's (2010) theory, affective factors, is also found in the first couple's experience. When the classroom lectures are cut off because of the COVID-19 pandemic, they have to continue their discussion using technology. Student A1 remarks that one of the biggest problems in online discussion is the unstable internet connection. She and her partner often could not communicate with Zoom because of the poor internet connection in their village. In this situation, she says: "I had to trust my friend and kept my commitment high to finish the assignment". To overcome the problem, they switch to low technology, such as WhatsApp, to keep their jobs going. It was not as comfortable as they talked in Zoom. However, they could keep their progress to meet the deadline that fast approaching.

If student A1 and her partner work well with their collaborative writing activities despite some hurdles, different experiences are described by the second couple or student B1 and her partner. For the first defining feature of CW, mutual interaction, student B1 and her partner actively engaged in face-to-face interaction in class and after class before the pandemic struck. Based on what she explains, after the lectures brought to a sudden stop, she and her partner continue discussing their assignments and final project through WhatsApp. However, something that differentiates student B1 and her partner from the first pair is that they do not feel passionate about their collaboration. In student B1's words: "I don't like [CW] because two people, of course, have different ideas. In my case, my partner and I always have different opinions and ways to see the problem."

Another issue that arose from student B1 and her partner is their lack of openness when going through CW's stages: finding ideas, outlining plans, writing a rough draft, revising successive drafts, and writing the final

draft. When they work on their final project, student B1 only accept the idea of writing a short story in the genre of mystery offered by her writing partner. The reason for this, according to student B1 is: "I don't want to let my friend down". An explanation for her attitude, which does not question and challenge her partner, is because if she does that, it can be considered as a threat to her friend's "face" (Brown and Levinson, 1987). Therefore, she acts polite and unquestioned her partner because she does not want to have a conflict with her.

In Fung's theory (2010), students engaged in collaboration should exercise negotiation to check whether they understand each other and can reach a consensus over the issue. What happened to student B1 and her partner is different, in which each side seems to avoid conflict by keeping their 'face.' Since their collaboration does not run smoothly, the next feature of CW or "shared expertise" also does not operate significantly. In writing their fictional story, student B1 only contributes to a minimum degree where she just suggests storyline and characters' development, while writing up the entire text is done by her partner. The story's fine-tuning, such as grammatical corrections, sequences in the story, plot twist, and implied message mostly done by student B1's partner. The reason for this could be because student B1 does not feel the story is hers or, in her words, "I wished I could write alone."

The last feature of CW or "affective factors" in B1 and her partner does not bring positive outcomes for their collaboration. For example, B1 does not show a good commitment to engage in the process of story writing. Another aspect that student B1 also ignored is a sense of respect towards her partner. She avoids involving further in the process of writing, editing, and refining the story. She just leaves her partner to do many of the jobs alone. The situation is worsened with low contact with her partner during the lockdown at home. She becomes passive and just waits for messages from her friend, who informs their story's progress.

The third couple, student C1 and her writing partner, is an example of unsuccessful collaboration in this study. They do not seem to enjoy working together as a team in their writing assignments. They have some interactions in class, but the interactions are mostly passive, as described in C1's experience: "My partner didn't help me much when I was working in the class. She just looked at me and said: 'I don't understand.' I did most of the writing in the class. She only changed a few words and sentences." It seems that student C1's partner does not like collaboration, and she wants to work on her own. The other three defining CW features, negotiation, cognitive conflict, and shared expertise, could not be discussed

from the couple's experiences. Student C1 is 'a single fighter' in her writing activities, and her partner only contributes very little in their collaboration. What remained with student C1 is some negative impressions or affective outcomes toward her friend, in which she may judge her as 'lazy,' 'untrusted,' and 'uncommitted' person with their writing assignments. When the collaboration changed from face-to-face interaction to online interaction amid coronavirus pandemic, student C1 loses touch with her partner. She claims that her partner deliberately does not want to be contacted when she returns to her village.

The fourth couple, or student D1 and her partner, has a unique story from their experience working in a group. They start their interaction awkwardly in class when the first time they work together in a group. Student D1 describes the situation: "I wanted to work on my own. It was hard to make a decision and unite our argument". Her experience is aptly summarized by Storch (2019:40): "Writing has been generally perceived as a solitary activity, completed by the writer working alone". However, the situation changes quickly when their works are in progress, as reflected by student D1: "In the beginning, it was hard to collaborate, but later it turned out we could work together". They may have experienced some good points when working as a team rather than working individually.

This group confesses that they do some negotiations and reach several points about what story they should write, jobs that should be divided, and a timeline for their final assignment. They agree to work on a sci-fiction adventure for their fictional story. Student D1 says that she comes up with the idea while her friend helps her create some characters in their story. The best part of their collaboration explained by student D1 is: "I had to negotiate how the story should begin, how to develop the storyline, tensions, plot twist, and ending of the story. We had some heated arguments on several points, but in the end, we reached a consensus". As for the division of jobs, student D1 says: "I handled the storyline and ending of the story, while my partner took care of the presentation of the language".

Student D1 remarks: "I was impressed with my partner because one time she called me in the middle of the night to give some new ideas that I never thought before". From what she recalls from her experience, it is clear that she has a good impression of her writing partner. She feels comfortable with her friend because her friend is committed to their jobs and supportive when some issues needed to be settled down. At the end of the interview, both student D1 and her partner confess they are having a good time together. They say that they learn a lot from

their collaboration about story writing and its complexities and how to understand each other when discussing their final assignment.

Lessons learned through their collaboration

Each of the group has learned many valuable things in the process of co-authoring their essay and stories. Student A1 and her partner are a successful example of paired collaborative writing in this study. They claim they have done the CW procedures, pooling their ideas, translating them into an essay, checking their essay grammar, refining their essay contents, and proofreading their essay before submitting it. The couple has extended the level of their collaboration to technology-based interaction as the face-to-face discussion is not possible amid the COVID-19 pandemic (Storch, 2019).

What can be learned from their experiences is that collaboration can improve their writing skills and other aspects such as teamwork, creativity, social relation with others, and discipline. One of the good points of CW for students is that it provides a sounding board when they have a problem. This is aptly recapped in Dale's words as follows: "When students write alone, they often have a hard time generating ideas and sustaining a topic; this may be because writing does not provide them with a turn-taking partner, as does conversation" (Dale, 1997:x). When writing pairs have a problem, the other member can help and find a solution.

The second group, or student B1 and her partner, shows a different story, in which one student passively accepts what her partner has offered and suggested. Passivity is considered the domination of one party and the other party's reluctance to engage in equal collaboration actively (Dale, 1997). With regard to this, Dale (1997:46) argues that a good and healthy partnership should have "cognitive conflict" to foster learning and performance. The cognitive conflict concept is when both paired students try to negotiate some differences and to find their reasonable collaboration solutions. Student B1 states that her unwillingness to argue and to challenge her partner is because she does not want to disappoint her friend. Even though they manage to collaborate in their writing to produce a fictional story, it is clear that they do not have an equal position.

The third paired students or student C1 and her partner are the troubled pair since they do not feel that collaborative writing is useful in their collaborative story. This is raised by one of them that her partner helps little in story writing. Some factors may cause the failure of this couple to achieve better collaboration. One of them might be that she does not like working in a group in composing a story. Another interpretation could be that

student C1 and partner fail to discuss the job description issues or divide the responsibilities.

As for the last couple or student D1 and her partner, they manage to create a good collaboration despite some problems that block their way as an equal partner. It may take some time to learn each other's character and to support one another as they progress in their assignments. The crucial point for them is to respect one another and to grow the spirit of teamwork to write their story. Writing with a partner has been proven to have many advantages, such as developing writing and interpersonal skills with other people. As a wise word goes, "Two heads are better than one", which illustrates how important it is to develop collaborative skills to succeed in study and life.

CONCLUSION

From the four pairs of students in this study, there are several points that we can draw why they succeed in their collaboration and why the others are unsuccessful in their attempts.

The first couple, student D1 and her partner, does a good collaboration because they are good friends since long ago, and they also have opened themselves for criticism and suggestion (Fung, 2010). Fung (2010) suggests that the defining features of CW can be found in their recalled experiences.

Student B1 and her partner may need to learn CW's objectives and open themselves to criticism and suggestion for working smoothly in their paired writing. They need to suppress their ego to work successfully as a team and to develop a sense of respect for each other so that their position is equal (Dale, 1997).

Student C1 and her partner must learn CW's concepts again and learn how to work in pairs. They should learn how to interact well either in a face-to-face meeting or online interaction, fostering successful collaboration. They also need to learn how to manage conflict, to respect others, and to share their expertise.

Student D1 and her writing partner should learn how to develop good chemistry and to open a good communication channel. They manage to become a solid team after they open themselves and accept each other's strengths and weaknesses.

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