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PROCEEDINGS

21st CENTURY ENGLISH LANGUAGE TEACHING

The 2nd National Conference on English Language Teaching (NACELT)

Monday, November 14, 2016

Editors:

Aris Sugianto
M. Zaini Miftah
Santi Erliana

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FOREWORD

The proceedings, *21st Century English Language Teaching*, are the selected papers that were presented in the 2nd National Conference on ELT (NACELT) 2016 conducted at the State Islamic Institute of Palangka Raya, Central Kalimantan, on Monday, 14 November 2016. 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, S.H., M.H.) as well as Dean of the 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, Made Hery Santosa, Ph.D (Ganesha University of Education), SF. Luthfie Arguby Purnomo (State Islamic Institute of Surakarta), Teguh Arie Sandy, S.Pd (State University of Malang). 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, December 2016

Editors

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TECHNIQUE AND PROCEDURE OF STATISTICAL ANALYSIS OF TEST ITEM VALIDITY OF OBJECTIVE ENGLISH LANGUAGE TEST

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Abstract: This article aims to offer students and researchers the techniques and procedures in analyzing statistically the validity of objective English language test based on the test item. Analyzing the validity of a test is important in order to make a good test which functions as evaluation or measuring the achievement of teaching and learning process. This article also offers the consideration to use appropriate formula in order to find more accurate result. In analyzing the item test validity of the objective test, the coefficient is found by using correlation technique. The appropriate correlation formula for the test item validity is Point Biserial Correlation. Consideration of using Point Biserial Correlation is because the correlated data is types of dichotomous data and interval data. This formula is the most appropriate to find out accurate correlation coefficient. The value of coefficient is important to determine the extent and status of the test item; valid or invalid.

Keywords: *technique, procedure, test item validity, objective test, English language test validity*

It is known that evaluation is really important for both students and teachers. For students, evaluation is used to measure the achievement along the Teaching and Learning Process (TLP). While for teachers, evaluation can be used to see the success of the TLP. Based on Djiwandono (2008:2), there are three components of TLP; they are the objective, the activity, and evaluation. They are closely interrelated. For teacher, the function of evaluation is also as feedback for the previous components, they are the objective and the activity. The unsuccessful learning process is not only caused by the weakness of the students, but it can indicate the weakness of the components such inappropriate material, incompetent teachers, lack of exercise etc. Surely evaluation is definitely important.

There are two techniques of evaluation. They are non-test and test. Observation, interview, questionnaire, and portfolio are kinds of non-test technique. Objective test and subjective test are kinds of test technique. This writing focuses on the test technique. So, test is used as technique of evaluation in order to measure the achievement of the students and the successful of TLP.

Test is conducted in the end of TLP. It is in order to measure whether the objective of the TLP has been achieved or not. The objective of the TLP is surely achieved through the activity. If the result does not indicate satisfied result, the teacher should recheck and evaluate start from the objective again or the activity. The activity covers anything in classroom such as teaching method, teaching media, teaching ability, classroom organizing, or materials. So, test and TLP are closely interrelated between each other.

By realizing the important of test as evaluation technique, so it is a must to conduct a good test. A test which fulfills characteristics of a good test can be an instrument to measure the achievement of students or the success of teaching. Generally, there five popular points that can be used as the bases of determination that the test has fulfilled characteristics of a good test; they are the extent of validity, reliability, objectivity, practicability, and economic (Djiwandono, 2008; Sudijono, 2011).

Validity refers to that the test can really measure what it is supposed to measure. Reliability refers to the consistency of test result or score although the test is conducted many times or at least two times. Objectivity refers to the consistency of scoring system so the score really represent the real capability of students. Practicability refers to the easiness in administration, the easiness in scoring, and having clear direction. Then, economic refers to that the test is not expensive and does not need much time.

From the five characteristics of a good test, at least a test should be valid and reliable. So, validity and reliability are the most important characteristics of a good test. In the other hand, a test should be able to measure what it purposes to measure and also can be trusted as an instrument to measure the achievement of the students in TLP.

As discussed above, to measure the achievement of students and the success of teaching in TLP, it is used a test as instrument. According to Djiwandono (2008:36), based on the technique of scoring, test can be classified as two kinds; they are objective test and subjective test.

Objective test is kind of test which is scored factually and has right and wrong answer so it can be marked objectively. Examples of objective tests are Multiple Choice Question (MCQ), true-false, and matching. Meanwhile, subjective test is kind of test which is answered by long answers and based on students' own opinion and knowledge, and scored by teachers' opinion so it can be marked subjectively, usually based on agreed criteria (scoring rubric). Scoring rubric can minimize much effect of subjective scoring. Examples of subjective tests are essay, WH-Question, short answer, and completion. In language education such as English language education, the other kinds of test which can be categorized as subjective tests are writing test and speaking test.

In constructing both of them, objective test or subjective test, they must be constructed based on characteristics of a good test. The two characteristics which are the most important to be paid attention are the validity and the reliability. Validity can be analyzed logically (logical validity), empirically (empirical validity), and by item analysis (test item validity). Logical validity is analyzed logically based on supporting and appropriate theories, and empirical validity is analyzed based on experiences which are usually in form of numerical data. In educational field, the numerical data is in form of scores. Test item validity is analyzed specifically per item of test.

Based on the writer's experience and observation, related to process of the thesis writing in English Education Study Program, many students were still confused and did not understand how to analyze statistically the validity and the reliability of test that they used as the instrument of the research. This surely indicates their problem in constructing a good test when they become a good teacher in the future. They are confused about the kinds of data, appropriate techniques of analysis, deciding the appropriate formula and procedure. Surely, there are differences in the kinds of data, the techniques as well as the formula between measuring validity and reliability of objective test and subjective test. So, the problem of this writing can be stated that how to analyze statistically the objective English language test validity.

In this writing, the writer wants to show the technique and procedure specifically to analyze statistically the validity of an English language test based on test item. To make it more clear and easy to understand, the writer only chooses especially test item validity of objective test to be analyzed.

OBJECTIVES

Based on the title, this article has some fundamental objectives such as: 1) to help students and also researchers on understanding how to analyze statistically the test item validity of objective test either for the need of evaluation or as a research instrument; 2) to help teachers on understanding how to analyze statistically the test item validity they construct in order to see the achievement of the students and the TLP, especially for objective test form; and 3) to make more clear and easy to understand of how to analyze statistically the validity of test/ instrument by very specific topic (special about validity of objective test).

SIGNIFICANCES

Based on the objectives above, it can be formulated some significance such as: 1) to emphasize the importance of test/ instrument validity; 2) as reference for students or researchers on how to analyze statistically the validity of objective test either for the need of evaluation or as a research instrument; 3) as reference for teachers on how to analyze statistically the validity of test their construct in order to see the achievement of the students and the TLP, especially for objective test form; 4) as a clear and understandable source in comprehending how to analyze statistically the validity of test/ instrument by very specific topic, in this case is validity of objective test, 5) as reference how to analyze statistically the validity based on test item as a test/ instrument of research.

VALIDITY

It has been emphasized that validity is definitely important in a test as a technique of evaluation of TLP either for general test or language test, in this case English language test. In case of a research, analysis of validity is needed to validate the instrument of quantitative research. Validity refers to that the test can really measure what it is supposed to measure. As Ary (2010:225)stated "validity was defined as the extent to which an instrument measured what it claimed to measure". In line with Ary, Hughes (2003:26) also stated "A test is said to be valid if it measures accurately what it is intended to measure". In other words, validity is the suitability between the test/instrument towards the domain of what it is supposed to measure.

Validity can be analyzed specifically by analyzing each item of a test. This usually is mentioned as test item validity. Test item validity means the accuracy of each item of test to measure what it supposed to measure. Analysis of the test item validity is conducted by correlating the scores of each test item to the total score of test.

OBJECTIVE TEST AND SCORE TABULATION

Objective test is kind of test which is scored objectively and only has right or wrong answer. If objective test is scored by more than one scorer, the result will be the same. It is why objective test has very high objectivity. Examples of objective tests are such as Multiple Choice Question (MCQ), True-False, and Matching.

In tabulating the score of objective test for the need of research/ test analysis such as analyzing the validity or reliability, usually the true and wrong answers are symbolized by dichotomous symbols. The wrong answer is symbolized as 0 and the true answer is symbolized as 1.

Example:

Table 1
Scores of an Objective Test

Name of Student/ Code	Items										Total
	1	2	3	4	5	6	7	8	9	10	
A	1	0	1	1	1	0	1	1	1	1	8
B	1	1	0	1	0	0	1	1	1	0	6
C	0	0	1	1	0	0	0	0	1	0	3
D	1	0	1	1	0	1	1	1	1	1	8
E	1	1	1	1	1	0	1	1	1	1	9
F	0	1	0	0	0	0	1	1	0	0	3
G	1	1	1	1	1	1	1	1	1	1	10
H	1	1	1	0	1	1	1	1	0	0	7
I	0	0	0	1	0	0	1	1	1	1	5
J	1	1	1	1	0	0	1	1	1	1	8

From the Table 1, number 1 and 0 are dichotomous symbol to categorize the answer which number 1 is for true answer and 0 is from wrong answer. In statistic, this data is mentioned with many terms, such as dichotomous data or nominal data or category data or discreet data.

TECHNIQUES OF MEASURING THE EXTENT OF VALIDITY

Actually there are two techniques that can be used to find out the extent of validity. They are: 1) Overall Test Validity Technique, and 2) Test Item Validity Technique. Both of them are analyzed by correlation formula.

Overall Test Validity Technique is a technique to analysis validity of test overall. This kind of validity analysis only needs to know whether the test, overall, is valid or not, without knowing which items that influence the test valid or invalid. The overall test validating technique needs empirical data such as the score of available valid equal test or score of test-retest. These scores are needed for the correlated variable. In this technique, the analysis is by correlating the score of target test which is analyzed to the score of available valid equal test. So, the correlation formula is needed.

The Test Item Validity Technique is a technique to analysis validity of test specifically by analyzing each item. By analyzing every item of test, it can be known what items that influence the test valid or invalid. The researcher can maintain the valid items and revise or remove the invalid item. The test item-based validity is appropriate if the researcher wants to find out the extent of validity specifically based on each item and needs revising or removing the unnecessary items (invalid items). The advantage of using the test item-based validity is it does not need empirical data (like in overall Test validity Technique) such as the score of available valid equal test or score of test-retest for the need of correlated variable. In this technique, the analysis is by correlating the score of test item to the total score the test. So, also the correlation formula is needed.

PROCEDURE OF MEASURING THE EXTENT OF VALIDITY

For the need of this writing, the procedure that will be discussed is only related to the test item validity technique. There are some steps should be conducted:

1. Recognizing the Data of Variable

The first thing that should be paid attention in the procedure is recognizing the data of variable. This is for the need of determining the appropriate formula that should be used in the analysis. Appropriate formula is really important in order to find accurate result. Generally there are two kinds of variables related to the data; they are 1) discreet variable, and 2) continuous variable.

Discreet Variable

Discreet variable is a variable where the data function for categorizing so that this data also called as categorical data. Besides mentioned as categorical data, this data is also mentioned as nominal data (more than two categories) or dichotomous data (two categories).

Example, dichotomous data such as 1 is for true answer category and 0 is for wrong answer category. Dichotomous data is often used by the researcher to categorized true-wrong answer of objective test such as Multiple Choice Question (MCQ).

Another example, nominal data such as 1 is for Islam, 2 is for Christian, 3 is for Hinduism, and 4 is for Buddhism. The numbers are only symbol or code to differentiate each other. So it does not mean number 1 is more than number 2 or 3 or 4.

The data (numbers) are equal and cannot be used in arithmetic operation such as addition, subtraction, multiplication, or division.

Then, another data of discreet variable is integer. Integer is a whole number. The integers are numbers those are not fraction/ decimal. For example, numbers of car sales in 2016 are 300. The number is always whole. So, there is no 5,5 cars or 0,5 car. Another example is numbers of people. “Numbers of people are 150”, it cannot be found a statement “the numbers of people are 255,7”. It is always whole, cannot be fraction.

Continuous Variable

Continuous variable is a variable which consists of data those are meaningful or can be used in arithmetic operation. Continuous data are data those are gotten from calculation or measurement, so the data can be integers and also can be fraction or decimal. Because the data can be used in arithmetic operation and gotten form calculation or measurement, so the numbers are meaningful. This meaningful term can be understood by example "number 5 is less than 6, 7 or 10, and vise versa". There are three kinds data include in continuous variable; they are ordinal data, interval data, and ratio data. Simply, ordinal data is numerical ranking data; interval data is numerical data which have equal interval each other or numerical data which has no absolute 0 (zero) value; and ratio data is the most complex numerical data, the most real numerical data and has absolute 0 (zero) value. A characteristic of continuous variable is data can be fickle or vary. Example: score, ranking, height, weight, distance etc.

2. Determining the Appropriate Formula

The next procedure is determining appropriate formula that can be used to analyze the data, in this case the validity of test. It has been stated that in order to get accurate result, formula can be different depends on the data variable.

Especially for this case, the validity is analyzed based test item, where the technique is by correlating the score of each item to the total score of the test. Pay attention to the example below:

Based on the Table 1 above, types of data is dichotomous data. The analysis of validity is technically by correlating each item (dichotomous data) to the total scores (interval data). To simply understand it, it can be separated such as the following table:

Item number 1:

Name of Student/ Code	Item	Total
	1	
A	1	8
B	1	6
C	0	3
D	1	8
E	1	9
F	0	3
G	1	10
H	1	7
I	0	5
J	1	8

Item number 2:

Name of Student/ Code	Item	Total
	2	
A	0	8
B	1	6
C	0	3
D	0	8
E	1	9
F	1	3
G	1	10
H	1	7
I	0	5
J	1	8

This also happens to item no 3, 4, 5, 6, 7, 8, 9, and 10. For the easy and simple tabulation, it does not need to separate them one by one like the example. It can be in well-arranged tabulation in one table as in Table 1.

So, which appropriate correlation formula can be used to analyze test item validity?

Actually, there are some correlation formulas that are usually used to analyze the validity of test. One of popular correlation formulas that is often used to analyze the correlation of two variables is Product Moment Correlation by Pearson. The other popular correlations are Rank-Order Correlation and Point Biserial Correlation. The uses of them depend on the data of variables correlated. For instance, if the two variables which are correlated are kinds of interval or ratio data, Product moment correlation is appropriate for this. If the data of variables consist of rank order, so the most appropriate formula is rank-order correlation by Spearman.

So, the appropriate formula is depends on the type of data owned. Furthermore, related to the result of objective English language test (objective test), if sets of correlated data are between the score of each item to the total score of the test where the score of each item consists of dichotomous data (objective test scores), and the total score is interval data (total score of the objective test), the appropriate formula that should be used to get accurate result is Point Biserial Correlation. So, the coefficient of Point Biserial Correlation would be the estimation criteria of the extent of correlation between the two sets of data, dichotomous and interval data. Related to this case, Sudijono (2011:185) stated that if the variable I is discreet data or dichotomous data, and the variable II is continuous data, the appropriate correlation technique to be used is Point Biserial Correlation. Brown (2005:162) also stated "Point Biserial Correlation coefficient is statistical measurement used to estimate correlation level between dichotomous nominal variable (individual item) to the interval scale (total scores)."

This is the formula of Point Biserial Correlation:

Formula I

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

Formula II

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

Where:

r_{pbi} : Point Biserial correlation coefficient

M_p : mean on the whole test for those students/testee who answered correctly (coded as 1s)

M_q : mean on the whole test for those students/testee who answered incorrectly (coded as 0s)

M_t : mean of total scores

S_t : standard deviation for whole test

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

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

p and q can be calculated by the following formula:

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

$$q = 1 - p$$

Where:

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

N : Number of whole students

For instance:
Find out the coefficient of item no. 1
This is the data of item no. 1 based data in Table 1.

No	Name of Student/ Code	Item	Total Score
		1	
1	A	1	8
2	B	1	6
3	C	0	3
4	D	1	8
5	E	1	9
6	F	0	3
7	G	1	10
8	H	1	7
9	I	0	5
10	J	1	8
N=10	Total	Np= 7	67

To find out the correlation coefficient by Point Biserial Correlation, we can use Formula I or Formula II. In this case the writer uses Formula II.

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

Before using the formula, find out the value of each formula's components as follow:

Mt	Mean of total score (Mt=67/10)	6.7
St	Standar Deviation of whole test (total score)	2.406
Mp	Mean on the whole test for those students/testee who answered correctly (coded as 1s) Mp=Total Correct Answer / Np Mp= (8+6+8+9+10+7+8)/ 7	8
p	Proportion of students who answered correctly on the whole test (p=Np/N=7/10)	0.7
q	Proportion of students who answered incorrectly on the whole test (q=1-p=1-0.7)	0.3

If the values of the components have been found, then put them in the formula II, as follow:

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

$$r_{pbi} = \frac{8 - 6.7}{2.406}\sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = 0.825$$

So, the correlation coefficient r is **0.825.**

The calculation above is manually. It is better if using computer program such as Microsoft Excel or SPPS. By using software, it is faster to calculate all items, especially when there are so many data number of students and test items.

3. Interpreting the Correlation Coefficient

The last step of procedure is interpretation of the correlation coefficient. Interpretation is one of the most important of the analysis. Result of analysis should interpret by certain technique so the result can be meaningful. Interpretation of correlation coefficient can use r-table. The coefficient correlation is consulted to the r-table based on the value of Degree of Freedom (df) of the estimated variables and with significant level 5% or 1%. As the consideration, significant level 5% is often used for such social and language research, while significant level 1% is popular for such an exact science research. For the correlation, the formula of Degree of Freedom is **df=N-2**.

For instance, if the result of calculation (r-observed) of item no. 1 by using the formula is 0.825. Then the number of data students/ testee (N) is 10, df=N-2 (10-2=8) with the significant level is 5%, so to consult with the r-table is as follow:

Table 2.
r-table

df	Significant Level	
	5%	1%
1	0.997	1.000
2	0.950	0.990
3	0.878	0.959
4	0.811	0.917
5	0.754	0.875

6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708

It is known:
N=10
df=N-2=8
Significant level=5%

So, related to determination of validity, to consult it with the r-table, firstly see df=8 with significant level 5%. It is 0.632 (r-value). Then compare it with the result of the calculation (r-observed) of item no. 1. If the r-observed is or more than r-value (r-observed ≥ r-value), it means the item no. 1 is valid. Vise versa, if r-observed ≤ r-value, it means the item no. 1 is invalid. This also applies to the subsequent numbers.

Another technique to interpret the validity coefficient is by consulting the r-observed to following range:

Table 3.
Table of Interpretation

Coefficient (r)	Relationship
.00 to .19	Negligible
.20 to .39	Low
.40 to .59	Moderate
.60 to .79	Substantial
.80 to 1.00	High to very high

Adapted from Best (2006:388)

The table above can also interpret the r-observed which functions to see the level of correlation in order to determine the level of validity. From the example, t-observed of item no. 1 is 0.825, so based the table of interpretation above, it includes in high correlation. In this case, it means item no. 1 has high validity.

It depends on the researcher what technique which is appropriate based on the data or r-observed owned. The use of r-table is based on the value of degree of freedom and its significant level, but the use of table of interpretation is generally, and the general interpretation for valid is at substantial/ strong level or High to very high level (.60 to 1.00).

CONCLUSION

Test should fulfill the characteristics of a good test. One of the important characteristics is validity. The validity of test technically can be analyzed generally (overall) or item validity analysis by using correlation formula. The formula of analysis of the validity can be different based the data owned. It is important to recognize the types of data before determining the formula. Analysis formula of overall test validity would be different to the analysis formula of test item validity. Also, analysis formula of the subjective test validity would be different with the analysis formula of objective test validity. This happens because the data are different.

Especially for objective test where the technique is by correlating score of each item to the total score which the score of each item is kind of dichotomous data and the total score is kind of interval data, so based on theories, the appropriate formula is Point Biserial Correlation.

Another important point in analysis of validity of objective test especially for test item validity is interpretation of the correlation coefficient (r-observed). The correlation coefficient shows the meaning of the validity of the item itself. The interpretation can be meaningful as the level of validity, valid, or invalid.

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THE PROCESSES OF MAKING AN ADVERTISEMENT

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Abstract: This writing talks about the types of print advertising and process of making an advertisement, the steps needed and should do when to make an ads. This processes include the process of an advert itself, the advertising brief, legal matters, media buying, mailing lists, briefing the designer even this chapter gives the information about British Code of Advertising Practice which should be complied by all the advertising agencies.By knowing these processes, it is hoped that those who want to make a good advertisement can implement the elements to have an amazing advertisement.

Introduction

Brooks (2002) says that there are several different types of print advertising. Those are display ads, classified ads, direct response ads, brochures, and direct mail. Display ads are the ones we'll see while leafing through magazines and newspapers – usually at least a quarter of a page and sometimes even a four-page centrefold. Based on Belch (2002: 416), "Display advertising is found throughout the newspaper and generally uses illustrations, headlines, white space, and other visual devices in addition to the copy text. Display ads account for approximately 70 percent of the advertising revenue of the average newspaper. The two types of display advertising in newspapers are local and national (general)". They are measured (and charged for) in single column centimetres (sometimes abbreviated to scc) or pages (e.g. a 2x10 advert is two columns wide and 10 cm deep; a half-page is half a page – we'll need to specify if that's portrait or landscape – and a DPS is a double-page spread). We can take as much space as we need and they can be used for any product or service. We can also ask it to appear in a specific position (such as inside front cover or opposite editorial – we'll pay extra for the best positions). Because positions definesour marketing. It is said by Belch (2002:28), that "Once the target markets are chosen, the emphasis will be on determining how the product should be positioned." It means that when we have chosen our target for becoming our customers, ads' position is determined our success on product marketing. Nevertheless, display ads have some limitations.

There are the limitations:

1. The audience might be too wide – we could be paying to reach a large number of people who aren't potential customers
2. Our layout's restricted
3. Magazines have long lead times, often 3 months, so we need to produce the advert a long time in advance.

Classified ads are those found in the 'small print' at the back of a magazine or newspaper – usually short, measured (and charged for) by the line. They're grouped together under a 'classification' heading such as property, leisure, sport or gardening. On the other source, Belch (2002: 416), "These ads are arranged under subheads according to the product, service, or offering being advertised". There are some limitations (in addition to those for display ads):

a. Our advert could be lost among competitors' – without pictures or logos, you can't get our company identity across
b. We're restricted in our layout

Direct response ads are sometimes called 'off-thepage' ads because they ask people to buy a product or service and give them a phone number to ring, a web site to look up or a coupon to fill in, or sometimes all three. They're good for generating leads and cross-selling, and it's easier to measure their success. However, direct response ads have the same limitations as press adverts regarding audience and production time, and some readers see cutting out coupons as spoiling the magazine.

Brochures are also known as inserts or flyers. They can be anything from a one-page notice through to a catalogue: the space and format is up to us. We can insert it in a magazine (though this can be an expensive way of reaching a wide audience, and we can't control where it appears in the magazine) or we can deliver by hand or post to a mailing list (meaning we can target our audience more precisely). They can also be picked up from the point of sale (e.g. from dispensers in a reception area or at a desk).

Direct mail is what it sounds like – a letter or pack sent straight to a potential customer. They're cheap to produce and can be personalised easily, particularly if we use a computer to produce them. Along with growth in advertising expenditure is inevitably correlated with the growth of advertising clutter. Based on Elliot and Speck in Frith (2003, 1998), in a U.S. survey of nearly 1,000 consumers, television and direct mail were rated highest in perceived clutter. This makes consumers thingking negatively about ads.

The Process to make an advertisement

When we are going to produce an advert we'll need to go through some processes. The process are media buying, visual, copy, illustration, typesetting, artwork and printing (Brooks, 2002).

Media buying – that means buying the space in the media. For example, with a display or classified advert we'll buy space on a certain page in a publication, as it is said by Terlutter, (2010: 328), that "The effectiveness of an advertisement depends on the product being advertised and characteristics of the execution such as the quality of the ad itself, the size of the ad and location in the medium (e.g. back cover, inner front cover, etc.)"; for an insert, we'll ask it to go in a publication or to be delivered to houses in a certain postcode area; and with direct mail we'll buy a mailing list (or use our own database, perhaps using addresses from a previous – and relevant – sales promotion) and post the mailshot direct to those addresses.

Visual – this is a rough drawing that shows what our advert will look like, with the headline and body text shown as 'gobbledegook' to give us an idea of how many words we need. Layouts also should be considered as a visual. Based on Goddard (1998: 22), that "In considering layouts and the other graphological devices (featuresassociated with the visual aspects of texts), space is as important aconsideration as verbal and non-verbal language". Even when we create empty space, it also has a meaning, usually it is for the language we are going to put. We had to make the ads full with creativity because creativity is the main element in advertising. If the advertising agency is capable of great creative effects, it is selected for the purpose, Style clarity, impact memorability and action - these are taken into account while evaluating creativity (Pandey, 190).

Illustration – either a drawing or a photograph to accompany the copy.As it is written in Tanaka (1994, 42) that, "Advertisers, for example, include illustrations to compensate the addressee for her attention." Futhermore based on Cook in Tanaka the illustration just may have nothing to do with the advertiser's overt message, and may simply serve as a 'reward' for her attention.

Typesetting – the production company handling our advert will design it, putting our copy into the correct typeface and size (we'll need to 'proof' it – that is, check it for accuracy).

Artwork – the endproduct, ready for the printer. Generally supplied as a computer file on disk or CD with a hardcopy proof in black and white or colour, or as separated film for colour printing.

Printing – a printer will produce the printed copies of our brochure for us, or the magazine/newspaper will be printed. We may receive a final proof to check before printing.

Before we produce ads, actually we have to possess our writing the copy ourself, it helps to work with a proper brief. This briefinclude the name of the company, the advert, the product or service, target market, competitors, special offers, budget and legal restrictions (Brooks, 2002).

a. The Company

Who we are – It is about our company name. People will call us with this name.
What we do – It is about what we are going to do in general for example sells cosmetics.
Background detail – It is about our position in the marketplace, in simply, it is about the history of the company itself.
Our Company Image – It is about our company's personality towards people such as caring, serious, casual, friendly. It is said that a company could do much more than promise to satisfy a need or desire for that product—it could promise consumers that they could use the product to satisfy a deeper need (Sedivy, 2011: 16)).

After we have a copy writing about our company then we should move to the advert itself. What kind of advert we want to produce and its format – display ad or direct mailshot, length/ size (including whether portrait or landscape), colour or black and white, illustrations, etc, are discussed and determined here.
The media we want to use – These media such as national press, regional press, specialist/trade press, directories, direct mail.
What we want to achieve from the advert – We had to be precise for example we want the advert 150 leads in 6 weeks, and we had to be realistic for example the advert increase 10 per cent in sales over the quarter.
When it needs to appear – We must think about the timing and when the publication needs to have the finished copy.
How long it will run for – Timing also includes number of insertions and last appearance date.
How you're going to measure the advert – For example by keycodes.
Consumers: We have to consider the consumers including who they are, where they live, age, sex, socio-economic grouping, what attracts them (price, service, quality), lifestyle and interests. As it is written in Forceville (1996: 68), that "...an advertiser must try to have his/her ad noticed among numerous other ads and subsequently to create a maximally effective impact during the brief time span in which—if lucky—

he has captured the consumer's attention." In the other source it is said that target marketing is becoming the important part by the company for knowing about who is going to buy the product, who is going to be interested in that product.
Business sector: It is about size of business, where they are, who makes the buying decisions.

Competitors

We had to be careful to face the competitors. We should have some different ideas for our product so it can become our strength to compete with them. Nevertheless, although we try to compare our ads with theirs, but be careful not to denigrate them or we'll be breaching the code of advertising practice and laying ourself open to a lawsuit (Brooks, 2002: 34).What are the differences that can make our product differentwith theirs? We can look at these criteria such as:

1. Cost
2. Quality
3. Procedures
4. Benefits we offer that they don't
5. Benefits they offer that we don't

- **Special Offers**

This kind of action is such an invitation for consumers. Consumers will be attacted by special offers. This condition should be used perfectly by the advertisers. These special offers including discounts, vouchers and free gifts. Because based on Belch (2002: 419) sometimes many consumers actually purchase a newspaper because of the advertising it contains. Consumers use retail ads to determine product prices and availability and to see who is having a sale. The description about special offers can be:

What it is
Its value
What the customer has to do to get it

- **Budget**

Budget is a sensitive thing in every and any kind of event. We should do budgeting perfectly. It is written in Belch (2003: 9) that there are many marketers built strong barriers around the various marketing and promotional functions and planned and managed them as separate practices, with different budgets, different views of the market, and different goals and objectives. Because of that, these companies failed to recognize that the wide range of marketing and promotional tools must be coordinated to communicate effectively and present a consistent image to target markets. So budgeting, target markets and the goals must be thought on integrated way.

- **Legal Restrictions**

It helps our company safe from any kind of wickedness and deception. Wordings that must be included for example credit examples, membership of regulatory bodies, etc.

Everything in this world must be legal, unless we will throw into jail. It is of course happening when we are going to make an advertisement. When we're writing our adverts, we need to bear in mind the following legal information:

1. Trade Descriptions Act – goods advertised must correspond to their description
2. Sale of Goods Act – goods advertised must be fit for the purpose for which they'd normally be used
3. With price reductions, the goods must have been offered at full price for a period of 28 days in the previous 6 months
4. Consumer Credit Act – if we offer goods on credit we must have a licence from the Office of Fair Trading
5. Data Protection Act – even if we just keep a list of names and addresses on computer, we need to register with the Data Protection Registrar

We should fulfilled all of the legal matters above so that we can be in a safe way to be a advertiser.

British Codes of Advertising Practice

In this world everything comes with its rule or code, in journalistic world for instance, we as the journalist had to comply with code ethics of journalistic. Along with that, in advertising world also there are some codes which are related to advertising. It's administered by the Advertising Standards Authority. The tenth edition of the British Codes of Advertising and Sales Promotion came into force on 1 October 1999. It is a code of practice agreed by the advertising industry and the media and we must comply with it as the advertising agencies (Brooks, 2002). The main principles of BCAP are that advertisements should:

a. Be legal, decent, honest and truthful
b. Be prepared with a sense of responsibility to consumers and society
c. Respect the principles of fair competition generally accepted in business – any comparisons must be clear and fair
d. Not bring advertising into disrepute
e. Conform with the Codes

That means our adverts should:

a. Comply with the law and not encourage people to break the law (e.g. drink and drive)
b. Contain nothing that's likely to cause offence, including on the grounds of race, religion, sex, sexual orientation or disability. If in doubt, check withthe newspaper or magazine or the ASA (Advertising Standards Authority)
c. Not exploit consumer's inexperience or the lack ofknowledge of consumers
d. Not mislead by inaccuracy, ambiguity, exaggeration,omission or otherwise
e. Not cause fear and distress without good reason(e.g. to discourage dangerous actions) and it mustnot be disproportionate to the risk
f. Not show or encourage unsafe practices
g. Not condone or provoke violent or antisocial behaviour
h. Not unfairly portray or refer to people in an adverse or offensive way

We must be able to prove any claims we make (such as being 'the biggest' or 'the only' provider of our product or service) and provide documentary evidence if the ASA requests it.

If European has BCAP which manages the rule of the advertising, in Indonesia there is also some codes in advertising called Etika Periklanan Indonesia (EPI) here are the rules:
Diatur dalam Etika Pariwara Indonesia (EPI), EPI menyusun pedoman tata krama periklanannya melalui dua tatanan :

- *Tata Krama* (Code of Conducts)

Metode penyebarluasan pesan periklanan kepada masyarakat, yang bukan tentang unsur efektivitas, estetika, dan seleranya. Adapun ketentuan yang dibahas meliputi:
- Tata krama isi iklan
- Tata krama raga iklan
- Tata krama pemeran iklan
- Tata krama wahana iklan

- *Tata Cara* (Code of Practices)

Hanya mengatur praktek usaha para pelaku periklanan dalam memanfaatkan ruang dan waktu iklan yang adil bagi semua pihak yang saling berhubungan.
Ada 3 asas umum yang EPI jadikan
dasar, yaitu :

1. *Jujur, benar, dan bertanggung jawab.*
2. *Bersaing secara sehat.*
3. *Melindungi dan menghargai khalayak, tidak merendahkan agama, budaya, negara, dan golongan, serta tidak bertentangan dengan hukum yang berlaku* (Loviannisa, 2013).

Prices must be clear and include VAT, (value-added tax (= a type of tax in European countries which is paid by the person who buys goods and services) Cambridge Advance Learner's Dictionary: Third Edition) and other taxes. If it's a business-to-business advert where the customer can recover VAT, we can quote the price exclusive of VAT but we must show the amount or rate of other costs. If we refer to prices 'from' or 'up to', we must not exaggerate the benefits the consumer's likely to have.

Offers can only be described as free if the customer pays only for the cost of public postage, the actual cost of freight and delivery, or the cost of travel if the customer collects the offer. We must not charge for package or handling.

We must make it clear if stocks are limited and must show the ASA why we think we could satisfy demand. If the product becomes unavailable, we must withdraw adverts and show the ASA evidence that we've monitored stock.

Testimonials must refer to the product or service we're advertising (if we change it, the testimonial is no longer valid) and be truthful; any opinions must be substantiated. We need the person's written permission before we use the testimonial. We also need signed and dated proof, including a contact address, for any testimonial we use.

Adverts should not mislead by inaccuracy, ambiguity, exaggeration, omission or otherwise.

Media Buying

Based on Belch (2003, 70) that media organizations are another major participant in the advertising and promotions process. The primary function of most media is to provide information or entertainment to their subscribers, viewers, or readers. But from the perspective of the promotional planner, the purpose of media is to provide an environment for the firm's marketing communications message. The media must have editorial or program content that attracts consumers so that advertisers and their agencies will want to buy time or space with them. We had to choose the media perfectly, in simply that media we use depends on our target audience. Marketers advertise to the consumers market with national, local and direct-response advertising which may involve stimulating primary or selective demand (Pandey: 14).

On the other source Brooks (2002: 25) gives the table like this :

Audience	**Media**
National, very general	National Press and Directories
National, Specialist	Specialist/Trade
Local	Regional Press, Local Directories

If our audience includes the very general audiences or includes national then we can use National Press media. In this kind of situation, advertising done by a company on a nationwide basis or in most regions of the country and targeted to the ultimate consumer market (Pandey: 14) so we use National Press.

If our audience includes special people then we can use trade media. Pandey actually called this kind of situation as a professional advertising that is targeted to professional groups-such as doctors, lawyers, dentists, or engineers-to encourage to use the advertiser's product or specify it for other's use is known as professional advertising.

If our audience includes local people then we can use Regional Press media.Retail or local advertisers must give the consumer a reason to patronize their establishment. Retail advertising tends to emphasize specific customer benefits such as store house, credit policies, services, atmosphere, merchandise assortment and other distinguish attributes (Pandey, 15).

If our message is very time-important, daily media means we can target a specific day, but remember that the daily newspaper is likely to be thrown out at the end of the day; a weekly, monthly or bi-monthly publication will be 'current' for longer.

Also think about the difference between 'free' newspapers (distributed to all homes in an area, so has a wide audience – but they may be discarded without a second glance) and ones that have been paid for (which have a narrower audience but the reader has chosen to buy the newspaper/magazine, so will read it).

The cost of an advert will be listed in the media's 'rate card'. This can be found in BRAD (British Rates & Data), a directory which is updated monthly and gives detailsof all the audited publications in circulation, includingthe costs and sizes of advertising and thereadership profile.

Or we can ask the advertising sales department for a media pack – this contains the latest copy of the magazine, their circulation details (how many copies they sell), readership profile (who reads it), production details (how they wish the artwork to be supplied and in what format), plus the rate card for advertisements.

We may be able to buy **distress space** at a cheaper rate. This is space that the magazine needs to fill at very short notice – perhaps a planned advertisement has fallen through at the last minute. However, we'll need to have film ready to that precise specification at very short notice – and it might not be available exactly where and when we want it.

Mailing List

If we have a long message, one that needs a lot of illustration, or we can define our target audience very tightly in terms of where they are (e.g. telling local people about the launch of a new business), direct mail could work well for us. We can obtain a mailing list from several sources:

a. Our own customer files (if we want repeat business)
b. Professional directories or the Yellow Pages (if we want to target people in a particular line of business)
c. A list broker (for a list in a particular area or social group) – contact The Direct Marketing Association (UK) Ltd, Haymarket House, 1 Oxendon Street, London SW1Y 4EE, tel. 020 7321 2525, web site *www.dma.org.uk*
d. Other organisations – some organisations such as professional institutions, mail order companies and book clubs may rent their list, but if we rent a list we can only use it on (Brooks, 2002)
    a. Briefing the Designer

Sometimes, we as the company of the advertising cannot do some of our task in advertising, for example in designing our ads. Ifwe are not a talented illustrator, it will be the best way to get a professional's help for the illustration. The designer needs a copy of your brief for background information about the product and your target audience. The type of illustration we use varies according to what we want to achieve and where it will be placed. Think about what we want like:

a. Show the product (pack shot), the illustration of course should show our product inevitably
b. Convey atmosphere, the illustration have to trig customer's feeling when they see the ads, and they can catch what is meant by us
c. Show the product being used, besides illustration had to show the product, it would be the best illustration if it is also showing the product when it is used
d. Interest the audience enough to make them read the text, it means that the illustration must be eye catching
e. Break up the text

Besides illustration which will be more colourful there is also line illustration which will contain simple drawings using only lines, not shading and can be either black and white or colour. They're good for:

a. Directories or other publications where the quality is poor so photographs would not print clearly
b. Showing detail
c. Technical illustrations

Of couse, we as the company would not care about the illustration at all. if our designer needs to include our company's logo or use our company's 'corporate style' for example the colours, typefaces and type of illustration used on all our communications, we should tell him.

Besides, give the designer the production details for each publication. Then the last, we can give a brief to him to use plenty of white space – too many illustrations will make our advert look crowded. Try to stick to one or two typefaces – if we use lots of different typefaces, bold and italic indiscriminately, our advert will look messy.

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THE EXISTENCE OF PHONEME /Ə/ AND /C/ IN NGAJU DAYAKNESE

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Abstract: Ngaju Dayaknese is one of sub-ethnics in Central Kalimantan. The speakers are widely known as Oloh Kahayan or Oloh Kapuas, as in English equivalent Kahayan people or Kapuas people. Ngaju Dayaknese's phonology has been studied by several researchers, but some studies revealed differences in the numbers of sounds. Therefore, this research was aimed to prove the existence of vowel /ə/ and consonant /c/ which were reported to exist in the field. Central Kalimantan has multicultural environment, so it was needed to further investigate that these sounds were absorbed from contact with other languages. The method used in this research was descriptive-qualitative approach. The data were collected by interviewing the informants with an instrument called the list of 200 Morris Swadesh vocabularies. The result showed that vowel /ə/ originally had no existence in the phonology system of Ngaju Dayaknese, whereas consonant /c/, although its distribution was limited, proved its existence in a few words. This notion was proved by conducting minimal pairs and phoneme distribution. However, it is believed that language contact with some languages from the same family indicates that this language also borrows other language's unit, which means that it is possible for native speakers to pronounce them well.

Keywords: *Ngaju Dayaknese, vowel /ə/, consonant /c/*

Ngaju Dayaknese language is a language used by Dayaknesepeople living in Central Kalimantan. Ngaju Dayakneseis a sub-ethnic that comes from Dayak Ot Danum. Ngaju itself means "upstream". Dayak Ngaju language speakers were also called Kahayan and Kapuas people. This is due to itsnative speakers who live along the streams of the Kahayan River and the Kapuas River (Riwut in Ristati, 2006: 3). Ngaju Dayaknese is already known in the world of linguistics, but the data are not feasible because the existed data which were commonly known had been recorded decades ago. Within such a long time, there would have been a lot of changes happened, whether it is a development or a decline. Those changes require more in-depth research and it is necessary for linguists from Ngaju Dayakneseto examine these changes in the development of their own regional language.Ristati (2006) says that the example of such language development can be found in research of

Dempwolff. In 1937,Ngaju Dayaknese did not recognize diphthong /iu/. However, in fact there has been a change in the field with the discovery of the diphthong /iu/ even though it is only limited to a few words, for example *tukiu* /tukiw/ 'shout' and *barukau-barakiw*/barukaw-barakiw/ 'a kind of bird'.

Most of experts believe that Ngaju Dayaknese has only four vowels and 18 consonants. In writing this paper, it was interesting to examine the development in certain segmental sounds as in vowel /ə/ and consonant /c/ whether they have no existence in Ngaju Dayaknese language or not. In fact, many Dayak Ngaju people can pronounce the vowels and consonants which do not exist in their language. Since this language is also derived from Austronesian language family, so it might not be difficult to absorb and adapt the sound system of other languages as long as they are still in the same family. For instance, if the numbers of Ngaju Dayaknese sounds are contrasted to Kuala Banjarese's, there must have been only slight differences found. Dempwolff (1937) via Misrita (2005) says there are four phonemes in Ngaju Dayaknese, which are /i/, /ε/, /a/, dan /U/. Durasid et al. (1990: 39) and Santoso et al. (1991: 13) also agreed on this statement. Hapip et al.(1981: 28) say that there were six phonemes in Kuala Banjarese, /i/, /a/, /e/, /u/, /ə/, and /o/. However, two last phonemes, /ə/ and /o/ were only found in free variation. Pratika and Poedjosoedarmo(2014: 51) states that the free variation of /ə/ and /o/can be found in the word /salawar/ and /səlawar/ 'pants' and /butul/ and /botol/ 'bottle'. These examples show that /ə/ and /o/ are only free variation of /a/ and /u/. This means that Kuala Banjarese also has four vowels. As for the consonants, Ngaju Dayaknese has 18 consonants, whereas Kuala Banjarese has 19 consonants. The only difference was found in glottal /ʔ/ and both languages have consonant /c/ in the system.

Several studies have investigated the vowel phoneme /ə/ and consonant /c/ language Ngaju Dayak. There was a study entitled *Bahasa Sampit di Kalimantan Tengah*, a thesis which was written by Misrita (2005). This study was aimed at describing the diachronic linguistic aspect of Sampit language in Central Kalimantan to find out the real status of Sampit language. It was also conducted to find out the linguistic evidences in order to clarify the relation between Sampit and Ngaju Dayaknese. This research leads to a result that Sampit language and Ngaju Dayaknese language were from the same language family and shared an average lexicostatistical cognate percentage of 80%, which meant that they have close relationship. In her research, Misrita (2005: 14) argues that consonant /c/ has no existence in Ngaju Dayaknese, but they uses /s/ instead. These examples can be found in the word /saŋkir/ '*cangkir*' or 'cup' and /sinaʔ/ '*cina*' or 'china'.

Bingan and Ibrahim (2013) publishes bilingual dictionary which called *Kamus Dwi Bahasa Dayak Ngaju – Indonesia.* It is quite difficult to ensure the pronunciation of the words containing in the dictionary since it does not have phonetic transcription. Alphabetically, the entries show that there are words started by consonant /c/. It always appears as initial sound, but it is never seen in the final sound of syllable. These words were investigated by asking the native speakers and the result showed that most of the words were loanwords from Indonesian or Banjarese language, though some words were believed to be originated from Ngaju Dayaknese itself. On the other hand, Bingan and Ibrahim (2013: xi-xii) state that the vowel /ə/ does exist in Ngaju Dayaknese language. This happens on the word base which is added by an enclitic /-ə/ 'his/her/it' then it becomes /bapaə/ 'his/her father'.They do not state clearly with the appropriate phonetic symbol. In the explanation on how to pronounce the words, they use /ë/. This appears to be a phoneme and they also states that the symbol means weak /e/. Thus, /ë/ was apparently has same pronunciation as /ə/. This opinion was argued by Misrita (2005: 15) who mentions this in her thesis, and believes that Ngaju Dayaknese has no vowel /ə/.

In 2006, a thesis entitled *Sistem Fonologi Bahasa Dayak Ngaju*was written by Ristati.The purpose of this research was to give the inventory and the description of consonant, diphtong, and vowel found in Ngaju Dayaknese,to describe phonemes and their allophone rule, to describe suprasegmental features, and to describe phonotactic rule and the syllable structures. As a result of her study, she believes that consonant /c/ exists in the system, but vowel /ə/ has no existence at all.

From the previous studies, it becomes an argument whether both phonemes has existence or not.Nowadays, Ngaju Dayaknese language is also changing due to the inclusion of other languages, especially Banjarese language from South Kalimantan and Indonesian language as the national language of Indonesia. The contact with these languages may lead to borrowing other languages units; in this case, it is on the level of phonology. There may be many vocabularies containing the phoneme /ə/ and /c/ that interferes Ngaju Dayaknese language. Therefore, this study was intended to prove whether the phoneme /ə/ and /c/ exist in Ngaju Dayaknese language.

As noted earlier, there were some different opinions of the investigators about the existence of the phoneme /ə/ and /c/ in Ngaju Dayaknese language. In this research, the subject of the research was native speakers of Ngaju Dayaknese and the object was phonemes /ə/ and /c/. The purpose of this research was to prove vowel /ə/ and consonant /c/ in Ngaju Dayaknese language and to ensure they were not phonemestakenfrom other languages which obtained from language contact. The significant of this study was to preserve native language from Central Kalimantan and enrich literature about it, especially Dayaknese, so it does not lose its existence.

RESEARCH METHODS

This study used a descriptive-qualitative approach. Toendan (2010) states that "research involving the collection of the data for the purpose of describing the existing conditions is called descriptive research, ..." This study focused on the description of actual problems as well as the things happened when the research was conducted. Through this study, the phenomenon that was the focus of research was described without giving any interference or treatment.

Sources of data in this study were taken by collecting 200 Morris Swadesh vocabulariesfromthe three informants as the primary data of this study. To strengthen the primary data, secondary data collection was also conducted by asking informants directlyifthey knew Ngaju Dayaknese's vocabulariesthat hadphoneme /ə/ or /c/ in it.

Data collection techniques used in this research was done by conducting the interview techniques using instruments of 200 Morris Swadesh vocabularies. Interview was a data collection technique using open and direct questions with the source. There were three ways to collect data through interview, which were informal interviews, directed interviews, and formal interviews (Patton, 1988) in Setiyadi (2006). All of the three interview techniques hadcertain weaknesses and strengths, but the collecting data with informal and directed interview would be better used in this study. Theseinformal and directed interview techniques facilitated the informants to focus on to the topic and created a friendly atmosphere, so that the data would be easily taken.The instrument hasalso been focused on the data that were needed to be retrieved. Thus, the data that had been generated would be more systematic.

In the data analysis, Sudaryanto(1993) suggests *metode agih* or distributional method. This was a method of analysis in which the decisive tool was inside and was part of the language that has been researching. The technique used wascontrasting technique that was used to determine phonemes. This contrasting was conducted by making minimal pairs of the phonemes (Kesuma, 2007).

FINDINGS

Vowels in Ngaju Dayaknese

Santoso, et al.(1991: 13) mentionsthat there are five vowels in Ngaju Dayaknese, which were /i/, /ɛ/, /a/, /U/, and /u/. /e/ was an allophone of /ɛ/ and it occurred when a word contained two sounds of /ɛ/. The first vowel became the allophone. As for /U/ and /ɔ/, they appeared to be found in free variation. It can be seen from the following examples.

/pehɛ/*pehe*'hurt' /danUm/ dan /danɔm/*danum* 'water'
/hetɛ/*hete* 'there' /mihUp/ dan /mihɔp/*mihup* 'drink'

Table 1. Distribution Vowels of Ngaju Dayaknese

	Front	Center	Back
High	i		u
Mid Up			U
Mid Down	ɛ		

Low		A	
Source: Santoso, et al. (1991: 13)			

However, there were two back sounds /u/ and /U/ that was proved to be the same sounds by the informants. Santoso, et al. (1991: 13) contrasts the sound by making minimal pairs of words *uluh* /UlUh/ 'people'and *uluh* /uluh/ 'extend' which appeared to be a homonym. The informants confirmed that both words had the same pronunciation /UlUh/ with back high sound /U/, only the meanings differed.

On the other hand, based on the research of Misrita (2005), Ngaju Dayaknese had four vowel phonemes. Ristati (2006: 72) mentions the existence of vowel /o/ in Ngaju Dayaknese phonological system by contrasting some words, for example *kado* /kado/ 'gift' and *kadu* /kadU/ 'complain'. The first word /kado/ was a loanword from Indonesian, and it had equivalence in Ngaju Dayaknese, *panenga*. However, Misrita (2005: 54) explains that the vowel phonemes /o/ just an allophone of phoneme /u/ with a free variation in all environments, for example in the word /uluh/ 'person' which could be pronounced /uluh/ or /oloh/. This opinion was also supported by Pratika and Poedjosoedarmo(2014: 11) that some of the words were just free variation or loanwords. The distribution of phonemes could be observed in the following table.

Table 2. Distribution of Vowels of Ngaju Dayaknese

	Front	Center	Back
High	i		U
Mid	ɛ		
Low		a	
Source: Pratika and Poedjosoedarmo(2014: 27)			

The only research that explained about the existence of /ə/ was only found in Bingan and Ibrahim's research. The explanation about this notion has already discussed in the background.

Description of Vowel /ɛ/ In Ngaju Dayaknese

In the introduction, it was mentioned that Misrita (2005) does not approve vowel /ə/ in Ngaju Dayaknese language. It was apparently similar to the opinions of most Ngaju Dayaknese researchers in phonology. The only mid phoneme found was /ɛ/ that was located on the front. Vowel sound /ɛ/ in Ngaju Dayaknese language, according Ristati (2006), can be classified based on the position (high or low) of the tongue, the moving parts of tongue, strictures, and the shape of the lips. Based on the position of the tongue, vowel /ɛ/ was in the mid. And then,according to the moving part of the tongue, it was classified into the front vowel, it meant that the vowel could be generated by the ups and downs movement of the front part of the tongue. The third was about strictures. Ristati (2006: 30) defines stricture as positional relationship of passive and active articulator. Vowel had no articulation, therefore, the strictures of the vowelwas determined by the distance of the tongue to the palate. In accordance to the stricture, vowel /ɛ/ was included into semi-open (half open), which meant that the vowel was formed byraising the tongue in the third altitude above the lowest vowel or two-thirds under a closed vowel (Ristati, 2006: 31). The last was the shape of the lips. Vowel /ɛ/ was classified into unrounded vowels.It meant thatthe vowel was pronouncedbyunrounded shape of the upper and lower lips or widespread.

Consonant in Ngaju Dayaknese

The research conducted by Santoso,et al.(1991: 13) mention that Ngaju dayaknese only had 18 consonants, which were /p/, /b/, /t/, /d/, /c/, /j/, /k/, /g/, /s/, /d/, /m/, /n/, /ñ/, /ŋ/, /l/, /r/, /w/, /y/. Santoso et al. includes four data to strengthen the existence of consonant /c/, for instance /balɛcak/, /cirat/, /kacapi/, and /caŋkUl/. The existence of the phoneme /c/ is also supported by Ristati (2006).

Table3.Distribution of Consonant in Ngaju Dayaknese

Mannerof Articulation / Placeof Articulation	Bilabial	Dental	Alveolar	Palatal	Velar	Glottal
Stop	p b	t	d		k g	
Fricative		s		c j		h
Nasal	m		n	ñ	ŋ	
Lateral			l			
Trill			r			
Semivowel	w				y	
Sumber: Santoso,et al. (1991: 9)						

Misrita (2006: 57) states that there are 17 phonemes exist in Dayak Ngaju. Those consonants were /p/, /b/, /t/, /d/, /j/, /k/, /g/, /s/, /d/, /m/, /n/, /ñ/, /ŋ/, /l/, /r/, /w/, /y/. Misrita does not approve the existence of consonant /c/ as it can be replaced by /s/. The examples can be found in the word /caŋkir/ 'cup' and /cina/ 'china' which turn to be /saŋkir/ and /sina/.

Table 4.Distribution of Consonantsin Ngaju Dayaknese

Manner of Articulation / Placeof Articulation	Bilabial	Dental	Alveolar	Palatal	Velar	Glottal
Stop	p b	t	d	j	k g	
Fricative		s				h
Nasal	m		n	ñ	ŋ	
Lateral			l			
Trill			r			
Semivowel	w				y	
Sumber: Misrita (2005: 57)						

In a study conducted by Misrita (2005), there was a certain doubt about the existence of the phoneme /c/. Misrita (2005: 14) also criticizes Stokhof and Mihing (1977: 49) because their research showed that there was a doubt in the determination of Ngaju Dayaknese phonological system in the table consonant phonemes. In the first table, they did not insert consonant /c/, but then on the next table they included phoneme /c/.

Description Consonant /c/ in Ngaju Dayaknese

Consonant /c/ in Ngaju Dayaknese, according to Ristati (2006: 49), could be classified into manner of articulation,place of articulation,stricture, and vibrationof the vocal cords. Consonant /c/, if it was seen from the manner of articulation and vibration of the vocal cords, was classified into voiceless stop. It was because there was no vibration when this sound was pronounced. Since the examples of previous research only showed that it only filled the position of initial sound of a syllable, it meant that it could be concluded as plosive stop. As for the place of articulation, it was included into palatal.This sound happened when the active articulator, the tongue, and the passive articulator,the hard palate, met.

DISCUSSION

Based on interviews with the informants by using a list of 200 Morris Swadesh vocabularies, the following results were obtained.The evidence could be seen from the data in the list of Morris Swadesh vocabularies by determining the minimal pairs and the distribution of phonemes.

Vowel /ə/

Misrita (2005) and Ristati (2006) argue that the phoneme /ə/ has no existence in Ngaju Dayaknese. The primary data from the list did not reveal any words that contained the phoneme. The only vowel found was mid front /ɛ/ and its allophone /e/. During the interview, the informants always said /-ah/ 'his/her/it' as the enclitic of the base wordsin Ngaju Dayaknese. Based on the examples of the secondary data in informal interview, there were /ijɛ tatUah/ 'his/her cousin' and /anakah/ 'his/her child' pronounced by the informants.

Minimal Pairs

Minimal pair was one of ways to prove a sound a phoneme in a language. Some of the data that did not have number were secondary data that have been asked directly from informant through informal interview. From now onward, in the explanation, the data were written in sequence of data number (DN), phonemic transcription, orthographic transcription, and meaning. Minimal pairs containing /ɛ/ in the list of Morris Swadesh vocabularies could be seen in some of the following data.

Table 5.Minimal Pairs of /ɛ/

Phoneme	Data Number	Word
/ɛ/ dan /a/	27	/kɛmbaŋ/*kembang* 'swollen'
	38	/kambaŋ/*kambang* 'flower'
	171	/ñɛlU/*nyelu* 'year'
	-	/ñalU/*nyalu* 'sulk'
/ɛ/ dan /U/	108	/kɛyaŋ/*keyang* 'dry'
	-	/kUyaŋ/*kuyang* 'a ghost with only head and organs'

Vowel /ɛ/ could be paired with /a/ and /U/. From the examples in the table, DN 27, 108, and 171 had /ɛ/ in the initial syllable. As for DN 38, it contained phoneme /a/ as the pair. Two words without DN that were obtained through secondary data had /U/. The table of minimal pairs above showed that /ɛ/ was a phoneme in Ngaju Dayaknese.

Distribution ofPhoneme

Distribution of phoneme /ɛ/ could be seen in the following tables. The data numbers were taken from the list of 200 Morris Swadesh vocabularies. The distribution was found on the initial, middle, and final syllable. Each syllable had open and close form. Open meant that the syllable had only one consonant or no consonant at all, either it was at the beginning or the end of the syllable. Close was the other way around; the consonants had to be in front of and behind the vowel.

Table6.Distribution of Phoneme/ɛ/ on Initial Syllable

Phoneme	Data Number	Open-initial syllable	Data Number	Close-initial syllable
/ɛ/	71	/ɛpat/ *epat* 'four'	27	/kɛmbaŋ/ *kembang* 'swollen'
Allophone /e/	116	/bekɛn/ *beken* 'no'	58	/mendɛŋ/ *mendeng*'stand'

Table7.Distribution of Phoneme /ɛ/ on Middle Syllable

Phoneme	Data Number	Open-middle syllable	Data Number	Close-middle syllable
/ɛ/	-	/halɛdap/*haledap* 'fall hard'	76	/ŋalɛmbUŋ/ *ngalembung* 'bubble'
			-	/bahɛnda/ *bahenda* 'yellow'

Table8.Distribution of Phoneme /ɛ/ on Final Syllable

Phoneme	Data Number	Open-final syllable	Data Number	Close-final syllable
/ɛ/	92	/iyɛ/ *iye* 'he/she'	49	/dawɛn/ *dawen* 'leaf'
	161	/ijɛʔ/ *ije*'one'	164	/ewɛh/ *eweh*'who'

From the primary and secondary data above, it could be concluded that the opinion of Misrita (2005) and Ristati and Ramlan (2006) that there was no /ə/ in Ngaju Dayaknese proved to be correct. The primary data in the list of 200 Morris Swadesh vocabulariesonly showed the productivity of mid front phoneme /ɛ/ and its allophone /e/ in Ngaju Dayaknese. Table ofphoneme distribution above revealed thatphoneme /ɛ/ filled all the positions of the syllable, whether it was on initial, middle, or final syllable with open or close syllable. This result also meant that the opinion of Bingan and Ibrahim (2013) that there was /ə/ in Ngaju Dayaknese proved to be incorrect.They explained that the function of /ə/ was as an encliticon the word base. The secondary data obtained from the interview with informants revealed that the informants always pronounced /-ah/ to state possessionif the word was ended by a consonant or added /-m/ and elongated the word if it was ended by a vowel. The examples could be seen in the words below.

/ikUhah/ *ikuhah* 'its tail'
/kanaim/ *kanaim* 'your stomach'
/pai:/ *pai* 'its foot'

Consonant /c/

Misrita (2005) argued that phoneme /c/ has no existence in Dayak Ngaju language. On the other hand, most researchersbelieved that it did have existence.The proof couldonly be seen from secondary data from interviews with informants, since the primary data in the list of Morris Swadesh vocabulariescontained novocabularies that had/c/. Therefore, the data was very limited and could not be proved by minimal pairs.However, there was a possibility to prove it by conducting phoneme distribution.

Distribution of Phoneme

Phoneme /c/ in Ngaju Dayaknese was not very productive, so it was difficult to find minimal pairs for the existence of this phoneme. From the research of Santoso et al. (1991), there were four words found in it: /cirat/, /caŋkUl/, /balɛcak/, and /kacapi/. From the informants, researchers collected three (3) words: /cakah/, /caŋkal/, and /ceh/. Bingan and Ibrahim (2013) wrote many entries that contained /c/ in the dictionary. However, this needed more explanation whether they were original words or loanwords taken from other languages, recalling that a language in a multicultural environment must have had a contact with other nearby languages. Besides, it was also a nature of developed dictionary to add more vocabularies found in the field. The distribution of phoneme /c/could be seen in the following table.

Table9.Distribution of Phoneme /c/ **on Initial Syllable**

Phoneme	Data Number	Open-initial syllable	Data Number	Close-initial syllable
/c/	-	/cakah/ *cakah* ‘arrogant’	-	/caŋkal/ *cangkal* ‘sedulous’
	-	/cirat/ *cirat* ‘kettle’	-	/cɛh/ *ceh* ‘an interjection to show a displeasure to someone or something’

Table10.Distribution of Phoneme /c/ **on Middle Syllable**

Phoneme	Data Number	Open-middle syllable	Data Number	Close-middle syllable
/c/	-	/kacapi/ *kacapi* ‘a music instrument with strings’	-	-

Table 11.Distribution of Phoneme /c/ **on Final Syllable**

Phoneme	Data Number	Open-final syllable	Data Number	Close-final syllable
/c/	-	-	-	/balɛcak/ *balecak* 'arrogant'

The argument of Misrita (2005) that there was no evidence thatphoneme /c/ existed in Ngaju Dayakneseproved to be incorrect. Santoso et al. (1991) showed only four vocabularies in their research, but from the interview with native speakers of Ngaju Dayaknese, three more words could be gained. The distribution of phoneme filled the position of initial, middle, and final syllable. However, on the point of view of open-close form, close-middle and open-final syllable could not be found from the secondary data. Even in Bingan and Ibrahim's dictionary, those positions still could not be found.

Confirmation with the informants and the data found needed a cross check. From the tables above, it could be concluded that from the secondary data, there were seven words in total: /cirat/, /caŋkUl/, /balɛcak/, /kacapi/, /cakah/, /caŋkal/, and /ceh/./cakah/ *cakah* 'arrogant', /kacapi/ *kacapi* 'a music instrument with strings', /balɛcak/ *balecak* 'arrogant', /cɛh/ *ceh* 'an interjection to show a displeasure to someone or something', and /cirat/ *cirat* 'kettle' were original vocabularies of Ngaju Dayaknese. All of the informants agreed to this. However, there was an argument about /caŋkal/ *cangkal* 'sedulous'. One of the informants believed that it was a loanword from Banjarese, while the otherssaid that there was a proverb in Ngaju Dayaknese to prove it was an original vocabulary, *cangkal dinun tangkal* 'anyone who is sedulous gets the best part'. /caŋkUl/ *cangkul* 'hoe' was used in daily language nowadays, but they believed it was a loanword due to the history of Ngaju Dayaknese people who were hunting and gathering to search for food. This might have come from Javanese people who brought the idea of planting rice by loosening the ground, whereas Ngaju Dayaknese opened the land by burning it and *manugal*(planting rice).

Actually, Misrita (2005) was not partially wrong in this point. There were some words to prove that her opinion about changing /c/ into /s/ was true. From the interview, three words were said by the informants. They were /sinta/ *sinta* 'love', /saramin/ *saramin* 'mirror', and /mambasa/ *mambasa* 'reading'. These words had equivalent in Indonesian. It could be seen from the examples below.

/sinta/ *sinta* and /cinta/ *cinta* 'love'
/saramin/ *saramin* and /cermin/ *cermin* 'mirror'
/mambasa/ *mambasa* and /məmbaca/ *membaca* 'reading'

Those examples showed that those two languages had close relation, considering that they came from the same family of language, Austronesia. The point was, in this matter, phoneme /c/ existed in Ngaju Dayaknese and in some cases they could be replaced by /s/.

CONCLUSION

Based on the descriptioninDiscussion, it can be concluded thatin Ngaju Dayaknese language, vowel /ə/ was not found in the primary or secondary data, neither as phoneme or allophone. There was onlymid front /ɛ/ and its allophone /e/. Consonant /c/ was proved to have an existence. The evidenced could be found in some vocabularies gained from secondary data, even though the words were limited. So far, the informants agreed to seven words containing /c/, which were cirat/, /caŋkUl/, /balɛcak/, /kacapi/, /cakah/, /caŋkal/, and /ceh/. /cakah/ *cakah* 'arrogant', /kacapi/ *kacapi* 'a music instrument with strings', /balɛcak/ *balecak* 'arrogant', /cɛh/ *ceh* 'an interjection to show a displeasure to someone or something', and /cirat/ *cirat* 'kettle'. However, some of words that had /c/ in them could be changed into /s/, for example /sinta/ *sinta* 'love', /saramin/ *saramin* 'mirror', and /mambasa/ *mambasa* 'reading'.Considering multicultural environment in Central Kalimantan, it is not a surprise if Ngaju Dayaknese people can pronounce other languages' sounds well. Nevertheless, this is a benefit of being multilingual.

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INTRODUCING INDONESIAN CULTURE THROUGH KEONG MAS CARTOON MOVIE AT THE FOURTH GRADE OF USANT MONTESSORY SCHOOL, IRIGA CITY, PHILLIPPINES

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Abstract: Since old-age, Indonesia is known as a big nation rich in culture, art and civilization. The great civilization reflected in their literature has influenced Indonesian lives, economy and education. One of the famous literatures is the fairytales, which are part of folklore genre delivered by the old folks from generation to generation through various forms of communication. Cartoon is a kind of movie that shows imaginative things. Movie cartoon is an effective media in teaching and learning for pupils in Grade school. Almost children like to watch cartoon. In the Classroom Demonstration at the Grade Four Montessori Grade School of University of Saint Anthony (Dr. Santiago G. Ortega Memorial), City of Iriga, Philippines, the researcher shows a *Keong Mas* movie cartoon with English Subtitle to recognize the Indonesian culture to Pilipino children. The result of the research, fairytales entertained the children. The nature of the personalities in the fairytales was kind, helpful and loyal. Children imitated the actions of the figures. The cartoon of the story pointed the characteristics of mode of dressing, faith, tradition, moral values and houses of Indonesian culture.

Key words : *Indonesian culture, Keong Mas, USANT*

Since old-age, Indonesia is known as a big nation rich in culture, art and civilization. The great civilization reflected in their literature has influenced Indonesian lives, economy and education. One of the famous literatures is the fairytales, which are part of folklore genre delivered by the old folks from generation to generation through various forms of communication. Until the present time, fairytales have enriched the lives and have drawn inspiration to the old and young folks.

The old Indonesian folks shared the fairytales or folklores for entertain young children and as medium of introduction the culture of the region. Before the existence of radios and television, fairytales were taught by the old folks to bring together members of the family especially to the children before falling to sleep. The fairytales also stimulate children's' reasoning, thinking and artistry. Furthermore, fairytales enriched the children's' knowledge, know the others environment and culture. From the fairytales or stories that were handed down by the old Indonesian folks or their ancestors, the children learned how to live and love their culture and tradition, language, mode of dressing, faith and values. Meanwhile Culture refers to "man's" social heritage and "man-made environment" which consist essentially of any form of behavior which is acquired through learning and is patterned in conformity with certain approved norm.

In Philippine, English considered as second language. In the classes in teaching-learning process and other public places, they are using English as a media to communication. This condition make easier the people of others country to enter and conduct a study in there.

Meanwhile, the understanding of others country culture highly importance to whole of the society of the world nowadays. Indonesia and Philippine have already make cooperation in education or industry.

Recognition of the culture could be done by music, dance, film, drama, poetry, cartoon, the mode of dressing, the traditional houses, etc. In this opportunity, the researchers try to introduce the Indonesian culture through the *Keong Mas* movie cartoon at the fourth Montessori grade school of USANT (University of Saint Anthony), Iriga City, Philippines.

This study has the assumption that Fairytales (Keong Mas) can be used as a medium in teaching of English in introducing Indonesian culture.

For the significance, the results of this study would be beneficial to the following:

Pupils. Being the direct beneficiaries, pupils will make learning more fun with keong mas fairytales.

Teachers. Teachers can make use of Indonesian fairytale in teaching English and promote culture. The result of the study will provide English teachers in particular the opportunity to make use of available materials in the library on fairytales.

Curriculum Planners. The findings of this study will provide the curriculum planners the idea to include the Indonesian fairytales in the teaching of English to introducing the culture.

Principal/School Heads. The principals can endorse the fairytales as additional cartoon movie in the elementary and secondary schools

Department of Education. The result of this study will help intensify the thrust of the Department of Education both in the Philippines and Indonesia on introducing culture.

Other researchers. This study may serve as a reference material to their future researches. Similarly, researchers may benchmark on the results of the study.

For the scope and delimitation, this study just search the using of *Keong Mas* cartoon Movie as a media in teaching-learning process while the language subject to introduce the general Indonesian culture. The Indonesian culture introduced is mode of dressing of Indonesian and the faith of the society of Indonesian.

In line with this study, the research of Africa (2005) entitled, "Young Children's Story Schema and their receptive, expressive and per formative engagement toward Storybook read aloud", identified the factors which influencing a child's schema. They are the experiences of the children, the accumulated the text reading by them, technology, the pictures and texts found in the stories. The narrative helped expand the schema of young children by providing them which rich insight on various story elements by which children can navigate their text-base thinking. Reading various literary genres is very important to widen young children's experience base.

She found that the dramatizing was the most pronounced expressive response by young children. The result of this showed how young children facture, personalize and edit stories to help them understand the meaning of narrative. Lastly, it demonstrated how young children engage in various level of text-related thinking such as identifying inferring causality, motive, character through and feeling, comparison/contrast, and inferring even and actions not specifically described in the text.

Ardini conducted a study on the Influence of Folk Tales to Mathematics Learning Outcomes of Children Aged 6 to 7 years old in Bekasi, Indonesia. His study revealed that the teachers have great responsibilities in helping improve learning outcomes in Mathematics. The over-all result showed that mathematics learning outcomes 6-7 years old given modern fantasy tale is higher than the Mathematics learning outcomes of children given the traditional fairytale.

Also, Fairy Tales Cross Cultural Boundaries. Many cultures share common fairy tales like Cinderella, with their own cultural flavor. We read the versions and know we all share something important, the need to make sense of life with story, and the hope for good to triumph over evil.

Keong Mas (The Golden Snail) are one of the popular stories in Indonesia, especially in Java Island. The story tells us about the kindness and badness of two sisters from the Daha Kingdom Palace.

Why Keong Mas? Ms. Jessa L. Se, the Teacher for Grade four and researchers decided that *Keong Mas (The Golden Snail)* be told to the pupils. The choice was based on the fact that *Keong Mas* was short, simple and easy to understand. It also reflected culture of the Indonesian and so with the Filipinos. The story contains the elements such as the mode of dressing, language and theme.

We decided the cartoon movie to show *Keong Mas* because it has some benefits likewise:

1. *A sense of life.* This is the biggest thing in the fairy tales, and the basis for their universal appeal. The little child who is just entering life can no more escape its attraction than can the aged veteran about to leave the pathway
2. *The familiar.* The child, limited in experience, loves to come in touch with the things he knows about.
3. *Poetic justice.* Emotional satisfaction and moral satisfaction based on emotional instinct appeal to the child.
4. *The imaginative.* Fairy tales satisfy the activity of the child's imagination and stimulate his fancy
5. *A portrayal of human relations, especially with children*
6. *Unity of effect.* The little child likes the short tale, for it is a unity he can grasp
7. *The tale of the witch.* The witch is too strange and too fearful for the child who has not learned to distinguish the true from the imaginative
8. *Some tales of transformation.* The little child is not pleased but shocked by the transformation of men into animals
9. *Adventure.* This is a form of curiosity. In the old tale, as the wood was the place outside the usual habitation, naturally it was the place where things happened

Another, The study of Gan, Gapuz and Tan [44]entitled "A Means to an End, The Role and Significance of W.B. Yeats' Fairy and Folk Tales of the Irish Peasantry In the Late 19th Century", Irish folktales were used by the cultural institutions of the late 19th century. Ireland to promote nationalism by way of fostering cultural identity among people in order to achieve institutional independence. Folktales were prevalent during the late 19th century for many reasons. Folktales counted for the majority of the surviving Gaelic literature in Ireland. Secondly, folktales were the tools engaged by the cultural institutions and folktales ensured patronage by everyone and the stories were fantastic.

METHOD

The descriptive- qualitative method was used to analyze the data and extract the responses of the pupils after telling the children stories on fairy tales. The data were recorded specifically the fairy tale entitled the Golden Snail. According to Patton and Cochran,[1] to understand fully the complexities of many situations, direct participation, and observation of, the phenomenon of interest may be the best research method if fhe data collected must be descriptive. The reader understands what happened and how it happened. In most applied projects, there is not enough time to carry out a detailed observational study, but some observation, as part of your daily work, will help.

Creswell noted that qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches.

According to Patton and Cochran, qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

Data Gathering Procedures

To gather the data needed, the following procedures/activities were conducted so important to come up with reliable results. These are classroom demonstration, interview, and observation.

Classroom Demonstration

The researcher herself prepared a lesson plan prior to the actual teaching demonstration. The lesson plan was checked and reviewed by the teacher-adviser before it was endorsed to the grade school principal. The researcher did an actual teaching demonstration among the grade 4 classes, with the permission from the teacher-adviser of the Reading class.

At the end of the teaching process, the researcher asked the pupils about what they have learned from the story and made an inquiry whether the pupils enjoyed and loved the fairytale. Recording of data followed and careful analysis of the showing the fairytales movie cartoon was done.

The Teaching Demonstration Experience

The researchers observed the Grade 4 pupils in 6 sections namely: Amugis, Narra, Apitong, Banyan, Dao and Acacia. For the teaching demonstration, the researcher and the cooperating teacher, Ms. Jessa L. Se decided that *Keong Mas, (The Golden Snail)* be told to the pupils. The choice was based on the fact that *Keong Mas* was short, simple and easy to understand. It also reflected the traditions, the values, and the faith of the Indonesians and so with the Filipinos. The story contains the elements such as the mode of dressing, language and believes of the Indonesian. The researcher presented the story through a Power Point presentation with a video.

In the motivation stage of the demonstration class, the researcher asked the pupils to sing a song. They were all eager and active before the researcher embarked to the lesson proper. She then asked several question. The questions like: do you known about fairytales?, do you love fairytale?, which fairytales you have known? Mention the title of the fairytales which you have seen/read? Most of the pupils answered that the fairytales and their characters which they are familiar with them examples: Cinderella, Alice in the Wonderland, Princess Jasmin in Aladin, Aurora in Beauty in the Beast and the Snow White, all American and European origin. Not one mentioned was about a fairy tale common to Indonesians. These fairytales entertained the children. The nature of the personalities in the fairytales was kind, helpful and loyal. Children imitated the actions of the figures. The narrator in the short film used the English language. The pupils were instructed to watch and listen to the video (cartoon). Moreover, the researcher showed the picture of the Golden Snail. The pupils were asked questions. The pupils answered correctly. The video and photos of the story pointed the characteristics of Indonesian culture.

The Princess and women in the story used *Batik* sarong to cover the lower body. The young women used *Kemben*, cover the upper body. Almost of the women used *Kebaya*. The men use trouser or short pants up to their knees. The royal family people use more luxurious or glamorous attire. The jewelry on the head is the hairpin and crown of women made of a golden material, formed like flowers. Men and women use black long sleeves embroidered with gold threads. This tradition still exists until now, especially worn in wedding ceremony.

During the demonstration, the researcher asked the pupils about the characters in the story. She also recognized the new vocabularies, presented the meaning/definition of some unfamiliar words found in the story. The elements of culture in term of mode of dressing and faith were explained through discussion. Almost all of the pupils in the all grade IV classes loved the video and were all interested in the story of *Keong Mas*.

Observation

In this study, the researcher observed that Indonesian culture could be introduce by the *Keong Mas* cartoon movie to the children in Montessori Grade School at University of Saint Anthony (USANT) in 2 (two) weeks.

FINDING

This study yielded the following findings:

The *Keong Mas* fairytales promotes Indonesian culture such as:

a. Kebaya is Javanese women traditional costume in the keong mas cartoon movie. Almost Indonesian use sarong.

b. Indonesian still believes the superstition.

CONCLUSION

Based on finding above, it can be concluded as follows:

1. Fairytales cartoon movie can increase pupils' interest.
2. The teaching of English can be made integrative and multidisciplinary with fairytales.

SUGGESTION

1. Teachers could use the fairy tales as a media for teaching and learning interaction in introducing country cultures
2. In choosing fairytales, teachers should consider the theme, mode of dressing, values, traditions and language of the fairy tales, its appropriateness, suitability and relevance.

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THE USE OF LITERARY TEXTS IN EFL CLASSROOM

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Abstract: This paper aims to show the use of literary texts as a resource for English language teaching and learning to enhance students' language skills. Literary texts provide students with the exposure to the real language being used in a real context, and contain cultural aspects that will stimulate and motivate them to interact actively and autonomously in the teaching learning process. Through the use of literary texts as pedagogical materials, teachers may design classroom activities that are based on materials capable of stimulating students' greater interest, motivation and involvement than many other factual texts. As the examples of developing students' language skills through literary texts, some classroom activities using narrative texts are discussed in this paper.

Keywords: *literary texts, factual texts, narrative texts, poetic texts, dramatic texts*

Introduction

One of the important aspects in English language teaching and learning in a classroom is the use of materials. The term 'materials', as defined by Tomlinson (1998), refers to anything that is used by learners or teachers to facilitate language learning. One of the examples of materials used to facilitate language learning is texts. According to Trask and Stockwell (2007:295), a text is defined as a continuous piece of spoken or written language especially one with a recognizable beginning and ending. Texts are created for conveying particular purposes; thus different purposes conveyed in texts will result in different types of text. Texts have a wide variety of types; however they can be classified into two main categories of texts, literary and factual (Anderson and Anderson, 1998).

Factual texts present knowledge, information, facts, explanation, or various ideas in order to show, inform, tell, instruct, educate, or persuade the readers/listeners. They tell us the world in general. Factual texts can be in the form of advertisements, recipes, reports, announcements, etc. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure. While literary texts are created to arouse thoughts, feelings, emotions, and imagination. The purpose conveyed in literary texts is to make the readers/listeners think, laugh, cry, or be entertained. Commonly this type of text is used to tell or reflect about human experiences in an imaginative way. The examples of literary texts are novels, short stories, poems, scripts, song lyrics, etc. in which those all can be classified into three main types; they are narratives, poetry, and drama.

In relation to language teaching and learning, factual texts usually receive more emphasis to be used as the teaching materials, whereas literary texts tend to be considered of having less pedagogical value than the factual ones. Actually literary texts can also be used as teaching materials as they provide students with the exposure to the real language being used in a real context, also contain cultural aspects that will stimulate and motivate students to interact actively and autonomously in the teaching learning process. Therefore this paper aims to show the use of literary texts in English language teaching to develop students' language skills. It begins with a brief discussion of what is meant by literary texts, literary texts in EFL teaching, the advantages of using literary texts in English language learning, and designing classroom activities using narrative texts.

Literary Texts

As already stated previously, literary texts are the texts that are imaginatively constructed to tell or reflect human experiences for the purpose of entertaining, amusing and arousing readers'/listeners' feelings, emotions, and thoughts. Literary texts have three main types: narratives, poetry and drama.

Narratives are texts that tell stories in chronological order in the forms of written or spoken language. Fables, folktales, folklores, myths, legends, science fictions, short stories, and novels are several kinds of narrative texts. These texts may have various detailed purposes according to their genres. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs. They also provide lesson and plot to engage the readers and their feeling to get involved in the story. The most common generic structures used in narratives are a beginning, middle, and an end. The beginning of a narrative is called an opening or an orientation; it is used to introduce characters (who are in the story) and to establish setting (when the story is taking place and where the action is happening). In the middle of narratives, there is a complication that sets off a chain of events that influences what will happen in the story. Then it is followed by a sequence of events or resulting events where the characters react to the complication. For the ending in narratives, there is a resolution in which the characters solve the problem created in the complication. Sometimes the ending in narratives is completed with a coda that provides a comment or moral values based on what has been learned from the story. Various grammatical features used in a narrative are such as nouns that identify the specific characters and places in the story; adjectives that provide accurate descriptions of the characters and settings;

verbs that show the actions that occur in the story; and time words that connect events, telling when they occurred.

The second type of literary texts is poetic texts or poetry. Poetry sometimes could be more loosely defined as a fundamental creative act using language. The language in poetry is used for its aesthetic and evocative qualities in addition to its apparent meaning. Commonly, poems are written to express feelings and impressions of life on experiences, people or events. The poet uses the beautifully and rhythmically arranged words to draw a sketch or images in the readers/listeners' mind to make them think and feel. Poetic texts may be written independently, as discrete poems, or may occur in conjunction with other arts, as in poetic drama, hymns or lyrics. Ballads, haiku, limericks, sonnets, song lyrics, and cinquains are the examples of poetic texts. Poetry often uses particular forms and conventions to suggest at alternative meanings in the words, or to evoke emotional or sensual responses and can be written in many different ways and have a variety of types and forms. Some poems use regular patterns of rhyme, rhythm and line length, while others use free verse form. Poetry sometimes uses devices such as assonance, alliteration, onomatopoeia and rhythm to achieve musical or incantatory effects. The use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leave a poem open to a multiple interpretations. Similarly, metaphor, simile and metonymy create a resonance between otherwise disparate images – a layering of meanings, forming connections previously not perceived. Kindred forms of resonance may exist, between individual verses, in their patterns of rhyme or rhythm. Meanwhile, the grammatical features used in poetry are vary, such as the common features including nouns to identify specific objects, events or things; adjectives to create better descriptions; and similes and metaphors to build images.

The third type of literary texts is dramatic texts. A dramatic text can be in spoken or written language which mainly aims at dramatic/theatrical performance or to be performed on the stage rather than at reading. Commonly, it is completed with the use of visual elements such as facial expressions, body language, costumes, and sets. The generic structure of a dramatic text is similar as in narratives, but it may be in the form of a script which comprises chiefly dialogue between characters. A dramatic text is usually begun with an introduction used to tell about the background to the drama, or previous productions of the drama and instructions for performing the drama. Then it is followed with segments of the scripted action which set out in acts and scenes. Within the drama can be narratives, prologue, monologue, dialogue, epilogue, poems and verse. Nowadays, the most common dramatic texts the audiences view are on television, videos and films.

Literary Texts in EFL Teaching

The incorporation of literary texts in EFL context has a long history. In the past, the role of literary texts was for a material supply in the language teaching in which literary texts were taught to the students through the use of various Grammar-Translated approach (Erkaya, 2005; Llach, 2007; Schultz, 2001). The focus of language teaching through this approach is on the form of the language used in literary texts but not in the content. As the pedagogical goals of this approach, literary texts served as the examples of good writing and "illustrations of the grammatical rules" (Duff and Maley, 1990 in Llach, 2007), also provided authentic materials consisting of a rich vocabulary and often complex grammatical constructions (Schultz, 2001:5). The classroom instruction fell heavily on the accurate mastery of grammar and vocabulary by asking the students to translate significant amounts of literary texts as a means of developing their linguistic skill and conveying knowledge of the foreign culture (Grittner, 1990 in Schultz, 2001). But then when the approach in language teaching was replaced into approaches that emphasized speaking skills in real-life practical situations such as Community Language Learning or other kinds of communicative approaches, literary texts were no longer used. In this case, literary texts were not considered as having communication function or as authentic examples of language use. Also with the highly stylized and sophisticated language of the literary text, it was considered too difficult and inappropriate for using such texts in the language teaching.

However, the shifting view on the role of literary texts in EFL context has returned to the former one but with a new paradigm focusing more on the pedagogical approaches which must reflect an understanding of language as a humanly constructed meaning-making model of reality (Schultz, 2001). It means that by this pedagogical approach, literary texts can be used as a beneficial source in stimulating language-learning activities (Duff and Maley, 1990) and considered as a source of imaginative, interactive and discussion activities (Collie and Slater, 1987; Duff and Maley, 1990; McRae, 1991). Moreover, the present approach encourages students to generate language and develop proficiency in the use of the target language by providing them with an emotional involvement with the target language (McRae, 1991). To have more understanding on the new view on the role of literary texts in EFL context, the next section will discuss the advantages of using literary texts in language learning.

The Advantages of Using Literary Texts in English Language Learning

In the past, the teaching of language gives more emphasis on the use of factual texts as the pedagogical materials in classroom, but nowadays, the use of literary texts in language learning has been recommended as it has many advantages for helping the students especially the foreign language students to develop their language skills (Povey, 1972), also to improve their language awareness and acquisition (Collie and Slater, 1987; Krashen, 1985; Lazar, 1993; Widdowson, 1975). Furthermore literary texts can be an effective vehicle of leading EFL students to be more motivated in learning a foreign language (Peacock, 1997), to have critical thinking (Oster, 1989), and to enhance cultural awareness (Palardy, 1997).

As stated by Povey (1972:187), the use of literary texts in language learning increases all language skills because it extends linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. Literary texts also provide a richness of language styles, genres, registers, and contexts of spoken and written discourses, thus by exposing students to various literary texts, it will not only enrich their knowledge of linguistic resources but also develop their language skills. Literary texts can be used to improve students' vocabulary and reading, as reported by Lao and Krashen (2000) through the result of their research to university students in Hongkong. They stated that a group of students who read literary texts showed a significant improvement on their vocabulary and reading competence than the other group that read non-literary texts. In relation to reading and writing skill, carefully selected literary texts for reading materials can be used as effective prompts and models for writing (Chen, 1997). This is also affirmed by Oster (1989:85) that the use of literary texts in EFL learning can help the students write more creatively. For speaking skill, literary texts provide students with many examples of real use of language in various contexts, setting and styles in which students can imitate and make use of the examples into their real speaking situation. Although the connection of reading and speaking is not directly related, the results of several studies of extensive reading programs indicate that students who read extensively not only improve their reading proficiency and writing skill, but also their vocabulary, even their listening and speaking skill (Day and Bamford, 1998). To sum up, the more extensive reading of literary texts the students do, the more skillful they are in comprehending the language they learn.

The use of literary texts in language learning also promotes language acquisition and enhances language awareness. According to some experts (as cited in Sivasubramaniam, 2006:267), the reasons of why literary texts can become an efficient vehicle for language acquisition and language awareness are: a) literary texts stimulate language acquisition by providing contexts for processing and interpreting new language; b) literary texts supplement the restricted input of the classroom; c) listening to recorded literary texts exposes students to new language; d) rich in multiple levels of meaning, literary texts provide students with a framework for sharing their feelings and opinions; e) literary texts could promote an elementary grasp of English to internalize vocabulary and grammar patterns (Collie and Slater, 1987; Krashen, 1985; Lazar, 1993; Widdowson, 1975).

Students can also be more motivated when they deal with the use of literary texts as the teaching materials in their classrooms. Literary texts can relate students more closely to the language that is used for real-life purposes by real people. It means that students can build a connection of their thoughts, feelings and emotions through the experiences of others they found in the texts. Based on the findings of his research, Peacock (1997) reported that learners' enthusiasm, concentration, and persistence with the learning task increased significantly when authentic materials including literary texts were used in classroom activities.

The use of literary texts in language learning also enhances students' cultural awareness, as Palardy (1997:67) states that through literary texts, students readers "will have the opportunity to develop insights and understandings of the cultures and people of the world; to develop their imagery and visualization abilities; and to gain new perspectives by testing their ideas with those found in books". It also leads to students' critical thinking, as Oster (1989:85) confirms that "Focusing on point of view in literary texts enlarges students' vision and fosters critical thinking by dramatizing the various ways a situation can be seen". Sage (cited in Chen, 1997) argues that literary texts represent various uses of the language, conventional and literary, displays a broader range of communication strategies than any other single language teaching component, and extends linguistic knowledge on the levels of usage and use. When students read literary texts, they learn the target language in a whole context rather than memorizing words and rules. In other words, as input, literary texts present different but natural language communications to students; as prompts, literary texts, being naturally involving, can stimulate students to discuss, share, and write. Functional language skills are developed in meaningful, communicative activities. The use of literary texts in language learning leads to the learning of different cultures and values to come to a cultural understanding and cultural communication, and also develops students' critical thinking skill.

Designing Classroom Activities Using Narrative Texts

Designing classroom activities based on the use of literary texts for EFL teaching and learning needs some careful preparation and consideration. It is the teacher's role and responsibility as the decision maker that should be acted out in planning, designing and conducting the classroom activities for students. The teacher should deal with some basic teaching learning aspects such as the objective of the teaching and learning, materials selection, instructional steps, and assessment. At first, the teacher should think of the most important basic aspect in designing classroom activities that is to decide the objective or aim of the teaching and learning. The objective should reflect the outcomes achieved by the students or what students will be able to do by the end of the class. The next step is selecting the materials for teaching and learning. There are two ways in doing the materials selection; it is done by the teacher or the students are given the chance to choose and select the materials by themselves. In doing the materials selection, the literary texts chosen should be adjusted with students' level and ability, as well as their needs and interest; and it will be better if the materials can be used in different ways to promote different language skills. Having students' involvement in selecting the literary texts used in their language learning also gives positive effect as students' self-confidence and self-worth will be enhanced and their motivation in learning will be raised up. They can choose the themes that interest them and have self adjustment to the texts that are suitable to their ability and level. After that the teacher should make a clear instruction of what and how students must do the activities and deal with the material. In this case, in order for literary texts to contribute to the objective of developing students' language skills and enhancing students' critical thinking, active teaching method should be applied in the teaching instruction. Instead of transmitting the information and knowledge of the materials directly to students, the teacher should be able to encourage and support students to work collaboratively and cooperatively for gaining the insights by themselves. Here, the teacher should lead and train students to improve their language skills and to think critically through many classroom activities of practicing, thinking, discussing and creating. The last step deals with the assessment; how students' achievement will be measured, should students be involved in doing the assessment or is the assessment only provided by the teacher.

In conducting the classroom activities, various ways can be done using a certain literary text or combined it with different kinds of literary texts or factual texts. The following discussion gives the example of some classroom activities designed to develop students' language skills by using narrative texts. The activities discussed are based on the writer's experience in her Prose class. The classroom activities are *storytelling*, *reconstructing a story*, and *writing a response*.

Storytelling. Storytelling is an activity of conveying events in words (narratives), often supported by sound and/or images, or by improvisation or embellishment. In relation to EFL teaching and learning, it is used as a means to develop students' language skills (reading, writing, speaking, and listening). It can also be used to promote a collaborative and cooperative learning. To do so, students are required to perform the storytelling in group. Each group consists of four or five members. For the narratives selection, instead of selected by the teacher, students may choose by themselves the story they want to retell in front of the class. By doing so, students' positive motivational value will increase as they are involved in deciding the theme that interest them. They will also engage more emotionally and interactively in accomplishing the storytelling performance. Dealing with this classroom activity, there are two assignments given to the students. For the first assignment, students are instructed to make a written product of one genre in narratives chosen by them such as folktale, folklore, legend, fable, fairytale, etc. They may design their written product creatively, and as beautiful as possible in the form of a picture book, a story book or a scrapped book. The second assignment is to perform the storytelling. Before performing it, students are given some out of class hours to practice the role of character they get in the performance. To make their performance livelier, more communicative and interesting, they may support it with some visualization aspects such as pictures, filmstrips, the rhythm and arrangement of sound/music. They should also consider the time allotment for conducting the performance. Then on the scheduled day, they perform the storytelling based on their turns. To increase students' enthusiasm and motivation, the performance can be video-recorded. The record can also be used as the rehearsal to check and evaluate the accuracy of pronunciation and intonation of their English speaking. For the audiences or the other group members who do not perform, they must give their justification and evaluation on the group who does the storytelling performance. They do it by using a storytelling scoring rubric (Table 1). This is purposefully done to train them to be able to do a fair and clear assessment. Thus the group's score of storytelling performance is obtained from the results of scores they get from the audiences.

Table 1: A STORYTELLING SCORING RUBRIC

Group	Aspects			Score
	Story	Performance	Speaking Skill	
Group 1				
Group 2				
Group 3				
etc				

The Scoring Criteria:

1. **The Story (30):**
   - The content of the story conveys the implicit meaning, motivation and moral messages to the audience
   - The form and format of the story writing is interesting and catchy
2. **The Storytelling Performance (30):**
   - All/most of the storytellers speak clearly and loudly enough by using good gestures and facial expressions, being communicative and having interaction with the audience
   - The performance is supported by some visualization aspects such as pictures, filmstrips, the rhythms and arrangement of sounds/music

- Good time management of the performance

3. **The Speaking Skill (40):**
   - *Fluency:* all/most of speakers speak fluently at general speed, not too slowly and not with many pauses
   - *Pronunciation:* all/most of speakers speak with correct, understandable and comprehensibly pronunciation
   - *Accuracy:* all/most of speakers make minor errors and can deliver the message comprehensively without giving any confusion to the audience
   - *Clarity:* all/most of speakers speak clearly, loudly enough and distinctly all the time

Reconstructing a story. Reconstructing a story is aimed for developing students' reading comprehension and writing skill, also training them to be more creative. In this activity, students are assigned to create another story based on the existing story they choose in the storytelling performance. They have to do the assignment individually. They can do it by creating different plot lines but using the same characters of the existing story, for example by changing the beginning or the ending of the existing story; or by adding or deleting of certain character(s) of the existing story; or by changing the character(s)' characterization and role in the existing story; or by rewriting a story from different character's point of view. Before doing it, students must be able to understand the content of the existing story well. Therefore a worksheet on the summary of the story (Worksheet 1) is given to them to guide them to greater understanding of the content of the existing story. The worksheet helps them to map out the existing story based on its literary elements. After that, students should do the worksheets on the characters analysis (Worksheet 2) and the plot development (Worksheet 3) of the existing story. These activities are used as students' guidance in deciding which parts of the existing story they want to reconstruct. After all activities are done, students may start their story reconstruction. For assessing the students' story reconstruction, a usual scoring rubric for narrative writing is used.

Worksheet 1: Making the Summary of the Story

Make your summary based on the following guidance:

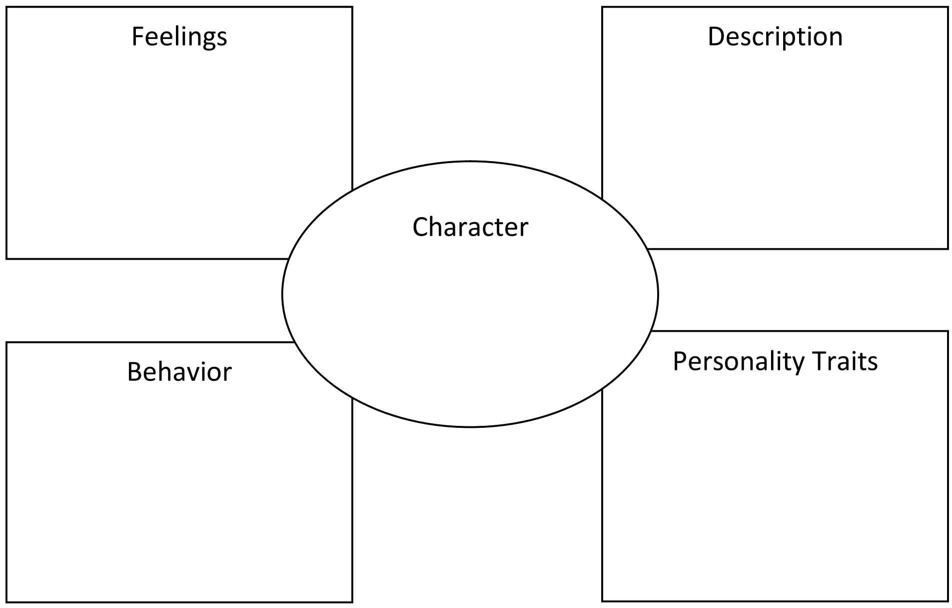
Title of Novel	
Characters and Characterization 1. Main character(s) 2. Supporting characters	
Setting 1. Setting of time 2. Setting of place	

3. Social environment	
Plot and Plotting 1. Introduction 2. Conflict 3. Climax 4. Resolution/Ending	
Theme	
Synopsis	

Worksheet 2: Analyzing on the Character(s) of the Story

TITLE OF STORY: ____________________

Keep a list of characters in the story and choose one character from the list to be described using the following chart. For reconstructing a new story, you may change one/several/all aspects in the character's characterization.



Worksheet 3: Mapping the Plot Development of the Story

List the events in the story from the first event until the last one and write them on the provided column. Then you may decide which part(s) of events you want to reconstruct to make a new story.

TITLE OF STORY:

EVENTS (PLOT DEVELOPMENT):

1. First event
2. …………………………….
3. …………………………….
4. …………………………….
5. etc

Writing a response. A response is a text that gives a person's response or reaction to another text by providing a description of the work and a judgment (Anderson and Anderson, 1997). In writing a response, students are trained to be active learners and have responsibility in expressing their opinion to the text they read. This activity encourages them to have different meaning and interpretation, to explore their own thinking and to trust their own responses. In doing this activity, their standard interpretation and personal judgment on a literary text they read are valued. This activity is done for developing students' reading comprehension and writing skill, and for enhancing their critical thinking as well. There are several steps to do this activity. At first, based on the result of the worksheet they do in reconstructing a story (Worksheet 1), students are asked to make a response. To guide the students to write the response, another worksheet is given to them (Worksheet 4). This worksheet contains several questions to be answered by the students. The questions lead them to state their opinion and responses on the intrinsic elements that build the narrative. After they finish completing the worksheet, they may start making their response to the text (in this case the text is the same narrative text as they have already chosen in the previous activities). In writing their response, students should follow the steps of writing a response text (Worksheet 5). They may start their response with an introduction paragraph which describes some background information about the text being judged such as the title of the text, the author's name, the time of writing the text, and the genre of the story. Then it is followed by the description of the content of the text such as the details about the main features of narrative text they choose and a summary of what happens in it. In this section, they may fill it with the result they have done in the previous worksheets (Worksheet 2 and Worksheet 4). For the last part of the response, they may state their personal opinion and judgment of the text they read by making evaluative statements about it and supporting it with some arguments such as whether they like or dislike reading the text, the parts of the text that make them interested in, whether they get some moral message from the text, etc. They may also include their recommendation about the text to other readers.Finally the result of students' response can be assessed using a writing scoring rubric for a response text.

Worksheet 4: Giving Responses on a Narrative Text

Give your responses to the following questions:

NO	INDICATOR	QUESTIONS	RESPONSE
1	Characters Characterization	a. How many characters do you find in the novel? What do you think of the characters? b. What do you think of the character's action? c. Do you find any reason why he/she in the story did such action? d. How is the main character; and what about the supporting characters? e. Why does one character do such actions to other characters? f. What do you think of the characters' feeling?	
2	Setting	a. Where and when does the story take place? b. What do you think about the setting of the story? c. How is the setting described? d. How is the social environment described?	
3	Plot Plotting	a. In your point of view, what does the story talk about? b. What do you think about the story line? c. What important event(s) in the story do you find? d. What types of conflicts do you find in the story? e. How are the conflicts	

		described? f. Is it interesting? Does it give some reflection about human life?	
4	Language	a. How characters are constructed by their language? b. How language contributes to scene and mood?	
5	Theme	What theme can you find in the story?	
6	Moral Values	What values/messages do you get from the story?	

Worksheet 5: The Steps of Writing a Response Text

Based on the summary and responses you make on the previous worksheets (Worksheets 1, 2, 3, and 4); write your response on the narrative text (story) you read using the following steps:

The first paragraph is the introduction of the narrative text; it usually consists of: • The title of narrative text • The author of the narrative text and his/her biography • The time of writing the narrative text and a brief description about it • The genre of narrative text
The second paragraph is the description of the narrative text; it states your responses to: • Characters and characterization • Setting • Plot and Plotting • Language • Theme • Moral Messages/Values
The third paragraph states your opinion/conclusion and recommendation on the narrative text • Your opinion/judgment about the narrative text • Your recommendation

Conclusion

This paper has attempted to discuss the use of literary texts as pedagogical materials in EFL teaching learning to develop students' language skills. The use of literary texts can be in various ways to design meaningful, stimulating and motivating classroom activities to get more involvement of students in participating and having their roles in the teaching learning process. Through the careful and appropriate selection of literary texts and also the combination and modification of several approaches and strategies of teaching learning, EFL students are given opportunities to enjoy their journey of learning cooperatively and collaboratively to find and construct knowledge by them, and train and practice their creative and critical thinking skill. In conclusion, the use of literary texts as the materials in EFL classroom will (1) expose learners to language in authentic use; (2) help them to pay attention to features of authentic input; (3) provide them with opportunities to use the target language to achieve communication purposes; (4) provide opportunities for outcome feedback; (5) achieve impact in the sense that they arouse and sustain their curiosity and attention; and (6) stimulate their intellectual, aesthetic and emotional involvement (Tomlinson, 2010).

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MORAL VALUES CONTENT IN FETIH 1453 MOVIE AS AN ISLAMIC HIJRIAH NEW YEAR'S ASSIGNMENT OF CHARACTERS AND LEADERSHIP DEVELOPMENT III COURSE

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Abstract: One of the best movies which can be used as a media in teaching character education is the movie of *Fetih 1453*. It is implemented as one of theCharacters and Leadership Development III (BENG 435) Course's Assignment for the Fifth Semester Students. The objective of research is to find out the moral values content in the movie *Fetih 1453*This research used descriptive qualitative method.. The source of data in this research was obtained from the movie of *Fetih 1453* which using analysis of framing by Pan Konsicki.
The result of the research showed that there are 53 corpuses of the data from the moral values content in movie of *Fetih 1453*. They are distributed as values corpuses of religious, tolerant, discipline, hard work, creative, democratic, curios, the spirit of nationality, patriotic, friendly and communicative, peace loving, like to read, social care, and responsible. Also other moral values in the movie entrepreneur, honest, independent, appreciate the achievement, and environmental care.

Keywords: *Moral Values, Character, Character Education, Movie.*

INTRODUCTION.

Background.

It is known that the expectations of Indonesia in the Law of Education Year of 2003 is an education will make a learner can have intelligence that can develop their potential and thereby beneficial for himself, society, nation and country and not only smart but also have good personality and character in accordance with the religious teachings of God.

To develop values and attitudes of students to be more balanced, not only smart but also intelligent, then the character education also needs to be given to students of English Department at STKIP PGRI Banjarmasin. Character education is provided through courses of Characters and Leadership Development. CLD courses are divided into three, they are CLD I, CLD II, and CLD III. CLD III is the last course series which is provided at the fifth semester and stands for local curriculum. It facilitates the students to have characters such as religious, entrepreneur, honest, tolerant, discipline, hard work, creative, independent, democratic, curios, the spirit of nationality, patriotic, rewarding achievement, friendly or communicative, peace-loving, fond of reading, environment care, social care, and responsibility.

Through the medium of movie, it is expected that students can more easily grasp the learning character and should receive more attention. Movie also can be educative media which is capable to entertain so it can easily deliver lessons to students efficiently and effectively.

One of the best movies which can be used as a media in teaching character education is the movie of *Fetih 1453*. It is implemented as one of theCharacters and Leadership Development III (CLD III) BENG 435 Course as an Islamic Hijriah New Year'sAssignmentfor the Fifth Semester Students of English Department at STKIP PGRI Banjarmasin Academic Year 2014/2015. After the students watched, they talkedabout the messages of the movie and expected to get the values or moral characters contained in the movie.

This movie is about epic history in Turkey. It tells about the liberation of the Byzantium (Eastern Roman) with its capital, Constantinople (Istanbul), by Sultan Mehmed II (Muhammad Al-Fatih). His fight together with the soldiers certainly was not easy, various war strategy he did. Because of his hard work and perseverance with the soldiers, finally Roman Empire was defeated and Byzantium could be conquered by Muslims.

Statement of the Problem

The kinds of moral values derived as characters which have to be existed in accordance with the Rule of Government in Indonesia such as:

1. Religious
2. Entrepreneur
3. Honest
4. Tolerant
5. Discipline
6. Hard work
7. Creative
8. Independent
9. Democratic
10. Curios
11. The spirit of nationality
12. Patriotic
13. Rewarding achievement
14. Friendly or communicative
15. Peace-loving
16. Fond of reading

17. Environmental care
18. Social care
19. Responsible (Narwati, 2011:29-30)

Movie is essentially a new discovery in the teaching and learning interactions that combines two kinds of senses at the same time (Ramiszowski, 1997:339). The movie which is meant in this *Skripsi* is the movie of *Fetih 1453* as an audio-visual tool for teaching CLD III.

Therefore, in conducting the research, the writer relates the moral values content in the movie with the 19 characters that must be have by the students from Narwati (2011:29-30). Then, the writer formulates the problem formulation as follow:

"What are the moral values content in the movie Fetih 1453 as an Islamic Hijriah New Year's Assignment of Characters and Leadership Development III (CLD III) BENG 435 Course English Department of STKIP PGRI Banjarmasin Academic Year 2014/2015?"

Research Objective

Based on problem formulation above, so the objective of research is to find out the moral values content in the movie *Fetih 1453* as an assignment of Characters and Leadership Development III (CLD III) BENG 435 Course English Department of STKIP PGRI Banjarmasin Academic Year 2014/2015.

Significance

Regarding to the objective of this research, the writer has two main benefits from the writing of this research. They are:

1. Theoretically
a. As the addition of information in science to increase the quality of education related to teaching of character education by using movie.
b. As the development of science and education to contribute ideas and insights about the quality of character education learner with emphasis on soft skills as character education by using movie as media of audio visual.
2. Practically
a. As inputs to the lecturersabout the quality of movie of *Fetih 1453* which is observed and studied.
b. With the results obtained in this study can also be used as a positive response for the students in the classroom learning acceptance of character education.
c. The results of this study can be used as important source materials to conduct other similar research in education.

Definition of Key Terms

There are some definitions of key terms in this study to support the writer in conducting the study. They are:

1. Moral Values

The moral value is the goodness of man about how human beings should live in order to be better (Purwanto, 2007: 45).

2. Character

Character is the nature of a person in responding a situation using moral values. The nature of a person is implemented through good behavior, honest, responsible, fair, respect to others, discipline, and other noble characters (Lickona, 1992:22).

3. Character Education

Character education is education that develop character values of the nation on a self-learners, so that they have value and character as the character himself, applying these values in life as a member of society, and citizens that are religious, nationalist, productive, and creative (PedomanSekolah, 2011:8).

4. Movie

The film or movie is a series of images projected onto the screen at certain to make the order of continue levels to describe the movement that seems normal. Film is essentially a new discovery in the teaching and learning interactions that combine two kinds of senses at the same time (Sudjana, 1995:102).

METHOD

Design

This research used descriptive qualitative method. Sukmadinata stated that:

"Penelitian deskriptif adalah suatu bentuk penelitian yang ditujukan untuk mendeskripsikan fenomena-fenomena yang ada, baik fenomena yang bersifat alamiah ataupun buatan manusia" (Sukmadinata, 2009: 72).

In addition, SuharsimiArikunto states that descriptive research is designed to obtain information concerning to the current status of phenomena and to detect the nature of situation as it exists at the time of the research (Arikunto, 2010:234).

The objective of this descriptive study was to make a description, systematic view, factual and accurate facts, and the relation of characteristic among phenomena which is investigated. Generally, descriptive study was done with the primary objective to describe facts and the characteristic of an object or subject systematically.

Meanwhile, qualitative study is a research studies that investigate the quality of relationships, activities, situations or materials (Fraenkel&Wallen, 2007:430). Furthermore, Sugiyono states that the research method which based on post positivism is used investigate in natural condition categorized as qualitative method (Sugiyono, 2013: 15).

Location

SuharsimiArikunto states:

"*Penelitian yang paling banyak dilakukan adalah penelitian kancah atau penelitian lapangan. Sesuai dengan bidangnya, maka kancah penelitian akan berbeda-beda tempatnya. Penelitian pendidikan mempunyai kancah bukan hanya di sekolah tetapi dapat di keluarga, di masyarakat, pabrik, di rumah sakit, asal semuanya mengarah tercapainya tujuan pendidikan*" (Arikunto, 2010: 9).

Based on the explanation, this research takes place at English Department of STKIP PGRI Banjarmasin for the fifth semester students of English Department academic year 2014/2015.It is on Jl. Sultan Adam Komplek H. Iyus No. 18 RT 23 Banjarmasin. The selection is based on the consideration that the students of fifth semester will be taught the lesson of CLD III course by giving assignment about watching movie of *Fetih 1453*.

Instrument

"*Instrumen adalah alat pada waktu penelitian menggunakan sesuatu metode*" (Arikunto, 2010:126). Qualitative researcheras ahuman instrument, set thefocusof researchwork, choosesinformantsas asourceof data, analysisof data, interpretthe dataandmakeconclusions on thefindings (Sugiyono, 2013:222). The writer himself who will be presented in the setting of the study is considered as the key instrument, which will be also called as the human instrument.

In qualitative study, the writer himself is the primary data collector. This makes the writer are easy to blend with the subject or respondent of the research and directly can see the situation and condition around the research location. It is done in order to support the process of collecting data.

In this research, the writer used observation sheet to get primary data in order to collect the data (see Appendix 1). It will be used to observe the movie during observation, especially character contents that are related to the study about the movie of *Fetih 1453*as one of theCharacters and Leadership Development III (CLD III) BENG 435 course's assignment for the fifth semester students of English Department at STKIP PGRI Banjarmasin academic year 2014/2015.

Data Collection

The writer makes an observation technique to make a collecting data. The writer observed the movie of *Fetih 1453*. Observation is a method of collecting data using observationto object of the research.Observation can use directly or indirectly.

Direct observation is observing something directly (without uses any tool) to the symptom of the subject being investigated, in real situation or artificial situation. While indirect observation is investigating something to the symptom of the subject being investigate by using tools. The implementation can happen in real situation or false situation (Riyanto, 2001:96). Observation technique is a way to collecting data by monitoring or observing the object or event of research even, human, things, or nature (Tanzeh, 2009:61). The writer will analyze the movie to collect the data. The procedures that need to be followed before collecting the data are:

1) Preliminary Steps

The activities that will be done in these steps are:

a. Building a prior observation in this research object.
b. Discussing the result of previous observation
c. Making a research proposal to be submitted to English Department of STKIP PGRI Banjarmasin to be approved.

2) Preparation Steps

The activities that will be done in these steps are:

a. Preparing the movie of *Fetih 1453*.
b. Arranging the observation sheet of the movie to see how each part shows the character content which dealing with 19 former values of character education derived from religion, Pancasila, culture, and the goal of national education.

3) Implementation Steps

The activities that will be done in these steps are:

a. Analyzing movie of *Fetih 1453*.
b. Collecting all the data needed from the movie by using observation sheet.
c. Processing the data in procedural way and then analyze them properly.

4) Organization Steps

The activities that will be done in these steps are:

a. Arranging and writing the collected data in the first draft.
b. Consulting it to get comments and suggestions.
c. Writing the final draft.

Data Source

Data source of research needed to be explained, whether the primary data or secondary data (Wirartha, 2006:35). In addition, source of data in a research is a thing, matter, or people of place where the researcher or the writer investigates, reads or asks about data (Arikunto, 2010:234).

Here is the brief description about the movie of *Fetih 1453*:

a. Title : *Fetih 1453*
b. Duration : 160 minutes
c. Setting : The film is based on the events surrounding the

Fall of Constantinople (now Istanbul) to the Ottoman Turks during the reign of Sultan Mehmed II, it is known as Sultan Muhammad Al-Fatih (Fetih)

d. Year : 2012

e. Producer : Ayse Germen

Based on the description above, then the source of data in this research will be obtained from the movie of *Fetih 1453* as one of theCharacters and Leadership Development III (CLD III) BENG 435 course's assignment for the fifth semester students of English Department at STKIP PGRI Banjarmasin academic year 2014/2015.

Data Analysis

According to Bogdan& Taylor, data analysis is an organization process and make an order of data to the pattern, categorize, and base unit so it can find the theme and can identify of working hypothesis such as suggested by the data (in Moleong, 2002:280). On the other hand, Bogdan and Biklen define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what one will tell others" (Bogdan and Biklen, 1998: 74).

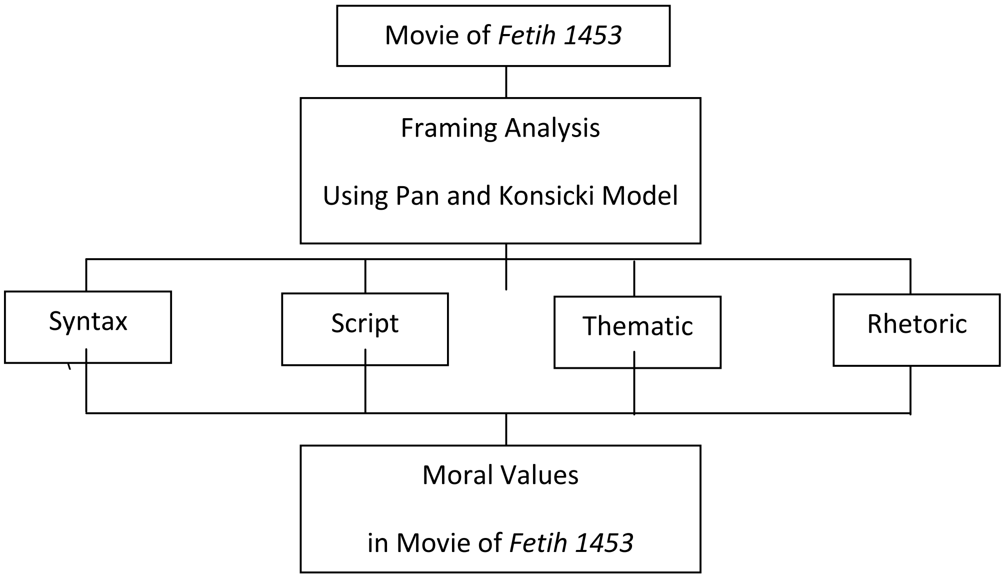
Analysis of framing is used in the research. Framing defines as the process of creating a more prominent message, placing more information so the society more directed to its information. Framing is described as an analysis to know how is the reality (event, actor, group, or any else) framed by media (Eriyanto, 2002:256). Framing analysis is the basic of cognitive structure which direct perception and representation of reality, opens the ideology behind the writing of information, and explains that the culture background is forming the comprehension of an event.

In this research, the writer uses framing analysis of Pan and Kosicki's model which is one of four alternative theories of the famous framing analysis to find out the description of message content delivered. This analysis model divides into 4 big structures. It is involved the structure of syntax, script, thematic, rhetoric.

Analysis outline structures of *Fetih 1453* are:

1. Syntax is the way of communicator to arrange the facts in the movie.
2. Script is the way of communicator to tell about the facts in the movie.
3. Thematic is the way of communicator to write the facts.
4. Rhetoric is the way of communicator to emphasize the facts.

Picture 3.1 Analysis Frame of Movie Fetih 1453



The entire outline in analyzing the movie is done to conduct the analysis that is the way of the director frames the message through the movie of *Fetih 1453*. By using this analysis, the message can be translated or interpreted in the certain way by the writer because there is no certain value validity measurement; it depends on how the writer interprets the message itself. It is done because movie has a complex set in serving. Except completed with dialogs, movie also has pictures or scenes so the facts are more emphasized by the communicator prominently.

The steps which will be used by the writer are:

a. Identifying the moral values in the movie of *Fetih 1453*.
b. Analyzing and describing the data that is the moral values in the movie of Fetih 1453 using analysis framing by Pan and Konsicki to conclude the result of moral values analysis in the movie of *Fetih 1453*.

FINDINGS

It is a Turkish-made movie which is released in 2012. The film lasts 2 hours 36 minutes 4 seconds which is adopted the story of Islamic fighters were able to conquer the walls of Constantinople. Walls of Constantinople are a giant three-layer wall and the strongest of its time. Since created in 324SM no one has been able to conquer the wall. It lies to the west of the Bosphorus (Turkey) that separates the Asian and European continents**.**

Introduction of the Movie

In this part, there were 7 moral values content which were got by the researcher. They were religious, tolerance, discipline, the spirit of nationality, responsible, entrepreneur and honest.

The chronological of this film started on 627 H/1206M when Prophet Muhammad gave the news to his several friends. He said:

"Constantinople will be free by Muslim. The leader who released was the best leader and the soldiers are the best soldiers ever".

Picture 3.1 Abu Ayyub Al-Ansari and several friends of Prophet Muhammad at the beginning of the story

Then narrated the events leading up amazing birthday of Sultan Mehmed II, as many horses who gave twins, a bountiful harvest produce up to four times a year, the branches to the ground because there are many fruits. And in the same year is also visible comet in the daytime. According to the trust of society at that time, the walls of Constantinople undefeated will collapse.

Picture 3.2 Sultan Murad II recited Surat Al Fath

Climax of the Movie

In this part, there were 17 moral values content which were got by the researcher. They were religious, tolerance, hard work, creative, democratic, curiosity, the spirit of nationality, patriotism, friendly/communicative, peace loving, like to read, social care, entrepreneur, independent, apreciate the achievment, enviromental care and responsible.

In the year of 1452M, Sultan Mehmed II started to build the fort in Bogazkesen to attack Constantinople. The location allows intercepting all ships coming from the Black Sea. So the royal food supply that led the Emperor Constantine will be disconnected. The development of castle was involving thousands of people. They work without knowing the time and cooperation is obvious. In this scene happened hard work character from 60th minutes until 70thminutes. Hard work character showed when the people under the power of Sultan Mehmed II worked so hard to make cannons.

The first attack on Friday, 6 April 1453 M. Sultan Mehmed II brought 250,000 soldiers from various divisions while Constantinople forces far fewer in number. Before the attack, Sultan Mehmed II provides three options to the Emperor Constantine, namely:

1. Becoming a Muslim, then the assault to the wall of Constantinople will be canceled.
2. Paying Jizyah and obey Islamic law.
3. Embattling until Allah wins Muslims.

But the Emperor Constantine chose the third option. The bloodshed was unavoidable. Arrows flying through the air, the roar of cannon fire sounded louder than takbir which is already echoing from the beginning of the war, and blood splattered tin Constantinople became the scene at that time..

Picture 3.3. The War

Anti-climax of the Movie

In this part, there were 3 moral values content which were got by the researcher. They were religious, friendly/communicative, and responsible.

After ending the frustration, Sultan Mehmed II found the idea that was really unbelievable. He ordered his troops to drag the big ships by road to the Golden Horn (the weakest gate of Constantinople). Such tactics never occurred to the Emperor of Constantinople, so there is panic in the people and the army. This scene happened from 130th minutes to 140th minutes. It consisted of 2 characters content. They were communicative and religious. Communicative character showed when Sultan Mehmed II supported his soldiers to win the war against Constantinople Empire. Religious character showed when Sultan Mehmed II led the soldier to Pray Hajat before facing the third war with Constantinople.

Picture 3.4. Hasan against Guistiniani in the war

Resolution of the Movie

In this part, there were 9 moral values content which were got by the researcher. They were tolerance, the spirit of nationality, patriotism, peace loving, honest, independent, apreciate the achievement, enviromental care ,and responsible.

On May 29, 1453, Sultan Mehmed II and his troops carry out a massive attack. They managed to break down the weakest walls of Constantinople. So troops of Sultan can break into Constantinople. Residents of Constantinople are trying to save themselves by taking refuge in the HagiaSohia (church in Constantinople). Meanwhile Hasan with arrows stuck in his body struggled to fly the flag at the top of the building of Constantinople.

Picture 3.5. Hasan were trying to fly the flag

After successfully planted the flag, Hasan was death. The Emperor of Constantinople, Orhan, and Guistiniani narrated killed in the war. Since that, the region of Constantinople officially taken over again by the Muslims. Sultan also gave religious freedom to the people of Constantinople. Sultan Mehmed II give the opportunity to the people of Constantinople in choosing religion according to their respective faith. He did not insisted to the people because he wanted the people choose the religion without feeling under pressure of someone.

In summary, there is the conclusion from the findings as a corpus of the data table below.

Table 3.1. Corpus of the Data in movie *Fetih 1453*

No.	Moral Values	Total Corpus of the Data	Scene Source
1.	Religious	6	1. Introduction 2. Climax 3. Anti-climax
2.	Tolerance	3	1. Introduction 2. Climax 3. Resolution
3.	Discipline	1	Introduction
4.	Hard Work	5	Climax
5.	Creative	2	Climax
6.	Democratic	1	Climax
7.	Curiosity	2	Climax
8.	Spirit of Nationality	5	1. Introduction 2. Climax 3. Resolution
9.	Patriotism	7	1. Climax 2. Resolution
10.	Friendly/Communicative	4	1. Climax 2. Anti-climax
11.	Peace Loving	2	1. Climax 2. Resolution
12.	Like to Read	1	Climax
13.	Social Care	1	Climax
14.	Responsible	3	1. Introduction 2. Climax 3. Resolution
15.	Entrepreneur	2	1.Introduction 2.Climax
16.	Honest	2	1.Introduction 2.Resolution
17.	Independent	2	1.Climax

			2.Resolution
18.	Apreciate the Achievement	2	1.Climax 2.Resolution
19.	Environmental Care	2	1.Climax 2.Resolution
Total: 19 Moral Values		53	

Adopted from Narwati (2011:29-30)

From the table above, it is found that there are 53 corpuses of the data from the moral values content in movie of *Fetih 1453*. They are 6 corpuses of religious, 3 corpuses of tolerance, 1 corpus of discipline, 5 corpuses of hard work, 2 corpuses of creative, 1 corpus of democratic, 2 corpuses of curiosity, 5 corpuses of the spirit of nationality, 7 corpuses of patriotism, 4 corpuses of friendly/communicative, 2 corpuses of peace loving, 1 corpus of like to read, 1 corpus of social care, and 3 corpuses of responsible. Meanwhile, there are also5 moral values which are in the movie. They are 2 corpus ofentrepreneur, 2 corpus of honest, 2 corpus of independent, 2 corpus of appreciate the achievement, and 2 corpus of environmental care.

DISCUSSION

Based on the research finding from the researcher's observation using analysis framing by Pan and Kosicki, the massage is got or translated depend on the researcher point of view by using framing, that in movie of *Fetih 1453*, there are 19 moral values content. From the moral values found in movie of *Fetih 1453*, they are in line with the explanation from Narwati (2011:29-30) who is suggested that there are 19 moral values derived as characters which have to be existed accordance with the Rule of Government in Indonesia.

The kinds of moral values derived as characters which have to be existed in accordance with the Rule of Government in Indonesia such as:

1. Religious.
2. Entrepreneur
3. Honest
4. Tolerant
5. Discipline
6. Hard work
7. Creative
8. Independent
9. Democratic
10. Curios
11. The spirit of nationality

12. Patriotic
13. Rewarding achievement
14. Friendly or communicative
15. Peace-loving
16. Fond of reading
17. Environmental care
18. Social care
19. Responsible (Narwati, 2011:29-30)

CONCLUSION.

The movie of Fetih*1453* opens in Medina during the time of the Islamic Prophet Muhammad (year of 627). This movie is very interesting to observe because it one of the history witnesses of Muslim seize the power of Byzantium in the past. In addition, this movie has many Islamic values which are delivered to audience and also gives history discourse to Muslim about the efforts of Muslim in defeating Byzantium. The other interesting sides are film location really where history comes that will bring the audience to the replica of past war. The description of Muhammad Al-Fatih in the movie is also highlighted so the researcher is very curious to observe the movie of Fetih 1453.

Based on the result of the data analyzed in this research, it can be concluded that there are 19 moral values content in movie Fetih 1453. They are in line with the explanation from Narwati (2011:29-30) who is suggested that there are 19 moral values derived as characters which have to be existed accordance with the Rule of Government in Indonesia such as religious, entrepreneur, honest, tolerant, discipline, hard work, creative, independent, democratic, curios, the spirit of nationality, patriotic, rewarding achievement, friendly or communicative, peace-loving, fond of reading, environment care, social care, and responsibility. This movie is considered one of the best movie for character teaching.

SUGGESTIONS.

After conducting this action research, the writer proposes the suggestions for lecturers and other researchers as presented below. Based on the results of this study, it is recommended that the character education program continue as an integral part of the curriculum of the campus. The result of the movie can give beneficial input for the lecturers to use it as one of the assignment of characters course and suggests that a deeper investigation is really expected to enrich this current result of the research.

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ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT IN THE DIARY WRITTEN BY THE ENGLISH DEPARTMENT STUDENTS

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Abstract: This study was aimed at investigating the types of errors and the factors of errors which cause subject-verb agreement errors in thediary written by the second-semester students of the English Department at IAIN Palangka Raya. The qualitative approach with content analysis was applied in this study.The analysis was based on surface strategy taxonomy. It was used writing test, writing task, interview, anddocumentation for the data collection. The subjects of the study were three students which were selected from the lowest score obtained from the writing test. The three students were given writing tasks to write their diaries in two times a week within a month.In analyzing the data, it was used some techniques such as data collection, data reduction, data display, and conclusion drawing. The results show that there were 52 subject-verb agreement errors in their diaries. They were spread out on three types of error on surface strategy taxonomy: 14 (26.92%)errors in misformation, 19 (36.54%) errors in addition, and 19 (36.54%) errors in omission. The subject-verb agreement errors in theirdiaries were caused by 12 (23.08%)interlingual transfers and 40 (76.92%)intralingual transfers.

Keywords:*error analysis, subject-verb agreement, writing, diary*

English has four skills and some linguistics components that must be mastered in teaching learning process. Grammar is one of English components that must be mastered in order to able to construct English sentences. Traditionally, grammar subdivided into two different but inter-related areas of study.Here is the introduction of the paper written without heading, which includes are view of related literature and research purpose in essay style. It means that the introduction should clearly state the purpose of the paper. It should include key references to appropriate work, and it should state the significant contribution of the research (Andrew, 1998). Writing is difficult to be done by students because it needs a correct grammar, content, main idea, or topic. To make a writer easier to write, the students should be able to know the writing strategies.

One of the discussions in writing that is important to be highlighted is subject-verb agreement. There are many verbs that used in the English. A verb must agree with a subject that followed. These influence very much with the meaning of that sentence. It is related with grammar also because one of English grammar subject is about subject-verb agreement material. It is the suitability between subject and object (predicate) (Fuad, 2006).When to begin writing, it is important to make sure that subjects and verbs agree with each other. That means that plural subjects should be matched to plural verbs and singular verbs should be matched to singular subjects.

One part of writing to be learned is a paragraph. In writing the subject, the first-grade students learned how to write good sentences. Some of the students sometimes had difficulties when they wrote a sentence, some of them didn't know the sentence grammatically.

Diary was a notebook made by the students to write about several important things such as their experiences, daily activities, planning in the future, or some ideas. Some students think that diary as a notebook to write an important thing for them. So based on the background above, it is interesting to find out the error of subject-verb agreement of student's writing in their diaries, and want to know the content of student's diaries.

Based on writer's experience when was studied in the fourth semester that the students had difficulties in constructing a good sentence especially in subject-verb agreement. Although this is the base material in English, in fact, many students still make some errors when they make it in a sentence or a paragraph. The reasons for the errors are poor knowledge about tenses, such as present tense and past tense. Furthermore, the students had some difficulties in writing a long sentence in form of paragraphs and cannot defend structure of tense used continuity. The students also made an error in vocabulary and spelling. In another class, the students had material about the diary and the lecturer instructed to write diary regularly in a semester. The purpose was to build students' awareness to write and gave more comprehension in grammatical writing. Based on that experience, this study will combine two treatments to be the solution to solve students' problems in writing a good sentence and difficulties in grammar comprehension.

Related to the previous study on the error analysis for English students, some studies had been carried out. The study of development research in junior, senior high school and university levels were conducted. First,research by Stapa (2009).The result of the study shows that majority of the students have committed errors in subject-verb agreement especially in SVA of the number and followed by SVA of person. The students were to avoid using the complex sub-rules of SVA that include the agreement with the coordinated subject, agreement with indefinite expressions of the amount and also notional agreement and proximity. Second, Riyani (2013) investigated on grammatical errors of the students. The result of this study shows that the types of the grammatical error in using sentences made by the students at the tenth year of MA Muslimat NU Palangka Raya classified into thirteen categories. The students have difficulties in an unnecessary word with frequency. It was the highest category of error that students' made. Intralingual error by frequency was the cause of students' error made.

Based on the background of the study, the problem of this study can be stated as follows: What are the types of error which cause subject-verb agreement error in writing diary? The subject of the study was the second semester students of the English education program. It related with the reason subject-verb agreement to be material in this study. Subject- verb agreement is one of the basic materials in English because every sentence must have subject and verb at least. It was suitable with the students' level in the second-semester. It will help student to prepare themselves to enter the next level in the next semester.

According to Dulay "Error analysis is an analytical tool, as is the specification of transitional construction, the computation of acquisition orders, and the delineation of special utterance types" (Heidi, 1982). However, the first language is not the only case of the students' errors. Many researchers have proved conclusively that the traditional contrastive analysis of two grammars cannot predict the frequency and hierarchy of learners' errors. From the recent investigation, they found that even though some errors are a direct result of the first language interference, the percentage is not so large as it had been believed. It means that errors are not only the result of the interference of the first language but also the result of some problems of the acquisition of the second language itself.By showing the students errors, it is expected that error analysis will help the teacher in: Determining teaching materials hierarchy, determining emphasis in explanation and exercise, preparing a program for remedial teaching, and choosing the appropriate points to evaluate students' language mastery.

The classification of errors in this study is based on surface strategy taxonomy. Dulai states that a surface strategy taxonomy highlight the ways surface structured is alerted: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them (Heidi, 1982). The classification above is explained as follows: (1) Omission errors are characterized by the absence of an item that must be appearing in a well-formed. Although any morpheme or word in a sentence potential candidate for the omission. (2) Additions errors are the opposite of omissions. They are characteristic by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors have been observed in the speech of both L1 and L2 learners. (3) Misformation errors are characterized by the use of the wrong form of the morpheme or structure while in the omission errors the items are not supplied at all, in malformation errors the learner supplies something, although it is incorrect. (4) Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. Misordering errors occur systematically for both L2 and L1 learners in contructing that have already been acquired, especially simple (direct) and embedded (indirect) question.

Brown further classified sources of errors into the following categories: (1) Interference transfer: that is negative influence of the mother tongue of learner. (2) Intralingual transfer: that is the negative transfer of items within the target language. In other words, the incorrect generalization of the rules within the target language. (3) The context of learning: this overlaps both types of transfer. For example, the classroom with the teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learners to make the wrong generalization about the language. (4) Communication strategies: it is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learners for some reasons.

A subject-verb agreement based on the content is divided into three definitions. Definition of the subject is the part of a sentence or clause that commonly indicates (a) what it is about, or (b) who or what performs the action (that is, the agent). The subject is typically a noun, noun phrase, or pronoun. In a declarative sentence, the subject usually appears before the verb ("Gus never smiles"). In an interrogative sentence, the subject usually follows the first part of a verb ("Does Gus ever smile?").

According to Oxford dictionary, diary is a book, sometimes with spaces for each day of the year, in which one writes about one's daily experiences, record on private though, etc. also diary is a book with spaces for each day of the year, in which one can write down appointments, things to be done in the future, etc (Hornby, 2000). In this study, the diary was used as media to analyze the students' subject-verb agreement in errors. The reason the diary chose to be a media because it made easy the students to explore their English vocabulary and increase their awareness in writing, because in diary the students write only their important event that happened in their activities in a day. Meanwhile, they have a fresh idea to write it in a sentence or paragraph.

The outcome of this study was to describe the types and factors which cause subject-verb agreement. The students have a good comprehension in grammar and rule of English in English written.

METHOD

This study used qualitative approach. In this study, a qualitative approach intended to know the description of types of error which cause subject-verb agreement error in writing diary and the factors which cause subject-verb agreement errors in writing a diary.

This study type is content analysis or document analysis is a research method applied to written or visual materials for the purpose of identifying specific characteristics of the material. The materials analyzed can be in form of textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education. The following are some of the purposes of content analysis in educational research: (1) to identify bias, prejudice, or propaganda in textbooks. For example, a researcher might analyze high school history texts in a particular school district to determine how often women are mentioned and how much discussion is given in each mention. (2) to analyzes types of errors in students' writings. For example, you could look at students' written work to classify spelling or grammatical errors and their nature and frequency. (3) to describe prevailing practices. For example, you could identify the entrance requirements of Big Ten universities by analyzing their bulletins. (4) to discover the level of difficulty of material in textbooks or other publications .For example, you could ask, "What is the vocabulary level of the fourth-grade social studies textbooks in this district?" (5) to discover the relative importance of or interest in, certain topics. For example, you might analyze popular educational research textbooks to see the coverage given to qualitative research and changes in that coverage over time.

This study used cluster random sampling. Based on YatimRianto, cluster random sampling technique is used if found the heterogenpopulation. The sub-population is a group or cluster which has heterogen characteristic. Meanwhile, in sample stratification each subpopulation is homogeny (Yosi, 2012). This study did not take all classes as a subject, but only class C. From the observation with the lecturer, this class contains the students which have a bad score in the last previous semester. Based on that fact, it supports this study to observe the students' problem in learning English, especially about subject-verb agreement.

After that, to make the data more comprehensive about types and factors which cause of subject-verb agreement, this study used purposive sampling. Sugiyono state the purposive sampling is the technique of getting the source of sample data by using the definite consideration (Sugiyono, 2007).

FINDINGS

In describing the type of error and factors which cause subject-verb agreement errors in writing a diary, this study took the data from the students' writing test. The tests were given to find out the students' errors in subject-verb agreement. The topic of the writing test was daily activities which consist of 100-150 words with duration 50 minutes. This test so important because of the result of this process will show the students which have difficulties in subject-verb agreement.Then, this study identified the subject-verb agreement errors from a paragraph which made by the students. Based on the result, three students with the lowest score were selected be the object of the treatment.

From the writing test process, it can conclude that the English pre-intermediate students in class C had many errors in subject-verb agreement.Based on the finding of this study, the three students were given writing tests to write a diary in a month regularly. Its functions were to know types of error which cause subject-verb agreement error deeply and to know the factors which cause subject-verb agreement error. The students still had difficulties in subject-verb agreement in writing sentences. The function of this writing test was to select the students with the lowest score in subject-verb agreement. The students were arranged by their score from the highest score to the lowest score. The three students with the lowest score were selected as sample of this study to write a diary in a month.

Based on the writing task or writing diaries, three students in class A there were 52 subject-verb agreement errors on their diaries. These were spread out on 3 types of error on surface strategy taxonomy. There were 14 or 26.92% of error in misformation; 19 or 36.54% of error in addition and 19 or 36.54% error in omission. Addition and omission became the trend errors were done by the students in their diaries. Both of them have 19 numbers of errors.

Based on the description of the students' subject-verb agreement errors in writing diary, it shows that the students did errors were influenced by interference transfer and intralingual transfer. There were 12 interlingual transfers and 40 intralingual transfers which cause subject-verb agreement errors. The interlingual transfer is a system that has a structurally intermediate status between the native language and the target language. In addition, errors that happened were caused by the interference of mother tongue language. It happened because the features of the two languages are different. This research also did an interview with the three students.

From the interview, two students' mother tongue is Banjar and one student's mother tongue is Dayak. The interference of native to target or the difference underlying assumption between the native and the target one can be a source of errors. It supported by the students' statement that they wrote in English only when their lecturer gave tasks. Because of that reasons the students still entered their mother tongue rules in English written.

The intralingual transfer is an error made by the learners cause of the feature of L2 itself. The intralingual transfer was caused by over-generalization, ignorance of rule restriction, false concept hypothesized. Based on an interview with the students, it showed that the students have learned English in several years and known about subject-verb agreement. But, the students have some problems, especially in grammar. The students knew some rules of English but over-generalized it to another context.

Intralingual transfer became a prominent factor which caused subject-verb agreement errors with numbers of errors were 40 or 76.92%. Grammar became a students' problem in writing diary. The student wrote some inflections that do not appear in a rule. For example on the students' diary: "I am watch TV with my friend". The students knew to be of the subject I is am. But, the students entered it into another context, in this case about the verbal sentence. When the students wrote to be in verbal sentences, it means the students made errors. The number errors of interlingual transfer were 12 or 23.08%. In some sentence the students' brought their mother tongue understanding and applied it to wrote English written. For example, "^ can to laugh together and can to watch tv together". In the students' mother tongue, Banjarese or Dayakese permitted a sentence without a subject. But, when that rule brought to English, it made the sentence to be ungrammatical and made happened subject-verb agreement error.

DISCUSSION

Based on the research findings showed that from three students in class C there were 52 subject-verb agreement errors on their diaries. These were spread out in 3 types of error based on surface strategy taxonomy. It is shown as follows: (1) Omission, the number of omission is 19 or 36.54% from 52 errors in students' diaries. This type of errors was characterized by the absence of an item that must appear in a well-formed utterance. In many cases, the students omitted subject or verb in the sentence. (2) Addition, from three students, all of them average made this type of error. The number of error is 19 or 36.54%. It was characterized by the presence of an item, which not appear in the well-formed utterance. In the students' diaries showed the students added to be, inflectional –ing. (3) Misformation, the number of misformation is 14 or 26.92%. In their diary, the students wrote the wrong form of the morpheme or structure and also in some written did errors in alternating form, it gave way to apparently fairly free alternation of various members of a class with each other.

Based on the research findings shows there were 52 subject-verb agreement errors. The intralingual transfer became a prominent factor which caused subject-verb agreement errors with a number of errors were 40 or 76.92%. While interlingual transfer had a number of errors were 12 or 23.08%. This was possible due to a number of reasons. First, the students have little knowledge of grammar. It would be looked in the result of the interview. The students' stated that their problem while writing accurately is grammar. Although they have known about subject-verb agreement, it did not enough to solve it. The second reason was the students could not exit from their comprehension about their mother tongue. The students applied it to English comprehension and wrote English written with their mother tongue ways.

CONCLUSION

The study is aimed at describing the types of errors and the factors of errors which caused subject-verb agreement in writing diary based on surface strategy taxonomy. Based on the research findings, it could be concluded that: (1) Based on the describing the types of errors which caused subject-verb agreement error in writing diary showed that from 3 students in class C there were 52 errors in the students' diary. These were spread out on 3 types of error on surface strategy taxonomy. There were 14 or 26.92% of error in misformation; 19 or 36.54% of error in addition and 19 or 36.54% error in omission. (2) The factors of errors which caused subject-verb agreement in writing diary based on Brown as follow: it was found that based on the research findings showed that the students did errors were influenced by interference transfer and intralingual transfer. There were 12 or 23.08% interlingual transfers and 40 or 76.92% intralingual transfer which cause subject-verb agreement errors.

The suggestions are given to the future researcher, lecturer, and the student. (1) for the future researcher, since the study was case study research, it was advisable that the future researcher follows up the study by conducting research on an error analysis of subject-verb agreement in writing a diary with different design and the same topic of the study. In addition, the future researcher could focus the study on the problems in subject-verb agreement. It was important because there were students still have many problems to write a sentence with subject-verb agreement. This problem can be a good case to be analyzed for the future researcher to do research when the student in high semester in the next years. (2) It was suggested that the teacher should be focus to teach grammar and some basic material especially subject-verb agreement. The teacher also can give an assignment to write diary to increase the student awareness to write. (3) First, it was suggested that the students have to learn more about subject-verb agreement and grammar to make a good sentence in writing a diary. Second, the students should be more correctly and carefully to write and choose words that will be used in writing. The students have to carefully to different between English pattern and their mother tongue to write English written. Third, the students have to more write such as paragraph, diary or daily activities in English. To sum up, the more the students practiced, the better they improved.

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ANALYSIS OF READING COMPREHENSION TEXT IN TOEFL TEST

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Abstract: Reading comprehension in a TOEFL test, one can be sure about the text of the United States as well as his state, both in terms of politics, economics, history, education, social, cultural, and others. In this paper, the text is not only examined from that standpoint, but also from the linguistic. Text of Reading Comprehension that will be assessed is from Longman intodGuctory Course for the TOEFL Test. Moreover, analysis of texts studied encroaches upon the domain of power and strength. The text relating to the United States is assumed to have an element of strength and power which are represented by symbols in the form of a systematic language into a coherent whole so that the text can be called a discourse. The analysis of the text is that the language provides elements that enable speakers perform speech acts and speech strategies to influence, control, and even master thoughts and feelings the others. Facts and reality can be turned upside down in such a way, so if not careful, it can be misunderstandings. Therefore, the same reality can be presented differently in the text or discourse.

Keywords: *Reading Comprehension, TOEFL, Discourse Analysis*

In the TOEFL test, especially paper-based test, there are three elements in English to be tested, namely Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Each of these elements includes a micro skills or more specific skills, so skill that must be mastered in the English language are represented. The skills in the questions are receptive skills that consists of listening and reading skills. Productive skills; speaking skill and writing skill, are not tested in the TOEFL test.

The materials that will be analyzed in this paper is the text contained in Reading Comprehension. In one package, there are 5 texts or passages presented in the session of Reading Comprehension. The text used is usually ordered from easiest, most familiar vocabulary, shortest text to the most complex. The text that appears at the beginning mostly contains general knowledge that is not in favor of one side or neutral.

Among the five existing texts, it must be at least one text discussing about the United States, in terms of politics, economics, history, education, social, cultural, and others. In this paper, the text has examined not only from that standpoint, but also from the linguistic or linguistic. Text of Reading Comprehension that will be assessed is from Longman intodutory Course for the TOEFL Test, in which the book is a book used to teach strategies in working on the TOEFL test that is followed by examples and addressed for low level or beginner.

Moreover, the analysedtextencroaches upon the domain of power and strength. The text relating to the United States is assumed to have an element of strength and power which are represented by symbols in the form of a systematic language into a coherent passage so that the text can be called a discourse.

The method used in analyzing this discourse is qualitative method. A study of discourse requires a material to be analyzed either verbally or in writing. There are 5 characteristics that need to be understood; action, context, historical, power and ideology. The five characteristics can not be separated in analyzing discourse. In this paper, all of these characteristics will be discussedin some texts contained in Reading Comprehension of the TOEFL test. However, some of these characteristics are not all covered in depth.

DISCUSSION

Before discussing more comprehensive about the sample text below, one question that often arises is that why the English tested in the TOEFL is the American English, not British English, which actually English comes from British? That is because the provider of these tests is the Educational Testing Service, based in the United States. In fact, United Statesdoes not formally recognize English yet as its official language because it is not listed in the Act. For daily conversation there is no standard rules to be used because it is influenced by each state's or tribe. Here is the text that will be studied in this paper.

> One of the best-known stories in America history—that Betsy Ross created the first flag of the United States—is believed by a number of scholars to be somewhat questionable.
>
> The official story goes as follows: in 1776, a group that included George Washington came to the workshop in Philadelphia where Betsy Ross worked as a seamstress; they brought a drawing of a flag with stars and stripes on it and asked if Betsy could make it.
>
> The flag with the stars and stripes was definitely adopted by Congress on June 14, 1777. In the minutes on that day there is a resolution accepting a flag with 13 stars and 13 stripes as the official flag of the nation. However, there is no mention of Betsy Ross as the one who had made the flag.

> The first time that there is a documented reference to Betsy Ross as the one who made the flag came more than a century later, when her grandson gave a speech to the Philadelphia Historical Society indicating that the family had passed down the story for a hundred years that grandmother Betsy had made the first flag, Philadelphians enthusiastically supported the story. Betsy Ross's house was restored and renamed Flag House, and it was opened to the public as a memorial to Betsy Ross.
>
> Many historians dispute this story, and certainly no one has been able to come up with indisputable proof that it was Betsy who made the first flag. This much is known about Betsy Ross: She did exist, she was a seamstress, and she did sometimes make flags for the ships of the Pennsylvania State Navy. If the story about the first flag is not completely true-and who is to know at this point-at least it makes a good story. (Phillips, 2004: 192).

The text above tells the story of one of history in the United States. Western society, in particular Americans in this case, is the people who really appreciate the history of the country, so do not be surprised if the country's history was introduced in the society since the beginning. Even as an evidence of the community's love and appreciation to their country, history is also introduced to the general public, one of the examples is that the history became one of the topics in Reading Comprehension TOEFL test.

The text explains about someone who is regarded as the creator of the flag of the United States, Betsy Ross, which is used to date. The majority of the American public believes that history because the story has been passed down through generations. But lately, there are some people who argue and question the fact. The objection can not be taken for granted by the general public because there is no evidence to support or reinforce that opinion so that Betsy Ross was still regarded as a hero creator of the flag of the United States.

Moreover, the history has also been investigated by Betsy Ross's relatives to reinforce the notion of American society over the years. The American government also respects Ross as a hero by doing a lot of things like using her photograph as one of the stamp images to commemorate the 200th birthday of Ross and making their home as one of the tourist destinations in America. In addition, a bridge that connects his hometown, Philadelphia, to Pennsauken- New Jersey is named the Betsy Ross Bridge to appreciate her.

On the other hand, politically, the United States retains English as its national language. English as an international language used as a tool to expand its power and strengthen its identity as a superpower. With English, the other countries are expected to cooperate in any way with the US, at least to ease communication and to avoid misunderstandings.

Yang jelas para politikus Amerika saja tidak sependapat dalam menanggapi isu bahasa Inggris ini. Kaum republic umumnya berusaha merangkul gerakan satu bahasa nasional yaitu bahasa Inggris karena basis pendukung merekare latif dominan dari kaum WASP (White Anglo Saxon Protestant) tradisional, sedangkan kaum democrat cenderung lebih toleran akan isu bahasa ini karena basis pendukung mereka cukup kuat dari kaum Hispanik. (kompasiana.com, February 8, 2013).

Therefore, historically and politically, why the TOEFL test uses the American-English and the theme of the American in it is that because people in the world will easily recognize and indirectly learn about Americafor the history, culture, and politics. By knowing the USdeeply, then the public will generally assume that America is a great country, an outstanding, and worthed withthumbs up. That's where the US instills might paradigm through the power of discourse in the text of the TOEFL test.

Critical Discourse Analysis, according to Fairclough (1995: 70-72), insists on dismantling the ideology or might that dominantly appears in a discourse and believe that knowledge is a power, so it can be identified how a message in a discourse is organized, used, and understood, and the way used through elements of language, ideology, and symbols of the language searching. In this case, the English used in the TOEFL test applies a standard structure or grammar, then rises to the perception that Americans also use English by default, although it is common knowledge that the British-English pronunciation system and the American-English pronunciation are mostly different.

More specifically, linguistically, the grammar in the first sentence of the text will be studied or analyzed.

One of the best-known stories in America history—that Betsy Ross created the first flag of the United States—is believed by a number of scholars to be somewhat questionable.

'One of the best-known stories in America history' is the subject of the sentence. The subject is in the form of noun phrases where the main noun is 'stories'. 'One of the best-known' is the adjective as explanatory of the main noun. 'In America history' is an adverb of place which incidentally can be placed anywhere in the sentence. After the subject, predicate or verb is needed to form a sentence, the verb in the sentence is 'is believed'. The verb form of the verb phrase as the main verb, is 'believed', starting with to be to form a passive sentence. The formula of passive sentences in English is S (subject) + to be + Verb III (past participle). 'Believed' is a past participle form of the word 'believe'. The word of'by a number of scholars to be somewhat questionable' is the object which is began with a preposition 'by' to emphasize the use of the passive voice. The object is a noun phrase that has pre-modifier, namely 'a number of', and post-modifier, which is 'to be somewhat questionable'. Thus, it can be seen that the main noun is 'scholars'.

Based on the results of a linguistic analysis of the sentence in Reading Comprehension text, we can conclude that the sentence had already qualified grammar should be, that is the formula of passive sentences in English. Moreover, the sentence can be categorized into complex sentence because one sentence contains two noun phrase and 1 verb phrase . That one sentence has become one paragraph in the text that is grouped in narrative text, so that that first sentence is an orientation-the first structure in narrative text arrangement.

But in fact, the symbol of a particular language is only used for the benefit or a particular field as well. *Lingkunganpolitik yang demikian itu pada gilirannya melahirkan istilah-istilah tertentu yang maknanya sangat terbatas* (Mulyana, 2005: 57).In this case, the context becomes an important role in analyzing discourse in which there are registers. It was mentioned earlier that the TOEFL test made by an institution in United States, so the context of the text is also because the circumstances in the United States. The text contains historical elements. Thus, the reader will assume that the text tells one of American history. Indirectly, the reader will learn about America.

In addition to the context, in discourse analysis, there are five elements that must be considered, namely power, domination, hegemony, ideology, and politics. Discourse is viewed asan ideology content to dominate and compete for influence or power. Authority has a power in society that make the action happen so that we can recognize who controls something and in the interest of someone. In the French approach, that is pioneered by Altuser and Foucoult, languages and ideologies meet on the use of language and the materialization of a language in ideology that focuses on the effects of ideology. American ideology is embedded in the text containing social power because it is based on a joint commitment of an institution, not personal.

Power also tends to contain the power, while the authority is the power legitimized or interpreted as domination. Domination is a form of power relations by placing the ruler right to dictate, while the "ruled" accepted without fully consciousnessfoundation. The dominant party implements and takes over other forms of ideologies that legitimize domination. Power can not be separated from the hegemony of a power or victory that is not recognized (by the “ruled") and obtained through "consensus" and needs legitimacy. *Legitimasi ini dapat berbentuk budaya, lembaga, atau kitab yang dianggap benar* (Marandan Effendi, 2003: 121 – 122).

The key point of the ideology is as the characteristics of the arrangement; the regularity of the use of language relating to acceptance, and the characteristics of the events, context or certain social situations, to find the values of dialectic satisfaction of composition and events. From the text analysis above. linguistically, by the use of correct grammar and its relation to the context, the text teaches the reader to learn about America that allows the reader to have curiosity to learn more about what the content of the text. Language, as a form of action in a dialectical relationship with social structure, becomes material for the study of discourse to be analyzed on how language forms from the relationship and the particular social context.

In America, the ideology of language is much influenced by politics, so that a discourse can be manipulated by the dominant group or the ruling class in society to enlarge its power. When a policy of "English only" is applied, it gives a lot of impact to life in America, especially immigrants with Spanish as their first language. To access public facilities such as schools, jobs, and health, as if they must first learn English because of the illegitimacy of other languages in the country. *Pembahasan mengenai bahasa dan ideologi erat kaitannya dengan konteks hubungan antara bahasa dan kekuasaan, karena perilaku ideologi hanya dapat diamati dalam praktik kekuasaan* (Suroso, 2002:22). In the end, the language unit contained in a discourse is used as a tool to detect an ideology in the discourse.

Talking about the power, it means pertaining to authority, in which the dominant authority will be the power. Am authority relations must be shown by discourses, which also certainly uses the language as a medium transmitter, and the function of critical discourse analysis is the study theauthority within and beyond discourse. The use of authority in a discourse is not only limited to technical issues and material, but also attempted to manipulate the ideology concerned. *Bahasa dipandang sebagai penghubung subjek dengan tiga wilayah, yaitu wilayah eksternal, wilayah sosial, dan wilayah pribadi* (Latif& Ibrahim, 1998:15).The use of language may be ideological so to determine, it is necessary to examine the interpretation of text analysis, receptions, and social effects.

An authority in terms of any kind is always closely linked to the power. Power is always owned by the ruler used to maintain power, and it causes the political objective, to secure power. Such linguistic ideology has identifiable political side because it can be highlighted through historical and contemporary governance. *Proses pengamanan kekuasaan ini diwujudkan dalam bentuk bentuk pemertahanan, pemapanan dan pengukuhan kekuasaan* (Suroso, 2001:9). With the establishment of English as the national language in the United States, although not formally, the society globally has the perception that Americans are also entitled to the ownership of English as their language, not the language which is solely owned by the British society. The co-operative principles and politeness, and the tension between them reflect a dual purpose in human intercourse: to act efficiently together with other people, and to create and maintain social relationships (Cook, 1989: 34).

Foucoult have a different view on the definition of authority. According to him, the authority works in an arrangement, rule, regulation system, and wherever human beings have a good relationships with each other and with the world. Therefore, the occurrence and functioning of authority in society is inseparable from science. An authority and science can not be separated because of interdependencies. In his analysis, he stated the rules of how to talk, the characteristics of knowledge, authority, and communication ethics that eventually became a science called Archeology. This science studies about the interpersonal realm of authority that serves to understand the problem of interpersonal communication between people who have high and low authority.

Kekuasaan dapat menimbulkan perubahan pada individu melalui komunikasi yang terjadi. Di sinilah ilmu yang ditawarkan oleh Foucoult dapat diterapkan untuk meminimalisir resiko atas komunikasi yang yang dilakukan. Ditambah lagi, orang yang memiliki kekuasaan yang dominan dapat menggali ilmu ini untuk bias memilih isi dan gaya komunikasi untuk menghindari distorsi komunikasi dan manipulasi. Foucoult juga menyatakan bahwa hubungan social di mana komunikasi terbentuk tidak harus selalu didasarkan pada kesetaraan. Menurut pandangannya, kekuasaan sebagai milik masyarakat atau komunitas social sedangkan media yang digunakan untuk melaksanakan kekuasaan menjadi unsure rutin dalam tindakan reproduksi sosial.

Power can cause a change in individuals through communication that occurs. This is where the science offered by Foucoult can be applied to minimize the risk of communication is done. Plus, people who have a dominant power able to explore this knowledge to be able to choose the content and style of communication to avoid distortion of communication and manipulation. Foucoult also stated that social relationships are formed where communication need not always be based on equality. In his view, the power as belonging to public or social communities while the media used to carry power into a routine element in the act of social reproduction.

According to Foucault (via Eriyanto, 2011) discourse is not understood as a series of words or propositions in the text, but it is something that produces the other. Discourse can be systematically detected because an idea, a concept and point of view are formed in a particular context that affects certain ways of thinking and acting. An authority is always actualized through knowledge and knowledge always has the effect of authority. The ruler always produces knowledge as a refractionof an authority. Knowledge is not an explicit expression of authority relations, but the knowledge lies in the relationships themselves. This brings consequences to determine an authority through research on the production of knowledge that underlies the authority for each authorityis developed, settled, and realized through knowledge and certain discourses. Finally, the (certain) discourse of generating knowlede and (certain) truth arise the effect of authority. So, people are not controlled through the physical authority , but through a discourse in the form of procedures, rules, ordinances, circulars, and other laws.

An authority is always operated through a wide range of knowledge construction. The relationship between an authority on the one hand with the knowledge on the other hand can occur through a discourse. Foucault (via Eriyanto, 2011) explains that the relationship between symbol and symbolized is not only through referential, but also through the production and creation. Symbols are produced through language, morality, law, religion that not only refer to something, but also even result in behavior, values, and ideology. Life is not regulated through a series of repression, but through its power to define and regulate. Individuals are not only defined, but also created, controlled, and discipline.

CONCLUSION

An authority is often defined on the basis of interest and willingness in which authorityonly bows to subjectivity. Political theory offers a useful direction for a clearer understanding of American in language related. In this context, language provides elements that enable speakers perform speech acts and speech strategies to influence, control, and even master thoughts and feelings their interlocutors. Facts and reality can be turned upside down in such a way so if it is not careful, it can occur misunderstandings. Therefore, the same reality can be presented differently in the text or discourse. Discourse is not only a linguistic fact, but actually it is more than a reality that is produced by a person or group in purpose of interest.

Penyeragaman bertujuan menghindari perbedaan konsep yang dapat mengganggu kemapanan (Suroso, 2001:10-11).In this case, the TOEFL test should use standardized grammar to uniform the correct English usage around the world. Furthermore, America as a country that has the authority to make the TOEFL test utilizes the text in it as a tool for expanding power through knowledge presented therein.

Power is conceptualized both in terms of assymmetries between participants in discourse events, and in terms of unequal capacity to control how texts are produced, distributed and consumed (and hence the shapes of texts) in particular sociocultural contexts (Fairclough, 1995:1-2).

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USING PICTURES IN PROCESS AND PROGRESS IN LEARNING SIMPLE PRESENT TENSE OF THE SEVENTH GRADE STUDENTS AT JUNIOR HIGH SCHOOL

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Abstract: Teaching English is teaching the four language skills. They are listening, speaking reading and writing. To master them, students should master the language components. One of them is grammar. In order the students master the grammar, it should be presented effectively. This paper will present one of ways in presenting grammar, especially simple present tense. The way is using pictures in process and progress in learning simple present tense of the seventh grade students at junior high school.

Keywords: *Using Pictures, Process and Progress, Simple Present Tense.*

INTRODUCTION

In English teaching and learning process, the students should master four language skills. There are listening, speaking, writing and reading. When they master all of them, they can reach the base competence target. They are not only needed to master four language skills but also they need mastering the components of English especially grammar.

Although grammar has been introduced from the elementary school but in reality the students still have problem in mastering it. Reflecting from analysis of criteria of success the last semester at SMP Darul Hijrah Putra where only 40% students can pass the criteria of success or KKM. The writer has found many problems in mastering grammar especially in the simple present tense. The problems do not only come from the students but also come from the ways of teacher in teaching. Teachers commonly teach the simple present tense which is stretch to the point. They usually give the example is in a full sentence for instance, ***I go to school by bus***. Here the students sometimes do not focus in the simple present tense itself but they focus to the meaning of the sentence. It becomes a hindrance for them to understand the simple present tense, why they have to put "s" after verb or they have to put "is or are" after the subject. In the other cases, sometimes the teachers ask the students to remember the formula of simple present tense without giving more explanation how the formula can be there. To handle these problems, the writer needs extra time to reach the progress in mastering the simple present tense and will out from the syllabus. Why the writer needs out from it because if these problems do not handle in right way, the problems can appear again in the next lesson. According to Swan (2002, p.148) *it is important to choose grammar points relevant to students' needs, rather than blindly going through the syllabus from left to right*. Because of that the writer as a teacher should run new steps in teaching and learning process especially in the simple present tense and try to up the progress on it.

Some steps or ways in teaching the simple present tense is using pictures. Pictures can help the students to understand article, plural forms, personal pronouns, using nominal form, and the last step is verbal form effectively. According to Sadiman at all (1986, p-29) stated that "*Diantara media pendidikan, gambar atau foto adalah media yang umum dipakai. Dia merupakan bahasa yang umum, yang dapat dimengerti dan dinikmati dimana-mana.* It means if the message can be delivery by some pictures, it will take attention, clarify some ideas, become illustration, and deck out the fact which can be easier to forget or ignore by some students. China's proverb told that a picture can talk more than one thousand words. It means a picture can give more meaning then just words.These steps are going to discuss in the next section.

SECTION 1

TEACHING GRAMMAR

According to Jack C. Richards at all in Methodology in Language Teaching (2002, p-145), they stated that the role of grammar is perhaps one of the most controversial issues in language teaching. In early parts of the twentieth century, grammar teaching formed essential part of language instruction, so much so that other aspects of language learning were either ignored or downplayed. It means teaching grammar is very important to master English especially in the seventh grade students of junior high school.

Based syllabus of KTSP for the seventh grade students of junior high school, the students will study about Simple Present Tense, Simple Future Tense, and Imperative sentence and it means the students should master it at the seventh grade. To get success on it, they should use many strategies, techniques and media. The teacher should consider to use some picture to help them in guiding their students to be success in mastering grammar especially simple present tense. The reasons why the teacher should use it in their teaching and learning process, it will discuss in section 2.

SECTION 2

USING PICTURES AS MEDIA FOR TEACHING GRAMMAR

As describe in introduction before, the use of pictures is very helpful in mastering grammar. The using of pictures as media to assist the students learning in process and progress mastering grammar can make the students more interest, and make the study easy to understand and it will be effectively.

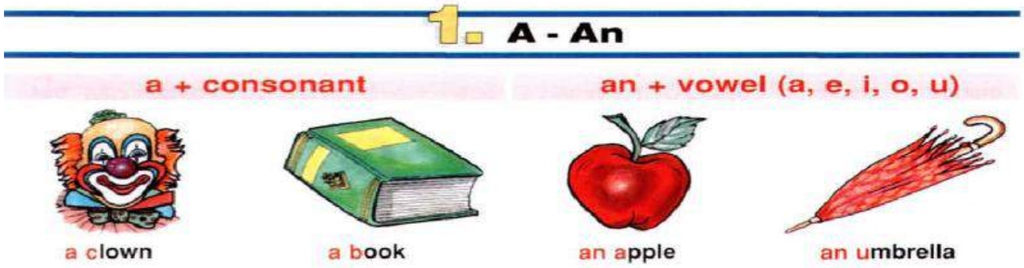
Using picture is one solution to master grammar effectively. Why should use pictures? Based on field on this topic is teaching grammar for the seventh grade students are appropriate for them to master English by using some pictures. Based on Piaget's cognitive development stated that the students 7 to 11 need something real. They cannot identify something in abstract because they are still poor experience.

The advantages of using picture are real, can handle the limit of the time and space, handle the limit of observing, clarify the problem, easy to find out and cheaper. It gives illustration that teaching grammar by using picture really help them and their students.

SECTION 3

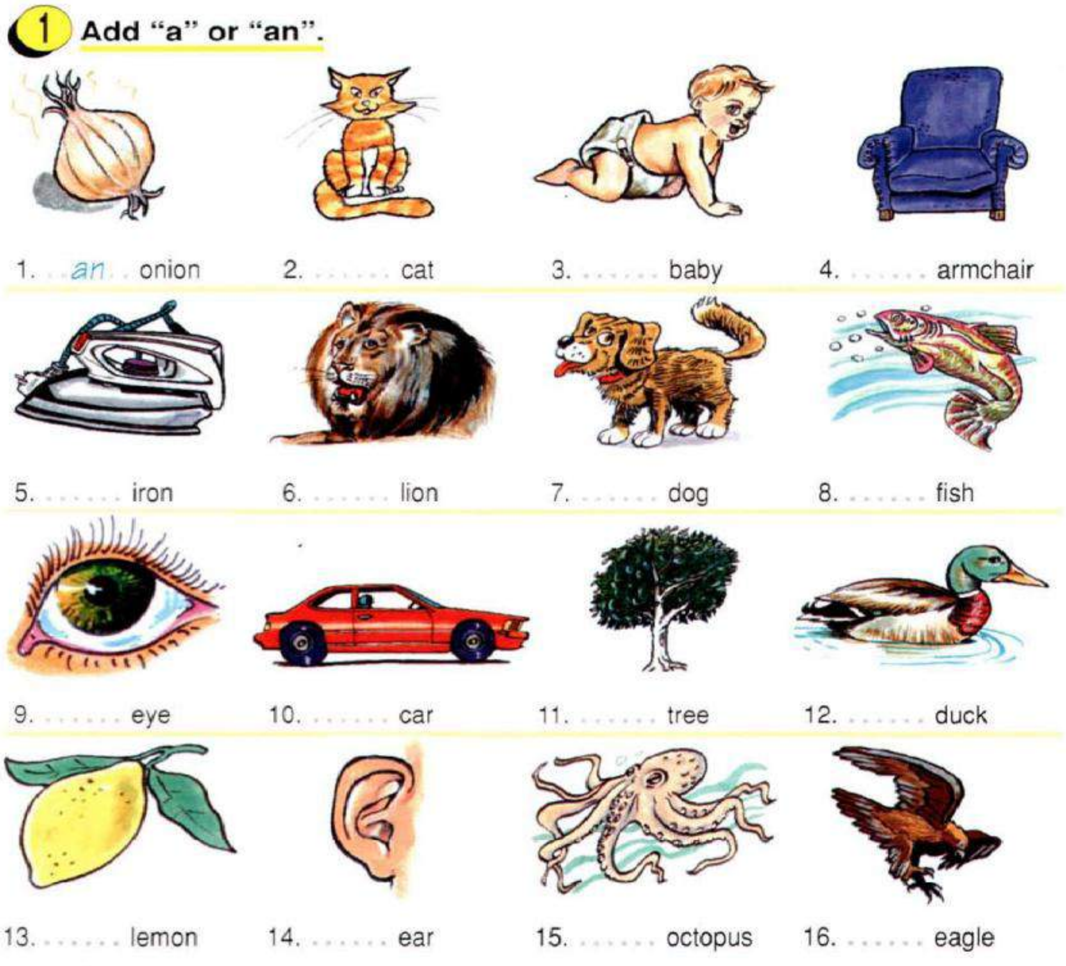
THE WAYS OF TEACHING THE SIMPLE PRESENT TENSE USING THE PICTURES

In this section, the writer starts the lesson in simple present tense by using article. Why it begins with article? Because it is very important for students to it in first before they are talking about whole the simple present tense. If they can master article, the teachers can be easy continue to introduce nominal form. In this step, teacher will read some nouns in picture and the students repeat after the teacher. It means the students can use the article correctly because to determine an article they need to know how to pronoun it. Look at picture below.



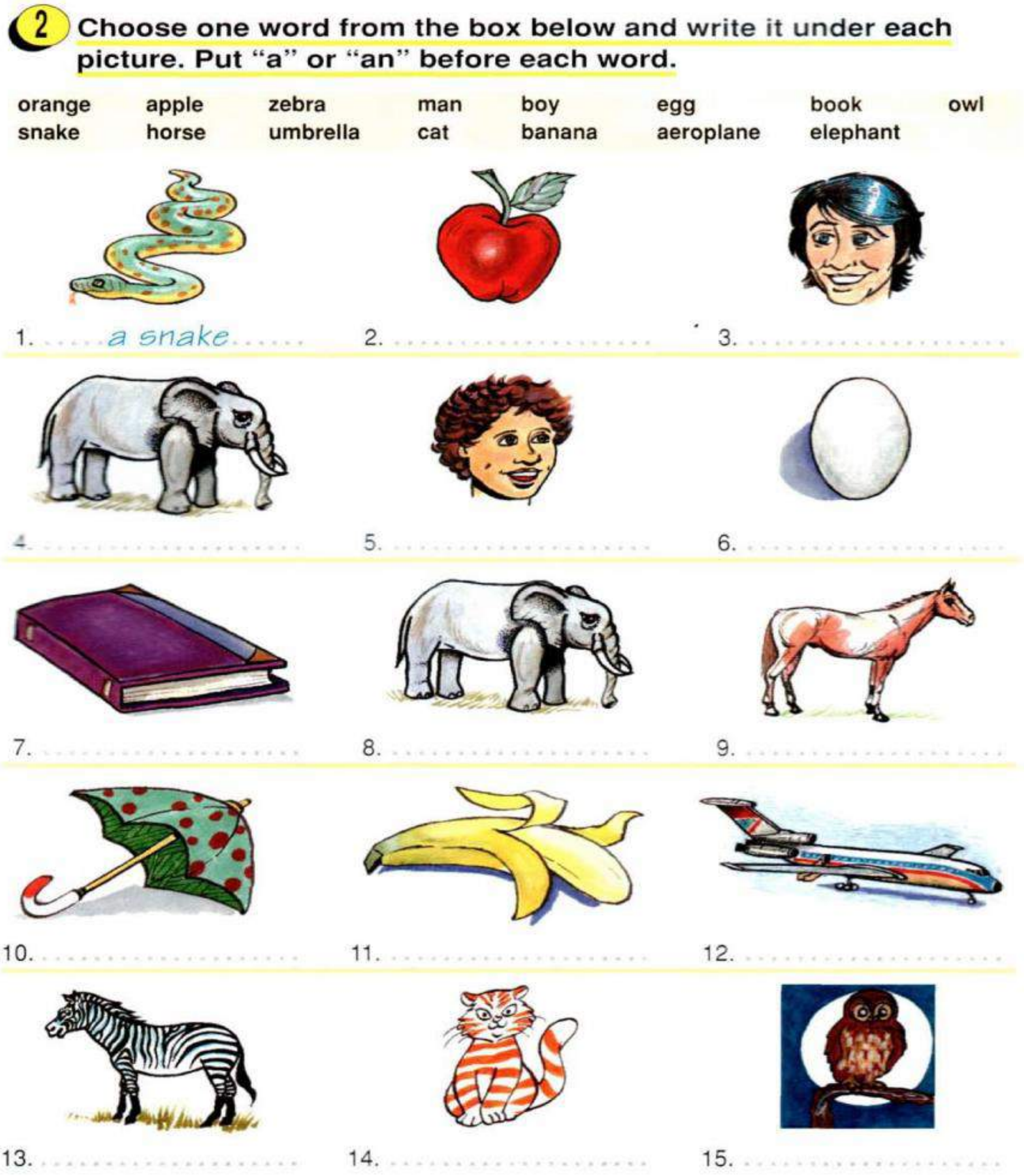
(Evans, 2003, p.3)

After they pronounce it, the teacher will give a task about article but here the teacher still needs to pronounce the task to help the students. In this task, students should determine how to use an article correctly. Look at picture below.



(Evans, 2003, p.3)

When the task has been done by the students, teacher will ask them to answer in front the class one by one and check their friend answer. If the students still has problem on it, teacher needs to explain again and give task 2. Here the students should work by themselves. The teacher only watches and walks around. Look at picture below.

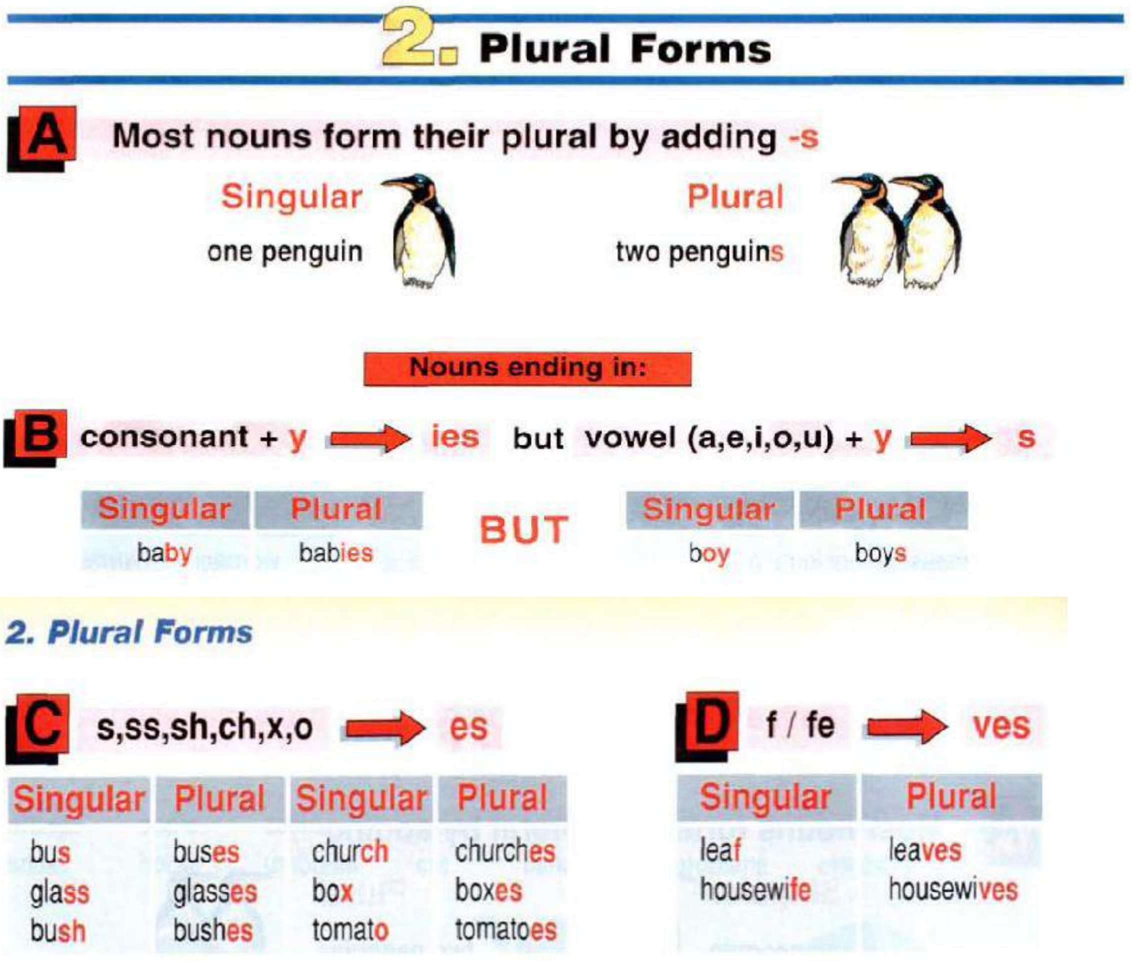


(Evans, 2003, p.5)

When it has been done, students submit it and teacher will analyze their progress and continue to the next step. The benefits in this step, students can improve their pronunciation, listening skill and enrich their vocabularies.

The second step is introducing plural form. In this step, the students need to know and master what is the plural form looks likes and how to use it in the sentence especially in the simple present tense. In this step, plural form has two forms. They are regular and irregular form so teacher needs to introduce both of them. Here teacher will introduce one by one starting from regular form. After that he/she asks the students to observe and discuss together.

For discussion material teacher will show two pictures in singular and plural form and students should compare both of them. If the students still have problem on it, teacher should explain to them again with other examples. Look at picture.



(Evans, 2003, p.6)

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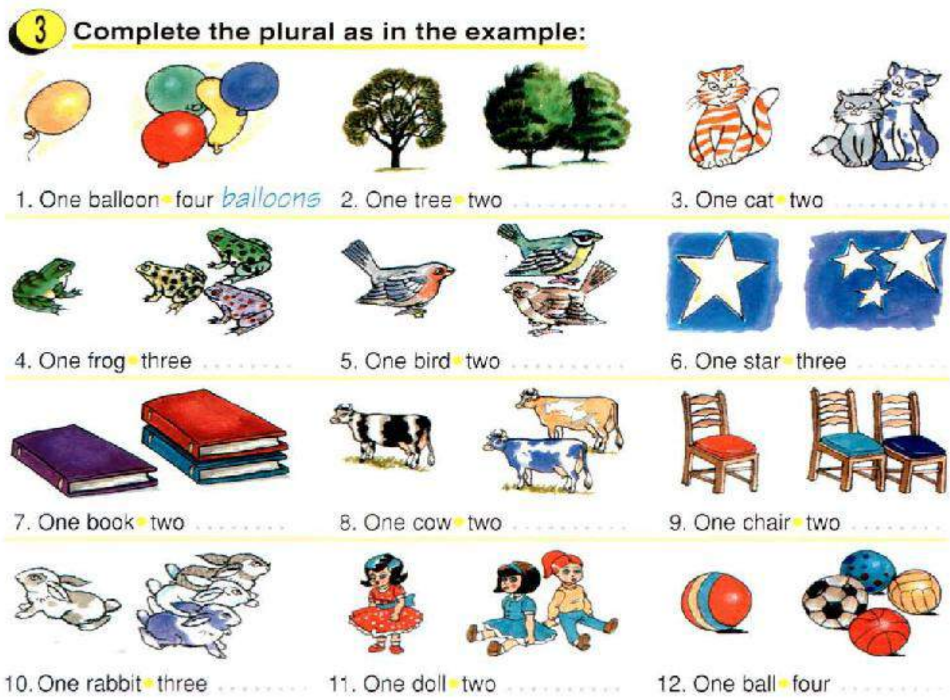
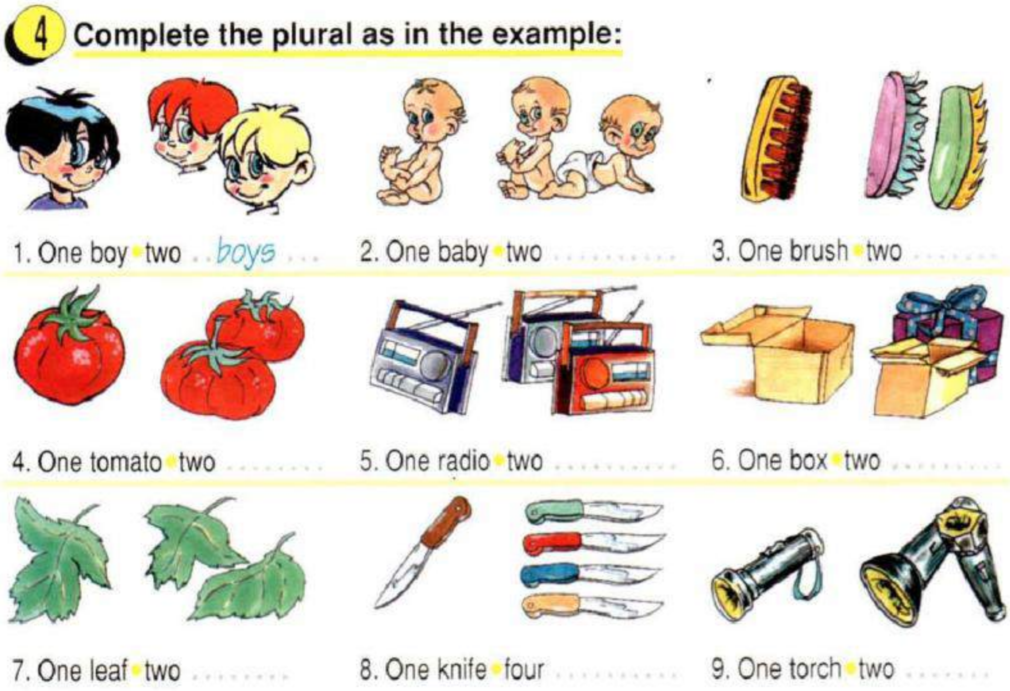
To confirm the students' knowledge about plural form, teacher needs to give task to them. Look at picture below.





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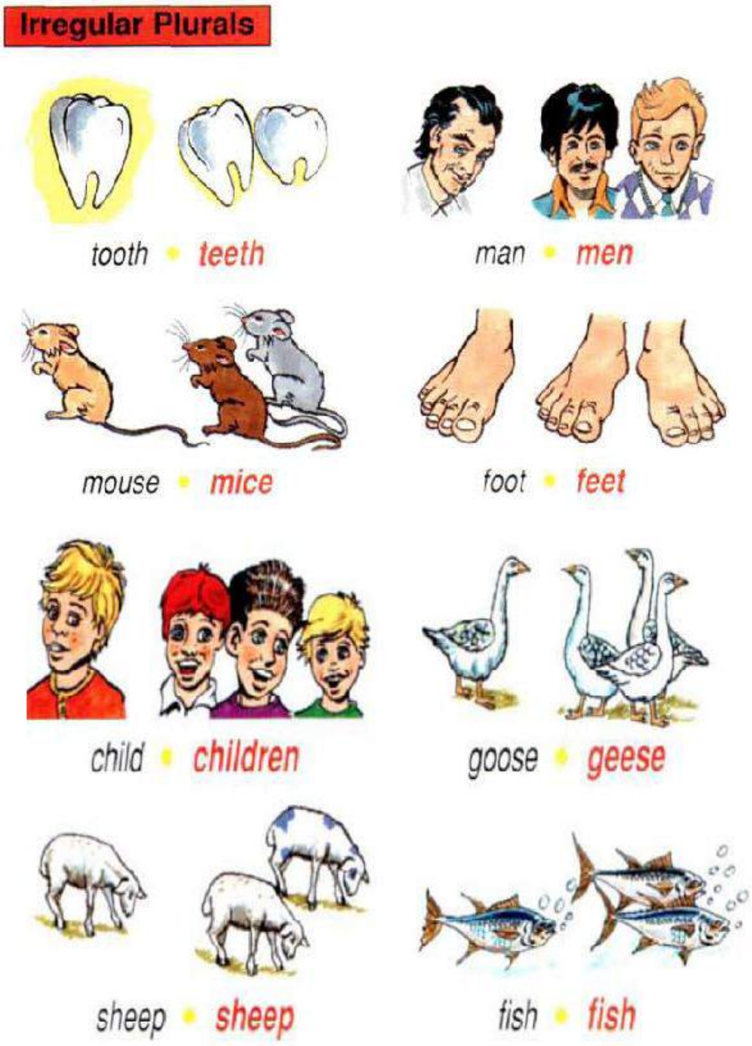
(Evans, 2003, p.7)

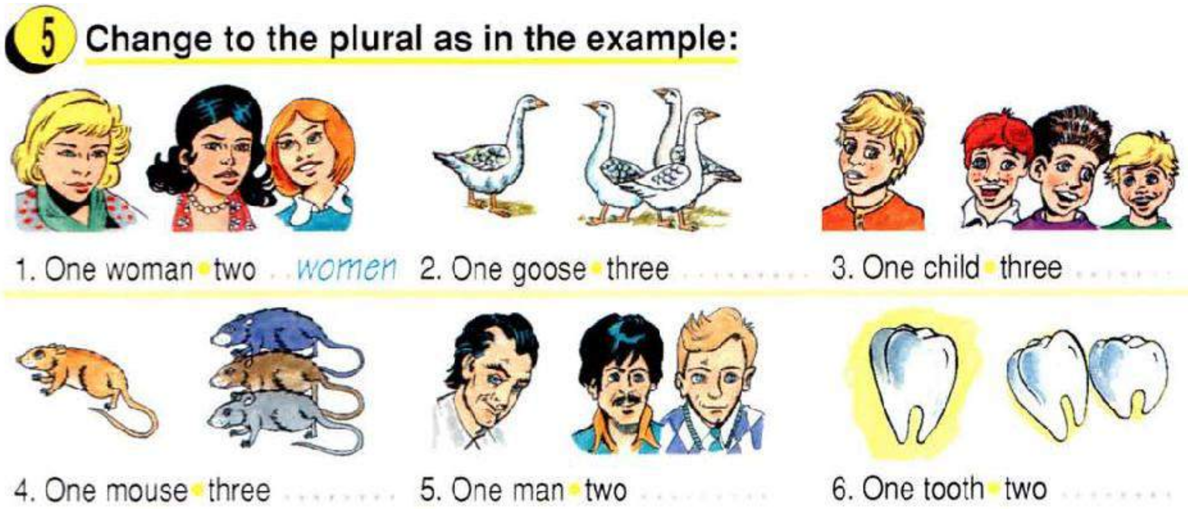
Likes step one, students answer the question one by one and check their friend's job. Teacher analyzes and determines to go to the step if the students do not have any problems in this step.

Introducing irregular plurals, teacher needs giving some examples and discuss together. Look at picture below.



(Evans, 2003, p.7)

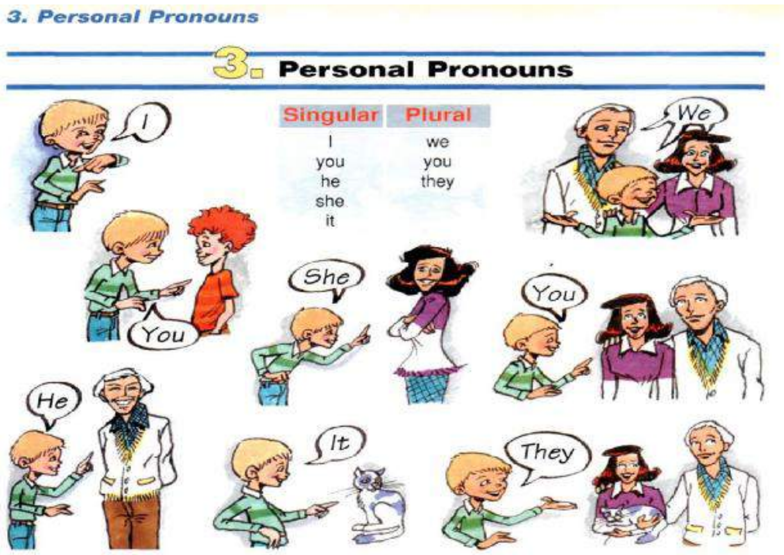
By this illustration, it hopes that students can know that are not all plural must add by “s”, “es” or “ies”. Because of that, they should remember irregular plurals. In this step, teacher should give them extra practicing or task because the pattern is different. Look at picture below



(Evans, 2003, p.7)

Teacher and students discuss the task together and if there are some problems teacher needs to give task again at home.

Step three, the teacher introduces pronoun to students, it is very important to them. When the students know the pronoun, it will be easy for them to use the simple present tense. In this step, students' activity is changing from noun to be pronoun. But before they do that, teacher will give some example and the students should observe all the examples. Look at picture below.



Evans, 2003, p.8)

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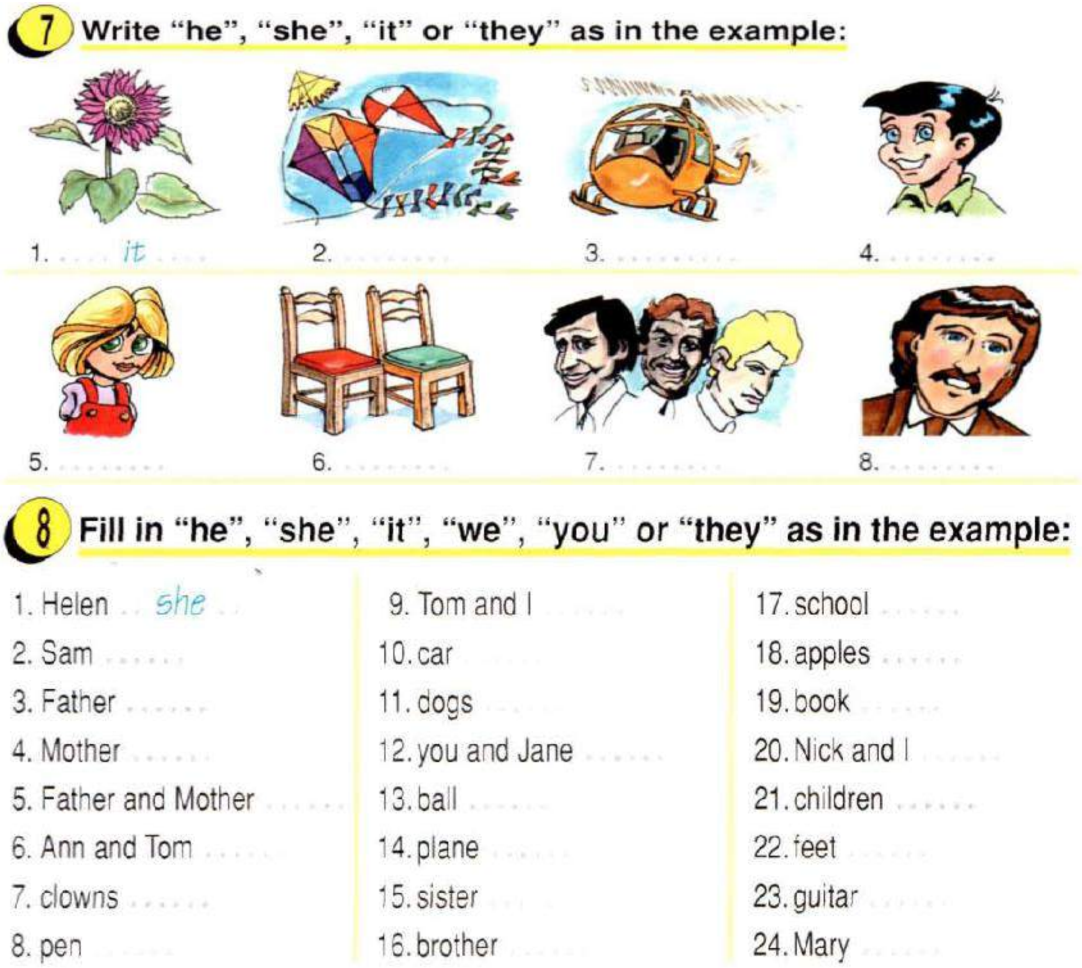
By using this example above, teacher ask students in a group to demonstrate how to use pronoun likes in the pictures. It hopes the students will be easy to understand and apply in using the simple present tense. To encourage the students' understanding teacher will give task in individually. Look at picture below.



7 Write "he", "she", "it" or "they" as in the example:

1. it
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

8 Fill in "he", "she", "it", "we", "you" or "they" as in the example:

1. Helen ... she ...	9. Tom and I	17. school ......
2. Sam	10. car	18. apples ......
3. Father	11. dogs	19. book ......
4. Mother	12. you and Jane	20. Nick and I ......
5. Father and Mother	13. ball	21. children ......
6. Ann and Tom	14. plane	22. feet ......
7. clowns	15. sister	23. guitar ......
8. pen	16. brother	24. Mary ......

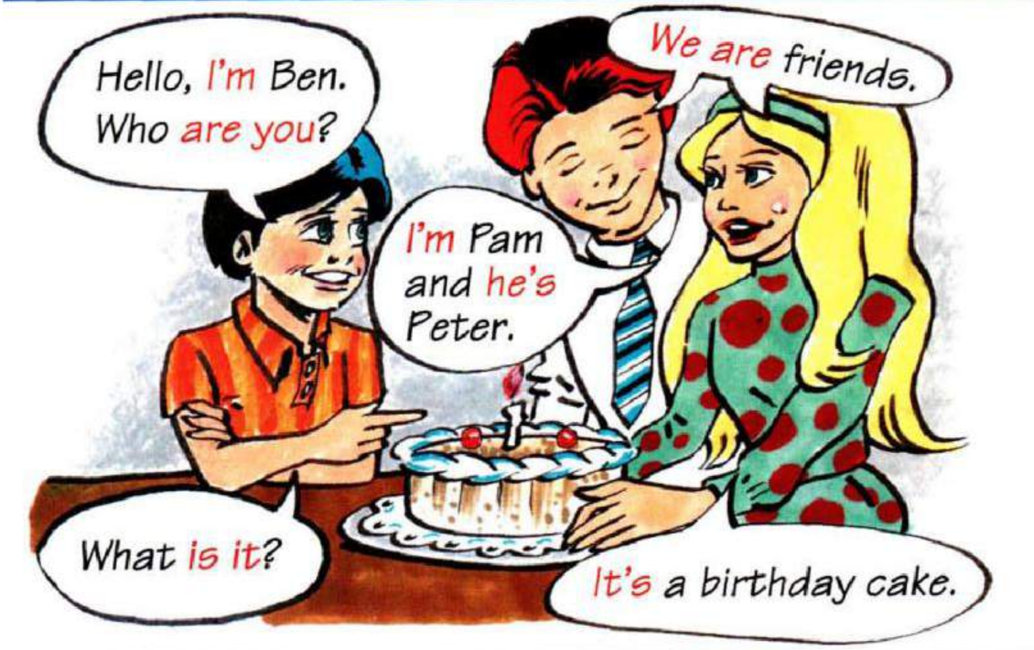
(Evans, 2003, p.9)

Next step, teacher will enter to the nominal sentence or verb to be. In this step, teacher begins from affirmative sentence, then negative sentence and the last is interrogative sentence.

Before students use the simple present tense in complete sentence, a teacher is recommended to introduce subject and predicate. Look at picture below.

4. The verb "to be"

4. The verb "to be"



Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I am	I'm	I am not	I'm not	Am I?
You are	You're	You are not	You aren't	Are you?
He is	He's	He is not	He isn't	Is he?
She is	She's	She is not	She isn't	Is she?
It is	It's	It is not	It isn't	Is it?
We are	We're	We are not	We aren't	Are we?
You are	You're	You are not	You aren't	Are you?
They are	They're	They are not	They aren't	Are they?

(Evans, 2003, p.9)

When the students begin learning a nominal sentence, the first thing is they should know how to use Subject + Predicate appropriately. If they can understand and use it correctly, they will not have problem when they write in the simple present tense.

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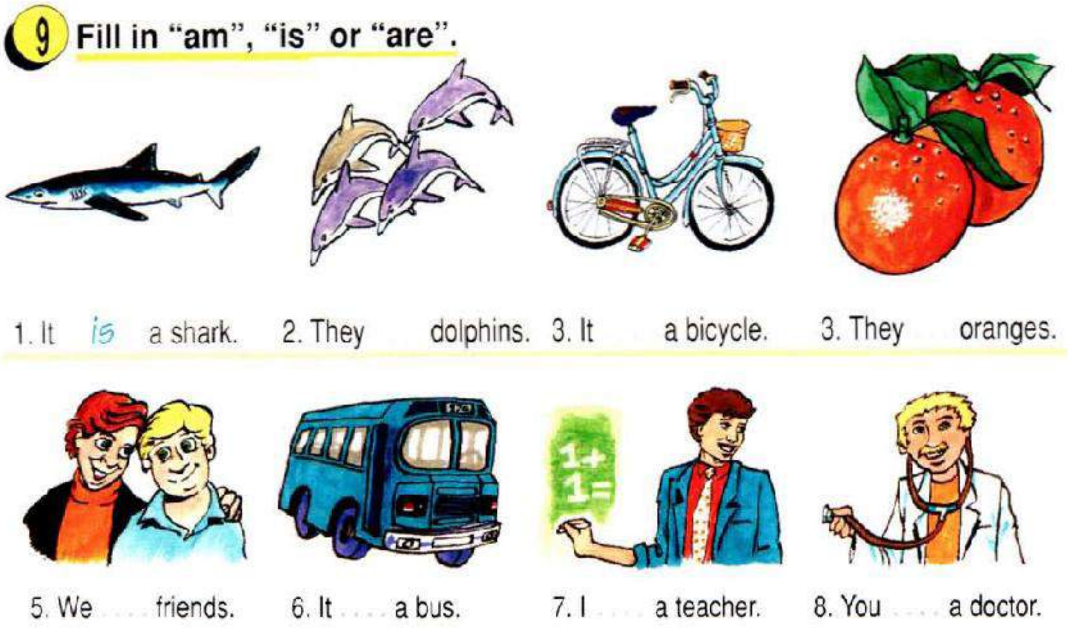
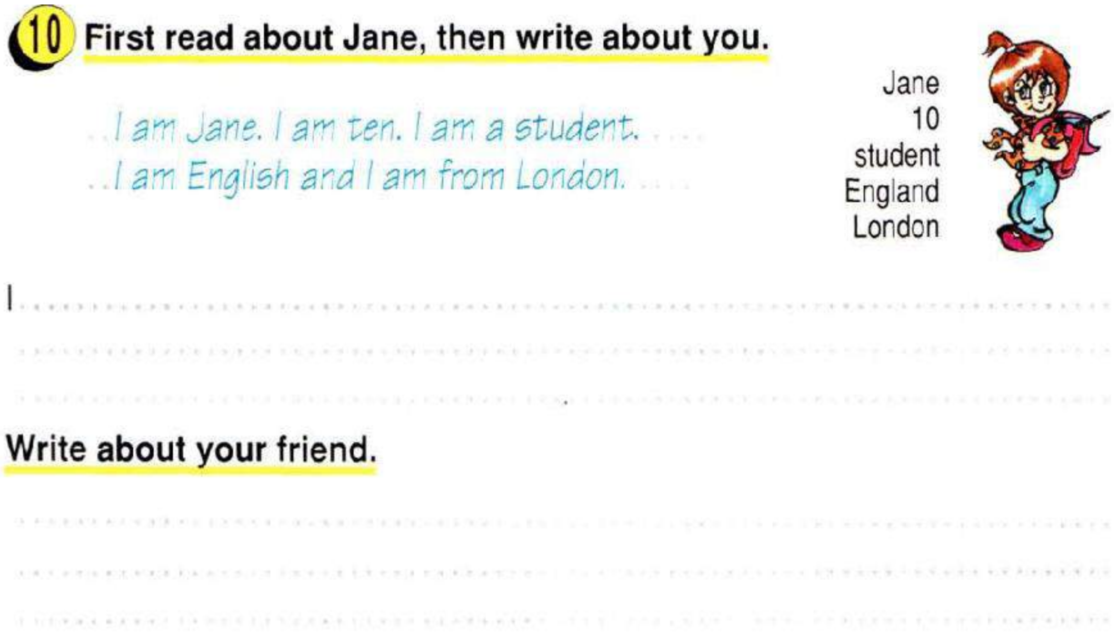
Teacher needs a test by giving a task with fill the blank to confirm the students' understanding. Look at picture below.



(Evans, 2003, p.11)

If the students can do the task correctly, teacher will give next task; here they have to write about themselves and their friends. Look at figure 12B.



(Evans, 2003, p.11)

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Next step is using negative sentence and interrogative sentence, these steps are like when teacher introduce the affirmative. Teacher gives examples and asks their students to do some tasks. Look at picture below.

Short answers			
	Am I / Are you tall?	Yes, I am.	No, I'm not.
	Is he / she / it in the garden?	Yes, he / she / it is.	No, he / she / it isn't.
	Are we / you / they students?	Yes, we / you / they are.	No, we / you / they aren't.

11 Answer the questions:

1. 
Is it a mouse?
Yes, it is.

2. 
Are they horses?
No, they aren't.
They are dogs.

3. 
Are you a teacher?

4. 
Is it a bird?

(Evans, 2003, p.11)

The benefit of this step is the students can be honing their ability in writing skill.

The last step is verbal sentence. In this step, teacher needs to convey the rules when they can use the simple present tense. Likes in nominal sentences, teacher will teach the students starting from Subject + Predicate first after that the teacher teaches in complete sentence. Look at picture below.

Affirmative	Negative		Interrogative
	Long form	Short form	
I like	I do not like	I don't like	Do I like?
You like	You do not like	You don't like	Do you like?
He likes	He does not like	He doesn't like	Does he like?
She likes	She does not like	She doesn't like	Does she like?
It likes	It does not like	It doesn't like	Does it like?
We like	We do not like	We don't like	Do we like?
You like	You do not like	You don't like	Do you like?
They like	They do not like	They don't like	Do they like?

(Evans, 2003, p.51)

If the students know the rules in the simple present tense, it will help them master it. Look picture below.

We use Simple Present for permanent or habitual actions. happening now.

Short answers

Do you like apples?	Yes, I do. No, I don't.
Does he / she / it like apples?	Yes, he / she / it does. No, he / she / it doesn't.
Do they sleep?	Yes, they do. No, they don't.

Spelling: 3rd person singular

verbs ending in:

ss, sh, ch, x, o → + es

I dress - he dresses

I go - he goes

consonant + y → ies

I try - he tries

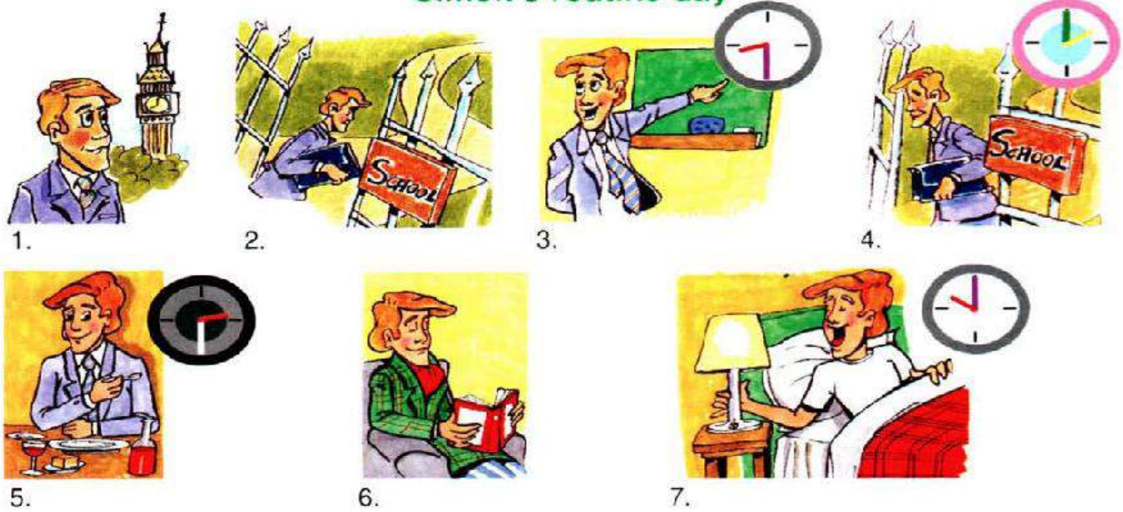
BUT

I play - he plays

(Evans, 2003, p.51)

Students will observe the rules above and teacher will help them by explaining more about the rules. To confirm the students' knowledge, they need doing some task likes picture below.

Simon's routine day



1. Simon ...*lives*... (live) in London.	4. He .... (stop) work at 2 pm.
2. He .... (work) in a school.	5. He .... (have) lunch at 2.30.
3. He .... (start) work at 8.30.	6. He .... (read) books in the afternoon.
7. He .... (go) to bed at 10 o'clock in the evening.	

(Evans, 2003, p.52)

In this task, students only change verb based on the pronoun or subject, they need to decide that the verbs are with "s" or without "s" but in next task they will answers some questions based on the picture series. Here the students will explore their ability in writing and speaking skill because after they do the task, they should tell a story trough the picture series.

81 Look at the pictures and answer the questions.

1. What does Alison do in the morning? ....
2. What does she do at noon? ....
3. What does she do in the afternoon? ....
4. What does she do in the evening? ....

(Evans, 2003, p.52)

By this step, students will get benefit in speaking and writing skill.

A. Conclusion

Teaching English especially grammar is not easy or simple; teacher needs some strategies or steps to help their students. They need to arrange the material based on the students needs. They should consider what they have to do first to solve the problems. By the steps, it hopes it will help students to master the simple present tense and help the teacher to have good ways in teaching English especially grammar.

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SEKOLAH TOEFL/SEKOLAH INGGRIS AND MASSIVE ONLINE OPEN COURSES (MOOC): HOW DIFFERENT ARE THEY?

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Abstract: The choices of learning lately are varies. We should not only come to class at school or university like present but we also can learn outside school or university. In this century, everyone can study anything, anywhere at anytime, as long as we have an access to go to library or access for internet and gadget such as laptop, computer, or even smartphone. Also there is an online learning which can be accessed through sophisticated technology for example smarphone or tablet. Many online education websites are existed recently. *Sekolah* TOEFL/*SekolahInggris* and Massive Online Open Course or MOOC give this alternative learning practically and free.In this article, the writer would like to explain the differentiation between *Sekolah* TOEFL/*SekolahInggris* Inggris and Massive Online Open Courses (MOOC) by reviewing several journals and articles, video and blog of Budi Waluyo (Founder of *Sekolah* TOEFL/*SekolahInggris*). By reviewing these two online courses, the writer wishes that teacher and students in Indonesia can be more open and realize more for gaining knowledge that can be also done virtually. Although they have some disadvantage conditions, they can take these online courses based on what they are interested to study more free and online.

Keywords: *Sekolah TOEFL, Sekolah Inggris, MOOC, distance learning*

In this globalization era, technology is the easiest thing to be found. The use of technology is becoming wider in human's life lately. Technology can make the distance become closer. It can make people life easier. The development of technology pushes various innovations to be made, in using technology in our daily life. The use of technology becomes wider, includes in the field of education. In education, the use of technology might occur an interaction between lecturers and students without any directly face to face meeting, but also can be done by virtual (Yustim, 2010). In the era of technology and globalization, therehas been increased access to higher education especially in developed countries and it is expected that as the number of opportunities increases, the tendency for new uncertainties and challenges also increases. Nowadays, many websites that offer online and free courses.

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Based on experiences, the writer felt it is necessary to review how different *Sekolah* TOEFL/*SekolahInggris*and MOOC are. The writer has read blogs, the guidance books of *Sekolah* TOEFL/*SekolahInggris*, watched the videos about *Sekolah* TOEFL/*SekolahInggris*as well as the journal, article, blogs, and videos of MOOC writer has viewed. The writer would like to review the differences between *Sekolah* TOEFL/*SekolahInggris* and MOOC in general. The writer calls this as a review of research on *Sekolah* TOEFL/*SekolahInggris* and MOOC, which is based on the author's experience following the course in *Sekolah* TOEFL/*SekolahInggris* as well as some literature about distance learning, *Sekolah* TOEFL/*SekolahInggris* developed by Budi Waluyo and MOOC of international journals. The aim is to provide an overview of how different *Sekolah* TOEFL/*SekolahInggris* and MOOC are, and can *Sekolah* TOEFL/*SekolahInggris* and MOOC then be the alternatives "school or college" for students or teachers in Indonesia to study English more? The title of the study is "*Sekolah* TOEFL/*SekolahInggris* and Massive Online Open Courses (MOOC): How different are they?"

SEKOLAH TOEFL/SEKOLAH INGGRIS

The History of Sekolah TOEFL/Sekolah Inggris

Budi Waluyo stated (2016) the international scholarship programs are sponsored by developed countries such as USA, Germany, Australia. They give scholarship to citizens of developing countries, so the citizens can study at universities overseas. It is often for bachelor, master, or doctoral degree. The idea is simple actually. The scholarship programs expected the scholarship recipients to contribute to the national community development after they finished their study. They expect the scholarship recipients to be able to give impacts to many people and particpate in addressing social, economic, or political issue in their home country. The idea is very good.

Budi Waluyo has received 2 degrees from the international scholarship programs. He did his master in UK, funded by International Fellowship Programs (IFP) Ford Foundation, now he is studying Phd at Lehigh University, funded by Fulbright Programs from US Government. However, there is one thing that we need to be aware of that is every International scholarship programs require certain requirements that had to be fulfilled by the applicants. One of the requirements is TOEFL, stands for Test Of English As Foreign Language. If you are not from English speaking country, you have to take this test. It is not a cheap test. If you go to a city where you can find US Embassy, Australia Embassy, or other embassies easily or you can find education institution everywhere. And then you ask the people "Do you know about TOEFL?". They will probbaly say "I do". Or probably they are studying about TOEFL. Because they have the financial resources to take TOEFL course and TOEFL test. But if you go to the villages or remote areas and you ask the people about "Do you know about Toefl?" . That was probably the very first time they hear a word TOEFL. Or they know about TOEFL, they have been dreaming about studying oversears but because they don't have financial resources, they cannot take TOEFL course or TOEFL test. Or in the areas, there is no any educational instritutions that can teach them about TOEFL. In this case, it means that they will not be able to apply for a scholarship because they cannot fulfill the requirements. This situation is what Waluyo calls as the gaps.

This is not the gap between the international scholarship program and the city because probably some of the people who live in the city, they cannot afford to take TOEFL test because of the limited financial resources. But this is more about the gaps between the international scholarship program and people who live in disadvantage conditions. Budi Waluyo defined this term is as when a person live in a place that limit them to have more access to educational opportunities they have limited financial resources, or they have limited knowledge about how to get better opportunities. So, this is the gap.

Waluyo has thought this gap since he got his master degree. He was lucky at that time. He was actually one of people who lived in disadvantage conditions. He couldn't afford to take TOEFL test and TOEFL course at that time. He was lucky because he found a scholarship that did not apply or put TOEFL as the first requirement. So he could apply for the scholarship. After he passed the first stage of the selection process, the scholarship paid for his TOEFL test and everything. So in that case he was lucky. But now you can barely find such kind of scholarship.

The question now is how to bridge the gaps between the international scholarship program and people who live in disadvantaged conditions. Waluyo realized that he could not change the regulations apply by the scholarship sponsor. He needed to think of something else to bridge these gaps.

In May 2015, Waluyo has launched a program, a free online TOEFL course. He wanted to reach the people who live in disadvantage conditions in Indonesia. He thought it was not really interesting for Indonesian, after all this is online course. He was surprised. When he first opened the registration in May 2015 for one week, and he closed it after one week. It turned out about 4.000 people register for the course. In the following month, he opened the registration again and about more than 2.000 people signed up for the course. And it really convinced Waluyo that the gaps were there, but it was unseen. The more interesting were that the students had various background, some students were High School students, University students, even professional workers and housewives. They spred out throughout Indonesia. Some students also lived abroad, they were from Hongkong, Germany, Egypt, and others. The founder of *Sekolah TOEFL* once had asked to his students about why they chose that program to be joined. Most of them asnwered that they did not have financial resources to take TOEFL course or TOEFL test. Others said that they did not have anybody that could teach them about TOEFL. This was the frame in what he called "disadvantages" condition.

He wanted to make this course to reach those people who live in disadvantage conditions. If you have to reach people in villages we have to think about technological barriers. So, it turned Waluyo used 3 platforms . The first one is blog.

Blog of Budi Waluyo

He uses it for *Sekolah* TOEFL or School of TOEFL. All the materials are uploaded to his blog. Every handbook blog address he has uploaded, it uses a password to access it where the password is seen in the facebook group the mentor has updated. Students can access it at their home. If they don't have internet access at home, they can go to a place where they can rent internet and computer for a half an hour or an hour. They can download the material, print it out, and bring it home. The students have a learning schedule for a week to study materials and skills, they know what they have to learn every week.

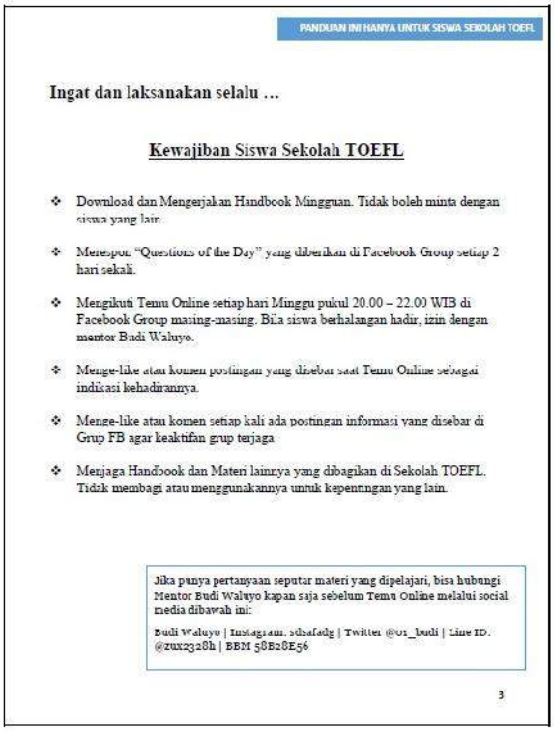
The other one is Facebook Group. The mentor updates the group content in facebook group. After they have registered *Sekolah* TOEFL, the students joined asignificant facebook group, the mentor has made. They have to learn some skills in a week as it is ordered and said in facebook group.

Facebook Group in *Sekolah Inggris*

Then, on Sunday, the mentor and the students will have an online meeting. A weekly online meeting, where the students and the mentor meet online. They discuss about materials and also the students can ask some questions related to the materials in Line account for fast response and the mentor will answer it. Because there are many students in group when they have an online meeting. So usually the students just drop comments in the post the mentor has updated.

Online Meeting – Facebook Group

The mentor gives the instruction so clear and easy to be understood. And the language he uses to update in facebook group or even blog is always Bahasa (Indonesian Language). There are some obligations the students must do as written below:



PANDUAN INI HANYA UNTUK SISWA SEKOLAH TOEFL

Ingat dan laksanakan selalu ...

Kewajiban Siswa Sekolah TOEFL

- Download dan Mengerjakan Handbook Mingguan. Tidak boleh minta dengan siswa yang lain.
- Merespon "Questions of the Day" yang diberikan di Facebook Group setiap 2 hari sekali.
- Mengikuti Temu Online setiap hari Minggu pukul 20.00 – 22.00 WIB di Facebook Group masing-masing. Bila siswa berhalangan hadir, izin dengan mentor Budi Waluyo.
- Menge-like atau komen postingan yang disebar saat Temu Online sebagai indikasi kehadirannya.
- Menge-like atau komen setiap kali ada postingan informasi yang disebar di Grup FB agar keaktifan grup terjaga
- Menjaga Handbook dan Materi lainnya yang dibagikan di Sekolah TOEFL. Tidak membagi atau menggunakannya untuk kepentingan yang lain.

Jika punya pertanyaan seputar materi yang dipelajari, bisa hubungi Mentor Budi Waluyo kapan saja sebelum Temu Online melalui social media dibawah ini:

Budi Waluyo | Instagram: sdsafadg | Twitter @01_budi | Line ID: @zux2328h | BBM 58B28E56

3

6 Students Obligation in *Sekolah* TOEFL

Then, Waluyo also uses Whatsapp. The good thing about WhatsApp is that if we can access Facebook we can also access WhatsApp as well. It can be used in slow internet connection. In Indonesia we have like Chinese smartphone products which are very cheap and affordable. Usually for those in villages that can't afford to buy better smartphone but they can buy the Chinese smarthphone product. So if they can access Facebook they can access Whatsapp as well. The function of Whatsapp platform here for *Sekolah* TOEFL is to facilitate the students interaction. They can interact with their friends in the same group. They can interact with the mentor as well. They can chat in the group on a daily basis. Although they are very far in distance. The mentor is in America, and the students are in Indonesia, or other countries. But they are still connected.

Those platforms mentioned above has explained how Waluyo designed *Sekolah* TOEFL, to reach those people who live in disadvantage condition. Besides, teaching them about TOEFL, the mentor also arranges TOEFL Prediction Test for them in a time he will set, after the students get some materials and skills. They may be happy because usually they have to pay for that kind of test. The students can do the test online or print the test. They must follow the regulations. it is difficult because they have to be honest and to time themselves to do the test although the mentor cannot watch in real. They will feel guilty if they are cheating. It teaches us something that, if we raise the awareness of students about their learning, they will adjust themselves. (Waluyo, 2015)

Waluyo has been running this program since May 2015. Some of the students have been successful winning scholarship, some of them are in the selection process, and most of them are still learning about TOEFL and struggling to increase a higher score for the TOEFL test.

In June 2016, Budi Waluyo has launched other schools, *Sekolah Inggris*. In order to make people study the basic knowledge about English, he thought it would be very useful for the students to get English knowledge so they can learn TOEFL well. *Sekolah* TOEFL and *Sekolah Inggris* have some basic similarity patterns. The mentor uses same kinds of platfroms. In *Sekolah Inggris* it has its facebook group as well as *Sekolah* TOEFL. The mentor gives material in handbook both *Sekolah Inggris*/*Sekolah* TOEFL weekly. They still have a weekly online meeting. So that the facebook group is active, the students must be actively to join, comment, and answer QOTD (Questions Of The Day). The mentor did not limit the number of the students, but he only opens the registration for new group of *Sekolah* TOEFL/*Sekolah Inggris*.

MASSIVE OPEN ONLINE COURSE (MOOC)

Before *Sekolah* TOEFL/*SekolahInggris* has been launched, MOOC (Massive Open Online Courses) or an online open course first launched in 2008. In recent years, a simple Google search on MOOCs will return several thousands of links owing to the fact that the concept of online learning has expanded to include a growing number of Massive Online Open Courses (MOOCs). MOOCs, a recent trend in distance learning has swept across Europe and America like an avalanche coupled to the fact that all prestigious universities and reputed institutes across the world are actively involved. Since its inception, there have been web portal (such as edX, Udacity etc) that offer courses for free or with little fee. These courses follow formats that have open ended time schedules and ones that are available for a span of a regular semester.

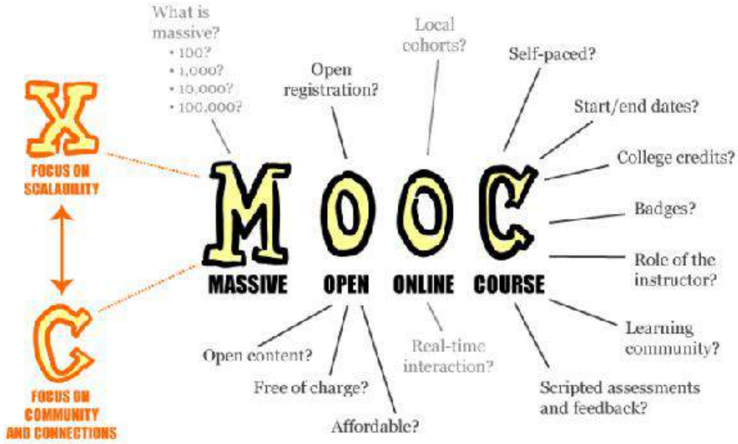
In Europe and Australia, MOOC was already popular than Indonesia, because the first MOOC came from Europe. MOOC existence raises many reactions, not only positive but also negative one. In his research on MOOC, Jeremy Knox said one of the reactions that often arises is "overwhelmed" the feeling perceived by the course participants, most of them felt they could not focus because of the number of participants and discussions that were too big that they could not understand (Knox, 2014).

When in their home country that in fact the developed countries appeared negative reaction, as Knox expressed, then what about Indonesia. In Indonesia, the online course is not too popular, because in Indonesia the conventional method of learning (students and professors came to class) is still a culture. Probably never imagined before, a student from the corners of the city can learn in "class" with professors and students from many countries. Although it looks practical, but based on the experience of some peoples' experience they said this kind of online course demanded independence and a high discipline.

History of MOOC

In the days before the internet, for most people living far away from prestigious institutions, distance education was a way towards getting privileged degrees. With the advent of internet, however, the distances decreased and there arose a possibility of getting education over broadband internet. One option of specialized training in courses not available in the neighborhood college/university is, these days, achieved by MOOCs. The term MOOC traces its history to Bryan Alexander and Dave Cormier for their course Connectivism and Connective Knowledge (CCK08) in 2008 that was provided free and also with the option of having a certificate for a fee - entirely over the internet. Early MOOCs were launched by prestigious universities like Stanford, MIT and Caltech. By 2012, this in turn spawned third party aggregating providers or platforms of online courses like ALISON, Udacity, Coursera and edX. At present there are more that 900 MOOCs offered by US universities and colleges over these diverse platforms alone. The current trend in North America is for universities collaborating together to provide rich and diverse courses. In Europe and the other continents too, the trend for large courses has caught on and is driving a rich and unique trend in distance learning. (Agughasi Victor Ikechukwu, 2016)

Characteristics Of MOOCS



Massive Open Online Courses

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MOOC (Massive Open Online Courses) is a new paradigm of education for anyone, anywhere, anytime. It came up with numerous opportunities both for students as well as teachers. MOOCs are free online courses with open unlimited global enrollment to anyone who desires to learn, and regardless of their current educational level. In short MOOCs are structured courses through internet. MOOC stands for Massive Open Online Courses.

Key characteristics of Massive Open Online Courses are: scalability, massiveness, openness, and a connectivist philosophy. McAuley, Stewart, Siemens,

And Cormier (2010) explained that MOOCs use strategies similar to social networking to connect the masses but with the added benefits of subject matter experts to facilitate the content and to coordinate a vast array of free, online materials Xin et al (2013). Individual learners from across the world can actively interact with other sub-groups of similar interest through discussion boards.

1. Massiveness: The number of people enrolled in a course is very large. For instance, the Artificial Intelligence course developed and conducted by Stanford faculty Sebastian Thrun and Peter Norvig is an example of massiveness as morethan 160,000 enrolled in the course (Martin, 2012).
2. Openness: Openness involves several Key concepts: software, registration, curriculum, and assessment; communication including interaction, collaboration, and sharing; and learning Environments (Rodriguez, 2012). Rodriguez (2012) further discussed that the software used is open-source, registration is open to anyone, and the curriculum is open (perhaps loosely structured and it can even change as the course evolves), the sources of information are open, the assessment processes (if they exist) are open, and the learners are open to a range of different learning environments. Furthermore, McAuley et al.

(2010)reinforced that openness entails that any learner can take a MOOC and, as are result, exclusion from higher education opportunities is not compulsory.

3. Connectivism: MOOCs offer an emerging online teaching methodology inspired by a connectivist philosophy. It includes teaching strategies that allow an instructor to assume the role of facilitator with learners actively interacting with other students. It is not a knowledge transfer from instructor to learner in a single learning environment (Kop, 2011). Connectivism values autonomy, diversity, openness, and interactivity (Rodriguez, 2012)

In 2012, both MIT and Harvard University decided to offer wide-range of university-level courses. Students can get a certificate once they finish a course successfully through edX. MOOC platforms such as edX, Coursera, and Udacity derive a number of interesting facts about the future of education. As per New York *The shimmery*Times,*hopeis that" freecourses can bring the best education in the world to the most remote corners of the planet, help people in their careers, and expand intellectual and personal networks*.". As edX,Coursera, and Udacity continue to build and launch MOOCs, other would-be contenders also approach the field. Evidence and opinions are accumulating about how to use such courses, the experience of learning this way, and possible applications of the evolving technology.

Table I: MOOC Providers Available For Free Education

Organization	Description
Saylor (www.saylor.org)	Free education initiative with 294 courses representing 10 of the highest enrollment majors in the US.
Coursera (www.coursera.org)	An educational technology company offering free online courses founded by computer science professors Andrew Ng and Daphne Koller from Stanford University. Currently, Coursera has 7.1 million users in 641 courses from 108 institutions.
Udacity (www.udacity.com)	A private educational organization founded by Sebastian Thrun, David Stavens, and Mike Sokolsky offering massive open online

	courses(MOOC). Currently, Udacity has 1.6 million users in 12 full courses and 26 free courseware.
edX (www.edx.org)	edX is a MOOC platform founded by MIT and Harvard University to offer online university-level courses in a wide range of disciplines to a worldwide audience at no charge. Currently, edX has more than 2.5 million users taking over 240 courses online.
Iversity (https://iversity.org)	iversity.org is a MOOC provider, established in October 2013, based in Bernau bei Berlin, Germany, currently with 24 MOOCs and over 100,000 users
Futurelearn (www.futurelearn.com)	FutureLearn is UK-based massive open online course (MOOC) learning platforms founded in December 2012 include courses from 20 of the best UK and international universities.

By Li Yuan and Stephen Powell have done their study on MOOC for higher education (2013) and come up with the following four major component of MOOC.

(i) Open Curriculum: This is the best part of MOOC; encouraging "learn only that much what you need or like". A MOOC course does not force you to complete all the covered topics or assignments. You can only go through the lectures and quizzes which you feel like important for you. This also facilitates a student to mix educational resources, activities, and/or packages for different disciplines to meet their needs. Hence the curriculum in MOOC is not a bounded one and is considered as open.

(ii) Open Learning: It provides a common area where the instructors, students and teaching assistants can share their ideas and can work cumulatively. It gives the opportunity for discussing, questioning and answering. This method of teaching andlearning helps enhancing the understanding while making the learning process more interesting and effective.

(iii) Open Assessment:The assessment methods in MOOC are quite transparent and it also includes the peer review process in the evaluation process of the assessments. Most of the quizzes are machine generated multiple choice question banks. Once answered and submitted the machine evaluation of the quiz along with the proper explanation of the answers are provided. The explanatory questions are reviewed by multiple peer members and some times by the instructors.

(iv) Open Platform: This provides a learning platform which is open to all. Any one can get engaged and share their thoughts and ideas. As internet is open to all, a student or instructor sitting in any corner of the world can access the internet and can participate in the course.

Open education brings new opportunities for innovation in Higher Education that will not only support institutions to implement the fundamental values of university based education but it will also shift the focus from traditional lecturing to more learner centered learning in higher education .

MOOC courses provide variety of resources and methods for effective teaching and learning process. Following are the inclusions in a MOOC course: Video & Slide Lecturers, Quizzes (Automatic Machine Assessment), Assignments (Peer Reviews and Evaluation), Surveys (Pre Course and Post Course Surveys), Discussion Forum, Meetups and Hangouts and Feedbacks. All these cover a wide range of requirements for better and easily accessible education.

THE DIFFERENCES OF SEKOLAH TOEFL/SEKOLAH INGGRIS AND MOOC

By knowing and recognizing some characteristics of those online course, the writer has summarized some differences between Sekolah TOEFL/Sekolah Inggris as follows:

THE DIFFERENCES			
No.	**Points**	**Sekolah TOEFL/Sekolah Inggris**	**MOOC**
1.	History	Budi Waluyo for his idea to bridge the unseen gaps between the International Scholarship Program and disadvantage people in 2015	Bryan Alexander and Dave Cormier for their course Connectivism and Connective Knowledge (CCK08) in 2008
2.	Platforms	Blog, Facebook Group,	ALISON, Udacity, Coursera

		and Whatsapp	and edX.
3.	Launched By	No universities. Only by Budi Waluyo in Facebook Group and Blog	Early MOOCs were launched by prestigious universities like Stanford, MIT and Caltech.
4.	Materials	*Sekolah* TOEFL: -Structure (6 weeks) -Written Expression (12 weeks) -Listening (12 weeks) *Sekolah Inggris*: -Tenses -Part of Speech	Various materials,based on course we've chosen. Per week it is always stated in the website, materilas that will be learnt
5.	Massiveness	When he first opened the registration in May 2015 for one week, and he closed it after one week. It turned out about 4.000 people register for the course. In the following month, he opened the registration again and about more than 2.000 people signed up for the course.	Very large. For instance, the Artificial Intelligence course developed and conducted by Stanford faculty Sebastian Thrun and Peter Norvig is an example of massiveness as more than 160,000 enrolled in the course.
6.	Openness	No software used, free registration the mentor only open it fro 1 week, for *Sekolah* TOEFL it has free TOEFL Prediction Test, no assessment only exercise and active students selection, communication including interaction with mentor, no collaboration with teh students, sharing informations.	Software, registration, curriculum, and assessment; communication including interaction, collaboration, and sharing; and learning Environments
7.	Teacher	- A mentor - Mentor Assistants (MA)	- An instructor - Instructor Assistants

8.	Access	Open access for registration, after being the students, the facebook group will be closed group and only register students can access the group they've joined, to download the handbook students need password the mentor has given.	Free access, all the time
9.	Teaching media	Handbook, video & slide of Handbook voice by the mentor in youtube, Quizzes QOTD (Question Of The Day) and QOW (Question Of Week) in Facebook Group, Assignments (Do the exercises in handbook individually), social media campaign, no peer reviews and evaluation, Selections (For separate the active students and inactive students)	Video & Slide Lecturers, Quizzes (Automatic Machine Assessment), Assignments (Peer Reviews and Evaluation), Surveys (Pre Course and Post Course Surveys), Discussion Forum, Meetups and Hangouts and Feedbacks.
10.	Certificate	No certificate	- Course with no certificate - Purchase course with paid certificate (Usually around $49 -$70)
11.	Curriculum	*Sekolah* TOEFL/*Sekolah Inggris*	A MOOC course does not force you to complete all the covered topics or assignments.
12.	Syllabus	Only stated at the beginning of study, in guidebook Mentor has described it.	Detailed stated in the platform we have registered.
13.	Time	No end date of course	Usually there is a start date and end date of each course.
14.	Meeting	Weekly online meeting (2 hours/meeting/week)	There is estimated time, such as 1-3 hours per week

15.	Language	Bahasa (Video and Handbook)	- English, Spanish, German, based on where the participant come from - Bahasa (https://www.indonesiax.co.id/

CONCLUSIONS

Based on the above results, the writer concludes that *Sekolah* TOEFL/*Sekolah Inggris* and the Massive Open Online Courses are different in some points such as, history, platforms, materials, massiveness, openness, teachers, teaching media until time and meeting. By making a list of difference between *Sekolah* TOEFL/*Sekolah Inggris* and MOOC, the writer hopes and suggest both students and teachers in Indonesia can choose *Sekolah* TOEFL for studying more about TOEFL to get higher score of TOEFL, *Sekolah Inggris* for studying more about basic knowledge of English language, or MOOC for studying particular subjects as they are desired to study.

Both online courses are free and online. Although average speed Internet access Indonesia is not able to match the developed countries, for the first quarter of 2016 is still ranked 94th in the Asia Pacific region. But for the average peak speed Internet, Indonesia continues to experience growth thanks to the development of sustainable infrastructure and is ranked third.
This data is the result of State of the Internet Report Q1 2016 which was released last June by the provider of cloud computing and content delivery Akamai Technologies origin Cambridge, Massachusetts, United States. Meanwhile, the average mobile Internet connection in Indonesia stands at an average of 4.9 Mbps and average peak speed of 35.2 Mbps (Panji, Aditya 2016). It is still good news for everyone that we still can access internet well nowadays.

This paper is based on literature review of several journals, articles, blogs, video and the writer's experiences attended both online courses, so it needs further study related to *Sekolah* TOEFL/*Sekolah Inggris* and MOOC especially in Indonesia. *Sekolah* TOEFL/*Sekolah Inggris* and MOOC future may be alternative learnings, so that education spreads fairly. For programmer in Indonesia may be able to imitate Western style and make Open Courses also which are more locally, so it can be followed by all Indonesian people without fear hindered by the language barrier.

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SELF-REPAIR IN EFL SPEAKING CLASSROOM

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Abstract: Research in second language (L2) acquisition frequently treats self-repair as a process that a learner performs automatically as a result of monitoring and error-detection. The study is aimed at describing the two types of self- repair: same information repair (SIR)and error repair (ER)in EFL Classroom. There are two types of self-repairs:same information repair (SIR) means to repeatwhat one has already said. It can vary from one syllable to several words. Error repair (ER) corrects accidental errors including phonological, lexical,and morphological errors.The study belonged to classroom interactionand conducted at the fourth semester English department students of IAIN Palangka Raya 2015/ 2016 academic year. The number of the subject was 20 students.To answer the research problem, the researcher used observation, speaking test, and documentation in the form of quantitative data. The findings showed that the total number of self-repair was 343 learners' utterances. The same information repair (SIR) was 209 and error repair (ER) was 134.The SIR accounts for a higher percentage (60.94%), than ER (39.06%). This could be considered that same information repair (SIR) is the most frequently used in self-repair in speaking class.

Keywords: *Speaking, Self-Repair, Telling a thing.*

Self-repair analysis has often been used to gauge a learner's proficiency level, language acquisition or monitoring ability. Some studies have found that self-repair functions beyond the scope of error correction and resolving misunderstandings. Learners are actually able to control their use of self-repair to promote learning, adhere to social expectations, and improve their own understanding of the target language by 'talking through' their troubles (Buckwalter 2001). However, these findings appear to diminish the extent to which self-repair can be treated as a straightforward indicator of proficiency and language acquisition.

Research has found that numerous variables both inside and outside the language classroom influence self-repair behaviour, with most attention given to those variables that concern task demands and situational constraints (Kormos 1999a; Smith 2008). Some studies have focused on the effects of individual learner differences, suggesting that learners' preferences, past experience and perceptions of the target language can also shape self-repair behaviour (Fincher, 2006). In light of the various functions that self-repair appears to perform in language learning, this study sought to examine the nature of self-repair in terms of how learners employ the four models of self-repair as a resource for achieving their language learningunderstanding of the import of self-repair practices in second language learning especially in speaking class.

Repair is generally classified into four categories based on who has initiated the repair and who has taken steps to resolve it: self-initiated self-repair (SISR), other-initiated self-repair (OISR), self-initiated other-repair (SIOR) and other-initiated other-repair (OIOR) (Schegloff, 2000). The terms 'self' and 'other' in self-repair and other-repair refer to the originator of the trouble source and the recipient respectively. Repair was initially studied in the context of L1 speaker interactions, where there is an extensive literature illustrating the use of repairs by native speakers in various languages (Schegloff 1979). Two key findings are that there is a general preference for self-repair over other-repair, and that there is considerable individual variation in the deployment of such practices (Fox and Jasperson 1996; Schegloff).

A number of studies have claimed that SISR can be used as an indicator of an L2 learner's proficiency level based on the relationship found between monitoring and proficiency (Bardovi-Harlig and Dornyei 1998). Within the context of theories of monitoring it is suggested that items within the target language that are less familiar to the learner are more likely to produce error-detection than more familiar ones (Mackay 1987). In other words, those aspects that have become automated or acquired, and therefore familiar to the learner, are less likely to generate the learner's awareness or prompt the learner to monitor for correctness. Camps (2003) also suggests that the L2 learner's ability to monitor and detect errors when speaking is related to their knowledge of the target language, and subsequent errors could be the result of not knowing the correct form. Self-repair arising as a result of other trouble sources, such as pragmatic inconsistency or inappropriate information, is also said to be indicative of a learner's proficiency in that it can show their capability and awareness of aspects of the target language.

Other studies have linked enhanced self-repair ability and strategies to high proficiency levels (Fincher, 2006). Chen (1990) investigated differences between the types of communicative strategies that high and low proficiency learners use to compensate for linguistic gaps. High proficiency learners were found to produce fewer but more efficient strategies for repairing conversation. Chen concluded from these results that the frequency, type and effectiveness of communicative strategies vary according to a learner's proficiency level, and that the effectiveness, style and frequency of their self-repairs can therefore be regarded as indicative of a learner's level of proficiency.

However, there are still discrepancies concerning the link made between self-repair and L2 proficiency. Studies have shown varying and inconsistent results regarding the differences between high and low proficiency learners' ability to self-repair and the frequency of self-repairs (Kormos 2000), the frequency of each type of self-repair and awareness of error types (Dornyei 1998), and use of communicative strategies in self-repair (Chen 1990).

As previously noted, some researchers have treated self-repair as an indicator of language acquisition (Fincher 2006). When a learner begins to test hypotheses and to notice the gap between what they produce and the language of native speakers, they are able to acquire new language (Schmidt and Frota 1986). By self-repairing, learners are producing modified output, which as Swain (1995: 191) argues, "represents the leading edge of a learner's interlanguage" and is a vital process for language acquisition (Lyster 1998). Researchers have used this observation to suggest that self-repair can then be used to gauge progress in second language acquisition.

Studies that have used analysis of self-repair data to make inferences about progress in language acquisition, however, have tended to focus on the learner-related processes of error-correction. They have therefore overlooked the controlled processes by which students actively decide when, how and what to repair. Several studies have found that learners may use self-repair for purposes beyond error-correction and resolving misunderstandings (Fincher 2006; Rylander 2004). Buckwalter (2001), for instance, examined the nature of self-repair produced during collaborative pair work. It was found that when working in pairs, learners used self-repair as a metacognitive method for self-regulation of their utterances and used metalinguistic terms in their L1 to "talk through" troubles or potential problems with the language. This illustrates an additional function of self-repair, namely, as a resource for language learning. This function was also identified in Fincher's (2006) study, which found that participants used a number of communicative strategies particular to self-repair. These strategies included asking in the target language, guessing, using rising intonation, repetition or hesitation, and checking by repeating with several variations. Fincher found in interviews with participants that they employed self-repair strategies for various language learning purposes. Evidence from other studies points to still other roles for self repair. Rylander (2004) found that learners use self-repair to enact roles within a given context, to adhere to expectations, and to learn "how to do conversation", which contributes to their understanding of certain discourse types. That learners can choose to employ self-repair as a resource for goals other than error-correction and resolving misunderstandings suggests that the extent to which self-repair behaviour can be taken to be indicative of language acquisition, proficiency level and monitoring ability is less clear-cut than has been assumed.

Recent studies broaden the perspective of conversation analysis in self-repair, in that they focus on cross-linguistic comparisons of speech repair mechanisms (Fox et al., 2010). These studies aim to analyze the interaction of language-specific characteristics and the preference for certain self-repair mechanisms. The results of these studies provide evidence that speakers of different languages resort to different strategies to deal with repair sequences. Fox et al. (2010) observed that even related languages, such as English and German, have recourse to different repair practices. In contrast, languages that are less closely related, such as German and Hebrew, may resort to similar practices.

In addition to a conversation analysis perspective on self-repair mechanisms, it is also possible to approach this phenomenon from a psycholinguistic perspective (e.g., Levelt, 1983). Levelt examined the different functions of self-repair in communication and established a more detailed classification of repair mechanisms into error repairs, appropriateness repairs, different message repairs and covert repairs. Error repairs correct wrong utterances that were expressed accidentally, appropriateness repairs add hearer-relevant information, while different message repairs initiate a speaker-relevant turn. The covert repairs in Levelt's classification are termed Hesitation and Monitoring Phenomena (HMP) in current research, because they do not necessarily result in a repair.

The present study will adopt the classification of self-repair into two types of self- repair: same information repair (SIR) covering Syllable repetition repair, One world repetition repair, Within-two-word repetition repair, and More-than-two-word-repetition repair; and error repair (ER) covering Phonological error repair, Morphological error repair, and Lexical error repairin EFL speaking Classroom.

Based on the background of the study, the research problems are: (1) "What are the types of self-repair in terms of Same Information Repairs (SIR) produced by learners in EFL speaking class? And (2) "What are the types of self-repair in terms of error repair (ER)produced by learners in EFL speaking class? Based on the problems above, the aims of the study are (1) to describe the types of self-repair in terms of Same Information Repairs (SIR) produced by learners in EFL speaking class; and (2) to describe the types of self-repair in terms of error repair (ER)produced by learners in EFL speaking class.

This study has practical and theoretical significance. Theoretically, the result of the study can be used as a study of the implementation of Self Repair, especially of same information repair (SIR) and error repair (ER)in classroom interaction especially telling a thing. The result of the study can also affirm the principles of theory of Self Repair on EFL teaching as a foreign language, especially for the speaking class. Therefore, it is expected that speaking is not only be seen as a product, but also more as a process.

Furthermore, the result of this study may provide new insights in researching speaking class, especially in telling a thing. It is expected that the result of the study can give significant contribution to the English speaking teachers. One of the significant is that Self Repairis used as part of the speaking process to help students map out ideas, plots, character details and settings before beginning to speakthat can be used by teachers as alternative techniques in speaking classes.

Practically, the study is expected to provide information on trends in EFL speaking class. This information can be used as learning materials to enhance the students' problem in speaking. It can also be a fed back to the speaking lecturers in order to improve the EFL teaching quality. Moreover, the result of the study is expected to provide empirical data about speaking using Self Repair. In addition, the study can also help the students to solve their problems in generating ideas when they are speaking. Through this research, both teachers and students get information about the EFL teaching method in preparing the course syllabus or in a broader scope, the EFL curriculum development.

The study belongs to descriptive study. This study is restricted to one focus: (1) describing the types of self-repair in terms of same information repair (SIR) covering Syllable repetition repair, One world repetition repair , Within-two-word repetition repair, and More-than-two-word-repetition repair;)in EFL speaking Classroom and (2) describing the types of self-repair in terms of error repair (ER) covering Phonological error repair, Morphological error repair, and Lexical error repairin EFL speaking Classroom. The study is conducted at the Class A of fourth semester English department students of Palangka Raya State Islamic Institute of 2015/ 2016 academic year. The number of the subjects of the study is 20 students.

REVIEW OF RELATED LITERATURE

Repair is generally classified into four categories based on who has initiated the repair and who has taken steps to resolve it: self-initiated self-repair (SISR), other-initiated self-repair (OISR), self-initiated other-repair (SIOR) and other-initiated other-repair (OIOR) (Schegloff 1997, 2000).Self-repair (or self-correction) may be considered a type of modified output that was first argued by Swain (1985) to be key in SLA and is now considered by most to be a fundamental construct in current SLA theory. Traditionally, self-repair has been argued to occur when speakers detect that their output is faulty or inappropriate in some way. The speech flow is halted and a self-correction is executed. Foster and Ohta (2005) define self-correction as "self-initiated, self-repair, [which] occurs when a learner corrects his or her own utterance without being prompted to do so by another person" (p.420). Self-repair is seen as important from an SLA perspective because it provides us insights into a learner's interlanguage development. Indeed, self-repair is viewed by many as evidence of noticing; an observable behavior from which we can infer that a learner has engaged in some monitoring strategy or has noticed a production error Kormos (1999).

The use of self-repair analysis to reveal information about language acquisition, monitoring ability or proficiency level can be hindered by its controlled use for purposes that lie beyond the scope of grammatical error correction and resolving misunderstandings. Studies that have used analysis of self-repair to reveal information about an L2 learner's language acquisition (Seliger 1980), monitoring ability (O'Connor 1998), or proficiency level (Fincher 2006) have thus often misrepresented the complexity of self-repair practices in classroom talk by failing to recognise that the purposes for which learners use self-repair reach well beyond the two that are well-known, namely, grammatical error correction and resolving misunderstandings. As previously noted, studies of self-repair in L1 interactions have found it encompasses practices that attend to troubles in speaking, hearing, and understanding talk in conversation (Schegloff 2000: 207), with this finding being extended to studies of self-repair by L2 speakers (Rylander 2009). Nevertheless, analysis of self-repair can provide some insight into learners' general perceptions and conceptualisation of the target language, their areas of difficulty, and their language acquisition strategies and attitudes.

METHODOLOGY

The design of the study is classroom interaction by using self repair.It is used to describe the current phenomena. In the study, the data are classified into twotypes of self-repair: (a) same information repair (SIR) and (b) error repair (ER).

The participants of the study are twenty students of English Department of Palangka Raya State Islamic Institute of 2015/ 2016 academic year as part of their regularly scheduled Speaking III Class. Students were required to meet once every week in EFL Speaking class.All participants were assigned to tell a thing for about ten minutes. The corpus data was collected in September 2016 in Speaking class. It contains 20 conversations by a total of 20 speakers. All speakers were the students of speaking 3 class. A speaking class was chosen due to the content based structure of the lessons, which encouraged students to participate in conversation on various topics. The speakingclass followed a regular format. All students were assigned to tell a thing. Here, students were given some time to prepare information on a topic beforehand for presentation tasks. All recordings were collected through participatory observation and formal situations in EFL classroom.

The study is aimed at (a) describing the types of self-repair in terms of same information repair (SIR)in EFL speaking Classroom, and (b) describing the types of self-repair in terms of error repair (ER) of self-repair model in EFL speaking Classroom. There are various instruments developed in conducting the study such as speaking test, observation, field notes, and portfolios. The procedure of collecting data and research instruments, as described in Table 3.1.

Table 3.1 The Source of data, instruments, and data needed

Source of data	Instruments	Data needed
Students	Speaking test	To get recorded oral production of the participants.
speaking III class	observation	To identify the subjects, speaking syllabus, and learning materials.
Learning process on speaking III class	Field notes	To record some important aspects that are not observed in the observation.
Students	Portfolios of video	To get recorded oral production of the participants during the test.

The procedure to collect the data is described as the following steps. To answer the two research problems about : (1) describing the types of self-repair in terms of same information repair (SIR)in EFL speaking Classroom and (2) describing the types of self-repair in terms of error repair (ER)in EFL speaking Classroom interaction at the fourth semester English department of Palangka Raya State Islamic Institute of 2015/ 2016 academic year, the researcher observes the video in speaking III class. The observation is focused on Error Repair (ER) including lexical error repair, morphological error repair and syntactic error repair, and Same Information Repair (SIR) including syllable repetition repair, One-wordrepetition repair, Within-twowordrepetitionrepair, More-than-twowordrepetitionrepair. In this case, the data are in the form of quantitative data.

Test design

The students did the oral test in front of the class individually, which was a way to evaluate their performance. Since the test, the students choose the topics that they prefer or familiar and closely related in the daily life. Considering the oral English proficiency level of thestudents, we lowered the difficulty level by dividing the test items into requiredtopics and optional topics. There were 20 different required topics, numbered1 until 20.the oral tests were recorded. Subjects' names and serial register number were noted before recording. The total length of the recording wasaround 15– 20 minutes to tell between two things. Here, each participant should give a short talk about telling a thing. The process of self-repair was going on during the conversation time. In this case the types of self-repair will be classified into two types: (1) same information repair (SIR) covering Syllable repetition repair, One world repetition repair , Within-two-word repetition repair, and More-than-two-

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word-repetition repair and (2) error repair (ER) covering Phonological error repair, Morphological error repair, and Lexical error repairin EFL speaking Classroom.

Corpus Transcription and Data Analysis

After data collection, the researcher transcribed the recordings. In this case, the researcher mainly marked the two model of self- repair: (1) same information repair (SIR) covering Syllable repetition repair, One world repetition repair , Within-two-word repetition repair, and More-than-two-word-repetition repair and (2) error repair (ER) covering Phonological error repair, Morphological error repair, and Lexical error repairin EFL speaking Classroom. Here, the major concern was self-repair features. The researcher transcribed self-repair features according to the exact frequency in therecording. Then, the data were analyzed using percentages.

Table 3.2. Description of Types of Self-Repair.

Type of self-repair	Classification	Description
Same Information Repair	1. Syllable repetition repair	It is also called self-repetition, means to repeat what one has already said in terms of one syllable or more.
	2. One word repetition repair	It occurs when the learner repeats one word, and then repairs.
	3. Within-two-word repetition repair	It occurs when the learner repeats Within-two-word, and then repairs.
	4. More-than-two-word-repetition repair	It occurs when the learner repeats more than two words, and then repairs.
Error Repair	1. Phonological error repair,	Speakers may find they do not pronounce some sounds correctly which may cause misunderstanding, so they go back and correct them.
	2. Morphological error repair	The learner corrects a morphological error. It Includes repairing word forms, tenses, and so on.
	3. Lexical error repair	The learner has selected the wrong word and substitutes the correct one for it.

RESEARCH FINDINGS AND DISCUSSION

The classification of self-repairs mainly relies on Kormos (2000), Zhao (2005), and Chenand Pu (2007). It was made some adjustments to this model for thedata collected. There were about 343 model of self-repair produced by the learners' utterances. This study divided self-repairs into the following two types: same information repair (SIR), and error repair (ER). Within each type, there aresub-types, shown in Table 4.1

Types	Sub-types	Frequency	Percentage within each type	Total frequency
Same Information Repairs (SIR)	Syllable repetition repair	68	19.83%	209 (60.94%)
	One world repetition repair	43	12.54%	
	Within-two-word repetition repair	37	10.78%	
	More-than-two-word-repetition repair	61	17.79%	
Error Repair (ER)	Phonological error repair	55	16.03%	
	Morphological error repair	41	11.95%	
	Lexical error repair	38	11.08%	134 (39.06%)
Total		**343**	**100%**	**343 (100.00%)**

From Table 4.1, the total frequency of self-repairs is 343. Among different types of self-repairs, same information repair (SIR) accounted for 60.94%, higher percentage than Error Repair (39.06%).

The Table 4.2 gave some examples of self-repair produced by the learners' utterances as described below.

Table 4.2. Examples of Self-repair Types

Type of self-repair	Classification	Example	Possible Repaired
Same Information Repair	Syllable repetition repair	She has capa- capacity.	She has capacity.
		She she is <have> a won- wonderful woman.	She a wonderful woman.
	One word repetition repair	And and my brother can. . .can buy me a laptop I	And my brother can buy me a laptop I want to have. . . .

		want to I want to have. . . .	
		After after several years, his his journalistic career started <start> again.	After several years, his journalistic career start again.
	Within-two-word repetition repair	My hometown is famous for Cilik Riwut, a hero a hero a hero (who) struggle (struggled) for Central Kalimantan.	My hometown is famous for Cilik Riwut, a hero who struggle for Central Kalimantan.
		Jogging is the is the cheap sport	Jogging is the cheap sport.
	More-than-two-word-repetition repair	He must have this possibility and and he must have have a very have a very wide knowledge of Islam….	. He must have this possibility and have a very wide knowledge of Islam.
		She he he had he had no he had no time To select select one one them	She had no time to select one of them.
Error Repair	Phonological error repair,	If if the glass class didn't pay paid attention to the teacher's explanation, she the teacher will not give gave will not good give scores to the students.	If the class didn't pay paid attention to the teacher's explanation, she will not give good scores to the students.
		She like she likes	She likes reading

	like reading novel books	novel books.
	My happiest my happiest time is when I meet my family.	My happiest time is when I meet my family..
Lexical error repair	He were he was a great person, who who strongly influence, strongly influenced my life.	He was a great person, who strongly influenced my life.
	In my in daily life, she always help me helps me.	In my daily life, she always helps me.
	I believe that the good goods is mine	I believe that the goods is mine.
Morphological error repair	It's necessary for for us to think thing about the tomorrow life after death.	It's necessary for us to think about the tomorrow life after death.

Same Information Repair (SIR)

Same information repair (SIR), also called self-repetition, means to repeatwhat one has already said. It can vary from one syllable to several words. Therepair parts are underlined in the following examples:

1) Syllable Repetition Repair (SRR)
   For example: She has capa- capacity instead of *She has capacity*.
2) One-Word Repetition Repair (OWRR).
   For example: She she is <have> a won- wonderful woman instead of *She is a wonderful woman.*
3) Within-Two-Word Repetition Repair (WTWRR) (This subtype includes repetition with more than one word but not more than two)
   For example: Jogging is the is the cheap sport instead of *Jogging is the cheap sport*
4) More-Than-Two-Word Repetition Repair (MTTWRR)

For example: He must have this possibility and and he must havehave a very have a very wide knowledge of Islam instead of *He must have this possibility and have a very wide knowledge of Islam.*

Same information repair is actually a kind of covert repair (Levelt, 1983). Thespeaker repeats what he or she has already said to leave time to think of thewords that he or she will say next. The corpus datashowed that the sameinformation repairs of self repair about 60.94%. It is produced greater than Error Repair.

Error Repair (ER)

Error repair corrects accidental errors, which include phonological, lexical,and morphological errors. It is interesting to note that there are some cases inwhich the speaker says something correctly and then changes it into anincorrect statement. There are three types of Error repair.

1) Phonological Error Repair (PER). Speakers may find they do not pronounce some sounds correctly which may cause misunderstanding, so they go back and correct them.

   For example: She like she likes like reading novel books instead of She likes reading novel books.

2). Lexical Error Repair (LER)

   For example: In my in daily life, she always help me helps me instead of *In my daily life, she always helps me.*

3). Morphological Error Repair (MER) (Includes repairing word forms, tenses,and so on.

   For example: It's necessary for for us to think thing about the tomorrow life after death. Instead of *It's necessary for us to think about the tomorrow life after death.*

CONCLUSION AND RECOMMENDATION

The present study has provided new information about the types of self-repair produced by the learners. The findings showed that the total number of self-repair was 343 learners' utterances. The same information repair (SIR) was 209 and error repair (ER) was 134.The SIR accounts for a higher percentage (60.94%), than Error Repair(39.06%). In terms of same information repair (SIR), the learners produced 209 utterances consisting of Syllable repetition repair 68 utterances or about 19.83%, one world repetition repair 43 utterances or about 12.54%, Within-two-word repetition repair 37 utterances or about 10.78%,and More-than-two-word-repetition repair 61 utterances or about 17.79%. Meanwhile, in terms of Error Repair (ER), the learners produced 134 utterances consisting of Phonological error repair 55 utterances or about 16.03%, Morphological error repair 41 utterances or about 11.95%, and Lexical self-repairs accounted for 11.08% of the self-repairs. This could be considered that same information repair (SIR) is the most frequently used in self- repair in speaking class.

In terms of which types of SIR learners engage in, it seems that Syllable repetition repair counted higher (19.83%) than the other types. Meanwhile, in terms of which types of ER learners engage in, it seems that Phonological error repair counted higher (16.03%) than the other types.

The use of self-repair analysis is to reveal information about language acquisition, monitoring ability or proficiency level can be hindered by its controlled use for purposes that lie beyond the scope of grammatical error correction and resolving misunderstandings. Studies that have used analysis of self-repair to reveal information about an L2 learner's language acquisition (Seliger, 1980), monitoring ability (O'Connor ,1998), or proficiency level (Fincher, 2006) have thus often misrepresented the complexity of self-repair practices in classroom talk by failing to recognise that the purposes for which learners use self-repair reach well beyond the two that are well-known, namely, grammatical error correction and resolving misunderstandings. Nevertheless, analysis of self-repair can provide some insight into learners' general perceptions and conceptualisation of the target language, their areas of difficulty, and their language acquisition strategies and attitudes.

Finally, as the study was limited to twenty participants, the findings from it remain to be confirmed by replication on a larger scale and across various proficiency levels, to enable more accurate and useful comparisons. Another avenue of future research is thus to investigate the differences between learners from English speaking classroom backgrounds through an examination of the frequency and type of self-repairs in different groups.

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AUTHENTIC MATERIALS, AN ALTERNATIVE IN ENGLISH CLASSROOM

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Abstract: Today English teachers in Indonesia definitely have a lot of alternatives in terms of instructional materials. Yet commercial coursebooks has become indispensablesince it is easier and less time consuming to be used.Some may even use a single coursebookand take the students with it throughout the year. They used to assume thattrustworthy publishers will be acredible materials provider. Thus, authentic materials are still considered unpopular. However, language students need to be exposed to arepresentative of the actual language produced by users of that language,and using authentic materials is a promisingalternative in preparing the students to encounter words and constructions that they probably never see in the formalsituation.These real resources will also help them to understand and use English in real life as Nunan (1999: 212) argues that the use of authentic sources leads to greater interest and variety in the material thatstudents deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful, and, ultimately, easily for students.

Keywords:*authentic materials, unpopular alternative, English classroom*

Introduction

This article touches upon some major aspects and theories and findings underlying what,why and how authentic materials mayserve and contribute as an alternative in an English Classroom.

What are authentic materials?

Throughout the literature, terminologies of *authentic materials* have been defined in various ways. According to Martinez (2002) and Hwang (2005),Authentic materials (either written or spoken)are ones that are designed for English native speakersand were not designed for language students. While Kilickaya (2004) defined authentic materials as a disclosure to real language and use in its real community.For the purposes of this article, the keyterm of authentic materials isdefined as any kind of texts written by Englishnativespeakers for English nativespeakers.This kind of material includes many aspects such ascultural components (expressions,idioms, and jargon) as well as the way the language is commonly used by the native speakers in their context.

In this logic, Gebhard (1996) classified the authentic materials asbelow:

1. **Authentic Listening-Viewing Materials:**
   TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. **Authentic Visual Materials:**
   Slides, photographs, paintings, children' artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from amagazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. **Authentic Printed Materials:**
   Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

At which level authentic materials can be used?

This question creates controversy in English language teaching for some researchers argue that authentic materials are only fit to serveinintermediate and advanced English classroom. While some others believe that allstudentsat any level are possible to learn through authentic materials.They suggest that exposureto authentic materials should start in the earliest stages of language learning,asserting that an early exposureto such texts will help students develop convenient strategies for more difficulttasks later on.The creative English teacher can always find real-world contextual materialswhich can be used to meet their classroom needs of materials.

What are the pros and cons of usingaauthentic materials in the classroom?

some experimental studies have been conducted to answer the question. Some have validated the positive effects of utilizing authentic materials. Kilickaya(2004) found that authentic texts make the language students to feel learning authentic andreal life language.Another empirical evidence was also provided by Gilmore (2007: 111). He compared the influence of authentic versustextbook materials on developingcommunicative competence of the experimental group students in an experimental study at a Japanese universityfor a year and found that those student who receiving the authentic input, made statistically significantprogress over the control group on six tests planned to measure different types of competence.

Maxim (2002: 29) carried out another study on the first semester students to find out theinfluence of reading comprehensive authentic materialsat the beginning college level language students in German. The results of the study showed that the students in the treatment group were able to read a full-length authentic material in the fourth weekand this did not affect their language development. Thus, it can be concluded that the students' limited linguistic competence did not block them to read authentic texts in the classroom with the support of the classmates and teachers.

The findings of thestudies have indicated that authentic materials are beneficial in many ways. Those materials leadthe students to how language is used in the real world and improve their overall language proficiency which involves reading, listening comprehension,communicative competence,lexical and stylistic knowledge.

However, alongside the demonstration of the studies pro to authentic materials, Gardener and Miller (1999: 101) mentioned contradictive opinion. The first aspect deals with the complexity of the language. Authentic materials might beculturally biased or too problematic to understand outside the language community, therefore, making them distant to beginners or elementary students. The second aspect is the learning burden. Authentic materials may contain items, mainly vocabulary, which are unfamiliar to the learner and may never be encountered again. The third aspects connected to learning contexts where authentic targetlanguage materials are not readily available, obtaining them aretime-consuming and provoking. Martinez (2002) also stated two other weaknesses of using authentic materials. One of them is that some authentic listening materials have various accents that it is very hard for the learner to understand. Besides, the materials outdated easily, such as an article in newspapers or magazines. Due to these reasons, some teachers may be discouraged in choosing and organizing these authentic materials for thestudents. To face these problems, the teachers should provide the materialsand appropriate exercises according to the abilities of the students which will help overcome the difficulties and help them comprehend and remember to use new materials.

Why choose authentic materials?

Using authentic materials have several advantages.Brosnan et al. (1984) explain the importanceofauthentic language in the classroom below:

1. Language is natural. Thus by simplifying language or modifying itfor teaching purposes (limiting structures or controlling vocabulary), the teachers risk making the task more difficult. It may, in fact, be removing clues to meaning.
2. Authentic languageprovidesstudents the opportunity to deal witha small amount of material whichcontains complete and important messages at the same time.

3. Authentic printed materials offer students with the chance to makeuse of non-linguistic clues such as layout, pictures, colors, symbols, the physical setting in which itoccurshelp them find out the meaning more easily.
4. Adults need to be able to see the directapplicability oflearning materials in theclassroom to what they need to haveoutside, and authentic material treated realistically makesthe connection understandable.

Furthermore, Melvin and Stout (1987) find an inclusive increasedmotivation to learn in students, as well as an improvedconcern in thesubject matter, when students use authentic materials for the studyof culture in the language classroom. In class, they frequentlyledthe students to a city in a target culture (for example, to spend aweekend in New York City)through well organized task-based activitiesusing authentic materials. As students increased more confidenceworking directly with authentic materials, they alsoconveyed anincreased comprehension of the everyday benefits of being able touse the language in real-worldcircumstances. Students stated thatthey found it useful to be practicing skills they really need outsidethe classroom and to be learning about cultures beyond what they already know.Some researchers also point out that moreauthentic materials are needed in the classroom because of the widegap that isfound between materials developed specifically for English language teaching and authentic conversation.

Porter and Roberts (1981) describe several differences of spoken language between authentic materialsand non-authentic materials. Conversations recorded for language textsoften have a slow pace, have particular structures which return withobvious frequency, and have very different turn-taking of speakers.Also, hesitations (such as “uh’s” and “mm’s”) are often omitted, andsentences are very well-formed with few if any mistakes. In otherwords, what thestudents hear in class is different from thelanguage in the real world.

In many cases, the language heard inclassrooms is an overformal, unnatural use of spoken language, and authenticity islost because of a need to communicate specific language topics in a waythat some teachers feel would be more comprehensible for students.Nunan (1999:27) recognizes that it is not convincing forteachers to use only authentic materials in the classroom, he makesa point thatstudents should be provided with authentic dataas much as possible, becausein the end, if they only encounter artificiallyforced dialogues and listening texts, their learning task would be mademore demanding. It is vital thatstudents listen to and read authentic material of as many differentkinds as possible. This will empowerthem by conveyingthe content and the subject matter of lifeand enable them todiscover thekey connection between the classroom world andthe world beyond.s

How to integrateauthentic materialsin the classroom?

The following strategies are modified from the publication, creating Authentic Materials and Activities for the AdultLiteracy Classroom: A Handbook for Practitioners, which canbe free downloaded from www.ncsall.net.

1. **Begin with aneeds assessment or need analysis**
   The first step in usingauthentic materials isrecognizing students, teachers andinstitution's needs and objectives.This can be done inmany ways. Arrangingpersonal interviews with students, conducting weekly learnerfocus groups and discussionsor managing needsassessment questionnaires or surveys. Regardless of the method ofassessment, the key objective is to identify each student's objectives. Teachers may need to make several efforts andreframe questionsmany times before students narrow their responses from an abstract, "I want to learn to read" to a moredetailed, "I want to be able to read road maps and freeway signs so I can travel outside of my neighborhood."
2. **Engage students to contribute in identifyingauthentic materials.**
   Students may be confused when the teachers ask them to bring order forms, vouchers, recipes, and other non-schoolmaterials into the classroom. They may think these materialsinappropriate for school, based on their earlieracademic practicesor their cultural perspectives. Yet the teachers can engage them in conversations about the logic for using authentic materials and ask them to collect and bring authentic materials to into the classroom to support learning objectives.
3. **Collectlocalmaterials.**
   Some teachers have a habit ofcollecting authentic materials wherever they goin thecommunity. Authentic texts vary by type, region, andcontext. Research tells us that students will benefit more from usinglocal authentic materials than using ones that are a step removed from their lives (Jacobson, Degener, and Purcell-Gates, 2003). For example, generic charts and maps from lifeskills coursebook may not be as motivating to students as thelocal theater schedule, local rainfall charts, or the municipal busmap. There is thewisdom of local authentic materials presented online, such as exhibition agendas, library schedules, and recipes for exotic favorite regional dishes.
4. **Use authentic materials in authentic ways.**
   It is vital to use materials inauthentic ways,not in traditionalschool-basedways. Thefunction of authentic materials often will define how teachers use them. For example, it is far more valuable to use a current newspaper to search for relevant information, such as what the weather will be tomorrow or the bestplace to hangout than it is to use an outdated newspaper to locate proper nouns. The first

example shows theauthentic use of materials; a second is a school-based approach. Keeping authenticity at the forefront, teachers canhelp students to:

- Create and update personal calendars and address books,
- Write postcards they will mail after class,
- Make shopping lists they will use on weekend, or
- Respond to ane-mail from theirteachers.

5. **Inform students of the challenges ahead.**
   Authentic texts can be challenging for students. Depending on the nature of the text, teachers should informstudents about problems theymay meet in reading a letter from the principal of the schoolor studying the small text on theater's tickets. Even if thestudent cannot read every word of the theater's ticket, theteachers canscaffold(provides temporary help for students todiminish the density of a task) his or her reading skills anddiminish thecomplexityof the text by helping with vocabulary and teaching scanning skills. Some teachers scaffoldstudents' check-writing skills by showingcards that show the spelling of each number. Although students may not independently read theater's tickets or writechecks, they will run-through reading real-life materials, and thepleasure of solving real-life problems will provide powerfulencouragements for future learning in the classroom. Another means of scaffolding is teaching shortcuts, such as scanning for expiration dates on coupons.Withpractice, students can locate expiration datesquickly and enjoy the rewards of using coupons.
6. **Assess in authentic ways.**
   Students generally like having their learning assessed in authentic ways. The teacher can keep agraphic representationlinking performance on the same task week to week until the student masters the skill. Multiple-choice or fill-in-the-blank tests arenot always authentics to assess a skill such as an invoice matching. Reproducing the task is a more meaningfulway to assess learning because it shows how the studentwill complete the task in the real world. It shows exactly whatthe student came to class to learn.

There is a conventional view that the appropriate place for authentic materials in theEnglishclassroom is with the advanced students. The earlystagestudents had,to begin with,shortenedmaterials since self-confidence and motivation are very important for them. This view sounds logic and reasonable, yet it denies the early stage students the prospect of learning what the target language really sounds like. The students' experience is limited to what has been graded to fit their language level, then they will not be wellprepared to survive if and when they come face to face with the target language in the outside world.

There are some ways in whichteachersmay ensure thatauthentic materials used are within the capability of the students:

1. **Simplifyingthetask**:
   Teachers may counter-balance the enhanced linguistic difficulty of the text by streamlining the requirements of the task (Anderson and Lynch, 1988). It is not necessarily the language that makes the English language difficult. The difficulty may likewise emerge from the task that is set. It is conceivable to utilize a passage which is well beyond the students level, provided that what is demanded of the learner isstraightforward.
2. **Grading the text**:
   When the teachersarrange to use authentic materials with the students, they should have enough collection of samples, then they can grade authentic materialsappropriate with the proficiency level of thestudents. Here are some considerations in grading: (i) more frequent vocabulary; (ii) basic sentence structure; (iii) simpler and less dense ideas and facts; (iv) degree of redundancy, with ideas/facts expressed more than once; (v) degree of repetition, with the same form of words repeated; and (vi) very specific context or genre of communication which to some extent pre-determines how participants behave (Field:2008).
3. **Staging the materials**:
   With a piece of authentic materials, teachers may outline numerous tasks. In the classroom, they ought to start with very straightforwardassignments and improve to the tasks that are more challenging.In all, we can find every reason that English teachers should introduce authenticmaterials to the students at all levels to enhancetheir experiencewith the real target language in use. A lot considerable indicationdemonstrates that students feel more comfortable and inspired with authenticmaterials. There are a lot of ways to help us to accomplish this without demanding too much of the students.

What types of interactions are possible with authentic materials?

What is essential isan arrangement of educational techniques that will empower teachers to make genuine, structured, deliberate collaboration within authentic materials scope. Below, two examples of lesson plans that involve elaborate, relatively inauthentic activities to accompany authentic materials are given. In both cases, it is recommendedalternative interaction using more authentic activities. Both examples are modified from Larimer and Schleicher (1999).

Example 1: Video.

Here is the example of the recommended procedure on how to use authentic video in English classroom:

1. teacher finds some short clips showing greetings which can be found for free on the internet
2. the teacher prepares a worksheet with a vocabulary list and questions
3. the classtalks about greeting customs in various countries
4. class conceptualized a rundown that teacher puts in on the board
5. the teacher plays video clips with sound off
6. students do the handout
7. students share their thoughts
8. the teacher plays clips again with thesound on, repeating as much as the class wants
9. students check their own particular worksheets
10. the class discusses and summarizes what they have seen

This is planned to take one hour of class time and requires about one hour of readiness by the teacher.If the students are at a relatively low level, the teacher can pause frequently to narrate, giving a lot of highly contextualized understandablefeedback. If the students can comprehend the dialogue without much help, the concentration of the class discussion can be on the identitiesof the characters and the cultural implications of their interactions, including but not limited to greetings.

Example 2: Newspaper, magazine, song lyric, or poem.
To use those texts as sources of authentic materials, the procedure outlined includes:
1. teacher finds an interesting text
2. the teacher prepares a vocabulary list and a worksheet with questions
3. students read the content
4. students do the worksheet
5. students compose a summary or synopses
6. students discuss worksheets and summaries
7. students discuss the ideas in the text
8. teacher review the thoughts on the board

The estimatedtime is 45 minutes to an hour, and the planning time is 20 minutes. All of these activities are practical and significant. Notice, though, that only one piece of authentic material (in this case, an article containing no more than 300 words) is encountered during what amounts to an hour of class. Besides, assume that the teacher was to spend 20 minutes discoveringsomefascinating articles from the newspaper, with no vocabulary list or worksheet. Each article could be read aloud by the teacher during class, with the students following along in their copies. This would give extraordinary contribution with normal intonation and pronunciation of new words and names. Anyone could then discuss or ask questions about any words or phrases that confused them. The teacher could lead a class discussion of the substance of the content, following up on whatever points were of particular interest to the students.These activities would be more genuine and spontaneous. They are more student-centered because the students themselves select the vocabulary and ideas to be examined.

Conclusion

Authentic materials offer the possibility to students to reflect on the context, on the environment the foreign language is expressed and developed, by having the possibility to detect quick changes that it can represent.Through the use of authentic materials, students will have the possibility to feel part of the reality and culture ofthe language they are learning. Thus, the teachers should use more authenticmaterials, because they enable knowing it in its social-cultural, regional and individual varieties, within the properauthentic moments of communication.Teachers should be more concerned with using appropriate materials that will help theirstudents learn the language the most effectively.Teachers should also offer updated authentic materials, which areattractive, interesting,motivating, and functional and which can adapt to the linguistic needs and students' interest.

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