PROCEEDINGS

Applied Linguistics, General Linguistics, and Literature

The 1st National Conference on English Language Teaching (NACELT)

Sunday, 15 November 2015

English Education Study Program
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Santi Erliana

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FOREWORD

The proceedings, *Applied Linguistics, General Linguistics and Literature,* are the selected papers that were presented in the 1st National Conference on ELT (NACELT) conducted at the State Islamic Institute of Palangka Raya, Central Kalimantan, on Sunday, 15 November 2015. The title of the proceedings was taken from the theme of the National Conference.

The conference was organized by English Education Study Program, Language Education Department, Faculty of Teacher Training and Education, the State Islamic Institute of Palangka Raya. This annual conference is a discussion forum that researchers, practitioners (lecturers, teachers and instructors) and teachers can expose their ideas, researches and products on language teaching of applied linguistics, general linguistics and literature.

The activity of this national conference is aimed at testing out ideas and perspectives of all researchers, practitioners (lecturers, teachers, instructors) with intellectual bearings that can be different one another to share a similar frame of the references. Additionally, it is objected to bring together a broader spectrum of scholars to have an intellectual conversation.

With the compilation of the conference papers, it is expected that the proceedings will be beneficial for the practitioners (lecturers, teachers and instructors) participating in the conference. Also, it is hoped that this proceedings will be useful for those who are interested in the development of their knowledge in language teaching of applied linguistics, general linguistics and literature.

The appreciation is addressed to the organization of the conference and the publication of the proceedings. First, it is addressed to Rector of the State Islamic Institute of Palangka Raya (Dr. Ibnu Elmi A.S. Pelu, SH., MH) as well as Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya (Drs. Fahmi, M.Pd). The gratitude is also addressed to the plenary speakers of the conference, Prof. Hj. Utami Widiati, M.A., Ph.D (State University of Malang), Prof. Wahjuningsih Usadiati, M.Pd (University of Palangka Raya), and Dr. Imam Qalyubi, M.Hum (State Islamic Institute of Palangka Raya). Finally, the deepest thanks go to the members of the organizing committee, and all lecturers and students of English Education Study Program of the State Islamic Institute of Palangka Raya who gave their attention and time for the success of the national conference.

Palangka Raya, 25 December 2015

Editors

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ENHANCING STUDENT-TEACHER'S ABILITY
IN WRITING LESSON PLANS FOR PRACTICE TEACHING

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Abstract: Lesson Plan as a scenario of the teaching and learning process should be written appropriately in order to achieve the expected goal of education stated in the curriculum and syllabus. Many student-teachers face difficulties in preparing a lesson plan for practice teaching due to various reasons. This article poses P-D-C-A-E steps (Plan – Discuss – Check – Action/Adjust – Evaluation) in writing the lesson plan to make easier for the student-teachers to follow.

Keywords: *Lesson Plan, Practice Teaching, P-D-C-A-E steps*

1. Introduction

Appropriate Lesson Plan is very important in Practice Teaching especially for student-teachers in education institutions who haven't been teaching before. Lesson Plan contains a scenario to be implemented and followed in the teaching and learning process. Since it is a scenario, the lesson plan should be prepared elaborately with full consideration; otherwise the teaching and learning process would be in vain to achieve the expected goal of education (Usadiati, 2011, 2013).

As future teachers, the student-teachers of education institutions have to write lesson plans appropriately. This is in consideration that by having an appropriate lesson plan it is easy to implement the teaching and learning process in class by following the scenario stated in the lesson plan.

Many student-teachers at education institutions have not been proficient enough in writing lesson plan for their practice teaching. The problems are, among others, due to the lack of knowledge on the interdependency and interrelatedness of the various components of a lesson plan. Copy pasting from the available examples of lesson plan have been notoriously done without adapting the situation and condition of the school where they do practice teaching. They mostly mismatch in manifesting the various components in the syllabus into a lesson plan. These all might be caused by the limited time allocation for learning how to write an appropriate lesson plan, as it is only done in 2-3 meetings as a sub part in Curriculum and Materials Development course (Usadiati, 2011). Similar problems also posted by Kartikowati

(2013) from the results of her study in the University of Riau, in which the time allocation for Micro Teaching was insufficient for student-teachers to have self-reflection in Practice Teaching. She also stated the student's incapability in the nine basic skills for teaching, as these skills function as the direction of the teaching and learning process (Usadiati, 2013). Meanwhile, lesson plan writing in Micro Teaching course does not get sufficient attention from the lecturers, in which the student-teachers are only viewed from their performance in peer teaching. That is why the student-teachers do not know how to draw a 'red line' for the interrelatedness to each other of the syllabus components, i.e. Core Competence (Kompetensi Inti, KI), Basic Competence (Kompetensi Dasar, KD), Indicators, Materials and Media, Teaching and Learning Activities, and Evaluation/Assessment in 2013 Curriculum (K-13) or in KTSP Curriculum.

The following discussion is focused on the use of P-D-C-A-E steps for writing a lesson plan. These steps are expected to enhance the student-teachers' ability in writing a lesson plan.

2. Writing a Lesson Plan

Lessons in different places may vary in topic, time, place, and formats, but the all essentially concern with teaching and learning process as the main objective which involves students and teachers (Ur, 1996). As also happen in Indonesia, different schools use different curriculum; various schools apply different format of lesson plan, as the teachers write their lesson plan based on K-13 or KTSP curriculum.

Writing a lesson plan is a must for student-teachers for their preparation for the following teaching and learning process in the real class. For student-teachers who have never been teaching before, it is very often useful to first write a script or scenario of the lesson plan (Brown, 2001). The exact anticipated words are written down exactly what students are expected to say in return. It doesn't matter which curriculum a school applies; whether KTSP or K-13, these curriculums require them to develop lesson plan.

A lesson plan importantly consists of several components, i.e. KI, KD, Indicators, Materials and Media, Teaching and Learning Activities, and Evaluation/Assessment (BPMSDMPK-PMP, 2014b). These components must be taken into account seriously for the student-teachers to plan the scenario of teaching and learning process. These components are interrelated to each other, as shown in Diagram 1.

KIs as the Core Competence to be achieved by the students have been stated in the school syllabus. These KIs should first be taken into consideration, since in the KIs there are four competencies to be reached by the students, including spiritual, social, knowledge, and skill competencies. These competencies show whether the whole teaching and learning processes have achieved the determined goal stated in the curriculum.

KD or Basic Competence is derived from the KI, which in turn it should be referred to the statements of KI (BPMSDMPK-PMP, 2014a). KD is the manifestation of the KI. The embodiment of KI in the KD will make a 'red line' of the interrelatedness of both of them. Although the KIs and KDs have usually been stated in the school syllabus, student-teachers may not just copy them for their lesson plan; they should be aware which KIs or KDs to be chosen, according to the Indicators to be achieved and materials given to the students.
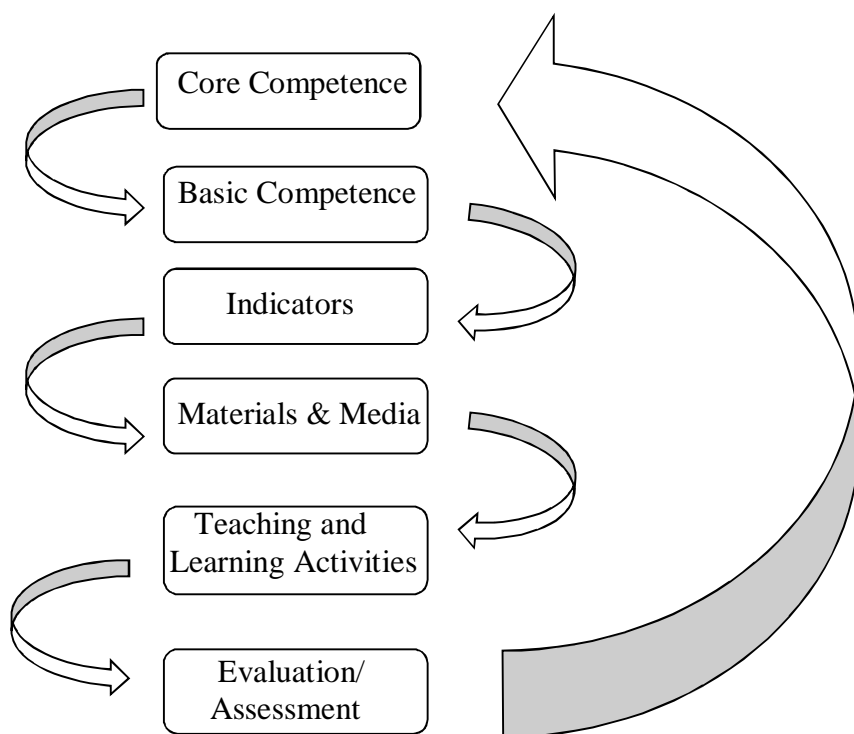
Diagram 1. Components of Syllabus and Their Interrelatedness

That is why Indicators should be made by referring to the KI and KD which have been chosen. In Kurikulum 2013 for example, the indicators refer to Knowledge Competence (Kompetensi Pengetahuan, KP) points 3.1 to 3.11 and Skill Competence (Kompetensi Ketrampilan, KK) points 4.1 to 4.13 (BPMSDMPK-PMP, 2014b). These KPs and KKs should be chosen considerately, which ones mostly match with the syllabus and materials to be taught.

In K-13 or KTSP, the materials of teaching have been prepared previously in the package books available at school, so that the student-teachers may take them from that book. For example, the package books 'When English Rings the Bell for Grade VIII' by Wachidah and Gunawan (2014) and 'When English Rings the Bell for Grade VII' by Khatimah *et.al. (2014)* have been available for schools which have been using K-13.

It is true that in many cases teachers rely heavily on package books, that teaching materials in them as the central concern of instruction must be controlled on the content, methods, and procedures of learning. However, for teachers who have not been accessed to package book, the materials may be selected from various sources by considering various requirements and principles of developing instructional materials (Ur, 1996; Brown, 2001; Usadiati, 2011). Teaching media cannot be separated from its close relation with materials. Since teaching media is not available in the package book, it is free for the teachers to select the most suitable media for teaching. Supporting materials in the lesson plan are also important, they include student worksheets, modules, etc. Computer mailing list and web pages on the internet, video-cameras, mobile phones, are, among others, the popular sources of instructional materials and media (Kitao & Kitao, 1997; Frangoulidou, 2013) to help transmit the desired knowledge.

The teaching and learning activities are the real action of the teacher as well as the students in the class. For this purpose, various methods, approaches, and principles of teaching are available, such as Scientific Approach, Three-Phase Technique, Exploration-Elaboration-Confirmation, Curriculum Cycle in Genre-Based Approach, and many others (Usadiati, 2011).

Evaluation/Assessment is the last component in the syllabus which determines the success of the teaching and learning process. The students' achievement mirrors the success of teacher's performance in the teaching learning process. It can be stated that the teacher's success is mirrored in the success of the students.

It should be remembered that the available package book is not always necessarily be followed in consecutive order from the beginning page until the end. This depends on what is stated in the syllabus which is usually prepared in consecutive order.

To facilitate easier understanding, the above diagram can be more elaborated as in the following table.

Table 1. Interrelatedness of Syllabus Components in Lesson Plan

Core Competence (Kompetensi Inti, KI)	Basic Competence (Kompetensi Dasar, KD)	Indicator (Indikator Pencapaian Kompetensi)	(Supporting) Materials (Materi Pembelajaran)	Evaluation (Penilaian Hasil Pembelajaran)
See school syllabus or Buku Guru (e.g. SMP Kelas VII pp 3-5)	3.1 s/d 3.11 4.1 s/d 4.13 (see e.g. school syllabus or Buku Guru SMP Kelas VII pp 2-5)	Should be made, referring to Know-ledge Competence (Kompetensi Pengetahuan, KP) 3.1 to 3.11 and Skill Competence (Kompetensi Ketrampilan, KK) 4.1 to 4.13	See Buku Guru (e.g. SMP Kelas VII and Buku Siswa SMP Kelas VII) or made by teacher (including Student Worksheet, Modules, etc)	Should be made, referring to KD and Indicators (see e.g. Buku Guru (SMP Kelas VII pp 12-18)

3. P-D-C-A-E Steps in Writing Lesson Plan

P-D-C-A steps in Deming Cycle has been popularly applied in the field of business management as an iterative four-step management method used in business for the control and continuous improvement of processes (Wikipedia, 2015). These P-D-C-A steps have also been tried out in education by Kartikowati (2013) in the University of Riau to find the contribution of P-D-C-A steps in the students' improvement of scores in teaching skills in Micro Teaching course as the measurement of teacher's profession. Results of the study showed different score achievement; and P-D-C-A steps contributed to the enhancement of teaching skills of the students with their several shortcomings.

In this article, P-D-C-A-E is a modification of the famous P-D-C-A steps in Deming Cycle. This modification is expected to be applied successfully in education field, especially to control and improve the processes of writing Lesson Plans done by student-teachers for developing their critical thinking. Instead of Plan – Do – Check – Action (or Adjust) in Deming Cycle, the steps in P-D-C-A-E are elaborated consisting of Plan – Discuss – Check – Action or Adjust – Evaluation.

The above diagram and table of the interrelatedness of the components in the curriculum and syllabus may be simplified and elaborated in these P-D-C-A-E steps as follows.

Plan: Selecting the KI and KD necessary to deliver the teaching materials in accordance with the expected output (the target or goals) stated in the syllabus.

This is done by reading the syllabus and writing the draft of the script or scenario of teaching in a lesson plan. By establishing output expectations, the completeness and accuracy of the scenario is also a part of the targeted improvement. As a scenario, a lesson plan helps to be more specific in the planning and prevent the tangled pitfalls in explaining the materials. When possible starting on a small scale to test possible effects, for example by asking classmates to read and give comments and inputs on the draft.

Discuss: Consulting the draft to the mentor-teacher and supervisor-lecturer.

Lesson plan is the first concern to achieve the goals that a curriculum is designed to pursue. This step is done to ensure that the draft is perfect. Discussion may be done to improve the lesson plan, in format as well as content. The lesson plan should be written completely and elaborately with the consideration that it is a scenario to be followed in the teaching and learning process. The format and content should follow the syllabus to reach the final goal of education stated in the curriculum.

Check: Studying the results of consultation to ascertain any improvements, also looking for the appropriateness and completeness of the planned lesson plan to enable the execution, i.e., in "Action" step.

An appropriate lesson plan should contain components of KI, KD, Indicators, Materials and Media, Teaching and Learning Process, and Evaluation/Assessment. Supporting materials like Student Worksheet, Modules, etc may also be included.

Action/Adjust: Doing teaching and learning process in class.

This is done in the real class or in peer teaching. In this step, the real teaching and learning process is implemented based on the scenario stated in the lesson plan. Since it is a scenario, then the lesson plan should be followed strictly to reach the targeted improvement. If the teaching and learning process shows something different than expected (whether better or worse), or there is a deviation in the implementation from the plan, then there should be some more planning to be done that will suggest potential future adjustments or corrective actions in the following "Plan" step for the preparation of the following lesson plan.

Evaluation: Evaluating the teaching and learning process and the students' achievement.

This is done by adjusting the lesson plan based on the result of "Act/Adjust" step, as a whole evaluation of the teaching and learning process, as well as an evaluation of the students' achievement. Problems and encounters found in the implementation of the lesson plan in the real teaching and learning process are overcome and improved. Meanwhile, evaluation of student achievement may be done by applying authentic evaluation through the use of tests as well as assessments, focusing student's progress in learning, comprising student's achievement in the aspects of knowledge and skill as stated in the Indicators. Tests are not the only instrument to decide the final evaluation of the student achievement, since it is only as a subset in evaluation. Beside tests, evaluation for the final student achievement should also include student assessment using observation, portfolio, presence, performance, participation, motivation, paper, homework (Brown, 2004). What are stated in the Indicators should be pursued through the implementation of the teaching and learning process.

Further steps go back to the previous KIs embodied in the KDs, followed by the determination of indicators referring to the KDs, then selection of materials and media taken and developed from various sources, and finalized with evaluation and assessment. There should be a 'red line' of all the interrelated components of syllabus to achieve the goals of education stated in the curriculum.

4. Conclusion

In writing a lesson plan, the interrelatedness of the components in the syllabus may be materialized by the use of P-D-C-A-E steps for the overall implementation of the teaching and learning process. Student-teachers may refer to these steps for easier understanding and comprehension of preparing a lesson plan.

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LINGUISTICS AND GENES: A CURRENT TRENDS AND THE FUTURE OF LINGUISTICS APPROACH

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Abstract: The dynamics of knowledge in various disciplines in the academic world run so fast in responding the problems that arise in the social life community. The approach of linguistics and the genes or genetics is one of the efforts in responding to these issues. The studies of linguistics and genes in this discussion refer to an academic collaborative work between two different disciplines to describe a similar problem through the assessment of each object of science. The two disciplines between linguistics and genes as one of the efforts in developing a concept of the grouping together related to the speakers of a language and the place of origin and to track the spread of man on this earth. In this interdisciplinary approach between linguistics and genes (DNA&BHV) that has been done a few aspects that are highly relevant that mutual support between the two, namely: (1) The reality of diversity occur together between language and BHV is the serotypes and genotypes. (2) Both have territory in language and in BHV. (3) Each variant of both language and BHV can be traced diachronic.

Keywords: *Linguistics, Genes, B Hepatiitis Virus (BHV), Interdisciplinary approach and deoxyribonucleic acid* (DNA)

1. Introduction

The academic world in the early 20th century in various parts of the world enlivened the discourse of linguistics, more crowded especially after the emergence of the ideas offered by Ferdinand de Saussure. Saussure idea stated in student lecture notesthat is published five years after his death, entitled *Ecole Lingusitic Generale* or known as *General Linguistics*. The ideas in that book are later bring him be the father of world modern linguistics.

Some basic Saussure ideas about in linguistics paradigm rests on preposition of binary oppositions such as: *langue* and *parole*, *paradigmatic* and *sintagmatic*, *signifier* and *signified*, *synchronic* and *diachronic*. The Saussure's ideas then encourage the emergence of new ideas both in the main approach of linguistics such as semantics, syntax as well as in the approach of linguistic especially sub-disciplines such as semiotics and hermeneutics.

Before the emergence of the Saussure idea, language at that time was seen only on the aspects of functioning as a means of communication, but after the emergence of the idea of Saussure language is no longer seen as the dependently aspect but it extends involve other aspects. In Saussure notorious idea is on *langue* and *parole*. According to Saussure the

language that has systematically well he called as *langue*, while the language in the form of speech such a as *idiolect* categorized as *parole*.

The dynamics of language scientific after Saussure growing rapidly new finding concept such as Louis Hjemslev with *glosematic* theory, Halliday with his *systemic linguistic* theory, Leonard Bloomfield that carries the theory of *taxonomy* and Kenneth L pike with *tagmemics* theory. While in the sub-linguistic studies almost simultaneously also appear elsewhere in the world precisely in America semiotics Charles Sanders Pierce figures that is known as the *trichotomy* method those are is *icon*, *symbol* and *index*.

In the study of literature/semiotics and semantics the idea of Saussure also make a major contribution. In the approach of linguistic semantic that is one the phenomenal works of Ogden and Richard after Saussure that is *The Meaning of Meaning* with the theory of *semiotic triangle* or *semantic triangle*. This work became the best in the history of the concept of defining a particular meaning in the semantics and semiotics. Ogden and Richard used a triangle semotic or semiotic triangle to explain relationships between the concept or thought of reference, a symbol or word and referent or reference. (Check Ogden, G. K., Richards, 1946: 9).

The Saussure's ideas not only inspire Ogden and Richard, but also encourage the emergence of new streams of thought of semiotics such as Jaques Derrida. On the other hand Derrida appreciate Saussure findings but on the other hand he criticizes the findings, so then born a new method that is known deconstruction method. Derrida known as the adherents of post-structuralism semiotics consider that signification is not final but itu runs dynamically according to individuals' users. At a later stage other figures such as Roland Barthes which is famous for its E-R-C method that is also the development method of the Saussure semiotics idea.

Saussure ideas on other continents, especially in Central Asia also inspire religious studies as performed by Nasr Hamid Abu Zayd known as the great hermeneuts of Al-Azhar University of Cairo. He is known as progressive intellectuals that is distinguished with the conservatives group that dominant in Egypt. One of his great works of Nasr Hamid Abu Zayd used the interpretation method of *langue* and *parole* in Al-Qur'an. The method used by Nasr is certainly polemical in the middle of the intellectuals who are still using standard methods and classical in interpreting the holy Qur'an.

2. Interdisciplinary Approach in Linguistics

Refers to multiple sources of linguistics that the philosophical assumptions that drive the emergence of interdisciplinary studies based on the fact that "if a discipline discussed from the single point of view it would be only found a "small" result only". Then comes the consideration that it would be more wholistic if each science synthesized thus, to be produced will be much greater and valuable contribution for the humanity.

Linguistic scientific dynamics continue to develope in line with the assessment of the scientific understanding based on the discussion that is considered less comprehensive when compared with collaborative studies with other science. There is also the experts presumption that language may not be discussed only at just on that level because the language has been linked to the outside of language aspects . As in the approach of the language use in the past thatfocused on language use only, they are not clearly distinguished from the causes behind its use. Each one considers that the use of language is purely a case of the language itself. Meanwhile, the causes behind it's use, considered as a separate issue, so that it bring out to the idea of interdisciplinary studies between sociology and languages later known as *sociolinguistics*. Other interdisciplinary studies also occurs in the psychology and language known a *psycholinguistics*, anthropology and the approach of language becomes *linguistics-anthropology*.

Basically the latent of the emergence of interdisciplinary has existed since the beginning of the 20th century but it is so intense discussion recently seen in the 1960s. Interdisciplinary studies as the demands of scientific findings that require more wholistic. Some of the figures in the approach of interdisciplinary linguistic quite a major contribution as Foley, Saphir&Worf, Duranti, Stauss (linguistics-anthropology), Hymes, Labov, Fasold, Ferguson, Fishman, Wardhaugh, Weinreich (Sociolinguistics), Belwood (Archaeology and Linguistics), Wittgenstein Russell, Moore (Philosophy of Language / Analytical) etc.

3. Interdisciplinary Approach of Linguistics and Genes
3.1 Linguistics approach

Linguistic approach in this discussion refers to the approach of sub-discipline of comparatives historical linguistics and diachronic dialectology. In terminological *the comparatives historical linguistics* and *diachronic dialectology* it's work pattern comparing two language in two different periods of time or as an attempt to determine the antiquity of a

language or a *relic* that can be assembled a group of languages into a family tree. Besides the *comparatives historical linguistics* and *diachronic dialectologies* one of the scientific assessment focuses on tracking or determining the origin and direction of migration of a certain nation.

In diachronic approaches to determine the area of origin and migration of speakers used a lexico statistics technique. Lexicostatistics technique utilizes an instrument the list of 200 Swadesh vocabularies or other like Hole list and Nothofer cultural vocabularies list. Those vocabulariesused as a basic to see the elements of similarity between the language of one language to another. Based on the percentage of a language in common with other languages will be obtained *cognate* percentage of each language (Crowley, 1987: 190; Keraf, 1991: 121).A percentage *cognate* among languages that are comparable it will show it's member of the group. Some *cognate* category among others if it fulfills one of the provisions such as word pairs that are phonemic and phonetic.

After discussions with quantitative methods as used to determine the lineage of kinship language / dialect studied (Keraf, 1985; Fernandez, 1996; Shamsuddin, 1996: 9) it will show a result of the grouping, however, it still required the evidence of qualitative to strengthen the position of the grouping in order to achieve results that a holistic dimension.

The nature of the grouping with qualitative methods is an effort to identify similarities elements of innovative and exclusive language at the level of phonological and lexical. At the level of phonology, the resemblance and similarity of innovation can be traced through the similarity of phoneme patterns and rules of changes, while at the level of lexical looks at similarities cognate vocabulary which is only owned by the subgroup or group of languages studied. Internally and externally characteristic features that is found it is compared very carefully. The characteristics were also compared with etimons of a proto. Based on the second evidences that closeness of language group is specified in the form of the definitive lineage.

The final step that is performed in this approach is a reconstruction technique which is a continuation of lexicostatistics techniques. The Reconstruction techniques include phonological and lexical reconstruction techniques. The method adopted to find the initial language or *pre- language* and *meso-language* that low level. The Reconstruction technique can be done either from the bottom to the top (bottom-up reconstruction) or from the top to the bottom(top-down reconstruction) (Dempwolff, 1934-1938). The reconstruction technique

from the ground up is known as inductive, while the reconstruction from the top downis called deductive.

3.2 Linguistics and Genes Approach

In the approach of linguistics and genes in this discussion refers to academic collaborative work between two different disciplines to describe a similar problem through the assessment of each object this science (Mahsun, 2010: 1). Both disciplines are linguistics and genes are simultaneously built a partnership to build a shared concept related to human grouping and track the origin and spread of the race in this earth.

Linguistic disciplines to review the aspects related to traces of language used by the speakers of a language, while the discipline of genes examines the genes aspects of native speakers. With the collaboration between linguistics and genes are expected to gain a thorough overview of the history of the origin and migration of a nation. Thus linguistic and genes when referring to the hierarchy of knowledge is a sub-discipline among the field of linguistics.

Early emergence of linguistic and genes can be traced to the emergence of the book of Steve Olson *'on Mapping Human History: Discovering the Past Through Our Gens "*. In this studies Olson search human origins no longer rely on studies commonly known as *archeology* and *anthropology*, but in a recent approach on the distribution or human origin can be traced with the combination of two science, named as linguistic and genes.

Basically interdisciplinary studies related to the homeland the origin has been done before by some experts. As the study of the origin and spread of the region of Austronesian family conducted by Peter Bellwood that uses multidisciplinary approach those are linguistics, anthropology and archeology. In addition, the latest research on the place of origin performed by Collins (2005) who found a new fact that the origin of the Austronesian or Malays originated from Kalimantan.

Similarly, Antony Dick Reid in the approach of the origin of Malagasy people using language studies and anthropology. Other interdisciplinary approach conducted by a genesist Stephen Oppenheimer from the Oxford University, England in his works *"Eden in the East"* which was first published in 1998. It opened earlier discourse controversial enough to bring out the latest theory about the origins of Austronesian-speaking peoples spread. In these findings Oppenheimer said that the first ethnic group Austonesia not come from Taiwan, as the general assumption he thinks that the Austronesian peoples is originating from Indonesia.

Some studies interdisciplinary between linguistics and other disciplines related to the area distribution of speakers of a language in the above push an idea some experts in Indonesia, then in around 2004 a genesist Sangkot Marzuki, who is also the Director of the Institute of Biomolecules Eijkman Indonesia conducted the research towards migration speakers of Austonesian with genes approaches. In his research Sangkot find new findings and stated that there is only one single migration path to Asia. Southeast Asia is the center of the spread according to the Austronesian-speaker in Asia. Thus, Sangkot findings based on analysis of *deoxyribonucleic acid* (DNA) tear down the direction of migration theory which has been commonly known among scholars. One of them is *Out of Taiwan Theory*stating that the Southeast Asian nation originating from the north that is Taiwan this undeniable. According Sangkot, genes diversity even further to the south is higher, while ethnic in the northern region of Asia is more homogenesous (Marzuki, 2003).

In the period 2010 thelinguistics andgenesstudies followed by a diachronic linguists and Indonesiancomparativist Prof. Dr. Mahsun, MS with supported by BHV genesist Prof. Dr. dr. Mulyanto and Prof. Dr. dr. Soewignyo Soemoharjo, Sp.PD, K.GEH who is also an expert for hepatistis B virus.

In linguistic research and genes, Mahsun trying to look at a possible links between linguistic and genes*Deoxyrbonucleat Acid* (DNA) BHV. In that approach to see how the the equivalence of distribution of languages and its variant with the genotype distribution of hepatitis B virus (BHV). In temporary assumptionthat the language and BHV genotypes have been identified geographical distribution that is relatively similar to the geographic distribution of *genotyp*e category / *subgenotype* specific BHV.

In a genesapproach of hepatitis B virus (BHV) has identified a wide range of variants in DNA BHV virus. In the description of Mahsunapproachhe mentioned that BHV is classified into four sections are: hepatitis B *antigen surface*(HBsAg) that is: *adw, adr, ayw* and *ayr*. Additionally genesists can identify eight genotypes of BHV. The equivalences between linguistics and gen can be seen from the similarities or patterns in spreading the variants in BHV DNA that has a specific distribution territory as exemplified by Mulyanto et al, 1997 in Mahsun 2010: 133) as serotype BHV; *adv* spread in Sumatra, Java, Kalimantan, Bali, Lombok, Ternate, Morotai; *ayw* spread in East Nusa Tenggara and Maluku; while *adr* in Papua.

Others Genesists argue that the existence of BHV variants associated with the subgroupof West Austronesian language: *adw*Austronesian subgroup Middle-East: *ayw*Similarly generally dominant genotype in Indonesia is BHV genotype: y Band Ccategor. In the approach of interdisciplinary between linguistics and these genes are interesting things because this approach of BHV DNA linked to the migration of human populations (speakers).

In interdisciplinary approach between linguistics and gene (BHV DNA) there are some very relevant aspects of mutual support among others:

1. *The reality of diversity occurs together between language and BHV is the serotype and genotype.*

Between linguistic and genes collectively have a relationship between the distribution of variation in their respective fields with the distribution of the population of native speakers. In the field of linguistics and the infected population category Fenotype and genotype / BHV subgenotype particular to the field of genes (BHV). In this collaboration approach found the variant distribution with the direction of migration of human populations. In a this interdisciplinaryapproach seems the distribution of BHV genotype of B variants that iscommon found in clumps of Autronesia speakers (Mahsun, 2010; 136)

2. *Have the same territory in both language and in BHV.*

Still under the Mahsun (2010) studies, in his description says that the approach of linguistic and genes identified clearly that the group of speakers in languages, language subgroup, the language family, language, dialect and subdialect has been identified as a region of the human population with boundaries use is clear in the case of genes variation spreadalso apply in the same thing.

3. *Each variant both language and BHV can be traced diachronic.*

In line with point one and two between linguistik and geneshave similar patterns in various aspects, especially in the area of distribution of the characteristics of certain evidence. In the approach of linguistics, especially historical linguistics, dialectology diachronic andgenes approach, particularly BHVgenes associated with the proximity of the relationship between language and its variant in linguistics. Similarly, inter-ethnic relations based BHV genes are arranged in a family tree diagram in BHV called filogentik, while in linguistics called a family tree of languages.

4. Conclusion

Tracking the history of linguistics approach since the emergence of Saussure idea until now would have had a fairly mature age as a science. The efforts of some experts in contributing to the science maximally is done up to now. One of the efforts is collaborative approach between linguistics and the genes is one the effort among experts in the field of science to reveal a great questions in the approach of science and its contribution to humanity. Similarly, the approach of linguistics and genes theoretically has contributed to humanity, especially in language and genes mapping. Theoretically both linguistics and genes are to determine the status and pedigree kinship through the language family tree in linguistics and filogentik ingenes. While this research is practically useful to build relationships that is separated geographically but in onegenesalogy. The proof of language kinship is the evidence of the origin of the similarities that can strengthen the sense of unity and entity of a nation.

The contribution of collaborative approach linguistics and genes in theIndonesian context that is the responds to the socio-political phenomena in several areas such as in Ambon and Papua that want to breakaway to the Republic of Indonesia on the fundamental reasons that they are not part of Indonesia. If analyzed carefully on the aspects of language that conflicts occur in areas such as Ambon and Papua are the areas that have *enclave* of non-Austronesian clumps. The use of the non-Austronesian politically term is social engineering to secede from the NKRI (The Unity Republic of Indonesia) they think that they are not a part of the Austronesian race with so attempt to separate themselves are reasoned. However, based on collaboration studies between linguistics and genes found the areas that are considered non-Austronesian evidently are a part of the Austronesian. The real contribution of lingusitics and gene is a proof that the interdisciplinary approach in the future is a necessity and a must.

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EDMODO- AN EFFECTIVE SOLUTION TO BLENDED LEARNING FOR EFL LEARNERS

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Abstract: Technology today has played a major role in the field of education especially with the emergence of World-Wide Web and internet. Since traditional teaching is seen not enough to support the students' learning of English especially in EFL environment where English is only used at school, educators have combined face to face interaction with online course in blended learning. Many efforts were used to maximize the effectiveness of internet to assist students as well as teachers of English all over the word. Edmodo is one of network platform which enables teachers and students to connect, collaborate and share content and educational applications, and assess homework, grades, class discussions and notifications. Its goal is to help educators harness the power of social media to customize the classroom for each and every learner. Realizing the great potentials of this learning style, Edmodo could be an effective solution to be implemented in the classroom in blended learning way. This paper will explore on how Edmodo can support the teaching and learning in English classroom. The discussion begins with the introduction of Edmodo and the concept of blended learning by using Edmodo. Then it continues with the application of Edmodo into actual teaching context and its outcome. Furthermore, the researchers will also discuss the current and future challenges of Edmodo in ELT for EFL learners as well teachers.

Keywords: *Edmodo, blended learning, EFL learners*

1. Introduction

Nowadays, technology is growing rapidly and it causes massive changes in language teaching process. The traditional English teaching has changed drastically with e-learning such as multimedia technology and the use Internet. Traditional teaching is seen not enough to support the students' learning. Classroom instruction cannot meet the students need anymore. Traditional face to face classroom is limited by the school time and schedule. E-learning comes to bring another way in teaching since it offers teachers and learners access to anywhere, anytime "information rich" sources (Kistow, 2011). With the ability of the internet to bridge time and space, e-learning gives big support for the EFL learners to learn anytime and anywhere without having trouble in managing time as long as there is internet devices. Learners can access web, blog, or platform provided by the stakeholder. Online learning

provides the students to learn independently. Besides, e-learning is more flexible than traditional learning. It can be done in short of time in which we can fit with our schedule without coming to the school. E-learning is fast becoming more and more popular method for some school in developed country. However, e-learning also has some disadvantages. Students with low motivation tend to fall behind because there is no fixed schedule when to do it and they are responsible for the organization themselves without support from the teacher. In addition, social interaction is less in e-learning since the learners only communicate with the devices.

To combine best sides of both traditional face to face interaction and e-learning, another method rises which is called blended learning. Garrison and Vaughn (2008) describe the basic principle of blended learning as a situation where face-to-face oral communication and the online writing communication are optimally integrated so that the strength of each are blended into a unique learning experience congruent with the context and intended educational purpose. Many educators all over the worlds develop effective learning platforms to support blended learning. One of favorite learning platforms is Edmodo. Edmodo is a free and secure learning platform designed by Jeff O' Hara and Nick Borg in 2008 for teachers, students, parents, schools, and districts, and is available at www.edmodo.com (Kongcham, 2013). Edmodo is usually known as Facebook for Education. The display looks similar but is much more private and safe because it allows teachers to create and manage accounts and only for their students by typing group code to register in the group; no one else can participate or spy on the group without knowing the group code (Jarc,2010).

Edmodo enables teacher and students to connect outside class. Teacher can post materials, video, quizzes, and polls at Edmodo where the students can easily comment, download or submit assignments anytime anywhere without coming to the lass. The features on Edmodo really support learning and communication between teachers and students. Edmodo was recognized by the American Association of School Librarians in 2011 as one of the top 25 websites that fosters the qualities of innovation, creativity, active participation and collaboration (Habley,2011) in the category entitled "Social Networking and Communication". Parents also can have discussion directly with teachers at Edmodo because it provides class for parents so that they can monitor their children progress at class.

2. The Application of Edmodo in the Teaching Context and Its Outcome

Via Edmodo, teachers can send out quizzes and assignments, give feedback, receive completed assignment, assign grades, store and share content in the form of both files and links, maintain a class calendar, conduct polls, as well as send notes and text alerts to individual students or to the entire class (Kathiri, 2015). Realizing the great potential of Edmodo in the classroom, the researchers had been used Edmodo to a blended learning for a semester. The researchers apply Edmodo in three classes, i.e. Vocabulary Class, Grammar Class, and Research of Method Class. In order to have class at Edmodo, teachers should create account first at www.edmodo.com and sign up as a teacher. Students also should create an account as students and parents create an account as parent.

After finished creating account, teachers' job then is shaping group for learning and there will "group code" for students to type on if they want to join our classes. Once the online classes are in place and joined by all of the students, they would be locked.
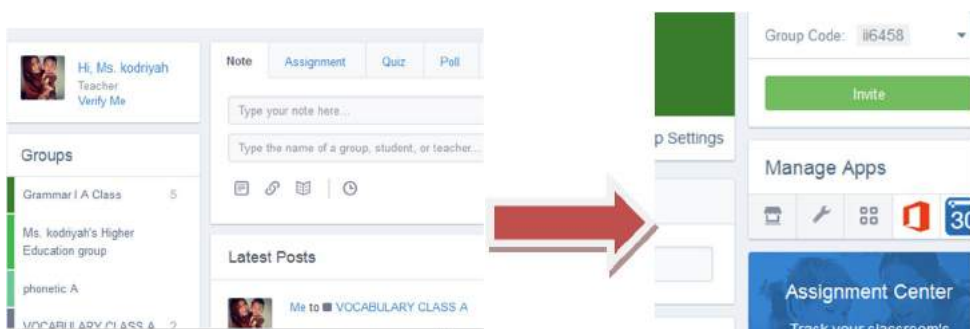
In order to support traditional classes, a variety of activities were given to the students by using Edmodo. Teacher can give note and attach any files such as word, jpeg, PDF, or link of specific materials where students just directly click on the link and get the sources. Teacher can give feedback on the students' assignment and so do the other students. Edmodo is easy to manage where teachers can provide digital content, and let students post content and have online discussions, and open up the possibilities for active learning.

Teachers can post materials in the form of note, assignment, quiz, or poll. The teachers can choose note if they want to share some notes with file, link, or other media. Here, teachers also can manage time when the note will be posted by click on the calendar menu. Students can comment at the post, give feedback and discuss with the other students.

Bellow is the example of discussion between the researcher and students after the researcher posted the materials about past progressive tense. By having online class at Edmodo, teacher has chance to communicate with their students. Edmodo even strengthened the relationship between students, and led to a stronger classroom community (Mills, 2011) and the relationship between teachers and students.

Teacher can choose 'assignment' if he/she wants to post additional assignment for students. In this part, the teachers just need to complete the series guideline from Edmodo. In addition, the teachers can post the due date when the assignment should be submitted and lock the assignment after its due date. If the students do not submit the assignment based on the deadline, they are not able to submit it anymore. The assignment submission is closed. This will help the teacher to monitor the students' work as well as helping the students to be responsible on their own homework. The calendar menu also alerts the students to submit the assignment before due date in its notification feature.
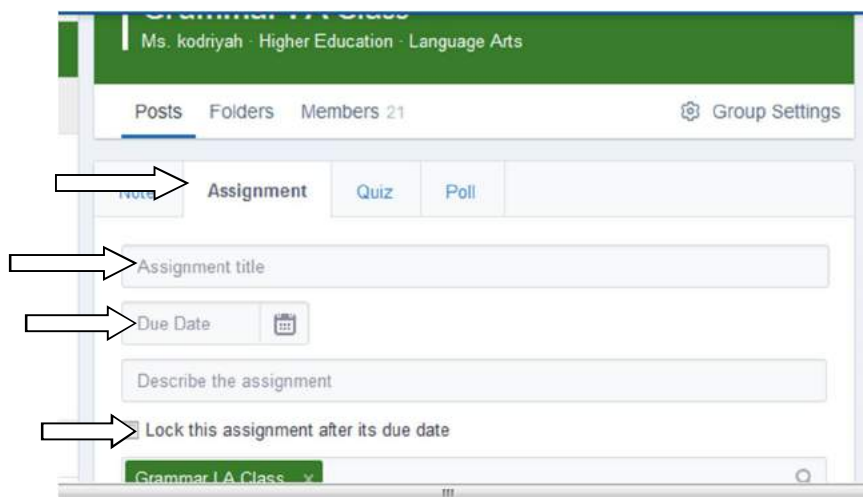
By having class at Edmodo, teachers can manage their classroom well. In addition, this online app comes with an academic calendar that would enable you to maintain and track all class assignments in an easy manner. It is observed that students and teachers face a lot of stress while tracking their class projects. Students who do not submit their assignment on time, they will not have chance to submit it.

3. The Advantages of Edmodo in ELT

Many advantages can be obtained by applying Edmodo for blended classes. In EFL environment where English is not used for everyday conversation, having Edmodo as a supporting media to learn is very useful. Teacher can have conversation by using English at Edmodo with students even they are not a school or campus. Robertson (2008) stated that Edmodo provides students with an English online communicative environment to practice language skills and to develop their linguistic competence. Besides, Edmodo is free application and no ads. Everyone can download it and it is easy to use. By not being overloaded with features, and offering learning aids like <u>Quick Guides</u>, <u>FAQs</u>, and lots of other <u>support and help tools</u>, Edmodo is not very hard to get started with. With no advertisements, and a process for inviting and managing which students access which classes, it addresses the fundamental concerns of privacy and safety that are an issue with many other free tools on the Internet that are great for sharing content and social learning, but are not education-specific or particularly student-friendly (Wahls, 2013).

Furthermore, Edmodo facilitates various types of active learning. Teacher can provide assignments and related resources, has discussions about them, collaborate in defined groups, and provide a place where student-created digital content assignment. Teachers and students can connect to the application all the times and check any update or post at groups. Teachers can create connections with students from different schools or even teachers from other country. Parents can be involved in learning process by viewing their children's work and grades, and keep in touch with teachers (Bayne, undate). From technical perspectives, Bayne stated that Edmodo has three important criteria, i.e. usability, accessibility, and compatibility. The usability of Edmodo is that it is easy to use. Students/teachers/parents/administrators can learn to use the tool in a short period of time and therefore will be more inclined to use it for classroom discussion, content and learning management. From the perspective of accessibility, it is accessible for all users. Students/teachers/parents/ administrators are able to

access the tool of using various devices, with all browser types, and from anywhere, anytime, and anyplace. In term of compatibility, Edmodo is compatible with multiple devices and equipment. Since users will not all have the same devices or equipment, it is important that the tool is flexible enough to be used with a variety of devices or equipment.

4. Edmodo for EFL Learners

A number of researchers had investigated Edmodo for ELT, some showed that Edmodo is an effective tool to help teachers manage their classroom. Minh & Giang (2014) investigated the effectiveness of Edmodo for Vietnam students. Ninety students were taught using Edmodo for blended learning. The results showed that numbers of good changes to the classes, including better way of management of large-sized class, an easier and more effective method of assigning homework, more convenient way of giving a test and assessment, and a more eye-catching and powerful way of giving preliminary discussion. Thongmak (2013), using Thailand case, attempted to study the acceptance of Edmodo as a classroom collaboration tool and explore university students' views about it. His results, collected from 182 questionnaires, reveal that Edmodo can be more beneficial than any other social networks for various areas of education. It can also be used to support both distance teaching and to fulfill physical classroom learning.

Another study is by Kathiri (2015) on the students' attitudes toward Edmodo in Saudi secondary school. Kathiri divided 42 students into two groups, experimental group and control group. The experimental group received traditional teaching plus a six-week daily interaction via Edmodo. The control group received traditional teaching only. The result of his study showed that students' perceptions towards Edmodo were highly positive and that although there were considerable challenges to its integration. From another perspective, the results of Kongchan's study (2012) revealed that Edmodo was perceived to be a wonderful and user-friendly social learning network that enable a 57-year-old teacher of English at King Mongkut's University of Technology Thonburi in Thailand to take charge of her own exploring and making use of the site to set up and run her online classes. Such results prove that Edmodo, having a high level of acceptance, can be used not only as a tool to create an additional online classroom community for students but can benefit the teacher community as well.

In another survey conducted by Majid (2011) to 200 Edmodo users who take English subject at Telkom Polytechnic stated that 66% of students agree that Edmodo is useful, 79% agree that it helps them to face their study and 78% feel happy for having this site integrated with their English classes. For Fujimoto (2012), the free Edmodo Mobile apps allow learners to asses any recorded resources wherever they are and whenever they like. Arroyo (2011) further explains Edmodo as an excellent communication tool for knowledge construction based on social networking and collaboration providing a more secure learning platform for learners and educators.

5. Current and Future Challenges of Using Edmodo

Edmodo is easy to use and easy to obtain. However, it has several challenges in its application in the classroom. Zaideh (2012) explores deeper challenges such as the bad effect on students' health and the lack of physical clues like tone, inflection and body language that are offered in face-to-face interaction. Stroud (2010) also enumerates some of the problems that may occur when using Edmodo such as the low-income students, the long time spent in front of the computer and the possibility of using it as more of a social networking site than as an educational tool. Since Edmodo needs high speed of internet connection and computer or Smartphone to open the app, this also becomes challenge in running online classroom. If a student does not have access to computer and Internet, or a mobile device they would not be able to use the tool. Not all areas have good internet connection and not all students have computer at home. Grosscek (2009) stated that the alliance between Web.2 technologies and the teaching-learning poses a series of challenges such as the requirement of Internet connection and the need for high digital abilities.

Furthermore, Al- Asmari (2005) believes that the factors most influencing the low level of use of the Internet technologies were EFL teachers' perceived expertise, place of access and Internet training. In addition to that, Barnawi's study (2009) indicates that the lack of technology resources and the imposition of traditional methods of instructional delivery could be possible internal and external impediments to the use of Internet technologies in the classroom. A number of students may struggle with acquiring the crucial skills to function well in online learning since they have not experienced online learning before. Teachers' ability in mastering digital aids also influences the implementation of Edmodo in blended learning. According to Almaini (2013) teacher resistance, lack of training, and budgetary or

sources constraints are the main issues that contribute to the failure to exploit fully the potential of technologies. In term of the Edmodo application, Bayne adds that the layout is too plain and boring, and had an associated lag time in response. In addition, text messaging is not available feature. Therefore, students cannot have internal message by using Edmodo. Stockwell (2008) and Motiwalla (2007) add that small-sized screens, time-consuming typing and slow speeds of connection can reveal an evidence of resistance.

6. Conclusion

Having only traditional face to face teaching interaction is not enough for students in learning English especially for EFL learners. Teachers should think another learning platform which enables teachers and students to have another learning instruction outside classroom. Edmodo, as proved by many researchers, can be an alternative online learning platform to be used in the classroom. Many researches showed that Edmodo can be one of effective solutions for blended learning. By utilizing Edmodo, teachers can post supporting materials, assignment, and quizzes online without having face to face interaction. These activities will help both teachers and students to maximize the quality of classroom instruction. While the students can benefit from the personal communication brought in by classroom and face-to-face interaction, the collaborative environment provided by Edmodo ensures that knowledge is no longer contained in places defined by geography and can be shared and viewed transparently (Kathiri, 2015).

Since Edmodo needs special skills and tools to run it out, not all teachers and students can have that application. In addition, the materials posted by teachers should meet the students' need, can motivate students to learn English, support to the students-centered learning, and enhance collaborative learning (Kodriyah, 2015). To sum up, Edmodo, as the alternative solution of blended learning can be used effectively if school, teachers, students, and parents work together to achieve goals in learning.

6. Recommendation

Realizing the great potential of Edmodo to support English language teaching, it is suggested that all teachers use this application in their classroom as a supporting learning platform. Edmodo is easy to use, has complete features to support teachers in managing their teaching outside classroom, and it is free. Via Edmodo, teachers can send out quizzes and

assignments, give feedback, receive completed assignment, assign grades, store and share content in the form of both files and links, maintain a class calendar, conduct polls, as well as send notes and text alerts to individual students or to the entire class (Kathiri, 2015).

Learning English will be much more fun and easy by applying blended learning using Edmodo. Before using Edmodo in the classroom, it will be better if teacher give training to the students on how to use Edmodo for their learning. Lack of experience in using application will cause failure in learning. In addition, teacher should also define the rule on his/her online learning to control the online classroom at group so that the learning will run out smoothly.

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DESIGNING INTERACTIVE WRITING TEACHING USING BLOGS

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Abstract: In recent years, the use of blogs has received a great deal of attention from English teachers around the world and is now establishing its place in writing classroom, as a means of assisting a more realistic setting for the joyful and interactive writing learning. However, blogging activity can be a complicated activity to implement in EFL writing class due to the focus on the writing activity in an internet application. This paper explores the design of using blogs for teaching writing so that blogging activities can be implemented in writing class to be interactive activities to improve the students' writing skill for particular context in university level. For so doing, it is conducted a research going to be integrated into the writing class. Therefore, classroom action research design is used. It is expected that the use of blogs in a writing class can enhance students' writing skill, and it is to be an alternative technique for English writing teachers to encounter their problems in writing classroom.

Keywords: *writing skill, interactive writing teaching, blogs, blogging activity.*

1. Introduction

Learning to write is considered the most difficult skill for students who lack motivation to write in English, and whose writing capacity is not good. In order to improve students' writing skill, English writing teachers have to find the suitable, effective, and innovative approaches or activities (Kitchakarn, 2013:1). Also, English teachers should try to use the teaching medium that contains aspects of pedagogy, social interaction, and technology use (Wang in As'ad, 2010:175). Thus, teaching media, here, relates to the use of technology and one which is the famous media is internet. One of the internet facilities is blogs. Therefore, blogging activity is one of the alternative ways to solve the problem.

Mynard (2007) stated that blog is an influential and effective way for language teachers to encourage student writers to communicate or reflect their ideas on their learning experience and add their response to their peers' blogs to encourage further expression. In addition, Williams & Jacobs in Blackstone, et al. (2007:1) assert that when a language teacher introduces blogging activity within the language classroom (writing classroom), the opportunity for student interaction in writing activities and the learning environment are really provided. Hence, blogging activity provides student writers with a far greater audience both within and outside the classroom.

Blogging activity is one of the effective ways to share ideas when writing. According to Aljamah in Kitchakarn (2013:3), students can be motivated to write more in both academic and non academic. They can write and give comment on their friends' writing through blogging activity. In this activity they can discuss and share their interests, their likes, and individual differences. Students can get feedback from other audiences through blogging; they also have an opportunity to get information in which they are interested and write things they really want to. Moreover, it can improve students' writing skills by integrating blogs in writing classes (Dawns, 2004).

In academic context, the personal experience of teaching writing at English Department of State Islamic Institute of Palangka Raya shows that in the writing class most of the students got difficult in writing. They could not communicate to each other and could not reflect their ideas when they are assigned to write. They lack motivation for the writing activities. It seems that the fore mentioned problems become the trend problems in the writing class. Therefore, in writing classroom there should be a way to let the students exchange their ideas and respond to each other. One of the alternative ways is through blogging activities.

The use of blogs with special features in EFL writing class gives benefits as shown by some studies. A research conducted by Fellner & Apple in 2006 (as cited by Kusumawardhani, 2014:485) believed that using weblog would promote writing fluency because students can consider their vocabulary more and recycle it as well as notice their language use. Blackstone, et al. (2007) researched on using blogs in English language teaching and learning. By blogging activity the student as peer review partners can help their peer edit the writings before being uploaded. It facilitated greater learner interaction and reflection on skill development. Next, a study by Fauzan in 2009 (as cited by Kusumawardhani, 2014:485) showed that blogging strategy in writing class could improve students' writing skill in developing descriptive essay. Blogs can be powerful and useful if the use is maximized to meet teachers' and students' needs. Then other studies investigated weblogs to teach students to write recount text (As'ad, 2010; Kusumawardhani, 2014). Results showed that the use of weblogs in the teaching and learning process can motivate the students to write better, express their ideas through their blogs, and improve their writing abilities. Lestari (2011) did a research on blogs for teaching writing. The findings indicated that by using class blog the students could be familiar with blogging and could make their writings which consist of their thoughts and feelings. Further studies on blogging combined

with peer feedback were done (Kitchakarn, 2013; Gomez & McDougald, 2013). The results said that online peer feedback through blogging can contribute to the improvement of the students' writing abilities (Kitchakarn, 2013) and act as boosting factors to enhance or maintain levels of coherence in text through the shaping of the students' cognition and affection (Gomez & McDougald, 2013).

In the current study, the researcher attempts to overcome his problem in the writing class. It focuses on how the students exchange their ideas and respond to each other interactively to writing better. Therefore, it is very much necessary to conduct a study to enhance the students' writing skill at English Department of the State Islamic Institute of Palangka Raya. The study explores the design of using blogs for teaching writing so that blogging activities can be implemented in writing class to be interactive activities. By using blogs it benefits the students greatly for their writing skill improvement, and teachers benefit from blogging activity as an alternative technique to teaching writing with the great challenges.

2. Discussion

'Blog' is a term which is shortened from 'weblog', and this term is introduced in 1999 by Merholz in As'ad (2010:175). 'Blogging' refers to the activities to write in a blog. Blogging activity means the writing activity in an internet application in which the drafts or the product of writings can be accessed by everyone whom has internet connection and blog of her/his own (As'ad, 2010:175).

A blog contents the activities of writing and posting short articles displayed in a reverse chronological order and the visitors can give comments on the author's entries. As stated by Richardson (2003), because a blog is essentially writing activities, this digital paper can support drafting, provision of feedback (can be from students or the teacher), revision, and online publication in ways the traditional paper simply cannot support. To do so, teacher can give a teaching instruction to the students to write a paragraph or an essay by a given a topic and explaining the paragraph or essay development.

There are three types of blog for the language classes (Kusumawardhani, 2014:486). The first type is 'tutor blog' which is run by the teacher of a class. The content of this type can be limited to syllabus, course information, homework or assignment. Students are normally restricted to being able to write comments to the teacher's posts. The second type is 'class

blog'–blogging groups/subgroups within the class or a group within the class–in which this blog is a shared space, with teacher and students being able to write the main area of class discussion. Students can be encouraged to reflect in more depth in writing on themes touched upon in class, and they are given a greater sense of freedom and involvement than with the tutor blog. The last one is 'learner blog', a student has individual blog, which requires more time and effort from the teacher to both set up and moderate, perhaps the most rewarding. It benefits students for their own personal online space. Students can be encouraged to write frequently about what interests them, and they can post comments on peers' blogs.

This research more focuses on the working of blogging groups within the class. As suggested by Blackstone, et al. (2007:8), to have assigning certain students to respond to others' posts, a teacher can use 'blogging groups' within the class. A blogging group might consist of any number of students, but since the purpose is to narrow the field of potential peer respondents/commentators to a specific manageable group, it is best limited to no more than six members.

Moreover, creating blogging groups is the equivalent of classroom management; only in this case, student interactions in cyberspace are manipulated for greater inclusivity (Blackstone, et al., 2007:9). When blogging groups are utilized in the writing class, the students are created in groups of five to six classmates–a high student, two average students and two low students–gotten from the recorded scores of writing test in preliminary study (Kitchakarn, 2013:5). Researcher teacher asks the groups to create a group blog, with password-protected and friendly environment for students to work together. Teacher suggests the students to use a popular, easy-to-use and free weblog provider: Blogger. Students are explained about how to exchange their ideas and respond to each other interactively when writing.

To engage students in experiencing blogging activities, the training session is conducted before the lesson starts. They are trained to be familiar with the blogging activities. Members of each group are required first respond to the posts of at least half of the members of the blogging group before responding to the posts of other classmates. This procedure creates a realistic chance for each blogging group member to receive multiple comments per post, while it also eliminates the common occurrence of student writers only reading and responding to posts by friends. That is why teacher trains students to get easily involved in

blogging activities so that they can produce more effective and specific response or comments.

As stated by (Blackstone, et al., 2007:9), in addition to working with the posts of their blogging group members, students are recommended to do other activities as a group, such as peer reviewing or giving feedback on various exercises, or carrying out content discussions such as ideas development etc. Thus, feedback activity is implemented in blogging activities. By so doing, students can further cultivate a sense of meaningful social interaction continuity with their group members for the posted revision to better writing versions.

Then the role of teacher in blogging activities is really important. Teachers with experience in this activity should guide students to successfully writing. If students are not provided enough guidance, they will gravitate to the posts made by their friends. To encounter this problem teacher is also suggested to make comments on students' writing. The comments might come after students give comments. Finally, they make changes of their writings based on the peer and teacher feedback as well.

This present research is going to be integrated into the writing class of English Department of the State Islamic Institute of Palangka Raya. It is because this research is conducted to find the appropriate procedures of the implementation of using blogs to enhance the students' writing skill. While carrying out the research, classroom action research design is used. It is a cyclical process covering four steps–planning, implementing, observing, and reflecting–adapted from the model proposed by Kemmis & McTaggart (1992:11-13). Data are mainly gathered from students' writings through blogging activities, observation, field notes, questionnaire and interview.

3. Conclusion

It is expected that the design of the use of blogs in a writing classroom can enhance students' writing skill since this blogging activity is an interesting one. Moreover, by implementing blogging activities it gives students chance to interactively exchange their ideas and respond on peers' writings to correctively revising into the better writings. Also, it gives them chance to develop writing process which can build their independency, confidence and motivation. At the end, hopefully this research might give insight to the English teachers and inspire them in using blogs and designing appropriate blogging activities for interactive teaching in EFL writing class.

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THE PERSPECTIVE OF PROFESSIONAL LEARNING COMMUNITY TOWARDS LANGUAGE TEACHING

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Abstract: The effort of teaching new language out of mother tongue to students can be much complicated and frustated for language teachers. Teaching language requires the teachers to walk through a long process to make the students skillful in both written and oral communication of the target language. This kind of process helps language teachers gain precious teaching experince and required teaching skills. In fact, some teachers feel so depressed since this process may be so much harder. Different students' characteristics, unexperienced teachers, limited teching materials, and problems happening in the classroom make the process of teaching become "unjoyful moments" for some teachers. Now on, it is quite urgent to give more concern to professional learning communities to get teachers out the trap of this inconvenient teaching atmosphere. Professional learning communities can be one of the alternatives for teachers to share and to solve the problems they have with their peers or senior in the teaching area. This urgency comes from the shift of beliefs that the focus of teaching is not merely on how the students learn, but also on how the teachers teach and make sure the students to learn. The core value is helping the teachers to have some betterment in teaching; however, beyond the benefits for the teachers, the fulfillment of students' need is definitely ensured at the end. Therefore, the paper closely discusses the role of professional learning community infering teacher interaction and motivation in language teaching process as it is viewed from the language teaching.

Keywords: *Professional learning community, language teaching, teacher interaction, teacher motivation*

1. What is Learning Community and Professional Learning Community?

All people learn thoughout their lives. The way to learn of different people may be definitely various from one person to another. Since they realize that depending on oneself is hard thing to do, people ask for what they need to know or they try to find a place or media that is able to satisfy their curiousity. People, frequently, get together with the people who have the same needs or even the same problem to look for the solutions. They share what difficulties they face or provide some helps to overcome other people's problems. In many cases, people get together merely to share life experiences in the purpose of making those experiences can be beneficial for others (Lieberman & Miller, 2011). Indirectly, they form a community in which the members can share experinces and take some lessons based on others' experiences.

This community fasilitates people to reflect what they have done and provides people with many benefits to gain the knowledge of what they need. Not in long time, such kind of this sharing activities reveals the term of learning community. This learning community usually consists of people having the same interest of something or working in the same field. Generally, a learning community has a regular meeting for the members to share what problem they find or to share what they have done for the time they do not meet. Learning community is not only popular and limited for adult learners. Among students and young learners, learning community can also be revealed since the benefits of joining this community can help them in learning the subjects in which the problems are frequently found.

Regarding the benefits offered by the learning community, many countries have motivated many professionals to join such community to solve the problems coming out in the fields they work for. It also facilitates the professional to make new innovations or even new methods to be developed for both personal improvement and carreer development. The issue of learning community has already touch the field of education. Numbers of professional educators realize that they also need a place to be together to share what is happening in the practices of education around them. It is not surprising that lately professional learning community has been more popular among the aducation administrators, principlas, and teachers. The core mission of professional learning community in education fields stands on the assumption that teachers have to ensure that students learn; this is how the teachers should be helped and motivated to have power in concerning the assumption (DuFour, 2004; Harris and Jones, 2010; Pirtle & Tobia, 2014). Therefore, professional learning community is one of the alternatives to benefit teachers as direct practitioners in education in order to help them solve the problems coming out in the process of teaching and motivate them to gain knowledge and skill to make sure that the students can learn well.

In the process of teaching and learning, teachers play a role as both a conductor and facilitator in the classroom. As the process is running, teachers find the fact that not all students can learn well. The same problems are also experienced by language teachers. In fact, it is not an easy job to teach foreign language to language learners. This job becomes harder when the language teaching is conduted in EFL country where there is not many exposures for the target language. Some teachers feel so inconvenient teaching under such atmosphere, then becoming underpressured and unmotivated since they are stuck on finding the apropriate solution. In this case, professional learning community may become so

powerful as the cure. By creating and joining such community, teachers will be helped by other members who can share ideas, teaching strategies and instruction as well as language teaching assessment. It is assumed that teachers are not only executors of plans in teaching, but they are also the intellectuals to contribute beyond the process (Lieberman & Miler, 2011). The activities done inside the community can also give teachers opportunities to learn and improve themselves in language skills and language methodologies since they can interact with senior teachers or experts in language teaching. The professional learning community may also be structured across subjects, experto ices, schools, and universities to widen the opportunities to learn and share far beyond the boundaries of the same schools or universities.

2. The Urgency of Professional Learning Community

Some informal sharing activities have been already done to investigate what has happened lately in the teaching and learning process of English in Palangka Raya. Based on the information gained, some teachers and lecturers of English still found so many problems in teaching English. After analysing the social media of some teachers who frequently shared the teaching problems via activity updates, the problems they faced in the classroom were quite complicated. Some conversation on the topic of teaching problems happened to ask for some solution to overcome those problems. Then, some comments as problem solvers were present to give some healing effects to those problems. Indirectly, professional learning community has been being conducted among the teachers and lecturers in this case.

Although it was not frequent enough, a few meeting-up activities and online chats were changed into a place for sharing and talking about the teaching activities done. Hence, it can be concluded that the professionals working in the field of education in Palangka Raya need a "formal" place to meet in regular time to share and to discuss ideas that can make some improvement in the teaching and learning of English. The ideas which are presented provides specific ways to reveal the power of professional learning communities to enhance the quality of teacher planning, examine achievement results, collaboratively plan for school improvement, and continuously learn about teaching and learning (McTighe, 2008; Scott, Clarkson & McDonough, 2011). This community also provides a place for making some teaching reflection and for gaining some advices in personal career development. Dealing with the demand, a professional learning community has to be conducted for teachers and

lecturers in the working area of Palangka Raya. If such community can be well-organized, the merits it brings will be so much helpful for education practitioners in Palangka Raya. Later on, hopefully, professional learning community can be carried out across related subjects and expertises to broaden language teachers' insight and perception to cover both teachers' needs and students' needs.

3. Approach and Merits of Professional Learning Community

To carry out such professional learning community, there should be structured plans that have to be followed to gain success. The following approach is designed by SEDL organization of education (Pirtle & Tobia, 2014). To make it more appropriate for language teachers and lecturers, some adaptations have been made.

a. studying the standards of language teaching;

b. reviewing the language skills necessary to be mastered based on the standards;

c. determining the language assessments that are appropriate for the skills to be mastered;

d. selecting research-based instructional strategies for certain language skills;

e. making, sharing, and discussing the lesson plans to teach the target language skills;

f. implementing the lesson plans, and collecting the evidences of student learning;

g. analysing the learning evidences by revisiting the standards and the language skills being addressed;

h. identifying student strengths and areas of need;

i. adjusting language teaching instruction after reflecting on teaching experiences, and selecting alternative instructional strategies.

After the plans of making the best use of professional learning community are implemented well, some merits are offered to be beneficial for the language teachers' personal development and professionalism.

a. ensuring that language learners learn the target language and targeted language skills;

b. having the guidelines of language assessment for certain language skills;

c. becoming a place for language teachers to share language teaching experiences, reflect one's teaching, and solve problems found;

d. designing guidelines of lesson plans in language teaching;

e. fulfilling students' need during the language teaching and learning;

f. fostering the culture of collaborative learning and teaching for the betterment of language teaching practices;

g. focusing on the goals of language teaching, the evidence of students' learning.

4. School and Outside-School Professional Learning Community

Professional learning community requires the members to meet regularly to discuss about the progress in their teaching. It will instruct so to do for the language teachers. The language teachers of the same schools can join together to create the learning community. The access of such school learning community is easier since the same place of teaching is available. They can meet regularly in more frequent time because of the accessibility. They can make use of their spare time in the space of their schedule. The same place also enables the language teachers to solve the similar teaching problems and to reach the same standards required by the school towards the targeted language skills should be mastered . This accessibility provides more opportunities for the language teachers to have some collaborative language teaching (DuFour, 2004; Peal, 2007).

Outside-school professional learning community is one of the alternatives to open the opportunities for language teachers of different schools to gather in one place to share (Peal, 2007; Rentfro, 2007). The regular schedule of meeting-up can be structurized outside the schedule of teaching or it can also be held in different school for each meeting. This professional learning community will be open also for all education practititoners in the area of where the community is created. Besides for language teachers from different schools, lectrurers across universities have chances to join in this community. During the community meetings, the professional members work together by writing common assessments, planning curriculum, and sharing teaching duties. The more professionals involve, the more benefits and the better improvements to be gained.

5. Online Professional Learning Community

Since not all the professional members of learning community has the same free time to make regular meeting, online learning community is reveled as one of the alternatives. So many application of technology can be used to facilitate and support the online meeting. Online group of professionals is presented via BBM, WhatsApp, Facebook Messanger, and any other applications provided by the internet. Flexibility which is promoted is the strongest advantage of online professional learning community in facilitating teachers' learning. The

professional members are allowed to leave the face-to-face meeting and the meeting can be conducted from wherever the members are. The online environment opens the chances for teachers to access and share knowledge in a timely and comprehensive manner; however, teachers' motivation to engage their peers and contribute regularly to the group was lower online than in face-to-face environment (Blitz, 2013). However, the schedule should be agreed before the meeting is conducted to make sure that the members will be ready in the internet connection at the proposed schedule. The opportunity of broadening the scope of the community is greater since many professionals in language teaching can get involved across cities, or even across countries.

6. Conclusion and Suggestion

Professional learning community is supposed to be a new powerful way to help and motivate teacher in improving themselves as the demand of students' need. It should give the same effects for the language teachers. Such community provides the chances for the language teachers to exchange knowledge and teaching experiences. In this place, they can also ask for the solutions of teaching problem and reflect of they have done in teaching to reach for the personal and career betterment. The scope of the learning community is greater time by time. It can be across subjects, schools, or even professions. The internet and technology will be so much helpful in fostering this issue since the networking connects professionals in the worldwide.

The challenges are always there when affording something to be better. Some challeging obstacles are also faced by the professional learning communities. The regular meeting should be held regularly and it need members' commitment to run all the activities till the goal are met. Hardworking can be separated from conducting such learning community since the members are professionals who have some activities besides teaching. More and more time will be spent to design and revise the grand guidelines in language teaching, specifically in the area of Palangka Raya, as well as to make the benefits felt by the members and the language teaching progress generally. The professional members have to commit and work hard to reach the goals set for the community. The key success depends on engaging the professional members in ongoing conversations about teaching and learning that are directly related to their daily work with students.

Since there is no professional learning community in Palangka Raya, this paper can be a proposal to be considered. In hope, education practitioners and professionals, language teachers and lecturers, should be the pioneers to conduct this promising community. Considering the benefits offered for the language teachers (and other practitioners) and the ensurement of students' need fulfilment at the end, professional learning community need to be created as the place for knowledge and experience exchange in Palangka Raya. If the plans run well, language teachers, lecturers, and other language practitioners in Palangka Raya will give much contribution to the development of language teaching practices besides the development of personal career.

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THE ATTAINMENT OF THE HIGHER ORDER THINKING SKILLS FROM THE PERSPECTIVE OF BLOOM'S TAXONOMY IN TESTS USED BY THE ENGLISH TEACHERS AT MADRASAH TSANAWIYAH AND MADRASAH ALIYAH PALANGKA RAYA

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Abstract: Thinking skills are interrelated with the taxonomy of educational objective especially in the cognitive domain of Bloom's taxonomy which contain six categories; knowledge, comprehension, application, analysis, synthesis and evaluation. The study is intended to describe: 1) the types of tests to be used by the English teachers, 2) the levels of Bloom's Taxonomy measured by tests as used by the English teachers at Madrasah Tsanawiyah and Aliyah Palangka Raya. There were two approaches to be used in the study, namely, quantitative and qualitative approaches.

Keywords: *order thinking skills, Bloom's taxonomy, test*

1. Introduction

Higher order thinking skills are interrelated with the learning taxonomy (especially Bloom's taxonomy) which contains six categories, knowledge, comprehension, application, analysis, synthesis and evaluation. Based on the hierarchy, evaluation is the highest category. If students are able to achieve "evaluation," level, they are assumed to have excellent thinking skill. This means that they are able to criticize, to integrate, to express their opinions, to evaluate and so on.

One of the factors that contributes to the achievement of highest order thinking skills is the choice of the types of tests. Why? The types of tests require the students to show their thinking skills (ranging from knowledge to evaluation or the lowest to the highest level of Bloom's taxonomy. If the tests require the students to memorize the factual things, to understand the fact, and to use their understanding to solve problems, the expected skills will be in the form of knowledge, comprehension and application only. If the tests require the students to separate ideas into constituent parts, to produce new thought and to judge the value of ideas using appropriate criteria, the expected skills will be in the area of analysis, synthesis and evaluation.

Talking further about tests, there are some tests which are only applicable to measure students' lower thinking skills and there some tests which can be used to measure students'

higher order thinking skills. The improper uses of the types of tests can cause failure in finding students' higher order thinking skills.

Since the quality thinking can be detected from the tests, the article entitles: the Attainment of Higher Order Thinking Skills from the Perspective of Bloom's Taxonomy in tests used by the English teachers at Madrasah Tsanawiyah and Madrasah Aliyah Palangka Raya, "is important to conduct.

2. Review of Related Literature

This chapter deals with definitions of test, objective test, subjective test, and high order thinking skills from the perspective of Bloom's taxonomy.

2.1 Definitions of Test

Test, according to Crocker and Algina (1986:4), is a standard procedure for obtaining a sample of behavior from a specified domain. Miller (2008:1) mention that tests are formal assessment instruments used to judge student's cognitive ability in an academic discipline as well as to gather quantitative information about students' psychomotoric performance (physical skills). Carrrols (1968) in Sulistyo (2008:2) defined test as a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individuals. Commonly, tests are called pencil and paper tests.

There are some other terms that are related to tests; assessment, measurement and evaluation. According to Miller (2008:2), assessment is a broader terms than tests and encompasses the general process of collecting, synthesizing and interpreting formal and informal measurement data. Measurement is a quantitative description of an individual's achievement or a single test or multiple assessments. Evaluation is a qualitative judgment that uses measurement results from test and assessment information to assess grade. Tests, assessment, measurement, and evaluation are related.

2.2 Objective Test

Djiwandono (2008:6) states that a test is characterized as objectives if the scoring can be done with maximum objectivity, leaving practically no room for one's own subjective judgment. That is only possible with certain format of tests in which possible answers are provided for test takers to choose, including the wrong answers. The test items may be presented in the form of (1) True-False test items, where items are judged as T (true) or F
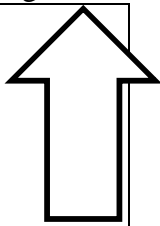
(false), (2) Matching, where parts of phrases or sentences are to be matched because somehow they match, and (3) multiple choice test, where every test item contains alternative answers only one of which is correct or acceptable. Different from subjective test where test takers are expected to provider their own answers, in objective test alternative answers are provided for test taker to choose from.

2.3 Subjective Test

Djiwandono (2008:6) further states that a test is identified as subjective test in scoring, if in scoring, it is possible for a scorer or examiner to avoid being subjective where he/she can only rely on his/her judgment as to the correctness or acceptability of a test taker's answer. That is what happens in a test of speaking or writing, for example, where what is available to score a discourse in the form of oral performance or a written essay, not consisting of what may typically be considered as test items. In scoring this kind of performance a scorer has to decide for himself / herself whether or not an answer is correct or acceptable, or how correct or how acceptable the answer is. This subjective scoring is applied in scoring test in the form of (1) essay writing, where test takers are asked to really write an essay, (2) wh-questions, in which all questions are phrased using wh-questions such as who, why, how, etc., and (3) completion, where answers are given by making unfinished discourse complete. In any of those tests, it is not possible to predict by providing the answers that test takers give.

2.4 High Order Thinking Skills from the Perspective of Bloom's Taxonomy

High order thinking skills (HOT) are commonly typed as the three top levels (analysis, synthesis and evaluation of Bloom's taxonomy). In contrast to High order thinking skills (HOT), Lower order thinking skills (SOT) are to be thought as the three bottom levels (knowledge, comprehension and application). Look at the order of Bloom's taxonomy (highest to lowest).

High order thinking skills (HOT   highest

Level 6	Evaluation
Level 5	Synthesis
Level 4	Analysis
Level 3	Application
Level 2	Comprehension
Level 1	Knowledge

| Lower order thinking skills (SOT) | lowest |

Each level of the taxonomy has different characteristics. Each of these is described below with examples of action verbs usually inductive of the different levels (Bloom and Krathwol, 1956) in Tinambunan (1988:40-43).

2.4.1 Knowledge

Objectives at the knowledge level require the student to remember. Test items ask the student to recall or recognize facts, terminology, problem-solving strategies or rules. Some action verbs that describe learning outcomes at the knowledge level are:

define	list	recall
describe	match	recite
identify	name	select
label	outline	state

Based on the action verbs above, the learning objectives can be shown as follows.
The student will recall the four major food groups without error.
From memory, the student will match each United States General with his most famous battle, with 80 percent accuracy.

2.4.2 Comprehension

Objective at this level require some levels of understanding. Test items require the student to change the form of a communication (translate), to restate what has been read, to see connections or relationship among parts of a communication (interpretation) or to draw conclusions or consequences rom information (inference). Some action verbs that describe learning outcomes at the comprehension level are:

convert	discriminate	extend	Infer
defend	estimate	generalize	paraphrase
distinguish	explain	summarize	predict

The following is an example of learning objective.
By the end of the semester, the student will summarize the main events of a story in grammatically correct English.

2.4.3 Application

Objective written at this level require the student to use previously acquired information in a setting other than that in which it was learned. Application differs from comprehension in that application questions present the problem in different and often applied context. Thus, the student can rely on neither the question not the context to decide what prior learning information must be used to solve the problem. Some action verbs that describe learning outcomes at the application level are:

change	modify	Relate
compute	operate	Solver
demonstrate	organize	Transfer
develop	prepare	
employ	produce	

The following is an example of learning objective.

One Monday, the student will tell the class what he or she did over the holiday.

2.4.4 Analysis

Objectives written at the analysis revel require the student to identify logical errors (for example, point out a contradiction or an erroneous inference) or differentiate among facts, opinions, assumptions, hypothesis or conclusions. Question at the analysis level often require the student to draw relationship among ideal or to compare and contrast. Some action verbs that describe learning outcomes at the analysis level are:

break down	distinguish	point out
deduce	illustrate	relate
diagram	inter	separate out
differentiate	outline	subdivide

The following is an example of learning objective.

Given absurd statement (for example: A man had flu twice.The first time it killed him. The second time he well quickly), the student will be able to point out the contradiction.

2.4.5 Synthesis

Objective written at the synthesis level requires student to produce something unique or original. Questions at the synthesis level require student to solve some unfamiliar problem

in a unique way, or combine parts to form a unique or novel whole. Some action verbs that describe learning outcomes at the synthesis level are:

categorize	create	formulate
compile	design	rewrite
compose	devise	summarize

The following are the examples of learning objectives

Given a short story, the student will write a different but plausible ending.

Given a problem to be solved, the student will design on paper a scientific experiment to address the problem.

2.4.6 Evaluation

Instructional objectives written at this level require the student to form judgments about the value or worth of methods, ideal, people or products that have a specific purpose. Questions require the student to state the basis for his or her judgments (for example: what external criteria or principles were drawn upon to reach a conclusion). Some action verbs that describe learning outcomes at the evaluation level are:

appraise	criticize	support
compare	defend	validate
contrast	justify	
conclude	interpret	

3. Research Method

This chapter deals with research design, data and sources of data, research instrument, data collection techniques, data analysis techniques and trustworthiness of data analysis.

3.1 Research Approach and Design

There are two approaches to be used in the study, namely, quantitative and qualitative approaches. Quantitative approach was used to identify, calculate and describe the frequencies and the percentages the attainment of all levels of Bloom's Taxonomy. In short, quantitative is the basis for mapping the types of tests in the perspective of Bloom's taxonomy to be used. In interpreting the types of tests to be used, writer used qualitative approach. In qualitative approach, data are described in the forms of words and narrative

evidence (Bodgan and Biklen, 1998:4-7). The qualitative research has five features, i.e., (1) having natural setting as the direct source of data and the researcher is key instrument; (2) data are collected in the form of words and pictures rather than numbers, (3) it is concerned with process rather than simply with outcomes or products, (4) inductively data analysis in which the researcher does not search out data or evidence to prove or disprove hypothesis; and (5) participant's perspective in which meaning is essential concern to qualitative approach.

The features of qualitative were reflected in this study. First, the researchers became the key instrument because he spent considerably in the data analysis. Second, the data of the research were in the form of written tests as used by the English teachers. Third, the researcher identified, classified, and analyzed the types and the uses of tests in the perspective of Bloom's taxonomy. Fourth, bottom-up theory was employed in which the data or evidence are not searched out to prove or disprove hypotheses, but analyzed the tests (found in the data) before drawing the abstractions or inferences to substantiate a theory. Fifth, the researcher worked out directly with the data in that he analyzed by himself the types and the tests used by the teachers.

Since the study focuses on the types of tests in the perspective of Bloom's taxonomy which were used, the design to be used was evaluation research. Smith and Glass (1987) in Newman (2000:27) define evaluation research as the process of establishing values and judgment based on evidence. According to this perspective, the descriptions of each of types of tests which are connected the criteria of the six levels of Bloom's taxonomy.

4. Results and Discussion

This chapter presents the findings and the discussions of the findings. They are explained in the following ways.

4.1 The Types of Tests Used by the Teachers

In order to describe the types of the tests used by the English teachers at Madrasah Tsanawiyah and Madrasah Aliyah Palangka Raya, there are several steps that the writer undertook. First, the writer collected read, identified, and listed all the test items. Second, the mapping of the tests was divided into two school levels. Third, the broad categories of the tests were broken down into sub-categories. Fourth, the writer provided tables, calculates the

frequency, and the percentage. Fifth, the writer analyzed the degree of the attainment of thinking skills (whether the tests are in the lower levels or higher levels). Those are discussed as follows.

4.1.1 Objective Tests

The objective tests are in the form of (1) multiple choice items, and (3) matching items. The completed description of objective tests is presented in the following ways.

1) Multiple Choice Items

Multiple choice items contain a: (1) stem and (2) series of alternatives. Stem present a question or incomplete statement. Alternatives provide a correct answer and several plausible distracters. Multiple choice items enable the students to select the one or the best answer.

Table 1. **The Proportion of Multiple choice Items**

No.	School Levels	Numbers of Items
1.	Madrasah Tsanawiyah	470
2.	Madrasah Aliyah	178
	TOTAL	648

Based on the table above, there are 470 (four hundred and seventy) multiple choice items to be used in Madrasah Tsanawiyah level and there are 178 (one hundred and seventy eight) multiple choice items to be used in Madrasah Aliyah level.

2) Matching Items

Matching test items contain only two parallel columns with each word, number or symbol in one column which are matched to a word, sentence or phrase in the other column. The items in the one column are called premises and in the other column are called responses. Matching items demand the students to answer by pairing a combination of statements, words, or illustration into two columns.

Table 2. **The Proportion of Matching Test Items**

No.	School Level	Numbers of Items
1.	Madrasah Tsanawiyah	163
2.	Madrasah Aliyah	20
	TOTAL	183

Based on the table above, there are 163 (one hundred and sixty three) matching test items to be used in Madrasah Tsanawiyah and there are 20 (twenty) matching test items to be used in Madrasah Aliyah.

4.1.2 Subjective Tests

The subjective tests are in the form of (1) Yes No questions, WH Questions and completion items. The completed description of subjective tests is presented in the following ways.

1) Yes No Questions

Yes No Questions are simply questions that can be answered by either yes or no. These questions give two choices to the students; an answer either yes or no.

Table 3.   The Proportion of Yes No Questions

No.	School Level	Numbers of Items
1.	Madrasah Tsanawiyah	0
2.	Madrasah Aliyah	7
	TOTAL	7

Based on the table above, there is no yes-no question to be used in Madrasah Tsanawiyah and there are 7 (seven) yes-no questions to be used in Madrasah Aliyah level.

2) WH Questions

WH Questions are the beginning with what, who, when, where, why and how. WH Questions are often used in the textbook. Commonly what is used to ask a thing, who is used to ask persons, when is used to ask about time, where is used to ask the place, why is used to ask reason and how is used to ask how something happens.

Table 4.   The Proportion of WH Questions

No.	School Level	Numbers of Items
1.	Madrasah Tsanawiyah	314
2.	Madrasah Aliyah	173
	TOTAL	487

Based on the table above, there are 314 (three hundred and fourteen) wh questions be used in Madrasah Tsanawiyah and there are 173 (one hundred and seventy three) wh questions to be used in Madrasah Aliyah.

3) Completion Items

Completion items require the students to supply a written response to an incomplete statement or a question.

Table 5. The Proportion of Completion Items

No.	School Level	Numbers of Items
1.	Madrasah Tsanawiyah	239
2.	Madrasah Aliyah	20
	TOTAL	259

Based on the table above, there are 239 (two hundred and thirty nine) completion items to be used in Madrasah Tsanawiyah and there are 20 (twenty) completion items to be used in Madrasah Aliyah.

4.2 The Levels of Bloom's Taxonomy to be Measured by Tests

The types of tests are connected to the levels of Bloom's taxonomy. The types of tests and the levels they measure are described in the following sub-sections.

4.2.1 The Level of Bloom's Taxonomy to be Measured by Multiple Choice Items

The power of multiple choice items can be shown by their coverage toward the levels of Bloom's taxonomy. The following are the frequency and the percentage.

Table 6. The Levels of Bloom's Taxonomy to be Measured by Multiple Choice Items for Madrasah Tsanawiyah Level

No	Levels of Taxonomy	Frequency	Percentage
1.	Knowledge	442	94%
2.	Comprehension	28	6%
3.	Application	-	-
4.	Analysis	-	-
5.	Synthesis	-	-
6.	Evaluation	-	-
	TOTAL	470	100%

From the table above, it can be obviously seen that multiple choice items mainly deal with lower levels of Bloom's Taxonomy, namely, knowledge (94%) and comprehension (6%)

Table 7. **The Levels of Bloom's Taxonomy to be Measured by Multiple Choice Items for Madrasah Aliyah Level**

No	Levels of Taxonomy	Frequency	Percentage
1.	Knowledge	170	95%
2.	Comprehension	8	5%
3.	Application	-	-
4.	Analysis	-	-
5.	Synthesis	-	-
6.	Evaluation	-	-
	TOTAL	178	100%

From the table above, it can be obviously seen that the majority of multiple choice items cover lower levels of Bloom's Taxonomy, namely, knowledge (95%) and the minority of multiple choice items cover comprehension level (5%).

4.2.2 The Level of Bloom's Taxonomy to be Measured by Matching Test Items

The power of matching choice items can be shown by their coverage toward the levels of Bloom's taxonomy. The following are the frequency and the percentage.

Table 8. **The Levels of Bloom's Taxonomy to be Measured by Matching Test Items for Madrasah Tsanawiyah Level**

No	Level of Taxonomy	Frequency	Percentage
1.	Knowledge	163	100%
2.	Comprehension	-	-
3.	Application	-	-
4.	Analysis	-	-
5.	Synthesis	-	-
6.	Evaluation	-	-
	TOTAL	**163**	**100%**

From the table above, it can be obviously seen that matching only cover lower levels of Bloom's Taxonomy, namely, knowledge.

Table 9.   **The Levels of Bloom's Taxonomy to be Measured by Matching Test Items for Madrasah Aliyah Level**

No	Levels of Taxonomy	Frequency	Percentage
1.	Knowledge	20	100%
2.	Comprehension	-	-
3.	Application	-	-
4.	Analysis	-	-
5.	Synthesis	-	-
6.	Evaluation	-	-
	TOTAL	20	100%

From the table above, it can be obviously seen that matching test items only cover lower levels of Bloom's Taxonomy, namely, knowledge.

4.2.3 The Levels of Bloom's Taxonomy to be Measured by Yes-No Questions

The power of yes-no questions items can be shown by their coverage toward the levels of Bloom's taxonomy. The following are the frequency and the percentage.

Table 10.   **The Levels of Bloom's Taxonomy to be Measured by Yes-No Questions for Madrasah Tsanawiyah Level**

No	Levels of Taxonomy	Frequency	Percentage
1.	Knowledge	0	0
2.	Comprehension	0	0
3.	Application	0	0
4.	Analysis	0	0
5.	Synthesis	0	0
6.	Evaluation	0	0
	TOTAL	0	0%

From the table above, it can be obviously seen that there are no yes no questions to be used in Madrasah Tsanawiyah.

Table 11.   **The Levels of Taxonomy Bloom to be Measured by Yes No Questions for Madrasah Aliyah Level**

No	Levels of Taxonomy	Frequency	Percentage
1.	Knowledge	7	100%
2.	Comprehension	-	-
3.	Application	-	-
4.	Analysis	-	-

No	Levels of Taxonomy	Frequency	Percentage
5.	Synthesis	-	-
6.	Evaluation	-	-
	TOTAL	7	100%

From the table above, it can be obviously seen that yes-no questions only cover lower levels of Bloom's Taxonomy, namely, knowledge (100%).

4.2.4 The Levels of Bloom's Taxonomy to be Measured by Wh- Questions

The power of wh questions can be shown by their coverage toward the levels of Bloom's taxonomy. The following are the frequency and the percentage.

Table 12.   The Levels of Bloom's Taxonomy to be Measured by Wh Questions for Madrasah Tsanawiyah Level

No	Levels of Taxonomy	Frequency	Percentage
1.	Knowledge	314	100%
2.	Comprehension	-	-
3.	Application	-	-
4.	Analysis	-	-
5.	Synthesis	-	-
6.	Evaluation	-	-
	TOTAL	314	100%

From the table above, it can be obviously seen that wh questions only cover lower levels of Bloom's Taxonomy, namely, knowledge (100%)

Table 13.   The Levels of Bloom's Taxonomy to be Measured by Wh Questions for Madrasah Aliyah Level

No	Levels of Taxonomy	Frequency	Percentage
1.	Knowledge	173	100%
2.	Comprehension	-	-
3.	Application	-	-
4.	Analysis	-	-
5.	Synthesis	-	-
6.	Evaluation	-	-
	TOTAL	173	100%

From the table above, it can be obviously seen that wh questions only cover lower levels of Bloom's Taxonomy, namely, knowledge (100%)

There are some important points to be highlighted from the results of the calculation above. First, it can be obviously seen that the majority of multiple choice items are restricted to the lowest levels of Bloom's Taxonomy, namely, knowledge although a few contains comprehension. Second, the matching items are also restricted to the lowest level of Bloom's Taxonomy, namely, knowledge. Third, (1) multiple choice items, (2) matching items fail to measure comprehension, application within lower order thinking skills (comprehension, application) and analysis, synthesis and evaluation (within higher order thinking skills). Fourth, although Yes No Questions are still used by the teachers, they do not give significant contribution to the improvement of students' cognitive skill in terms of Bloom's taxonomy. The reason is that the students do not think too hard because Yes No Questions are simple questions that can be answered by either yes or no. Fifth, WH Questions require the answers in the form of factual questions. These types of questions do not encourage the students to improve their high order thinking skills; analysis, synthesis and evaluation. Ideally, wh questions are potentials to be modified and developed by following certain rules so that they can be used to measure complex learning outcomes concerning with the ability to select, organize, integrate, evaluate and express ideas.

Following are the examples of wh questions that can be used for measuring learning outcomes concerning with the ability to select, organize, integrate, evaluate and express ideas.

Table 15.   Types of Thought Questions and Sample Item Stems

SOME TYPES OF THOUGHT QUESTIONS AND SAMPLE ITEM STEMS
1.   Comparing
Describe the similarities and differences between……
Compare the following two methods……
2.   Relating cause and effect
What are major causes of… ?
What would be the most likely effect of … ?
3.   Justifying
Which of the following alternatives would you favor and why?
Explain why you agree or disagree with the following statement.
4.   Summarizing
State the points included in…
Briefly summarize the content of …
Generalizing
Formulate several valid generalizations from the following data.

		State a set of principles that can explain the following events.
6.	Inferring	
		In light of the fact presented, what is the most likely to happen, when..?
		How would (senator X) be likely to react to the following issues?
7.	Classifying	
		Group the following items according to..
		What do the following items have in common?
8.	Creating	
		Lists as many ways as you can think of for…
		Make up a story describing what would happen if…
		Write a list of questions that should be answer before….
9.	Applying	
		Using the principles of..as guide, describe how you solve the following problem situation.
		Describe a situation that illustrates the principle of…
10.	Analyzing	
		Describe the reasoning errors in the following paragraph.
		List and describe the main characteristics of ….
		Describe the relationship between the following parts of ….
11.	Synthesizing	
		Describe a plan for proving that…
		Write a well-organized report that shows…
		Write a set of specification for building…
12.	Evaluating	
		Criticize or defend each of the following statement ….
	Describe the strengths and the weaknesses of the following …	
	Using the criteria developed in the class, write a critical evaluation of..	

Gronlund (1976:214)

Based on the table, it can be seen that the questions are not designed to ask factual information. The questions limit or specify the aspects in learning outcomes.

In order to see general description of the fulfillment of Bloom's Taxonomy of the cognitive domain, the following table is displayed.

Table 15.   The Levels of Bloom's Taxonomy to be Measured by all Types of Tests

No	Level of Bloom's Taxonomy	Types of Test	
		Objective Tests	Subjective Tests
1.	Knowledge	Multiple choice items, Matching item	Yes No Questions Wh Question Completion Items
2.	Comprehension	Multiple choice	

		item	
3.	Application		
4.	Analysis		
5.	Synthesis		
6.	Evaluation		

Based on the table above, there are some important points to be remembered. First, in terms of objective tests: multiple choice items and matching test items fail to attain to cover higher levels of cognitive domain of Bloom's Taxonomy (analysis, synthesis and evaluation). Second, in terms of subjective tests: yes no questions and Wh questions fail to cover higher levels of cognitive domain of Bloom's Taxonomy (analysis, synthesis and evaluation). Third, the spreads of the attainment of the tests toward the levels of Bloom's taxanomy are not ballanced. Ideally, if Bloom's taxonomy becomes the basis of the construction learning objectives, all levels should be taken into account and adapted to all types of tests. Fourth, the limited use of tests cannot reflect the real students' thinking skills; whether they are in lower level or higher level. There should be a red line between learning objectives that are constructed or used by English teachers in the perspective of Bloom's taxonomy and the types of tests to be used.

5. Conclusion and Suggestions

5.1 Conclusion

Based on the results of data analyses as discussed in the previous chapter, there are some conclusions to be drawn.

First, there are two types of test to be used by English teachers: objective and subjective test. The objective tests are in the form of (1) multiple choice items, (1) and (2) matching items. The subjective tests are in the form of (1) yes no, (2) Wh questions and (3) completion items.

Second, the attaiment of thinking skills from the perspective Bloom's Taxonomy can be explained in the following ways. In terms of objective tests: multiple choice items and matching test items fail to attain to cover higher levels of cognitive domain of Bloom's Taxonomy (analysis, synthesis and evaluation). In terms of subjective tests: yes no questions and Wh questions fail to cover higher levels of cognitive domain of Bloom's Taxonomy (analysis, synthesis and evaluation).

Third, the spreads of the attainment of the tests toward the levels of Bloom's taxanomy are not ballanced. Ideally, if Bloom's taxonomy becomes the basis of the construction learning objectives, all levels should be taken into account andadapted to all types of tests.

Fourth, the limited use of tests cannot reflect the real students' thinking skills; whether they are in lower level or higher level. There should be a red line between learning objectives that are constructed or used by English teachers in the perspective of Bloom's taxonomy and the types of tests to be used.

5.2 Suggestions

Based on the conclusion as discussed in the previous chapter, there are some suggestions to be drawn. First, it is important for the English teachers consider all levels of Bloom's Taxonomy such knowledge, comprehension, application, analysis, synthesis, and evaluation. Second, it is important for the English teachers to consider Yes No Questions to measure learning outcomes because they are not able to measure higher levels learning. Third, WH Questions which only deal with factual information should be modified and developed in order to be able to measure the ability of organizing, integrating and evaluating ideas. Fourth, it is suggested for the English teachers to consider a wide variety of tests in order to be able to measure higher order thinking skills or complex learning outcomes.

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THE EFFECTIVENESS OF USING BRAINSTORMING TECHNIQUE IN WRITING PARAGRAPH ACROSS THE DIFFERENT LEVEL OF ACHIEVEMENT AT THE SECOND SEMESTER ENGLISH DEPARTMENT STUDENTS OF PALANGKA RAYA STATE ISLAMIC INSTITUTE

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Abstract: The study is aimed at investigating the effectiveness of using brainstorming clustering technique on the quality of composition written by experimental group of bright and low students. The study belongs to an experimental research using factorial design. To collect the data, the researcher employs counterbalanced procedure. Here, the single group of the subjects are divided into two half that are called two treatment groups. The two half of students get treatment but the treatment is in different order: brainstorming technique versus non- brainstorming technique. There is only one instrument: writing test.The data, then, the data are analyzed by one way Analysis of Variance (ANOVA). The study revealed that at the 5% and 1% of significant level, there was a very statistically significant difference on students' writing achievement both for the bright and poor students between the students who wrote a time order paragraph using brainstorming technique and those who wrote a time order paragraph without using brainstorming technique.

Keywords: *effectiveness, brainstorming, writing paragraph.*

1. Introduction

Brainstorming strategy is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political fields. Brainstorming strategy was introduced by Alex Osborn, an American advertisement company manager in 1938 as results of his inconvenience of traditional business meetings. Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems (al-Khatib, 2012:29). Brainstorming is a method students can use to generate ideas for writing a paper. In the process of brainstorming we should suspend any concerns about staying organized. The goal is to pour our thoughts onto paper without worrying about whether they make sense or how they fit together (Fleming, 2014).

Concerning with brainstorming studies, there have been a number of studies. One of them, a study conducted by Fawzi, Mohammad, and Hussein (2013) found that both types of brainstorming were motivating to students with more preference given to guide

brainstorming. Another study was conducted by al-khatib (2013). The findings of the study showed that there are statistical significant differences at the level of (α = 0.05) between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills. Due to the facts above, it motivates the researcher to conduct an experiment study entitled "The Effectiveness of Brainstorming Technique in Writing Paragraph across the Different Level of Achievement at the Second Semester English Department Students of Palangka Raya State Islamic College 2014/2015 Academic Years."

1.1 Statement of the Problems

Based on the background of the study, the research problems are as follows:

a. Do the bright students who are taught using brainstorming technique gain better achievement in writing paragraph than those who are taught wihout using it?

b. Do the poor students who are taught using brainstorming technique gain better achievement in writing paragraph than those who are taught without using it?

c. Do the bright and poor students who are taught using brainstorming technique gain better achievement in writing paragraph than those who are taught without using it?

1.2 Hypotheses

Hypothesis is a formal statement of what the researcher expects to find when he/she conducts experiment (Jenifer, 2010: 394). The alternative hypotheses of the study are formulated, as follows:

1. The bright students who are taught using brainstorming technique gain better achievement in writing paragraph than those who are taught without using it.

2. The poor students who are taught using brainstorming technique gain better achievement in writing paragraph than those who are taught without using it.

3. The bright and poor students who are taught using brainstorming technique gain better achievement in writing paragraph than those who are taught without using it.

The null hypotheses of the study are:

1. The bright students who are taught using brainstorming technique do not gain better achievement in writing paragraph than those who are taught without using it.

2. The poor students who are taught using brainstorming technique do not gain better achievement in writing paragraph than those who are taught without using it.

3. The bright and poor students who are taught using brainstorming technique do not gain better achievement in writing paragraph than those who are taught without using it.

1.3 Variable

In the present study, there are four variables: two independent variables and two dependent variables. The independent variables are: (1) writing paragraph using brainstorming technique and (2) writing paragraph without using brainstorming technique. Meanwhile, the dependent variables are (1) scores of the bright students' writing test and (2) scores of the poor students' writing test

1.4 Assumption

Assumption is any important 'fact' presumed to be true but not actually verified (Gay, 1981: 429). The study is based on the assumption that there will be a significant difference on the students' writing score between those who are taught using brainstorming technique and those who are taught without using it at the second semester English Department students of Palangka Raya State Islamic College 2014/2015 academic years, for a number of reasons. First, brainstorming helps students develop and improve fluency with thinking. Second, brainstorming allows students to discover new ideas and relationships between concepts. Third, brainstorming gets the mind going to generate and organize thought processes, new ideas and information.

1.5 Significance of the Study

This study is aimed at measuring whether the bright and poor students who are taught using brainstorming technique gain better achievement or not, in writing paragraph, than those who are taught without using it at the second semester English Department students of Palangka Raya State Islamic College 2014/2015 academic years. This study has practical and theoretical significance. Practically, the result of this study is expected to give significant contribution to the English writing teachers. Moreover, the result of the study is expected to provide empirical data about the students' progress in writing using brainstorming technique.

In addition, the study can also help the students to solve their problems in generating ideas when they are writing time-order paragraph. Theoretically, it is expected that the results of the study can give contribution to body of knowledge in English education; that is, to support the theory of brainstorming technique in prewriting strategy.

1.6 Limitation of the Study

The study belongs to experimental study using counterbalanced design. This study is restricted to two focuses: using brinstorming technique and without using brinstorming technique to write composition for two different subjects: the bright and poor students. This study limits to using brainsorming technique to write a paragraph. Using brinstorming technique to write a paragraph is one of the four prewriting strategies in writing process. The study is conducted at the Class D of second semester English department students of Palangka Raya State Islamic College of 2014/ 2015 academic year. The number of the subjects of the study is 28 students.

2. Review of Related Literature

2.1 Related Studies

Some studies have been conducted on brainstorming technique in writing. Phimmasenh (2011) found that based on the result of post-test, there was significant improvement between the students' score in pre-test and post-test. brainstorming technique is able to improve students' writing ability in descriptive text. Therefore, it is recommended that the teacher should apply brainstorming technique in teaching writing. Suryani (2012) found that the use of brainstorming technique can improve the students' writing ability at the tenth grade students of SMA Muhammadiyah Kudus in academic year 2011/2012, especially in X-F class. Astuti and Kumalarini (2013) found that roundtable brainstorming can improve the writing ability of grade ten students of SMAN 12 Surabaya in Writing Descriptive Texts. It can improve all the components of the students' composition except "mechanics". Noor, (2013) found that brainstorming technique offers a good technique to make the students practice in writing. Fawzi, Mohammad, and Hussein (2013) showed that both types of brainstorming were motivating to students with more preference given to guide brainstorming. Al-khatib (2013) found that there are statistical significant differences at the

level of (α = 0.05) between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills.

Maghsoudi and Haririan (2013) revealed that the instruction of brainstorm strategy had a positive effect on EFL learners' writing achievements. It also made them more active, which might make them responsible for their own learning and likely to learn better.

Rohmah (2013) found that RRB (Round Robin Brainstorming) is more effective to teach speaking. It could be seen from the students' attitude during the implementation of RRB. The students in Experimental Group were more active, comfortable, and felt enthusiastic during teaching learning process. Beside that the result of the test also supports the differences of the groups. The differences could be seen from the students mean score from post test. The mean in Experiment Group is 7.860 and in Control Group is 5.597. It is can be concluded that RRB is more effective to teach speaking.

Those studies above investigate brainstorming technique in different area and perspective. Moreover, this study supports the above findings. This study focuses on using brinstorming technique and without using brinstorming technique to write composition for two different subjects: the bright and poor students. This study investigates whether there is a significant difference or not on the bright and poor students' writing score between those who are taught using brainstorming technique and those eho are taught without using it in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2014/2015 academic years.

2.2 Brainstorming

Brainstorming also called listing, is a good technique to generate ideas and to get information that a writer needs. It is a sudden insight or connection. In brainstorming, students call out as many associations as possible while the teacher jots them down (Gebhard, 2000: 227).

In the present study, the researcher tries to apply brainstorming technique in prewriting stage during the writing process, because it is what the researcher investigates. Here, the students are assigned to practice brainstorming technique in prewriting stage during the writing process, when they are starting to write. Hopefully, this experience can lead

students to have an assumption that writing is a complex skill, which should be gained from a set of process.

2.3 Brainstorming Technique as a Prewriting Strategy

Brainstorming is techniques where we write down various ideas as they come to mind. Brainstorming is also a way to associate ideas and stimulate thinking. It permits writers to approach a topic with an open mind. To brainstorm, the writer can ask others to recall for information of particular topic in order to give the writer plenty of ideas about the topic. Based on the topic, the writers call out as many associations as possible while they jot them down (Smalley, at al: 2001; 4). In this case, brainstorming is a tool used by teams for creative exploration of options in an environment free of criticism. It is a technique used to get a fulsome rush of new ideas on a used topic. It is a creative thinking exercise. It's the classic way of quickly grabbing lists of possibilities. It's use widely in all types of businesses. It is very easy to do and is extremely effective. Everybody is involved. In the beginning every contribution is accepted without exception, and no idea is excluded, no matter how 'out there' it may be. In short, it is a terrific technique.

Historically, brainstorming is an idea-generating technique pioneered by Alex Osborn. Brainstorming came to public attention in a book – *Your Creative Power* – written in the 1940s by Alex Osborn, a partner in the advertising agency. Since then it has become one of the most popular forms of idea generation, for both individuals and groups, in business and in everyday life.

2.4 Brainstorming process in writing

There five steps of brainstorming process in writing, as follows:

a. brainstorm list. In this step, the writer quickly makes a list of every word, every phrase, every ideas that comes into the writer's mind about the topic. Write every thought down. Don't worry if it is correct or not. The goal is to list as much as possible as quickly as possible (Hoque, 1996: 32).

b. Edit brainstorming list. The second step is to edit the brainstorming list. In this step, the writer includes in the final paragraph and what he/she want to omit by combining ideas

that belong together, crossing out words that repeat the same ideas, and crossing out that are not directly related to the main ideas.

c. Organize the list. The third step is to put the list in order. Here, the steps should be in time order. What happens first? Second? Third? Last? Notice that each step is given a capital letter (A, B, C, etc.).

d. Making an outline. The fourth step is to add title and give a topic sentence. Here, the title is centered at the top. The topic sentence is placed below the title and the five steps listed under the topic sentence and have capital letters (A, B, C, and so on.

e. Writing the paragraph. The last step is to write the paragraph based on the outline made.

2.5 The Benefits of Brainstorming Technique

Brainstorming is designed to facilitate lateral thinking. This is based on the premise that the human brain is a pattern recognition machine. Humans interact with their environment in patterned ways and it can sometimes be difficult to move beyond these patterns and develop creative solutions to problems. A brainstorming is a useful tool to generate ideas or find solutions to a problem. Moreover, brainstorming in the classroom motivates students to freely express their ideas and thoughts on a subject. As there are no wrong and right answers, the sessions provide students with a platform where they can voice their thoughts without fear of failure. The sessions give the class a chance to tap into their previous knowledge and form connections between the current topic and what they have already learned. It also encourages them to listen and consider others' ideas, thereby showing respect for their fellow classmates.

Dealing with brainstorming technique, Gebhard (2000; 226) stated:

Once popular activity is called 'brainstorming,' in which a topic is introduced by the teacher or students, after which students call out ideas associated with the topic while the teacher (or a student or two) write the ideas on the board. Although there is no right or wrong association in this activity, some EFL/ESL students will shy away from calling out their ideas. As such, some teachers have students brainstorm first in small groups, then as a whole class.

Brainstorming also creates an atmosphere of freedom which is maintained by four basic rules: no evaluation or criticism, encourage *wild* ideas, build on the ideas of others, and strive for quantity. Brainstorming has some other benefits. Brainstorming activities can help more advanced students produce ideas for writing, projects, and professional presentations. It can also be greatly helpful in developing solutions for problems in professional settings. In

addition, brainstorming is one of the most effective pre-writing techniques we can use. It is a key part to the creative process in writing. Brainstorming is easy because there are no rules. Moreover, brainstorming brings new ideas on how to tackle a particular problem – the freethinking atmosphere encourages creativity, even imperfectly developed thoughts may push the thinking of other participants. Brainstorming also helps to reduce conflicts – it helps participants to see other points of view and possibly change their perspective on problems. All participants have equal status and an equal opportunity to participate.

Dealing with the benefits of brainstorming, Friedlander (2013) states:

Brainstorming is rapid, uncritical free-association on paper, writing columns of single words or very short phrases. The idea is to get our brain spinning or freewheeling, just dumping stuff out without any concern about its relevance, appropriateness, usefulness or logic. Because we typically seek to control what we write, gaining the relaxation to brainstorm in this way sometimes takes a little practice. The main advantages of brainstorming are that it can begin instantly, move quickly, and often produce unexpected ideas or angles. With a little practice, though, brainstorming becomes a rapid, low-stress technique, so an unproductive session is not very costly in time or effort.

2.6 Time-Order paragraph

A time-order paragraph is a paragraph in which the ideas are put in order by time(Hoque, 1996: 33). When we write about an event, we use time order to tell about it. We write first this happened, next that happened and then sometimes else happened. When we write instructions, we use time order. We devide our instructions into a series of steps and list the steps in order by time. In time-order paragraph, we use time-order transition signals. The tell the reader what to do first, second, third, fourth, and so on. It is important to use transition signals when we write instructions to make the order of the steps clear. Time-order transition signals include the words: first, second, third, fourth, next, after that, then, finally, and so on. Here is a model of time-order paragraph.

How to Clean Your House after a Party

There are some tips to clean the house after finishing a party. First of all, change into rough clothes in order to move easily. Second, take away all the decorations, and keep back some of them and throw away some of them. Next, stop the music and put CDs in order. Then, throw away all leftovers with eating them a little and keep some of them which can still be eaten. Next, remove all the dishes from the table and bring them to the sink in the kitchen. Then, pick up

noticeable trash which is lying about in the living room and throw them away to the garbage can. Since some part of the floor is wetted by spilling some drink, please wipe the floor with a floor cloth. After that, clean the floor for using a vacuum to clean dust. Then, bring the garbage bag to the dumping ground. Lastly, wash the dishes and go to bed. (adopted from Matsubara, 2008.

3. Research Methods

3.1 Research Design

The design of the study is an experimental design using counterbalance procedure. Experimental Design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subjects are assigned to groups, and the dependent variable (Ary, 2010: 641). Counterbalanced procedure is an experimental design in which the effects of order are controlled by having all groups receive all treatments but in a different order(Ary, 2010: 639). In the present study, the single group of the subjects are divided into two half that are called two treatment groups. The two half of students get treatment but the treatment is in different order: brainstorming technique versus non-brainstorming technique for two different levels: the bright and poor students. The different order of treatments functions to control invalidity.

It is an order in which treatment condition experienced are varied across subjects so that each treatment is experienced in each ordinal position by different sets of subjects. In this sense, the same student takes two different measures in varied order. The data are taken from the same student on different tasks at a period of time.

The experimental study with counterbalance procedure divides the subjects into two half group. The aim is to measure the ability of the subjects in the two-half groups to write a time order paragraph using two different prewriting strategies in the process writing, that is, using brainstorming technique and without using brainstorming technique. Both composition prewriting strategies, using and without using brainstorming technique are categorized as the independent variables indicating the strategy factor. Meanwhile, the writing performance of the two levels: bright and poor students are categorized as the dependent variable. Afterwards, the results of the two writing tests of the same students using brainstorming technique and without using brainstorming technique are compared to investigate the effects of the manipulation of the independent variables on the dependent variables as well as to examine the interaction between the levels of the four experimental variables.

In the study, there are four variables: two independent variables and two dependent variables. The independent variables are: (1) writing paragraph using brainstorming technique and (2) writing paragraph without using brainstorming technique. Meanwhile, the dependent variables are (1) scores of the bright students' writing test and (2) scores of the poor students' writing test.

3.2 Population and Sample

Population is the group to which a researcher would like the results of a study to be able to generalize (Gay, 1981: 101). In the present study, the population of the study is all the D class students of the second semester English department of Palangka Raya State Islamic College of 2014/ 2015 academic year. The number of the population is 28 students. The population is the students who are taking Writing I course of the second semester. Since the population is less than 100, the researcher takes all population as the sample of the study. Therefore, the study is called population research. The number of the subjects is 28 students.

3.3 Research Instrument and Data Collection Procedures

The study is aimed at investigating the effectiveness of using brainstorming clustering technique on the quality of composition written by experimental group of students. To collect the data, the researcher employs counterbalanced procedure. In the procedure, the single group of the subjects are divided into two half that are called two treatment groups. The two half of students get treatment but the treatment is in different order: brainstorming technique versus non- brainstorming technique. The different order of treatments functioned to control invalidity. There is only one instrument developed in conducting the study: writing test.

3.4 Data Analysis Porcedures

The data of the study are the students' writing scores. In this case, the data are in form of quantitative data. The data are analyzed by one way Analysis of Variance (ANOVA). It is an inferential statistical test used for experimental designs with more than one independent variable or more than two levels of an independent variable. ANOVA test is applied to investigate the effect between the bright students' writing score who use brainstorming

technique and those who do not use brainstorming technique; and the poor students' writing score who use brainstorming technique and those who do not use brainstorming technique. In this design the subjects are exposed to a combination of treatments. The treatment combination is shown in Table 1.

Table 1. Treatment Combination

Subjects	Prewriting Strategy	
	A1	A2
B1		
B2		

Notes:

      A1 refers to writing time- order paragraph using brainstorming technique.

      A2 refers to writing time- order paragraph without using brainstorming technique

      B1 the bright student group

      B2 the poor student group

The focus of the study is to compare writing scores of the same subjects. The scores of two compositions of the same individual (using brainstorming technique and without using brainstorming technique) are compared. In this sense, score A1B1 will be compared to A2B1, and score A1B2 will be compared to A2B2. In conclusion, the study has two independent variables: prewriting strategy (factor A) and two dependent variables: the bright students' performance of paragraph writing, and the poor students' performance of paragraph writing (factor B). Factor A has two levels: writing paragraph using brainstorming technique and without using brainstorming technique. Factor B has also two levels: the bright students' performance of paragraph writing, and the poor students' performance of paragraph writing. The subjects of the study are 25 students, consisting of 12 bright students and 13 poor students. Each student has to write two pairs of paragraph: using brainstorming technique and without using brainstorming technique

The study has three research problems: (1) whether there is a significant difference between writing using brainstorming technique and without using it on the bright students' writing achievement or not; (2) whether there is a significant difference between writing using brainstorming technique and without using it on the poor students' writing achievement or

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not; and (3) whether there is a significant difference between writing using brainstorming technique and without using it on the bright and poor students' writing achievement or not.

To answer the three research problems, the researcher analyzes the data using Analysis of Variance (ANOVA) to investigate the effect between the bright students' writing score who use brainstorming technique and those who do not use it; the poor students' writing score who use brainstorming technique and those who do not use it; and the bright and poor students' writing score who use brainstorming technique and those who do not use it.

To sum up, the steps in collecting, analyzing, and hypothesis testing can be described below. In the earlier step, the subjects are divided into the bright and poor students based on the previous writing test. Then, they select a topic for a time- order paragraph. They are assigned to write a time- order paragraph, using brainstorming technique and without using it. Then, the writing product both using brainstorming technique and without using it is scored by two raters. Then, the normality of the data are tested using Kolmogorov- Smirnov Test; and the homogenity of variance are tested using levene statistics. Those tests are required as the assumption of ANOVA tests. To analyze the data of writing scores, a one way ANOVA test employed. Then, the research hypothesis will be tested to answer the research problems. Lastly, a discussion on the results is made to clarify the findings.

4. Research Findings

4.1 Data Presentation

After conducting all tests, the comparison of scores were made, as in Table 2.

Table 2. The Comparison of the Students' Scores between Using Brainstorming Technique and Without Using Brainstorming Technique of the Bright and Poor Students.

Subject		Writing score	
		Using brainstorming	**Without Using brainstorming**
The bright students	ANT	9	8
	LPS	7	5
	SYM	8	7
	BHR	7	6
	DMW	9	6
	AZR	8	5
	NRD	8	7
	SRF	7	5
	PRS	6	5
	SMW	8	6
	KRW	9	7

	NAP	8	7
	MRF	6	5
	ESP	7	6
	Mean score	**7.64**	**6.07**
The poor students	DWR	6	5
	YSP	6	3
	AFS	7	6
	UMJ	6	5
	NRF	8	7
	RAA	5	5
	STP	7	5
	RKU	5	4
	STH	7	5
	MRD	7	6
	BAF	8	6
	FDF	7	5
	YSS	5	4
	RRM	6	4
	Mean score	**6.42**	**5.00**

Based on the data above, it was said the mean score the bright students' writing product using brainstorming technique was 7.64; the mean score the bright students' writing product without using brainstorming technique was 6.07; the mean score the poor students' writing product using brainstorming technique was 6.42; the mean score the poor students' writing product using brainstorming technique was 5.00.

4.2 Testing Assumption for ANOVA test

To answer the research problems, a one way ANOVA was applied. Before testing the statistical hypothesis, the assumption test for a one way ANOVA. There were two assumptions to be tested: normality and homogeneity of variance.

4.3 Testing the normality

To test the normality of data, the Kolmogorov- Smirnov test was applied. The Kolmogorov- Smirnov test was used to test whether the data were in normally distributed or not. If the the significant value for Kolmogorov- Smirnov test was greater than 0.050, the data were normally distributed. On the contrary, if the the significant value for Kolmogorov-Smirnov test was greater than 0.050, the data were not normally distributed. Based on the out put of Kolmogorov- Smirnov test, it was found that the significant value (p- value) for each

category was 0.096, 0.76, 0.85, and 0.81. They were higher than 0.050. If the significant value was greater than 0.050, it indicated that the data were in the normal distribution.

4.4 Testing the homogeneity of variance

The next step is to test homogeneity of variance by applying Levene' s test. It tested whether the variances in scores was the same for each of the four groups. If the the significant value for Levene's test was greater than 0.050, the assumption of homogeneity of variance not was violated. On the contrary, if the the significant value for Levene's test was smaller than 0.050, the assumption of homogeneity of variance was violated. Based on output of homogeneity of variance of Levene' s test, it was found that the Sig was 0.917. Since the significant value was greater than 0.050, it indicated that the data were homogenous. It meant that the assumption of homogeneity of variance not was violated. Since, the data were in the normal distribution and homogenous, the statistical hypothesis could be tested using a one way ANOVA with Post- hoc test.

4.5 Testing Statistical Hypothesis

To test the statistical hypothesis, there were some steps to be done. First, both data were inserted in the SPSS program on a one way ANOVA test, since there were four variables being compared. Then, the significant level of F empiric was determined. The result of calculation or F value could be seen from the output. Next, to determine the F empiric, the F value was compared with the critical value or F table at 1% and 5% significant level. If the F value was smaller than F table, the null hypothesis (ho) could not be rejected and the alternative hypothesis (ha) was rejected. On the contrary, if the F value was higher than F table, the null hypothesis (ho) was rejected and the alternative hypothesis (ha) was accepted. Based on the descriptive output, it could be seen that the mean score the bright students' writing product using brainstorming technique was 7.64; the mean score the bright students' writing product without using brainstorming technique was 6.07; the mean score the poor students' writing product using brainstorming technique was 6.42; the mean score the poor students' writing product using brainstorming technique was 5.00. The total mean of the score was 6.29.

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4.6 The out put from ANOVA test

The ANOVA table gave both between groups and whithin groups, sums of squares, degrees of freedom, and the significant value. If the the significant value for ANOVA test was less than or equal to 0.050, there was a significant difference somewhere among the mean scores on the dependant variables for the four groups. On the contrary, if the the significant value for ANOVA test was greater than 0.050, there were no significant difference somewhere among the mean scores on the dependant variables for the four groups. The Anova Table was explained in Table 3.

Table 3. The Anova Table of the Students' Writing Score.

ANOVA

writing score					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	49.857	3	16.619	16.132	.000
Within Groups	53.571	52	1.030		
Total	103.429	55			

Based on the ANOVA output, it could be seen that the F value was 16.132 together with Sig. 0.000. Since the significant value (0.000) was less than 0.050, it indicated that there was a significant difference somewhere among the mean scores on the dependant variables for the four groups. It meant that brainstorming technique gave significant effect on the writing scores for both the bright and poor students.

4.7 The out put from Multiple Comparisons

The Post- hoc test explained where the difference among the group occured. In the column labelled Mean Difference, there were asterisks (*) next to the values listed. If there was an asterisk, it meant that the two groups being compared were significantly different from one another at the significant value less than 0.050 level. On the contrary, if there was not an asterisk, it meant that the two groups being compared were not significantly different from one another. The Multiple Comparisons Table was explained in Table 4.

Table 4 The Multiple Comparisons Table of the Students' Writing Score.
Multiple Comparisons

Dependent Variable:brainstorming

	(I) writing score	(J) writing score	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	1	2	1.57143*	.38363	.001	.5532	2.5896
		3	1.21429*	.38363	.013	.1961	2.2325
		4	2.64286*	.38363	.000	1.6247	3.6611
	2	1	-1.57143*	.38363	.001	-2.5896	-.5532
		3	-.35714	.38363	.788	-1.3753	.6611
		4	1.07143*	.38363	.036	.0532	2.0896
	3	1	-1.21429*	.38363	.013	-2.2325	-.1961
		2	.35714	.38363	.788	-.6611	1.3753
		4	1.42857*	.38363	.003	.4104	2.4468
	4	1	-2.64286*	.38363	.000	-3.6611	-1.6247
		2	-1.07143*	.38363	.036	-2.0896	-.0532
		3	-1.42857*	.38363	.003	-2.4468	-.4104

Based on the out put of Tukey Pos hoc test, it could be concluded that:

1. There was a significant difference between writing using brainstorming technique and without using brainstorming technique on the bright students' writing achievement. The mean difference was 1.571 and the significant value was 0.001.

2. There was a significant difference between writing using brainstorming technique and without using brainstorming technique on the poor students' writing achievement. The mean difference was 1.214 and the significant value was 0.013.

3. There was a significant difference between writing using brainstorming technique and without using brainstorming technique on the bright and poor students' writing achievement. The mean difference was 2.642 and the significant value was 0.000.

A one way ANOVA test was conducted to explore the effect of bainstorming technique toward students' writing on across the different level of achievement. The subjects were divided into two groups according to the level of achievement: the bright and poor students (the score more than 6.00 belonged to bright and less than 6.00 belonged to poor students). Based on the out put of a one way ANOVA test, it was found that there was a

statistically significant difference at the significant value (p- value) was less than 0.05 level in writing scores for the two groups of students (F=16.132, p= 0.00). Post hoc comparison using the Tukey HSD test indicated that the mean score for group 1 (Mean=7.64, standard deviation= 1.008) was statistically different from group 2 (Mean=6.07, standard deviation= 0.997); group 3 (Mean=6.42, standard deviation= 1.016); group 4 (Mean=5.00, standard deviation= 1.037) and the total mean was 6.28, and standard deviation was 1.371. Therefore, it was stated that brainstorming technique gave a statistically significant difference on students' writing achievement both for the bright and poor students.

Moreover, based on the F value of the compare means in ANOVA Table, it was found that the F value was 16.132. Based on the outcomes, it was also found that the df (Degree of freedom) of the distribution observed was 56-4= 52. Based on the Table of F value, if df was 52, the 5% of significant level of F value was at 4.030 and the 1% of significant level of F value was at 3.180 (Table of critical value for the F distribution for use with ANOVA). It could be seen that the empiric F value at 16.132 was greater than the F value theoretic. Therefore, F table (5%=4.030) < F value (16.132) > F table ((1%= 3.180). It meant that the F value empiric at 16.132 was greater than F theoretic at the 5% and 1% of significant level.

4.8 Interpretation of the Results

Based on the results, it could be concluded that at the 5% and 1% of significant level, there was a very statistically significant difference on students' writing achievement both for the bright and poor students between the students who wrote a time order paragraph using brainstorming technique and those who wrote a time order paragraph without using brainstorming technique. This meant that Ha stating that there was a significant difference between the students who wrote a time order paragraph using brainstorming technique and those who wrote a time order paragraph without using brainstorming technique was accepted. On the contrary, Ho stating that there were no significant difference between the students who wrote a time order paragraph using brainstorming technique and those who wrote a time order paragraph without using brainstorming technique was rejected. It meant that using brainstorming technique gave facilitative effect on the students' paragraph writing performance. To sum up, the means differed significantly at 1% and 5% significant level for both groups.

5. Conclusion

Based on the results, it could be concluded that at the 5% and 1% of significant level, there was a very statistically significant difference on students' writing achievement both for the bright and poor students between the students who wrote a time order paragraph using brainstorming technique and those who wrote a time order paragraph without using brainstorming technique. Therefore, it was recommended that the students use brainstorming technique in prewriting strategy before starting to write. It could help them solve their problems in generating ideas when they were writing a time- order paragraph. Second, it was recommended that the students follow the steps to make brainstorming as proposed by Ann Hoque. First, make a brainstorm list to get ideas. Second, edit the brainstorm list. Third, organize the list. Fourth, make an outline, add a title and a topic sentence. Fifth, write the paragraph based on the outline made. It was also suggested that the teachers give emphasis on how students developed their ideas and organized them effectively. To create this, the teachers were recommended to use brainstorming technique when teaching paragraph writing. Since the study was an experiment study, it was advisable that future researchers follow up the research findings by conducting other experiment studies on teaching paragraph writing. It was important because there were still a number of problems in writing classes, especially in teaching prewriting strategies in paragraph writing.

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THE IMPACTS OF PODCASTING ON SPEAKING FLUENCY OF L2 LEARNERS

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Abstract: This article reports on an empirical study of podcasting - a form of listening activity using podcast, a media in form of MP3 file commonly downloaded from the Internet. The subjects were two classes of 30 learners of English, fifteen of whom (one class) were randomly assigned to a meaning-focused input group given podcasts and the other class to a non-podcasting group. The study adopted a pretest and posttest design, with fourteen pedagogical podcasting sessions between the pretest and the posttest for the podcasting group paralleled by fourteen regular sessions for the non-podcasting group. Data collected consisted of orally in-pairs test performed by the subjects in both groups. Podcasting appeared to be successful in this study in that they led to considerable improvement in fluency and vocabulary size consistency during oral performance. Importantly, this study identified conditions that may be necessary for podcasting to facilitate learning: intensive listening, consistent focus, repeated input, developmental readiness, and effective media. Further studies utilizing data from multiple sources are needed to validate these conditions and to recognize more evidently aspects and stages of L2 acquisition that are vulnerable to podcasting.

Keywords: *Podcasting, Meaning-focused input, L2, Output, Fluency, learning media*

1. Introduction

This article is started with this premise, prior to capable of speaking a baby starts listening. The use of learning media from the Internet that facilitate listening comprehension skills have been recognized to podcasting, activity associated with podcast. Podcast files contains recording of English speakers' dialogues and monologues in its authentic or non-authentic contexts. At the light development of the Internet, podcast had outperformed tape cassette format, which is considerably more compact, cheaper, mobile and widespread. With the ease of information technology, podcasting can be downloaded even free from various websites such as *https://www.shapingenglish.ning.co; and* https://www.englishtips.org. *In this research I would like to see its impact on the teaching of speaking in a* specified EFL classroom. Facts proved that numbers of learners of English in Indonesia encounters problems of fluency (Dardjowidjojo, 2000; Musthafa, 2001; Nur, 2004 and Yuwono, 2005; Kirkpatrick, 2007 and Sun, 2004).

There are two factors, internal and external, that influence second language learning (Wikins, 1972). Exposure is part of the external factors in the learner which includes the time and the frequency available to the targeted language. It is one of the conditions for L1 acquisition equally holds true for second language (L2) learning. Wilkins further stated that if learner is exposed to the L2 in the same way as he/she is exposed to the L1, greater success will be achieved. Because this is in the 'natural' L2 learning situation, the pressure to acquire the L2 in order to control the environment is indeed tremendous. However, according to Ravem (1974), the learner is very often not '... exposed to "primary linguistic data" in the sense that an L1 learner is, but rather to carefully graded language items presented in small doses for a few hours a week '(ibid.: 132). Amount of exposure L2 learners get in the classroom is limited, and even less than the amount they receive in acquiring the L1 outside the classroom. The limited amount of exposure time to the L2 and how the time is spent does matter (Kennedy, 1973). Ismail Jamali (1991) detected difference between L1 acquisition conditions and L2 learning where the amount received by those learning the L2 is far more limited than that received by children acquiring the L1. Instead of having a rich linguistic environment, the L2 learner is often exposed to selected usually phonological, syntactical, lexical, and thematic items.

Linguistically Bahasa Indonesia and English retain abundant of diversity that include the vocabulary, grammar, pronunciation, and other linguistic aspects. Indonesian learners of English often use the concept of *L1* when expressing ideas in L2. Especially in verbal interaction, a language learner may take time to connect with the intention of meaning in English. He spoke slowly, many stops, full of fillers which can interfere with the smooth communication. This distract fluency, factor in a broad sense refers to the error-free grammar, a large number of vocabulary and / or smooth pronunciation. Fluency in the broad sense is equivalent to overall speaking proficiency (Chambers, 1997). Instead, fluency in a narrow sense is part of the assessment component of speaking. Lennon (1990) defines fluency in this sense as an 'impression on the listener's part that the psycholinguistic processes of speech planning and speech production are functioning easily and smoothly'. Fillmore's (1979) identifies four abilities that might be subsumed under the term fluency, the first is the ability to talk at length with few pauses. The three other abilities include talking in coherent, reasoned, and "semantically dense sentences", the ability to have appropriate of things to say in a wide range of contexts, and finally the ability to be creative and imaginative in language

use (p . 93). Thus, one of the most difficult challenges in L2 teaching is finding ways to overcome oral fluency. This is especially true in countries where learners share a common mother tongue and have little or no exposure to the L2 outside the classroom. Regardless of the reason, one thing is clear that L2 teachers should place greater emphasis on finding new media that incorporate fluency-enhancing activities into their classroom teaching. To reach this stage, one must first recognize the mechanisms surrounding fluency.

In this research, the operational definition of oral fluency is a measure of how well and how easily a learner can communicate his / her ideas in speech clearly. Lennon (1990) define the temporal aspect of fluency, "often it has been assumed that the goal in language learning consists in producing speech at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses, ... "(p. 390). To be able to distinguish the words, phrases, clauses, and whole sentences, including stress, rhythm, and intonation uttered a learner must be used to hearing English utterances. Asher (1969) expands that "in order to handle a simple conversation, an individual must have a much broader competency in listening comprehension than in speaking; this is especially the case when conversing in a foreign language with a native speaker of that language. A series of studies have shown that the combination of listening, reading, and speaking proven to improve Fluency. Asher (1969) elaborated that "the stress of trying to pronounce the alien utterance may retard fluency listening ... The optimal strategy may be serial learning in which one achieves listening just before attempting to speak." Ley and Locascio (1972) added that attempting to speak before listening comprehension is acquired may bring about the detrimental effect of task overload (of stress and anxiety) on language learning. As Gaier (1952, p.11) has expressed it: "It leads to impairment in the ability to improvise in an unstructured and / or new situation. This results in stereotyped, habitual, and familiar approaches that may be maladaptive in the situation.

Next step was to repeat listening until what is read is familiarized by ears. Yuki Yoshimura and Brian MacWhinney's study indicate that repeated oral practice fluency significantly increases. They argue that there is a link between automatic processing and fluency. Researchers in the field of skill acquisition hold that, with practice, a skill moves from controlled to automatic processing. It indicated that higher working memory capacity brings advantages in fluency. Regardless of individual working-memory capacity, the automatic processing of language frees up capacity for other information, results in fluent use

of language. At the same time, higher working-memory capacity to process larger speakers allows pieces of information fluently.

The research on podcasting has shown success in reading fluency development. The results of Kuhn and Stahl's study (2000) concluded tape-assisted reading strategies produce significant gains for students (Kuhn and Stahl, 2000). Students become more fluent readers when provided with models of fluent reading (Armbruster, Lehr, and Osborn, 2001). Casbergue & Harris's (1996) focuses on children's fluency growth found that:

> As they listen to a variety of books read aloud, youngsters' understanding of story structure, written language conventions, vocabulary, and aspects of their own and exotic cultures increases. As this knowledge base grows, more challenging stories become comprehensible to them, leading in turn to higher levels of understanding of structure, conventions, vocabulary and general.

This reading-while-listening assists learners' transitions to fluency (Dowhower, 1987 and Rasinski, 1990, cited in Kuhn and Stahl, 2000) which eradicates confusion of pronunciation during listening. Kuhn and Stahl conclude that seeing the text as whole, students can begin to use context clues to decipher meaning from new words, and are more easily able to incorporate these words into their daily conversation. This leads to increased fluency and confidence because L2 learners need explicit instruction and experiences that specifically targets fluency (Pinnell et al, 1995, cited in Worthy and Broaddus, 2002). Fluency is an ideal candidate for treatment using podcast. Therefore, the research questions investigated in this study were the following:

1. Do learners who have received comprehensible input using podcastings on their L2 output have a greater ability to uphold fluency in their L2 speech?

2. Do learners who have received repeated comprehensible input using podcastings show higher density words during their speech?

In this study, the definition of the word density is the number of words spoken in a given time duration, 1 minute.

2. Method

The subjects were 19 to 23 years old male and female, all of whom were L2 learners of English enrolled in study programs in English education study program in IAIN Palangkaraya, Indonesia. They have been studying English since several years ago with their heterogeneous proficiency levels. All reported a high level of motivation for learning English.

The study employed a pretest, and posttest design, with two groups of 15 subjects. The podcasting group, to which fifteen subjects were randomly assigned, received treatment using podcasting. The nonpodcasting group, to which the other fifteen subjects were randomly assigned, received no podcasting task, and therefore served as a contrast for any effect observed in the podcasting group. In total, the subjects participated in 14 sessions over a period of about one semester. The pretest consisting of an in-pairs oral interview task was administered to all the subjects, the aim being (a) to gauge the subjects' ability to uphold verbal communication in producing L2 output and (b) to enable a comparison with the posttests. The instruction period was conducted separately for the podcasting group and the non-podcasting group. The subjects performed the same task, during which only the podcasting group received podcasting treatment. A posttest, again in the form of an orally in-pairs task, was administered to both groups to see if any noticeable changes occurred in the performance of the podcasting group.

Data were elicited using English magazine chapters. The magazines depicted various stories, and the subjects' familiarity with the story boosted their interest in the tasks. The database comprises oral remarks produced by the podcasting group and the non-podcasting group during the 14 sessions. Typically, in each session the subjects and a researcher sat in a circle, similar to the way a group activity is conducted in a classroom. Each subject received a reading passage for each session and the following instructions: "listen the story and then find out unknown vocabularies or phrases that impede your understanding. Play and listen the podcast several times while taking note. When you are finished, retell the story to your friend next to you in ten minutes. During the moment take turns with your partner to be the story teller while other asking questions based on the storyline". The subjects then identified and clarified the difficult vocabularies with partner. This brief searching phase was meant to identify building blocks of meaning and pave the way for the internalization of those words. In podcasting group, prior to in-pairs conversation phase subjects had to listen to podcasting

played through their MP3-facilitated cellular phones. The subjects were allowed to play the podcast as they like. Their understanding to the story was then confirmed. Next, the subjects took turns relating their story.

The pedagogical focus for the podcasting group during the instruction period was the use of podcast played several times in order to comprehend the story and familiarized with language. Being at the upper elementary level, the subjects were judged developmentally ready for this linguistic treatment. During the instruction sessions, the subjects in podcasting group consistently listened to podcast which was transferred into their cellular phones.

In addition, off-class instruction was also given for more familiar to meaningful inputs. The subjects in podcasting group were asked to frequently listen to the podcastings in their spent time while the subjects in the non-podcasting group were asked to frequently make use of the given reading passages. The purpose of off-class instruction was set up to maintain their consistent use of the both, podcasting and reading media.

3. Findings and Discussion

The verbal in-pairs conversations are transcribed and analyzed separately for each group. Words spoken in every 1 minute were counted. Pronunciation aspects were not analyzed because this required different treatment (the limitation of this research) and that the focus of pronunciation accuracy was beyond the narrow sense of fluency. The subject needed to increase the smooth the pronunciation rasio out of this study. I scored pretest and posttest to ensure coding lexical density per minute; interrater agreement reached 77%.

I estimate the speech learners' by calculating the average proportion of oral speech and a separately for podcasting and nonpodcasting group on two occasions (ie, pretest and posttest). Standard deviation is calculated to reveal the variation in the group. I then obtained a single index of fluency by subtracting the mean for the less lexical density from the mean for the most used on each of the tests .6. The resulting 'fluency development ' theoretical value can range from 0, indicating no development of fluency (as would happen if learners make less use of new words 50% of the duration of 1 minute (.50 .50 _ = 0), to 1.00, indicating the use of new words encountered more than 100% of the time . In the oral pretest, each podcastings nonpodcasting group showed a bit of a preference for one temporal frame over the other: The podcasting group preferred most encountered words spoken in their daily

conversation (M = .63) while the nonpodcasting group tended to use similarly the words of daily interaction (M = .64). In addition, variation among members of the podcasting is relatively larger than the contrast group members. At posttest, the podcasting group showed significant growth in the use of lexical density (pretest, M = .63,. posttest, M = 75) while the non-podcasting group showed a slight increase in the use of lexical density (pretest, M = .64,. posttest, M = .67) Overall, the results revealed a growing number of used words and a decrease in the variation to the podcasting group and more stable number of words that are used throughout the test for the contrast group.

To estimate the level of vocabulary and phrases that are achieved from time to time by each group on the two tests, I get a gap between the use of words on each test for each group by subtracting the average score in proportion to the number of words commonly used to obtain a score between 0 and 1. The podcasting group and the non-podcasting group both started with the same degree of fluency score (.28, indicating relatively small number of words used). However, this commonality diminished on the posttest (podcasting group, .73; non-podcasting group, .67). Thus, judging from comparisons of the mean proportion scores for both groups, podcasting appear on the whole to have had a positive impact on the subjects in the podcasting group, who seemed to have developed a much better control over fluency than their counterparts in the non-podcasting group. The views presented so far provide a quantitative summary of the overall changes in the fluency development, but offers little insight into how podcasting works and how they contribute to the development of the subject 'of L2 fluency.

This study revealed evidence indicating that podcasting helped learners improve fluency development in their L2 conversation and heightened their lexical density. The podcasting group outperformed the contrast group following a number of instruction sessions with intensive provision of podcasting. Moreover, during instruction, subjects in the podcasting group displayed a relatively greater ability to maintain number of needed words when expressing meanings than their counterparts in the non-podcasting group did. Over the period, fluency speech improved systematically in the setup conversation of the subjects in the podcasting group but not of those in the non-podcasting group. This result indicates that the podcasting, which were consistently provided on the comprehensible input, led familiarization of repeated words. Enhanced fluency on the part of the subjects in the

podcasting group was also evident from the fact that the podcasting group's attempts focused mainly on rehearsed comprehensible inputs. Some conditions appear to have affected the outcomes of this small scale study: (a) intensive listening, (b) consistent focus, (c) repeated comprehensible input, and (d) and awareness of effective media. A discussion of each may be useful in applying the positive findings from this study in other settings. First, the study, carried out in and out of class of which subjects were exposed to spoken English. As a result, each subject received combination intensive and extensive listening individualized from podcasting. Second, the instruction had a consistent focus on one aspect of effective interaction—namely, comprehension. This focus may have facilitated the learners' oral production of the pedagogical instruction. The linguistic ease targeted by the instruction was one of which the subjects had experienced and one that they were in the process of developing an ability to express meaning smoothly. The role of the podcasting, then, was used to familiarize subjects with L2 exposure of spoken English. In other words, the learners were developmentally ready to benefit from meaning-focused activities.

The last condition is the intensity of the instruction to raise awareness of effective media. The study contained eight instruction sessions conducted over a period of one semester, in which podcastings were the only learning media. The intensive, instruction may have forced the change in behavior and ensuing preservation of that change. Intensity is related to frequency, which in turn leads to saliency. Frequency and saliency have also been identified as important for podcast to be effective. However, that the reliability rather than the frequency of podcasting is crucial, reliability in this context being seen as synonymous with consistent focus. Had the podcasting been only frequent and not focused, their reliability may have been reduced, and the podcasting probably would not have led to the degree of uptake seen in the podcasting group's output. This occurred with unmotivated subjects in the podcasting group. These four actors—intensive listening, consistent focus, repeated comprehensible input, and (d) and awareness of effective media-constitute a set of interdependent conditions under which the podcasting proved to be successful. In this study, they seem to have compensated well for the intrinsic lack of elaboration in podcasting; essentially, they jointly created *salience* (i.e., making the target linguistic feature noticeable), *relevance* (i.e., making the target linguistic feature meaningful for immediate incorporation in the L2 output), and *reinforcement* (i.e., reinforcing change in awareness and behavior). None of these conditions would seem easily replicable in real classrooms, however. In real

classrooms, students get bored easily if the activities feels monotonous for them. Moreover, the effectiveness of this learning media seems to be dependent on learning motivation to improve English speaking proficiency. Little warning about test content did work to encourage them to listen intensively on their own spare time. Despite the positive results obtained and the speculation about factors affecting success, the study focused on only one feature of L2 output of speaking. The positive outcome observed cannot be assumed to transfer to other tasks, nor can one assume that podcasting would have an equally positive impact on students with low motivation of learning. Indeed, at the core of an understanding of the role of podcasting are two questions: Under which conditions and on which aspects of L2 development would podcasting have a positive effect? As for the question of which aspects of L2 development would benefit most from podcasting, L1 research has generated some evidence showing that reading fluency is susceptible to the influence of podcasting (Worthy and Broaddus, 2002; Armbruster, Lehr, and Osborn, 2001; Kuhn and Stahl, 2000).

4. Conclusion

This study revealed evidence indicating that podcasting helped learners improve fluency development in their L2 conversation and heightened their lexical density. The podcasting group outperformed the contrast group following a number of instruction sessions with intensive provision of podcasting. This offered some suggestions about the factors affecting the success of using podcasting. If intensive listening, consistent focus, repeated comprehensible input, and awareness of effective media are indeed what it takes for podcasting to ensure change in behavior, still to be explored are such issues as how much attention should be paid to individual students, how consistent the focus should be, and how effective podcasting should be for low motivation students. Further empirical studies will be useful to improve use of podcasting as spoken fluency supporting media excluded reading passages.

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MEAN LENGTH UTTERANCE OF CHILDREN MORPHOLOGICAL DEVELOPMENT

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Abstract: Mean Length Utterance (MLU) is a quantitative measure for morpho-syntactic complexity. It indicates how many morphemes or words a child uses per utterance. In other words: a higher value of the MLU means that a child is capable of producing more complex sentences. Morphology is the aspect of language concerned with the rules governing change in word meaning. Morphological development is analyzed by computing a child's Mean Length of Utterance (MLU). Usually, a sample of 50 to 100 utterances is analyzed to draw conclusions about the child's overall production. Each word a child produces is broken down into morphemes. A morpheme is the smallest, indivisible unit of meaning. For example, the word "present" is one morpheme, while "presented" is two morphemes: "present" carries its own meaning and "ed" signifies past tense. Young children often combine words to convey one meaning or idea. After counting the morphemes for each of the child'sutterances, they are totaled and divided by the total number of utterances.

Keywords: *Mean length utterance, morphology, morphological development*

1. Introduction

Language does not only discuss about its grammar or structure. In Linguistics, it focuses on the science (structure) and also the humanities (mental).

Chomsky said that when we study about human language, we are approaching what some might call the human essence, the distinctive qualities of mind that are so far as we know unique to man (Fromkin, Rodman and Hyams, 2003:3). Language as media of communication divided into two characters based on its function; spoken and written. The primary function of language is spoken and the secondary function is written (Verhaar, 2008:7). Like all other living languages such the language of the Angles, Saxons and Jutes of the bygone days has been changing over the years but the degree of change taking place in recent years has surpassed all previous records. It is said that language is like a flowing river. It is ever changing and the changes are always unpredictable because language is dynamic (Verhaar, 2008:7). Human language consisted of symbols where the symbols known well by the language user. By compounding the symbols, it can produce some words which comprehended among the language users.

Word has important part of linguistic knowledge and it constitutes a component of our mental grammars. Someone can learn thousands of words in a language and but sometimes still does not know the language. Anyone who has tried to be understood in a foreign country by merely using a dictionary knows this is true. On the other hand, without words we would be unable to convey our thoughts through language.

In fact, language is not only the principal medium that human being uses to communicate with each other but also the bond that link people together and binds them to their culture. To understand our humanity, we must understand the languages that make us human. Most people take their language ability for granted speaking and understanding speech seem as natural as breathing or sleeping. But human language is extremely complex and has unique characteristics (Clark, 1981:1).

Most everyone knows a language, five-years-old children are nearly as proficient a speaking and understanding as their parents. Yet the ability to carry out the simple conversation requires profound knowledge that most speaker are unaware of. This is true for speaker of all language. The children are born, and grow, and learn to speak and to understand other when they speak. But the children in fact mastery a large of their native language at as early an age as five or six is astonishing (Clark, 1981:75).

Language acquisition is the process by which human acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition is one of the quintessential human traits (Friederici, 2011:92), because nonhumans do not communicate by using language. Language acquisition usually refers to first-language acquisition, which studies infants' acquisition of their native language (Kosslyn and Osherson, 1995:34). This is distinguished from second-language acquisition which deals with the acquisition (in both children and adults) of additional languages.

The capacity to use language successfully requires one to acquire a range of tools including phonology, morphology, syntax, semantics, and an extensive vocabulary. Language can be vocalized as in speech or manual as in sign. The human language capacity is represented in the brain. Even though the human language capacity is finite, one can say and understand an infinite number of sentences, which is based on a syntactic principle called recursion. Evidence suggests that every individual has three recursive mechanisms that allow sentences to go indeterminately. There are two main guiding principles in first-language

acquisition, they are; speech perception always precedes speech production and the gradually evolving system by which a child learns a language is built up one step at a time, beginning with the distinction between individual phonemes (Fry and Dennis, 1977: 107-108).

2. Definition of Morphology

Linguistics is a study of language which it is not only focusing on the surface structure, but also to the deep structure. In many languages, what appear to be single forms actually turn out to contain a large number of 'word-like' elements. For example, in Dayak Ngaju (one of Dayak's languages), the form "*indum*" conveys what, in English, would have to be represented as something like "*your mother*". A rough correspondence can be presented in the following way: *indu-m = mother your*. It would seem that this Dayak Ngaju 'word' is rather different from English 'word'. But, there are some similarities between the languages, in that similar elements of the whole message can be found in both. Perhaps a better way of looking at linguistic forms in different languages would be to use this notion of 'elements' in the message, rather than depend on identifying only 'words'. The type of example above is an example of investigating basic forms in language, generally known as morphology.

The field of linguistics that examines the internal structure of words and processes of word formation is known as morphology (Radford, et.al., 2009: 140). Morphology refers to the study of forms. Linguistics morphology, based on Arnof and Fuderman, refers to the study of words, their internal structure and the mental process that are involved in word formation (al-Farisi, 2008: 6). It is a study of the hierarchical and relational aspects of words and the operation on lexical items according to word formation rules to produce other lexical items. According to Strork and Widowson, morphology is concerned with the way in which words and meaningful elements are constructed and with how their function within the grammatical system of a language (1983: 17).

Grammatical system in language covers many aspects of language skills or components. For example, grammatical system becomes important aspect in writing. Good writing should have correct grammar. Indeed, different words in English have different meaning, different auxiliary have different function also.

The term of morphology, which literally means 'the study of forms', was originally used in biology, but, since the middle of the nineteenth century, has also been used to describe the type of investigation that analyzes all those basic 'elements' used in a language (Yule,

2006: 62-63). So, what we have been describing as 'elements' in the form of a linguistic message are technically known as 'morphemes'.

2.1 Morphemes

Knowledge about a language is important for the users. When someone who does not know English, he will not know the beginning or ending of words in utterance, such: *thebeautifulgirlissittingunderthetree*. Some of native speakers shall utter their utterance without any junctures. But when a speaker of English listen to the utterance, he might have no difficulty in segmenting the utterance to be seven individual words; *the, beautiful, girl, is, sitting, under, the, tree.* It is different than written form. We separate each word by spaces then make the reader easier to comprehend the idea. It can be said that without comprehension to the language components, it is difficult to be comprehended orally or written.

Many words in English can be divided into the smallest elemental unit. We can recognize that English word forms such as *invites*, *inviter*, *invited* and *inviting* must consist of one element *invite*, and a number of other elements such as *-s*, *-er*, *-ed* and *-ing*. All these elements are described as **morphemes**. The definition of a morpheme is "a minimal unit of meaning or grammatical function" (Yule, 2006: 63). The word is derived from the Greek word *morphe* meaning "form" (Fromkin, Rodman and Hyams, 2003: 76).

Based on the classes, morpheme can be categorized into two classes, they are: free morphemes and bound morphemes. The basic classification of English morphemes can be seen as follow (Akmajian, et.al., 2001: 18):
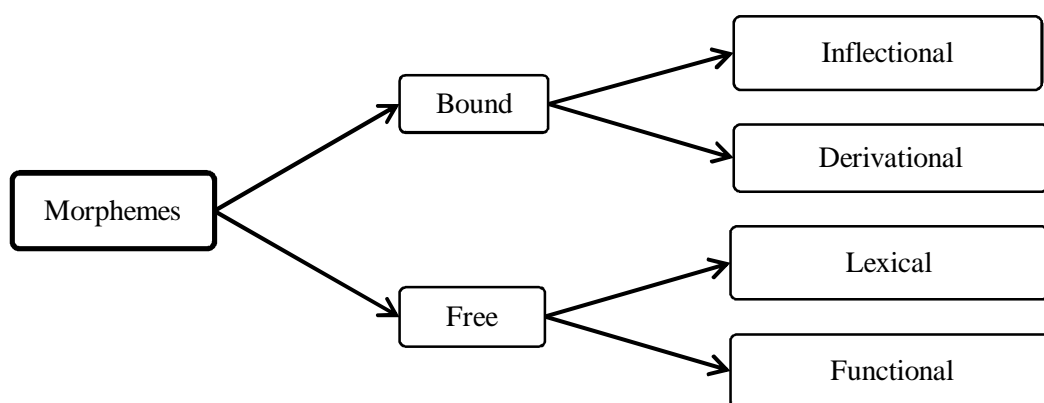

Figure 1. Classification of English Morphemes

2.2 Classes of Morphemes

Morphemes can be classified into two categories, they are: bound morphemes and free morphemes. Free morphemes are meaningful units of language structure which can be used independently or in combination with other morphemes. A word which consists of only one morpheme must consist of free morpheme. Meanwhile, bound morphemes are meaningful units of language structure which can only be used in conjunction with other morphemes (Stork and Widowson, 1983: 79)

.

2.2.1 Bound Morphemes

Bound morphemes are divided into two types: inflectional and derivational morphemes. Inflectional morphemes form a small class in English, and then derivational morphemes are a much larger class.

1). Inflectional Morphemes

Inflection is one of grammatical morphemes that indicated some kind of grammatical relationship. English has few inflections and can be listed as follow (Meyer, 2009: 153):

No.	Inflections	Descriptions	Examples
1	-s/ -es	3rd person present tense singular	He/ she watches movie
		Possessive	the girl's doll
		Plural	boy → boys
2	-ing	Progressive aspect	He/ she is studying
3	-ed	Past tense	He/ she talked for an hour
		Perfective aspect	He/ she has talked for an hour
4	-er	Comparative form of adjective	mild → milder
5	-est	Superlative form of adjective	mild → mildest

These are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.

2). Derivational Morphemes

English derivational morphology, that is, the basic units of word formation and the principles governing their combination, has drawn increasing attention from researchers in

linguistics, psychology, and reading over the past ten years. The findings indicate that knowledge of derivational morphology may be important in language processing in several ways (Tyler and Nagy, 1987). Knowledge of the internal structure of words may play a role in lexical access (Fowler, Napps, & Feldman, 1985; Stanners, Neiser, Herndon, & Hall, 1979; Taft & Forster, 1975). Because derivational suffixes mark words for part-of-speech, they may be useful in helping speakers establish the syntactic structure of sentences (Clark & Clark, 1977). Finally, knowledge of morphology appears to be helpful in assigning meaning to unfamiliar derivatives (Dowty, 1978; Jackendoff, 1975; Nagy & Anderson, 1984), thus facilitating vocabulary growth.

The creation of new lexemes when the affixes are added to a root morpheme or stem, a new word with a new meaning is derived. When the process of derivation done, someone must have a list of derivational morphemes in his mental dictionaries as well as the rules that have to determine way of them added to root or stem. So, the result of derivational morpheme is called as derived word.

2.2.2 Free Morphemes

Free morphemes divided into two categories (Fromkin, Rodman and Hyams, 2003: 73). The first category is set of ordinary nouns, adjectives, verbs and adverbs that carry the 'content' of the messages conveyed. These free morphemes are called *lexical morphemes*. Examples: *woman*, *man*, *bird*, *lion*, *happy*, *short*, *pink*, *read*, *write*, *see*, *soon*, etc. Lexical morphemes also called as 'open' class of words. Then the other types of free morphemes are *functional morphemes*. This set consisted of conjunctions, prepositions, determiner, and pronouns. Examples: *and*, *but*, *when*, *because*, *on*, *near*, *above*, *in*, *the*, *that*, *it*, *them,* etc. Functional morphemes to the language also called as a 'closed' class of words.

3. Mean Length Utterance

One of the most well-known measures of language change is the mean length of utterances (MLU), in order to measure the morphemes. This measurement has been shown to be a remarkably useful index of grammatical development among normal children, at least up to a mean length of 4.0, primarily because increases in utterance length reflect the acquisition of new knowledge. The dividing of the range of MLU between 1.0 and 4.0 among five roughly equal linguistic stages each of which has been associated with distinct linguistic

achievements. By and large, children show increases in MLU over the course of acquiring language nevertheless fluctuations within a certain range of MLU are also typical among normal children. These nonlinear fluctuations reflect differences and variability in the context, interest, and mood of the child (Brown, 1973: 273). MLU is a gross indicator of development, and does not determine the structural complexity of grammatical competence, even in children with similar MLU.

Longest utterances are an indicator of language competencies. As the most influential research in the development of MLU believed longest utterances were important enough to include in the description of stages of language development, it seems reasonable to conclude that, either alone or especially in conjunction with other measures such as MLU, longest utterances can provide us with information about how a child's language is developing. Even Brown (1973) admitted that MLU is not a faultless measure, he stated that it is important to realize that as utterances get longer, and MLU increases, some sort of increase in complexity is bound to occur, but there is no a priori reason why the increase should take just the forms it does and, in particular, that these forms should be the same for all children studied, whatever the language in question (Ranalli, 2012).

MLU is a good marker of language impairment. It is the number of words or morphemes in each of their spontaneous utterances. It can be used to benchmark language acquisition and is used to compare language intervention outcomes in autistic children. In testing of children ages 3-9 with diagnoses of autism or autism spectrum disorders and nonverbal IQ scores below 85, results indicated that children with autism persistently scored below the unaffected group without significant improvement in scores concerning mean length of utterance. There may be variability in outcomes due to sampling differences (Rice, 2010: 333-349).

The other important point to realize is that though rising MLU values do necessarily entail increasing numbers of word or morphemes of some kind in utterances it is not at all a necessary result that these increases be increases of the kind reported, increases in the number of relations packed into each sentence. Increases of MLU could perfectly well be produced solely by increases in the number of grammatical morphemes (like inflections, articles, prepositions, auxiliary verbs). Or they could be solely produced by embedding one simple sentence in another or by coordinating two or more simple sentences. In fact, in later stages, the continued rise of MLU values is strongly affected by all these factors more or less in turn.

That is why MLU is a good simple index of development from about 1.0 to about 4.0; it continues to be responsive to what the child is learning but it is primarily responsive to different kinds of knowledge at different times. The point about Stage I is that the compounding of relations is the major factor causing MLU to rise. The occasional grammatical morpheme, especially near the end of Stage I, has also some effect, but embedding and coordination do not affect the index at all in Stage J, since they do not occur (Brown, 1973: 185).

4. Morphemes Mean Length Utterance

The MLU calculation can be done by counting the number of morphemes in each sentence and noting the total of words, syllables, and morphemes under each sentence. Then we will have the total of morphemes for each utterance average the totals with the number of utterances (total of morphemes divided by 25) to find the MLU. Here are some rules for calculating mean length of utterance based on Brown (Brown, 1973: 54)

1. Using fully transcribed utterances only; none with blanks. Portions of utterances, entered in parentheses to indicate doubtful transcription, are used.

2. Including all exact utterance repetitions. Stuttering is marked as repeated efforts at a single word; count the word once in the most complete form produced.

3. Fillers as *mm* or *oh* are not counted, but *no, yeah,* and *hi* are counted.

4. Counting all compound words (two or more free morphemes), proper names, and ritualized reduplications as single words. Examples: *birthday, rackety-boom, choo-choo, quackquack, night-night, pocketbook, see saw.* Justification is that no evidence that the constituent morphemes function as such for these children.

5. Counting all irregular pasts of the verb *(got, did, went, saw)* as one morpheme. Justification is that there is no evidence that the child relates these to present forms.

6. Counting all diminutives *(doggie, mommie)* as one morpheme because these children at least do not seem to use the suffix productively. Diminutives are the standard forms used by the child.

7. Counting all auxiliaries *(is, have, will, can, must, would)* as separate morphemes. Also all catenatives: *gonna, wanna, hafta.* These latter counted as single morphemes rather than as *going to* or *want to* because evidence: is that they function so for the children. Count as

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separate morphemes all inflections, for example, possessive {s}, plural {s}, third person singular {s}, regular past {d}, progressive {ing}.

Brown also stated the formula of counting the MLU (Dardjowidjojo: 2005: 246):

$$\textit{Mean Length Utterance} \quad = \quad \frac{\text{Number of morpheme}}{\text{Number of utterances}}$$

4.1 The Stages of Morphemes Mean Length Utterance

Based on Brown, children are expected to have MLUm's (mean length of utterance measured in morphemes) between 15 and 30 months about 1.75 morphemes (Bowen, 1998). Their MLUm's gradually increase as they acquire more language.

Brown in Bowen (1998) also divided the MLUm into five stages. In Stage I, just after they have built up a 50 to 60 word vocabulary, children acquire the ability to produce the Stage I sentence types, outlined in the table below. The column headed 'communicative intent' includes examples of what the child might have said if they were mature enough to talk in full sentences. When children's MLUm increases their capacity to learn and use grammatical structures of greater complexity increases. They move from Stage I into Stage II, where they learn to use "-ing" endings on verbs, "in", "on", and "-s" plurals. They then proceed to Stages III and IV. The Brown's stages of MLUm can be seen in the table below:

Brown's Stage	Age in Months	Mean MLUm	MLUm Range	Morphological Structure	Examples
Stage I	15-30	1.75	1.5-2.0	Stage I Sentence Types	go, eat
Stage II	28-36	2.25	2.00-2.5		
1				Present progressive (-ing)	it eat**ing**
2				in	**in** box
3				on	**on** box
4				plurals –s (regular plural)	my car**s**
Stage III	36-42	2.75	2.5-3.0		
5				irregular past tense	me **fell** down
6				possessive -'s	boy**'s** toy
7				uncontractible copula (the full form of the verb to be when it is the only verb in a sentence)	**is it** Amanda? Yes, **it is.** **Was it** Amanda? Yes, **it was.**

Brown's Stage	Age in Months	Mean MLUm	MLUm Range	Morphological Structure	Examples
Stage IV	40-46	3.5	3.0-3.7		
8				Articles	**An** apple on **the** table
9				Regular past tense	She **cried**
10				Third person regular, present tense	The girl **eats** it. John **loves** you
Stage V	42-52+	4.0	3.7-4.5		
11				Third person irregular	She **has**. He **does**.
12				Uncontractible auxiliary (the full form of the verb 'to be' when it is an auxiliary verb in a sentence)	**Are you** crying? **Were you** thirsty? She's not laughing; **I am**. **I was** laughing; not her.
13				Contractible copula (the shortened form of the verb 'to be' when it is the only verb in a sentence)	**He's** ready. **We're** here. **Mommy's** got chili. My **dog's** lost his collar.
14				Contractible auxiliary (the shortened form of the verb 'to be' when it is an auxiliary verb in a sentence)	**They're** coming **He's** going **I'm** closing it up **We're** hiding **It's** freezing

Morphological acquisition is also outlined by Brown's Fourteen Grammatical Morphemes. The table below shows of each age typically morphemes (Owens, 2001):

Morpheme	Example	Age of Mastery (in Months)
Present Progressive -ing	Mommy **driving**	19-28
In	Ball **in** dust bin	27-30
On	Kitty **on** chair	27-33
Regular plural –s	**Doggies** eat my lunch. Forms: /s/, /z/ and /iz/	27-33
Irregular past	sang, felt, sat, ate	25-46
Possessive -'s	Daddy**'s** car broke Forms: /s/, /z/ and /iz/	26-40
Uncontractible copula (verb **to be** as main verb)	We **are**. (response to "Who are there?")	28-46
Articles	I watch **a** movie	28-46
Regular past –ed	Anton **tried** the test. Forms: /d/, /t/ and /ɪd/	26-48
Morpheme	**Example**	**Age of Mastery (in Months)**
regular third person -s	Suzan **runs.** Forms: /s/, /z/ and /iz/.	28-50

Irregular third person	Does, has	28-50
Uncontractible auxiliary	He is. (Response to "Who is eating my snack?)	29-48
Contractible copula	Book**'s** heavy Book **is** heavy	29-49
Contractible auxiliary	Daddy**'s** eating Daddy **is** eating	30-50

Sentence forms begin to develop as early as 12 months of age. Sentences can take on several different forms, including declarative, negative, interrogative, embedded and conjoined. The following table details the development of each:

Stage	Age (in Months)	Declarative	Negative	Interrogative	Embedding	Conjoining
Early I (MLU: 1-1.5)	12-22	Agent + Action; Action + object	single word-no, all gone, gone	yes/no questions asked with rising intonation on a single word; what and where		serial naming without **and**
Late I (MLU: 1.5 - 2)	22-26	Subject + Verb + Object	No and not used inter-changeably	What doing?	Prepositions in and on appear	**And** appears
Early II (MLU: 2 - 2.25)	27-28	Subject + Copula + Compl.		where going?	gonna, wanna, gotta, etc, appear	
Late II (MLU: 2.25-2.5)	28-30	Basic subject-verb-object used by most children	no, not, don't, and can't used interchangeably; negative element placed between subject and predicate.	Earliest inversion appears with copula in what/where + copula + subj.		

Stage	Age (in Months)	Declarative	Negative	Interrogative	Embedding	Conjoining
Early III (MLU: 2.5-2.75)	31-32	Subj.+aux.+ verb + obj. appears; auxiliary verb forms **can, do have, will** and **be** appear		Auxiliary verbs **do, can** and **will** begin to appear in questions; inversion of subject and aux. verbs appears in		**But, so, or** and **if** appear

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				yes/no questions		
Late III (MLU: 2.75-3)	33-34	Auxiliary verb appears with copula in Subj. + aux. + copula + X	**won't** appears	Auxiliary verbs **do**, **can**, and **will** appear in questions		
Early IV (MLU: 3-3.5)	35-37		Negative appears with auxiliary verbs	Inversion of auxiliary verb and subj. in wh-questions	Object noun phrase compliments appear with verbs such as **think**, **guess and show**; embedded wh-questions	Clausal conjoining with and because appear
Late IV (MLU: 3-3.75)	38-40	Double aux. verbs appear in subj. + aux. + aux.+ verb + X	Adds **isn't**, **aren't**, **doesn't**, and **didn't**	inversion of copula and subject in yes/no questions; adds when and how	infinitive phrases appear at the ends of sentences	
V (MLU: 3.75-4.5)	41-46	indirect obj. appears in Subj.+ aux. +verb + ind. Obj. + obj.	Adds **wasn't**, **wouldn't**, **couldn't**, and **shouldn't**	some adult like tag questions appear	relative clauses appear	clausal conjoining with **if** appears; three clause declaratives appear
Post V (MLU:4.5 +)	47+		Adds indefinite forms **nobody**, **no one**, **none** and **nothing**. Has difficulty with double negatives.	Questions others that one-word why questions appear.	Gerunds appear. Relative clauses attached to subject, embedding and conjoining appear within the same sentence above an MLU of 5.0	Clausal conjoining with because appears with **when**, **but** and **so** beyond an MLU of 5.0

The table above describes the development of children morphemes (Owens: 2001). A child's MLU typically corresponds closely to their age. But language continues to develop into early adulthood to include more sophisticated usage.

5. Conclusion

Human language acquisition is a complex and unique quality of each human for which there is still no theory that is able to completely explain how language is attained. Most of the

modern theories we have today have incorporated aspects of these theories into their various findings. Language learning is a process of habit formation that involves a period of trial and error where the child tries and fails to use correct language until it succeeds. Infants also have human role models in their environment that provide the stimuli and rewards required for operant conditioning. Children under the age of three usually they do not speak in full sentences, because statements it would break the syntactic structure of the phrase, a component of universal grammar. The children learn language from their language experiences and a language structure emerges from language use. Then, the constructions gradually become more general and more abstract during the third and fourth years of life and grammar emerges as the speakers of a language create linguistic constructions out of recurring sequences of symbols, and the effects of frequency of use on cognitive representations, as patterns that are repeated for communicative reasons seem to become automated and conventionalized.

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THE USE OF MORPHOLOGICAL AND SYNTACTIC SYSTEM IN SAMSUNG GALAXY ANDROID SMARTPHONE'S SETTING IN CYANMOBILE

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Abstract: Nowadays, the growth of smartphones in Indonesia has been increasing and it has influenced the people in Indonesia too. One of the popular is Android Operation System (OS). Samsung is one of the smartphone's brands which builds Android OS in its Galaxy Series. Many people use it since it is easy to change the Stock ROM into Custom ROM which is more interesting in performance and appearance. There is also a well-known custom ROM which has been found by Yanuar Harry that is called CyanMobile. As its name, the language which is used in smartphone is considered to be "smart". The total of the words were forty one, and the total of the phrases were eight. The data then will be analyzed based on Morphology and Syntax Study. For Morphology, there were morphemes. The free morphemes were seventeen words. The bound morphemes that had been analyzed from the data were divided into morphological process, such as four words for inflection, eleven words for affixation which were only suffixation, derivation without affixation (one for abbreviation, two for acronym, and two for clipping), and four words for compounding. As for Syntax, it was only limited to syntactical phrase. There were eight phrases that had been found in the setting, and there were six phrases for noun phrase, one for adjective phrase, and one for adverbial phrase.

Keywords: *Smartphone, Android Setting, CyanMobile, Morphology, Syntax.*

1. Introduction

Smartphone has slowly given influence to people in Indonesia. There are many smartphone brands that have been coming and competing in Indonesian's market, for instance iPhone, BlackBerry, Samsung, Sony Ericson, Nokia, and many more. Each company tries to give varieties of operation system, such as iOS from iPhone, BlackberryOS from BlackBerry, Android from Samsung, Sony Ericson and some other brands, and Windows Mobile from Nokia. The use of those brands increases every year, as Regional Head of ConsumerLabr Ericson in Southeast Asia and Oceania, Singh (2012), has said that the total of smartphone in Indonesia approximately would grow three times in twelve months. However, Nielsen (2012) has conducted a research about the growth of smartphone in Asia, and he found that smartphone's user in Indonesia has reached 19%, whereas the feature phone's user still dominates by 81%. Each smartphone competes and develops their brands more and more to gain popularity among Indonesian consumers. By those researches, it is known that the use of smartphone in Indonesia has still been being developed and the users increase by the time.

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One of the brands which are popular among smartphone users now is Samsung Galaxy. Samsung builds Android Operation System in its Galaxy series. There are many developers who work in developing its Custom ROM. A Custom ROM is a system file of firmware like in feature phone, which can be modified or customized by changing the Stock ROM. It changes or adds features in smartphone's ability, so that the performance of the smartphone is better than its official firmware (Stock ROM). CyanMobile is a well-known Custom ROM among Android users nowadays, and Yanuar Harry is the founder. CyanMobile is short of CyanogenMod Mobiling Improving and Let's Experiment (Harry, 2012). From now on, the term CyanMobile will be used. Different from feature phone, the language used in this phone is considered as "smart". It is impossible to use simple language as in feature phone since creating such words and phrases needs an understanding of morphological and syntactic system. Thus, this research will be conducted to describe the morphological and syntactic system used in this smartphone's setting in CyanMobile Custom ROM.

2. Research Method

This research used qualitative approach. It is categorized as descriptive research as Toendan (2010) states that "research involving the collection of data for the purpose of describing existing conditions is called descriptive research,...." Descriptive research was focused on the actual problems as it happened when the research was conducted. Through this research, the phenomenon was described without giving any particular treatment to it. The phenomenon in this research was the words and phrases in the setting of the smartphone. The data on this research were focused on the morphological and syntactic system in Samsung Galaxy Android Smartphone's setting in CyanMobile.

As it is mentioned, there were two studies used in this research which were morphology and syntax. These studies could be connected to get a proper result for analyzing the data. According to Verhaar (2010), morphology identifies language's basic units as grammatical unit, and Bloomfield (1933) mentions that "morphology includes the constructions of words and parts of words". In this study, it was only concentrated in inflectional, affixation, derivation without affixation, and compounding. Then, there was syntax study. Verhaar says that syntax is grammar that discusses relationship between words in speech. Whereas, Latief (1995) mentions that syntax refers to a system of words setting to form utterance such as phrase and sentence. It was limited only in syntactic phrase.

To begin the research, it was necessary to observe the smartphone by taking notes of every word and phrase found in the setting. After getting the data by collecting words and phrases in the smartphone's setting, the data were classified whether they were included into words or phrases. Those words and phrases were analyzed through the following procedures. First, the data in setting were classified into words and phrases. Next, theories about morphology and syntax study were collected to help analyzing the data. For morphology theories, there were inflectional, affixation, derivation without affixation, and compounding. Syntactic phrase were the only theory of syntax that would be used to explain the data found. Then, the data that has been classified into words and phrases were analyzed based on the theories. Finally, the result of the data that has been analyzed into the tables was elaborated in order to give more specific explanation.

3. Discussion

There were five parts in the setting, which were Wireless and Networks, Interface, Device, Personal, and System. These parts were divided into some parts as well. The first part was Wireless and Networks, and it consisted of Wi-Fi, Bluetooth, and Mobile Networks. The second part was Interface, and this part consisted of ADW Launcher, Theme Chooser, Application, and Location and Security. The third part was Device, and it was divided into 5 more parts, which were Sound, Display, Call Setting, Storage, and Extended Partition Info. The fourth part, which was Personal, had Profiles, Account and Sync, Privacy, Date and Time, Language and Keyboard, Voice Input and Output, and Accessibility. The last part was System, which had CyanMobile Settings, Development, Battery, and About Phone. The division could be seen in the table below.

Table 1. Part Division of Setting in Samsung Galaxy Smartphone

Setting				
Wireless and Networks	**Interface**	**Device**	**Personal**	**System**
1. Wi-Fi 2. Bluetooth 3. Mobile Networks	1. ADW Launcher 2. Theme Chooser 3. Application 4. Location and Security	1. Sound 2. Display 3. Call Setting 4. Storage 5. Extended Partition Info	1. Profiles 2. Account and Sync 3. Privacy 4. Date and Time 5. Language and	1. CyanMobile Settings 2. Development 3. Battery 4. About Phone

	Keyboard
6.	Voice Input and Output
7.	Accessibility

The data then were classified into words and phrases that had been collected before analyzing them based on the theories of morphology and syntactic. There were five words and one phrase in the first part. Then, the second part had eight words and two phrases. The third part had nine words and two phrases. The next part had thirteen words and one phrase. The last part had seven words and two phrases. Thus, the total of the words were forty one, and the total of the phrases were eight. The words and phrases could be seen in the table below.

Table 2. Classified Words and Phrases in the Setting

Words	Phrases
wireless, networks, wi-fi, bluetooth, mobile,	mobile networks
interface, ADW, launcher, theme, chooser, application, location, security	ADW launcher, theme chooser
device, sound, display, call, setting, storage, extended, partition, info	call setting, extended partition info
personal, profiles, accounts, sync, privacy, date, time, language, keyboard, voice, input, output, accessibility	voice input and output
system, CyanMobile, setting, development, battery, about, phone	CyanMobile setting, about phone

Those data which had been showed in the first section would be the base to analyze based on the theories. As it had been mentioned, this second section would be aimed to present the data based on the theory of Morphology study. From the data that had been collected, it is necessary to first explain about the morpheme. Zapata (2000:1) mentions that "the smallest units of language that have a meaning or a grammatical function and form words or parts of words are called morphemes." There were free morpheme and bound morpheme found in the data. The free morphemes were seventeen words, which were Device, System, Mobile, Theme, Sound, Display, Call, Date, Time, Language, Voice, Input, Output, Partition, Battery,

About, and Phone. The bound morphemes that had been analyzed from the data were divided into morphological process, such as inflection, affixation (in the data, only suffixation was found), derivation without affixation (abbreviation, acronym, and clipping), and compounding.

Table 3. Free Morphemes and Bound Morphemes

Free Morphemes	Bound Morphemes
Device, System, Mobile, Theme, Sound, Display, Call, Date, Time, Language, Voice, Input, Output, Partition, Battery, About, Phone	a. Inflectional Networks, Extended, Profiles, and Settings b. Affixation (Suffixation) Launcher, Chooser, Application, Location, Security, Accessibility, Storage, Privacy, Development, Personal, Wireless c. Derivation without Affixation (Abbreviation, Acronym, and Clipping) ADW, Wi-Fi and CyanMobile, Info and Sync d. Compounding Bluetooth, Keyboard, Network, Interface

The first finding was inflectional affixes; there were four words in the data that was included in this process. They were Networks, Extended, Profiles, and Settings. It could be noticed that three words had been ended by –s, one was with –ed, and one was included in two morphemes of –ing and –s. In inflectional affixes, prefixes could never be found and it did not change the part of speech as well (Zapata, 2000).

Table 4. Inflectional Affixes

Inflectional Affixes		
–s	**–ed**	**–ing and –s**
Networks and Profiles	Extended	Settings

The next explanation was about Affixation. In the data, there were only eleven words in suffixation, such as Launcher, Chooser, Application, Location, Security, Accessibility, Storage, Privacy, Development, Personal and Wireless. Two words used –er, three words used –ion, two words used –ity, and the remained words each used –age, –cy, –ment, –al, and –less. Suffixes –er, –ion, –ity, –age, –cy, and –ment, indicated nominal suffixes, in contrast, for –al and –less, those indicated adjectival suffixes (Plag, 2003).

Table 5. Affixation

Affixation (Suffixation)			
Nominal Suffixes		Adjectival Suffixes	
Launch + -er	= Launcher	Person + -al	= Personal
Choose + -er	= Chooser	Wire + -less	= Wireless
Locate + -ion	= Location		
Secure + -ity	= Security		
Store + -age	= Storage		
Private + -cy	= Privacy		
Develop + -ment	= Development		
Access + -able + -ity	= Accessibility		
Apply + -ate + -ion	= Application		

Derivation without affixation would be explained here. There were three kinds of it, abbreviation, acronym, and clipping. The abbreviation found in the data was ADW, as Plag (2003) states "abbreviations are most commonly formed by taking initial letters of multi-word sequences to make up a new word." ADW is an abbreviation of Anderweb. Abbreviation mostly used capital letter. Then there was acronym. In his book, Plag (2003) explains that in acronym, the words could be pronounced like regular words. In the data, there were also two acronyms found, Wi-Fi and CyanMobile. Wi-Fi was the short of Wireless Fidelity, whereas CyanMobile was the short of CyanogenMod Mobiling Improving and Let's Experiment. Next finding was clipping which were Info and Sync. Zapata (2000) said that "clipping is the processes whereby new words are formed by shortening other words; i.e., by eliminating the initial part, the last part, or both parts, of those words." In this case, it was found that the clipping in the data was done by eliminating the last part of words. Info was taken from information, and Sync was the short of synchronization. However, it was necessary to notice that the short form or clipping represents the word in its entirety. Thus, Info and Sync still had the same meaning even though they had been shortened.

Table 6. Derivation Without Affixation

Derivation Without Affixation		
Abbreviation	**Acronym**	**Clipping**
ADW = Anderweb	Wi-Fi = Wireless Fidelity Cyanmobile = CyanogenMod Mobiling Improving and Let's Experiment	Info = Information Sync = Synchronization

Other interesting findings were still found from morphological process, those were compounding and clipping. There were four words found for compounding, Bluetooth, Keyboard, Network, and Interface. In one of his books, Zapata (2000) mentions that "compounding consists in the combination of two or more (usually free) roots to form a new word." It means that compounding needs two words to combine a new word with different meaning. For instance, Keyboard was a combination of the word "key" and "board". They were only a phrase when it was not combined. If they were combined, a new word had been created. Besides, it could also form more than one meaning, which was a set of keys that operate a computer or typewriter or all the black and white keys on a piano (Hornby, 2005:649).

Table 7. Compounding

Compounding	
Words	**Meaning**
a. Bluetooth (Blue + Tooth)	a. Bluetooth is a global wireless communication standard that connects devices together over a certain distance. A Bluetooth device uses radio waves instead of wires or cables to connect to a phone or computer (bluetooth.com, 2016).
b. Keyboard (Key + Board)	b. (1) a set of keys that operate a computer or typewriter, (2) all the black and white keys on a piano. (Hornby, 2005:649)
c. Network (Net + Work)	c. (1) a complex system of roads, (2) a closely linked group of people, companies, etc., (3) a group of broadcasting stations that link up to broadcast the same programs at the same time, (4) a system of computers linked together. (Hornby, 2005:780)
d. Interface (Inter + Face)	d. (1) the way a computer program accepts information from or presents information to the user, (2) an electrical circuit, a connection, or a program, (3) a point where two subjects, systems, processes, etc. meet and affect each other. (Hornby, 2005:623)

In this last discussion, the data in the setting were analyzed and only limited into syntactical phrase. As explained earlier, there were eight phrases that had been found in the setting. Those phrases were Mobile Networks, ADW Launcher, Theme Chooser, Call Setting, Extended Partition Info, Voice Input and Output, Cyanmobile Setting, and About Phone.

According to Fromkin and Rodman (1993:78), "syntactic rules determine the order of words in a sentence." However, in this research, the sentence was not the necessary thing that was discussed, since only the phrases which were found in the setting. Then, from the statement of Fromkin and Rodman, it was true that besides sentence, syntax also discussed about the order of words. It was crucial since sentence could not be made if there were no rules in arranging words. Arranging the order of words has connection with phrase, this was the reason that it was needed to explain about phrase. Verhaar (2010:291) says that a phrase is a group of words and this group of words could be divided into some parts which are noun phrase, verb phrase, adjective phrase, and adverbial phrase. On the other hand, Fromkin and Rodman (1993:79) define it as "a family of expressions that can substitute for one another without loss of grammaticality is called a syntactic category." This syntactic category, then, was divided into phrasal category and lexical category. The theory about phrasal category was appropriate with this research. However, in their explanation, this phrasal category was only divided into two parts, noun phrase and verb phrase.

From the explanation of Verhaar and Fromkin and Rodman, the data were categorized into noun phrase, adjective phrase, and adverbial phrase. The phrases that were categorized as noun phrase were Mobile Networks, ADW Launcher, Theme Chooser, Call Setting, Voice Input and Output, and Cyanmobile Setting. Thus, the total of the noun phrase was six phrases. It was categorized as noun phrase because most of the phrases were formed by joining two nouns, or in the formula of Noun + Noun. For Voice Input and Output, it actually had two phrases, Voice Input and Voice Output. To make it more efficient, then it was wise to combine them into one phrase. Then there was one found for adjective phrase, which was Extended Partition Info. It was said as adjective phrase since the word Extended here was an adjective which explained the Partition Info. The formula to prove this was Adjective + Noun. The last one was About Phone which stood for adverbial phrase. It was true that the formula of Adverb + Noun could be seen in the words of About and Phone. Detail information could be seen in the table below.

Table 8. Phrases Found in the Setting

Noun Phrase		Adjective Phrase		Adverbial Phrase	
Noun	**Noun**	**Adjective**	**Noun**	**Adverb**	**Noun**
Mobile	Networks				
ADW	Launcher				
Theme	Chooser				
Setting	Call	Extended	Partition Info	About	Phone
Voice	Input and Output				
Cyanmobile	Setting				

4. Conclusion

The result of the discussion would be explained as follows. People in Indonesia have been influenced by smartphones. The users of the smartphone increases and grows three times in twelve months (Singh, 2012). This is the reason that brands of smartphones, such as iPhone, Samsung, BlackBerry, Sony Ericson, etc. have been competed to gain more users by marketing their operation systems. One of the popular is Android Operation System. Samsung is one of the smartphone's brands that build Android OS in its Galaxy Series. Many people use it since it is easy to change the Stock ROM into Custom ROM which is more interesting in performance and appearance. There is also a well-known custom ROM which has been found by Yanuar Harry that is called CyanMobile. As its name, the language which is used in smartphone has to be "smart" and different from feature phone. Furthermore, this research will be conducted to know the morphological and syntactic system used in Samsung smartphone's setting in CyanMobile Custom ROM.

There were five parts found in the setting, Wireless and Networks, Interface, Device, Personal, and System, and they were divided into sub-division as well. Wireless and

Networks included Wi-Fi, Bluetooth, and Mobile Networks. Interface had ADW Launcher, Theme Chooser, Application, and Location and Security. Sound, Display, Call Setting, Storage, and Extended Partition Info were found in Device. Personal had Profiles, Account and Sync, Privacy, Date and Time, Language and Keyboard, Voice Input and Output, and Accessibility. System, which had CyanMobile Settings, Development, Battery, and About Phone, was the last. The total of the words were forty one, and the total of the phrases were eight. The data were analyzed based on Morphology and Syntax Study. For Morphology, there were morphemes. The free morphemes were seventeen words. The bound morphemes that had been analyzed from the data were divided into morphological process, such as four words for inflection, eleven words for affixation which were only suffixation, derivation without affixation (one for abbreviation, two for acronym, and two for clipping), and four words for compounding. As for Syntax, it was only limited to syntactical phrase. There were eight phrases that had been found in the setting, and there were six phrases for noun phrase, one for adjective phrase, and one for adverbial phrase.

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