



ENGLISH LANGUAGE EDUCATION DEPARTMENT
INSTITUT HINDU DHARMA NEGERI DENPASAR

PROCEEDING



NATIONAL SEMINAR ON
**TRENDS AND ISSUES IN LANGUAGE,
LITERATURE, AND EDUCATION**



**NATIONAL SEMINAR PROCEEDING
ON TRENDS AND ISSUES IN LANGUAGE,
LITERATURE, AND EDUCATION**

Auditorium IHDN Denpasar, May 13th, 2019



IHDN PRESS

National Seminar Proceeding on Trends and Issues in Language, Literature, and Education

Panitia Pelaksana:

Dr. Made Iwan Indrawan Jendra, SS., M. Hum.

Ni Wayan Satri Adnyani, M. Pd.

Dr. Si Luh Nyoman Seriadi, S. Pd., S. Ag., M. Pd.

I Putu Andre Suhardiana, S. Pd., M. Pd.

Putu Santi Oktarina, M. Pd.

Drs. I Dewa Gede Suarjana

Ni Kadek Sastrini, S. Ag., M. Pd. H.

Ni Nengah Musini, S. Ag.

Ni Nyoman Ayu Swarthini, SE.

Ni Kadek Diah Dharmawati, SS.

Ni Putu Martini

I Dewa Ayu Adnyani, S. Pd. B., M. Pd.

Ni Made Ayu Pujiani, SE.

I Komang Gede Pande Jana Putra, S. Pd., M. Fil. H.

I Putu Ananda Arif Pradita, S. Sos. H.

Steering Committee:

Prof. Dr. Drs. I Gusti Ngurah Suidiana, M. Si.

Dr. Drs. I Wayan Sugita, M. Si.

ISBN: 978-623-7294-10-8

Publisher: IHDN PRESS

Reviewer:

Dr. Drs. I Nyoman Ananda, M. Ag.

I Ketut Arta Widana, SS, M. Par.

Dr. Denok Lestari, SS., M. Hum

Editor:

Dr. Made Iwan Indrawan Jendra, S.S., M. Hum.

Cover Design:

I Putu Andre Suhardiana, S.Pd., M.Pd.

Redaksi:

Jalan Ratna No. 51 Denpasar

Telp/Fax 0361 226656, Kode Pos 80237

Email: ihdnpres@gmail.com /[ihdnpress@ihdn.ac.id](mailto:ihdnpres@ihdn.ac.id)

Web: ihdnpress.ihdn.ac.id /ihdnpress.or.id

Cetakan Pertama: Agustus 2019

Hak cipta dilindungi oleh undang-undang

Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa ijin tertulis dari penerbit.

FOREWORD

As the Dean of the Dharma Acarya Faculty I truly appreciate and welcome this Nasional Seminar, and hopefully this seminar can be held annually to continuously improve the quality of the students and lecturers of the English Language Education Department in particular and the Dharma Acarya Faculty in general. I also hope that the publishing of this proceeding will be able to convey and submit the ideas presented by the speaker in this seminar. I sincerely hope that the next seminar will be able to attract more presenter to meet and discuss their academic ideas and experiences. In the end, I would like to express my gratitude to the organizing committee for their hard work as well as all the supporting parties for the contribution and assistance, and I sincerely pray that this seminar will achieve its purposes and be beneficial for all of us.

Dean,
Dharma Acarya Faculty
Dr. Drs. I Wayan Sugita, M.Si.

TABLE OF CONTENTS

APPLYING SOCIOLINGUISTIC APPROACHES IN LANGUAGE EDUCATIONAL COLLEGE RESEARCH.....	1
I Nyoman Muliana	
THE CONTROVERSY OF CODE SWITCHING IN EFL SETTINGS.....	7
Meinarni Susilowati	
TECHNOHUMANISTIC - TRANSFORMATIVE EDUCATION: ORGANIZING MATERIALS AND INSTRUCTION FOR EARLY GRADES AT PRIMARY SCHOOLS IN AN EFFORT TO OPTIMIZE THE 2013 CURRICULUM IMPLEMENTATION.....	14
Ni Nyoman Lisna Handayani, Ni Ketut Erna Muliastri	
PROJECT-BASED ASSIGNMENT IN FORM OF NARRATIVE MOVIE PROJECT, CAN IT MOTIVATE STUDENTS TO LEARN ENGLISH DURING HOLIDAY?	27
Kadek Wiramarta	
STRATEGIES TO IMPROVE ENGLISH LANGUAGE SKILLS OF STMIK STIKOM INDONESIA STUDENTS THROUGH YOUTUBE ONLINE VIDEOS.....	39
I Kadek Agus Bisena, Ni Nyoman Ayu J. Sastaparamitha	
THE EFFORTS OF THE GOVERNMENT AND EDUCATION PRACTITIONERS TO PRESERVE INDONESIAN FROM SLANG.....	50
Anak Agung Sri Darmayanti	
INNOVATIVE TEACHING WRITING STRATEGIES (GUIDED WRITING & SRSD) .	58
Komang Trisna Dewi	
EDUCATION COMMUNICATION BASED ON BLENDED LEARNING IN FORMING INDEPENDENT LEARNING.....	68
Niluh Wiwik Eka Putri, I Gede Titah Pratyaksa	
COLOR NOMENCLATURES IN BALINESE LANGUAGE WITHIN LINGUISTIC ANTHROPOLOGICAL PERSPECTIVE.....	79
Ida Bagus Arya Lawa Manuaba	
IMPLEMENTING SHARED READING FOR SOPHOMORE.....	91
I Gde Putu Agus Pramerta	
COGNITIVE STRATEGIES TO INCREASE STUDENTS' READING COMPREHENSION IN THE LANGUAGE CLASSROOM.....	96
Ni Putu Lila Sri Hari, Putu Santi Oktarina	

DEVELOPING STUDENTS' ENGLISH-SPEAKING ABILITY THROUGH FISHBOWL STRATEGY: AN ACTIVITY TO PROMOTE SPEAKING IN A FOREIGN LANGUAGE
105

I Putu Yoga Asmara Putra, I Putu Andre Suhardiana

APPLYING PLEASE STRATEGY TO IMPROVE STUDENTS' PARAGRAPH WRITING
115

Ni Made Winda Ambarwati, Ni Wayan Satri Adnyani

PARTNERSHIP EDUCATION IN IMPROVING THE QUALITY OF EDUCATION.... 125
Ni Nengah Selasih

THE URGENCY OF HERMENEUTIC APPROACH IN SOCIAL AND HUMANITY SCIENCES EDUCATION..... 133

I Made Ariasa Giri, I Putu Suardipa

THE IMPLEMENTATION OF INTEGRATED THEMATIC LEARNING IN CLASS IV SLB NEGERI 1 TABANAN 144

Ni Nyoman Sukri Priani

THE IMPLEMENTATION OF SIMULTANEOUS ROUNDTABLE TECHNIQUE WITH THE BASIS OF PROBLEM BASED LEARNING WITH LESSON STUDY CYCLE..... 151

Ni Made Wersi Murtini

THE USE OF YOUTUBE IN DEVELOPING EFL MATERIALS 158

Luh Ketut Sri Widhiasih

APPLYING SOCIOLINGUISTIC APPROACHES IN LANGUAGE EDUCATIONAL COLLEGE RESEARCH

by

I Nyoman Muliana

Program Studi Sastra Inggris, Fakultas Sastra, Universitas Warmadewa
inyomanmulianabali@gmail.com

ABSTRACT

Language educational college is organised with an aim to get learning achievement in educational programs. It can be seen from the topic or the analysis of their researches that puts more focuses on class measurement and give less portion on the analysis of language itself. This paper tries to offer an idea with a topic of applying sociolinguistic approaches in language educational college researches. The idea is based on the reason that the two disciplines have the same characteristics, they are the involvement of society in their studies. The society meant in sociolinguistics is the language speakers and the society in educational program is the learners. Sociolinguistic approaches seems to be suitable to be applied in language educational college research because of the similarities so that the aim of getting language analysis can be achieved.

Keywords: language educational college, sociolinguistics, research

1. INTRODUCTION

Education is one the disciplines studied in the college. Such college is commonly called educational college. Most of them design their learning program on how to plan and organize learning program. The design is followed with curriculum contains subject on subjects of education. They are all organized to reach learning achievement of mastering educational sciences, such on pedagogics, psychology, development of education. Many of the educational colleges also develop language program based on the language science needed in the job market around them such as Balinese, Indonesian, and English languages held by educational colleges in Bali.

The learning program in the college obliges the students to conduct researches. Researches for college students have become obligatory activities for college students. It aims to grow scientific analysis of the students. Mahsun (2005:2) states that research is a research that is done systematically, empirically, and under control on an object. One important research the students conduct is the one at the last semester of their college program. The research is preceded with research proposal and is completed with a report. Various research problems are taken by educational college students. Many of them are

about class measurement. And many of them also take language as the topics of their research. However, the focus of their research are not stressed on discussing or analysing the language itself. In the research the analysis is made on language in the relation to other aspects such learning medias. It seems that the focus of the research in language educational colleges should be directed to analyse problems on language.

Language has received many attentions from common people and experts or linguists. The attentions given to it proves that language is very important to human. As an important part to human, language is viewed from various perspectives. Common people can explain that language is a means of communication. The idea about language is acceptable because common people can see language from practical perspective that is on how it can be used for their lives. Seen from its function, language is used almost in all of human activities. They use language to express their ideas and messages in a communication to the others. Finegan, et al (1989:2) state that traditionally, language has been viewed as a vehicle of thought, a system of expression that mediates the transfer of thought from one person to another. As part of human, language has function more than as a means of expressing ideas. As Finegan et al (1989:2) mention that in everyday life language serves a great many more social and affective functions than the cognitive ones commonly associated with it. In other perspective, language has also gotten attention from of linguists. The most important issue they take these recent decades is about the existence of local languages, the language that is used in an area. Many researches, seminars, and publications have been made on local languages. The activities are mainly aimed at conserving the languages that show tendencies to be dead or extinct. Language institution also takes an important part at this issue as Badan Pengembangan dan Pembinaan Bahasa Kementrian Pendidikan dan Kebudayaan (2017:9) does with classification of the status of language vitality. The institution makes the classification as the following.

1. Extinct language, a language that is not used anymore by its speakers or the language does not have speakers anymore.
2. Critical language, a language that has few speakers with the age of over 40 years.
3. Endangered language, a language that is only used by speakers of over 20 years old and the elders and it is only spoken in the family domain.

4. Declining language, a language that is only used by some of the children and the elders, but it is rarely spoken in public domain.
5. Stable but endangered language, a language that is used by the children and the elders but the speakers are few.
6. Safe language, a language that is used in all domains of communication.

As a means of communication, language can have various characteristics. Chaer, et al (2010) classifies it into seven characteristics. They are system, symbol, arbitrary, productive, dynamic, diverse, and human. As a system, language is formed in a number of components with permanent patterns and the patterns can be made into rules. The system of language is in the form of sound that represents something that is called meaning or concept. The symbol is arbitrary meaning that the symbol that is represented is not compulsory, it changes, and it cannot be explained why the symbol represents a symbol. Language is productive meaning that a limited numbers can produce unlimited speech units. Language can also be dynamic that means language can change anytime and at any of its units, such as phonology, morphology, syntax, semantics, and lexicon. Language can be diverse because it is used by speakers of different backgrounds language is diverse in its units such as phonology, morphology, syntax, semantics, and lexicon. And, language is human meaning that only human who have language.

Those characteristics as described above become the study of linguistics. As the science of language, linguistics has a very wide scope of discipline that can be grouped into various subdisciplines (Chaer, 2012:15). One of them is sub discipline that is based on the object of its study at which it includes the microlinguistics and macrolinguistics. Micro linguistics studies the internal structure of language with its sub systems which consist of phonology, morphology, syntax, semantics, and lexicology each of them has its own studies. Phonology does its study on the characteristics of sounds, the way they occur, and their functions in general. Morphology studies the structures of word or how words are formed. Syntax has scope of studies on units of words and other units above words. Meanwhile semantics does its study on the meaning lexically, grammatically, and contextually. And, lexicology studies the aspects of lexicon of a language. Macro linguistics has different category of investigation towards language from macrolinguistics. Its study is on language with its external factors and in some parts the study of the

external factors can have more analysis than language itself. Some of the subdisciplines including macrolinguistics are psycholinguistics, stylistics, and sociolinguistics. Psycholinguistics has concern on studying about language behaviour and how language is acquired. Stylistics has a focus on studying language for literature. And sociolinguistics as the main discussion in the following part of the paper has the focus of its study on language and society.

2. DISCUSSION

2.1 Concept of Sociolinguistics

As one part of macrolinguistics, sociolinguistics focuses its study on language with external factors. The focus can be seen from its name that the discipline is composed of or is from a combination of two words, they are society and linguistics meaning that their study involves language and society. Sociolinguistics historically appeared after an idea of Saussure stating that there was in fact a relation between language and society. Then the idea developed from time to time resulting more precise concepts on sociolinguistics. Fishman (1976) state that sociolinguistics is a study on the characteristics of language variety, the functions of language variety, language speakers because the three elements always interact, change, and change each others in a community. This concept reflects some points about sociolinguistics, they language variety, language speakers, and change others. Language variety as the characteristic and the key concern of sociolinguistics. Language variety means that language is not uniform as those in the disciplines of microlinguistics, but language to sociolinguistics is various. The term variety stresses that there are elements inside language. For better understanding on language variety we need to refer to Wardaugh (1986:22) stating that variety can be something greater than a single language as well as something less, less even than something traditionally referred to as a dialect. Language speakers in this context means the other term or can refer to the society and that is why in linguistics and in particularly in sociolinguistics there is a term of language society. The most important part of the two points in the concept of sociolinguistics is the change others meaning that there a changing relation between language and its speakers. This idea is in accordance with the idea of the characteristics of language proposed by Chaer stating that language is dynamic.

As one of the subdisciplines of linguistics, sociolinguistics covers a number of problems of study. Chaer (2010:5) mentions that there are

seven points as the main problems in sociolinguistics, they are social identity of the speakers, social identity of the hearers, social environment of speech event, synchronic and diachronic analysis of social dialects, social evaluations from the speakers towards speech forms, variety levels and linguistic variety, and practical applications of sociolinguistic researches.

The discipline becoming macrolinguistics are such as psycholinguistics, ethnolinguistics, pragmatics, and so on. Since their discussions are made with factors outside language, the studies are then called the interdisciplinary ones meaning they use two disciplines; psycholinguistics applies the discipline of language and psychology, ethnolinguistics does their study on language with ethnology. Similar to psycholinguistics and ethnolinguistics, sociolinguistics does it study by combining language and sociology. With this combination, discussions or studies in sociolinguistics can be begun either from linguistics or from sociology.

2.2 Applying Sociolinguistic Approaches in Education Research

The constitution of Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 regulates the system of education in Indonesia. Article 1 of the constitution put concepts of the education program and point 1 and 6 of the article must be stressed in the relation to the paper. Point 1 of the article mentions about concept of education that it is a planned program and involves learner. And, point 6 of the article describes a concept of educator as the one whose qualification as teachers or lecturers. This concept of education offers an important thing if it is related to sociolinguistics, they are the learners as the participants of educational program. Meanwhile, sociolinguistics focuses its study on language and society. It means that there is a co-relation between the two disciplines of education and sociolinguistics. There are many problems of sociolinguistics that can be proposed as the topics of the research in education institutions, such as bilingualism, language choice, code switching, code mixing, interference, and language attitude. Bilingualism refers to a situation at which the people can use two languages in a communication and such language situation can be easily found at multi ethnic or at urban societies where the people must be bilinguals such as in Bali. Language choice means an action of choosing a language for communication in certain domain of language use, such as learning activities, family, or friendship. Code switching is similar to

language choice, but code switching is an activity in the form of shifting the use from a language into another one/other ones in a speech event. Such kind of shifting the use of language can occur because of factors laying in a speech event such as topic, participant, and situation and the choice of using a language is intended by the participants of a speech event. Now code switching can be easily found because almost all societies are already bilinguals. Code mixing is an activity of using a piece/ pieces of a language (source language) in another language (target language). The use of the piece/pieces of a language in another language and it happens without the speakers' awareness. Interference is an activity of using a system of a language in another language and it mostly made by found at a learning period of second language. Language attitude is about people's mental conditions to a language or/or its speakers. People may think that a language is easy/difficult, they may feel they like/dislike or happy/unhappy with a language, and they may decide that they do not want to use a language. Such kind of condition can happen to the speakers of language. Many researches have proven the existence of language attitude to language, one of them is a research conducted by Sumarsono (1990) about the attitude of women at Loloan Village towards Balinese language that supports the maintenance of their Melalu Loloanese language.

As a discipline, researches in sociolinguistics apply approaches and methods. The research approaches that can be applied in sociolinguistic researches are both qualitative and quantitative and the research methods used in the researches also follow the approaches. In the qualitative approach, the research method of collecting data required is the observation that is implemented in two forms, they are participative observation and non participative observation. Participative observation is done in the form of the attendance of the researcher to find lingual forms in a speech event. In non participative observation the researcher does not need to be present at the speech event that can be caused by some conditions that his attendance cannot be done at the speech event. The quantitative approach in sociolinguistic research is realised in survey method. This method is applied by using questionnaire to find numbers of certain points needed in the research so that the data are presented in the forms of numbers and percentage. Survey method is mainly used for collecting data in certain sociolinguistic problems, such as bilingualism, language choice, and language attitude.

3. CONCLUSION

Sociolinguistics and education are the two similar disciplines. The two disciplines have similarities in the participants involved in them. Sociolinguistics has focus of its study between language and society, meanwhile in its program education involve learners. This aspect of education program show an opportunity at which its research activities can also be conducted by applying sociolinguistic approach. There are many problems that can be raised by using sociolinguistic approach in language educational college researches, such as bilingualism, language choice, code switching, code mixing, interference, and language attitude. The research approach and research methods can also be used in language educational college researches. The application of the sociolinguistic approach in language educational college researches will enable the students to make more analysis or discussion on the aspect of language itself.

REFERENCES

- Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan. 2017. *Pedoman Revitalisasi dan Konservasi Bahasa*. Jakarta: Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan.
- Chaer, Abdul, dkk. 2010. *Sosiolinguistik Suatu Pengantar*. Jakarta: PT. Rineka Cipta.
- Chaer, Abdul. 2012. *Linguistik Umum*. Jakarta: PT. Rineka Cipta.
- Finegan, E., dkk. 1989. *Language Its Structure and Use*. USA: Harcourt Brace Jovanovich, Inc.
- Fishman, J.A. 1976. "The Relationship between Micro and Macro Sociolinguistics in The Study of Who Speaks What Language to Whom and When" dalam *Pride and Holmes* (ed.) *Sociolinguistics, Selected Readings*. Hal. 15-33. New York: Pinguin Education.
- Sumarsono, 1993. *Pemertahanan Bahasa Melayu Loloan*. Jakarta: Pusat Bahasa.
- Wardhaugh, Ronald, 1986. *An Introduction to Sociolinguistics*. New York: Basil Blackwell Inc.

THE CONTROVERSY OF CODE SWITCHING IN EFL SETTINGS

Meinarni Susilowati
UIN Maulana Malik Ibrahim Malang

Code switching often takes place in any classroom which necessitates the students, consciously or subconsciously, to use two or more languages. Code switching is also viewed as an indication of mastering two or more languages because code switching can be done with a sufficient knowledge and skill on at least two languages. The nature of code switching turns out to empirically indicate the nature of a bilingual (Stroud, 2009). Code switching, however, is often problematic in an EFL context as far as the use of mother tongue concerns. Some people perceive the use of mother tongue an indication of unsuccessful learning an EFL while other people consider this as a linguistic phenomenon which shows the 'existence' of EFL in their linguistic resources. Thus, the existing code switching in EFL classroom remains debatable.

This paper aims at discussing both theoretical and empirical support the use of code switching in EFL contexts. It is written in the following pattern. As the first part, the basic concept of code switching is discussed. The next section is all about the significance of code switching in the EFL classrooms. As the last part, a conclusion with some recommendation is given.

1. BILINGUAL AND CODE SWITCHING

Within this global era, more people tend to be bilinguals. It is really a part of daily life to find people delicately switch from one language to another. The extensive use of communication technology creates borderless area which allows people from different parts of the world interact each other. The nature of communication tends to be 'here and now' as what happens in a particular part can be instantly accessed by people from different parts of the globe. Similarly, travelling from one country to another can be within minutes and hours at affordable fees. The ease of interaction among people opens a wider possibility being a bilingual or even a multilingual. Today, the ability to shift from one language to another is accepted as quite normal. Bilingualism and multilingualism are a norm in this global village.

However, bilingual can be problematic. It is often seen as personal and social problem. Personally, being a bilingual, especially in

some western countries, can be the reason for being looked down because the main stream only gives prestige those who are monolingual of 'high class' languages (e.g. English, French). Wardaugh (1986: p 98) indicates that 'many bilinguals tend to occupy rather low positions in society and knowledge of another language becomes associated with inferiority'. Socially, it can cause loss of a particular language, especially those among immigrants. This, among other, can be the result of a bizarre policy which requires the immigrants to master and use a foreign language in their daily life and wipe out the language the immigrants bring. This kind of policy, later on, derives a methodological implication which strongly urges the avoidance of the use of mother tongue in classroom contexts.

To a certain extent, bilingual can also lead to diffusion. Certain linguistic features may spread out from one language to another as a result of bilingual situation. Vocabulary and syntactical structures resembles in pidginization and creolization. Within these diffusions, still, the use of particular linguistic features especially vocabulary may indicate a sharp different social class. Within this bilingual community, code switching takes place.

From a sociolinguistic point of view, there are two kinds of code switching: situational and metaphorical code switching. These concepts were derived from Gumperz's and commonly are accepted by sociolinguists (Swann, et al., 2004). Situational code switching is as a shift from one language variety to another which signals a change in the social situation to one in which different norms, interactional rights and relations between speakers obtain. Metaphorical code switching involves the use of a variety not normally associated with the current social situation and brings with it the flavor of a different situation. Metaphorical code switching has its affective dimension as it may lead to different intentions of what lexically presents (Wardaugh, 1986)

From the previous research, we know that bilinguals code switch because of two reasons. First, code switching is related to and indicates a group membership in a particular bilingual community 'such that the regularities of the alternating use of two or more language within one conversation may vary to a considerable degree between speech communities' (Aur, 1998 p. 3). This tends to be a sociolinguistic perspective in a sense that there is a relationship between social and linguistic structure. Secondly, bilinguals code switch as they face intra-sentential constraints in the forms of syntactic and morphosyntactic

consideration. This is a grammar perspective which may or may not be of universal kind.

The above patterns of code switching, however, create some limitations. Aur (1998) shows that some structures of bilingual speech may be free from both grammar and from greater socio and ideological structures. Two patterns of code switching are then proposed. The first is discourse-related code switching, 'the use of code switching to organize the conversation by contributing to the interactional meaning of a particular utterance' (p. 4). The second is preference-related code switching, also labeled as participant-related code switching, which commonly requires extra conversational knowledge. Theoretically speaking, there is no clear-cut difference between the two because basically particular conversations may regulate discourse-related code switching and at the same time may take on preference-related code switching. Code switching can be also formally differentiated. Swann, et.al. (2004) made a distinction between intra sentential from intra-sentential code switching. The first refers to switches which occur within a sentence while the second is any switch which occurs at the end of sentences.

Code switch is not merely switching from a particular code to another, but it may play a symbolic role. Bhatt (2008) has showed that code-mixing and switching serves as a linguistic diacritic to signal 'difference' among various sectors of the middle class, especially between the English-knowing bilinguals and 'other' bilinguals'. It is further stated that there is a socio-linguistically significant generalization that 'members of speech communities in vastly different societies use their linguistic resources sometimes to present a social identity, to set boundaries linguistically, to overcome the strong forces of conquest'(p.1). In an Indonesia context, for example, the use of Indonesian is regarded as more neutral and democratic than Javanese when younger Javanese wants to address older interlocutors. The existing three different Javanese speech levels require the young people employ 'krama inggil' or at least 'krama madya' to converse. The speech levels embed the socially stratified utterances with different symbolic role.

The symbolic role of code switch can be traced at any medium of communication. Mass media, daily conversations among family members, offices, and schools can reflect the symbolic role of code switching in different ways. In the following section, code switching in the classroom context will be elaborated. Some relevant research findings in

this area are also discussed to present how actually code switching indicates the nature of EFL development.

2. CODE SWITCHING IN THE EFL CLASSROOMS: USE YOUR MOTHER TONGUE

From the second language acquisition (SLA) point of view, the use of the target language (TL) in class interactions can be a productive input. As the main concern of EFL is enabling the students to use English in communication, it is plausible to require the students to explore TL in many ways, especially when it involves meaning negotiations. It is believed that such use of TL becomes fruitful comprehensible inputs for students' language development. However, some experts propose to use mother tongue in EFL settings.

Basically, in any multilingual classroom, as any other multilingual community, code switching commonly occurs. It is generally the teacher who stimulates the students to code switch (Jorgensen, 1998). Some research also indicates that code switching may be variously produced depending on the context of elicitation (Stroud, 2009). Despite the fact that code switching can be the indication of language development, the students' use of mother tongue in EFL classrooms remains controversial. This paper, however, support the use of code switching in EFL classrooms.

Some arguments are presented to theoretically and practically support the use of mother tongue, especially as a code switching, in EFL classroom settings. Firstly, the term 'interference' and 'transfer' are no longer in a significant debate. It is now widely accepted that transfer of a mother tongue is not a matter of habit formation but seen as a cross-linguistic influence which is more 'theory-neutral' in perceiving the influence of a mother tongue to a TL. The term 'transfer' is then defined 'the influence resulting from similarities and differences between the target language and *any other language* that has been previously (and perhaps imperfectly) acquired' (Ellis, 2001. Emphasis is given). Within this definition, we can safely say that the existing a code switch which involves the use of a mother tongue can be a natural part of learning EFL process.

Secondly, the term 'facilitation' in SLA theory shows the significant role of mother tongue in acquiring a TL. It is understood as a positive transfer of the mother tongue in a TL in the form of reduced number of errors and rate of learning (Ellis, 2001). Ellis argues that, in addition to facilitative effect of mother tongue in early stages, positive transfer is also evident in learners with different ages and cultural background. Referring to some previous studies in this area, Ellis further

states that positive transfer also interact with other universal factors and can be predicted based on the structural properties of the mother tongue.

Thirdly, the use of mother tongue in code switching is triggered by different beneficial functions. Turnbull and Arnett (2002) extensively reviewed both theoretical and practical issues of code switching into mother tongue in the class. From the previous studies they cited, it showed that teachers code switch in different proportions and different functions. Specifically, they mentioned four possible occasions which provide plausible space for the use of mother tongue: explaining grammar, organizing tasks, disciplining students, and implementing tests. Referring to some theories, they also acknowledge the role of mother tongue to function as the effective teaching strategy and important pedagogical tool as well as the starting point to further develop the TL.

Fourthly, code switching in the classroom interaction also facilitates teaching. Turnbull and Arnett (2002), cited a study which analyzed intra and inter sentential code switching, showed that teachers under the study tended to use intra code switching which mostly are used to help students understand the materials. However, these teachers confessed that they were not even aware of code switching even though they realized that mother tongue accelerated them to move through the curriculum more quickly.

A study done to Indonesian teachers teaching EFL shows similar results. This research aims at investigating the use of the first language and their purposes in EFL classes at the university level (Manara, 2007). It is found out that most teachers believe that the use of their mother tongue will not slow down the mastery of English even though they agree to get their students use English most of the time with their classmates. In addition, the teachers are also required themselves to speak Indonesian for necessary purposes. They pointed out that at least four reasons why they switch into Indonesian, namely (1) the type of course they are teaching, whether skill or content courses, (2) the difficulties and complexities of the materials, (3) students' level of proficiency, and (4) the goal of materials and task.

Fifthly, code switch occurs depending on different factors. Guitierrez-Clellin (2009) shows that code switching happens depending on the students' language dominance and type of elicitation. This study indicates that narration and conversations may derive different amount

of code switching. It is further showed that bilingual students tended to more frequently code switch in narration, telling jokes than in purchasing or answering to an interview. This study also reveals that, in narration, the bilingual speakers tend to use the language best representing the basic concept besides facilitating comprehension, establishing and maintaining solidarity and membership of a group, giving procedures and directions, or clarifying the concepts. Narration requires greater linguistic complexity than conversations where bilinguals may select the topics of conversations.

Above all, the use of mother tongue goes beyond EFL teaching. Teachers tend to code switch not only for the shake of teaching a foreign language but represent their identity (Susilowati, 2010). These teachers confirmed that identity representation is not at all their personal business matters but is perceived as a bridge for their students to understand more different cultures, values, and beliefs attached to both their mother tongue and target language. Understanding cultural aspects and values of the target language can be of great help for mastering the target language. This teachers' beliefs is in line with the moderate Sapir-Whorf hypothesis which clearly shows the close relation between language and culture.

The above discussed reasons clearly show both a strong support of making use of code switching in EFL settings. Despite the fact that there is space for confronting this idea, I consider the use of code switching out-weights its weaknesses. It is theoretically and empirically supported that code switching can facilitate teaching and learning. It is not only the teachers but also the students who can utilize code switching to enhance the mastery of English in different ways.

3. CONCLUDING REMARKS

This paper aims at discussing significant use of code switching in EFL classrooms. Theoretically speaking, code switch to the students' mother tongue can provide glaring significance to the students' TL acquisition. The terms 'positive transfer' or 'facilitation' and 'avoidance' in SLA are nowadays well accepted in a more neutral way in the sense that it does not focus anymore on the learners' errors but what they do not do. In addition, for facilitation, the focus is not any longer on the influence of their mother tongue as the major concern but has been shifted to their reduced number of errors and rate of learning.

Practically, code switching also offers benefits. From the students' point of view, code switching can be of great help in facilitating

the mastery of the TL. Different types of elicitation may create different degree of code switching depending on the complexity of the task and linguistic features. Similarly, different nature of mother tongue also influences types of code switching. The red string of these is that particular aspects can be maximally used of to enhance maximum result of acquiring English. From teacher's side, code switch can be helpful to more quickly move to higher stage of learning a TL. Some very technical reasons underlay teachers' code switching which mostly aimed at avoiding the students' misunderstanding, not necessarily deals with transferring the TL to the students.

However, a conclusion should be cautiously derived from the above discussion. From the previous studies, teachers should be careful in code switching. They should consider the amount of their code switches in their teaching. It really requires a much more detailed empirical data to indicate when and how teachers should code switch with greater significance to teaching learning processes. Similarly, a careful investigation is worth noting for judging whether teachers' code switch functions to facilitate teaching learning process or to represent their identity. It is empirically proved that teachers' code switch is perceived as an effective instrument of teachers' identity representation which is a little bit away from SLA concern but may provide a fruitful arena for inoculating a more conducive setting of acquiring English (Susilowati, 2010). Last but not least, it is also worth investigating how the students perceive teachers' purpose(s) of code switching. It is important to avoid misinterpreting teachers' code switching as a reflection of teachers' insufficient knowledge and skill in mastering English.

REFERENCES

- Aur, P. 1998. Introduction: Bilingual conversation revisited. In Peter Aur (ed). 'Code switching in Conversation: Language, interaction and identity'. London: Routledge
- Bhatt, R.M. 2008. In other words: Language mixing, identity representation and the third space. *Journal of Sociolinguistics* (12:2) p.177-200
- Ellis, R. 2004. *The Study of Second Language Acquisition*. Oxford: Oxford University Press
- Gutierrez-Clellen, V.F., Simon-Cerejido, G and Leone, A. E. 2009 (online). Code Switching in Bilingual with Specific Language Impairment. *International Journal of Bilingualism* (13:1) p. 91-109. <http://ijb.sagepub.com/cgi/content/abstract/13/1/91>. Retrieved on August 19, 2009
- Manara, C. 2007. Teacher decision making on using L1 in EFL classrooms in Indonesia. In Gloria Poedjosoedarmo (ed.) 'Teacher Education in Language Teaching'. Singapore: SEAMO RELC
- Stroud, C. 2009 (online). The performativity of code switching. *International Journal of Bilingualism* (8:2) p. 145-166. <http://ijb.sagepub.com/cgi/content/abstract/8/1/145>. Retrieved on August 19, 2009
- Susilowati, M. 2010. *Representation of teachers' identity in classroom interactions: a teachers' perspective*. A research report presented in the 'Second National English Teachers and Lecturers Conference" conducted at State University of Malang on March 20, 2010
- Swann, J., Deumert, A., Lillis, T., and Mesthrie, R. 2004. *A dictionary of Sociolinguistics*. Tuscaloosa: the University of Alabama Press
- Turnbull, M and Arnett, K. 2002. Teachers' Uses of the Target and First Languages in Second and Foreign Language Classrooms. *Annual Review of Applied Linguistics* (22) p 204-218
- Wardaugh, R. 1986. *An introduction to Sociolinguistics*. Oxford: Basil Blackwell

TECHNOHUMANISTIC-TRANSFORMATIVE EDUCATION: ORGANIZING MATERIALS AND INSTRUCTION FOR EARLY GRADES AT PRIMARY SCHOOLS IN AN EFFORT TO OPTIMIZE THE 2013 CURRICULUM IMPLEMENTATION

Ni Nyoman Lisna Handayani, Ni Ketut Erna Muliastri
STAHN Mpu Kuturan Singaraja, STKIP Amlapura
e-mail: lisnahandayani@gmail.com'ernaketut323@yahoo.com

Abstract

Education is a process of humanizing mankind, in terms of optimization of the development of human dignity in a structured and purposeful way. In this context, the major problem found is that educational institutions cannot produce super humans, who have high intellectual ability, reasoning power and independence that in the long run have not been able to predict changes and developments in the international world in the future, especially in terms of the implications of knowledge and technology for community life. Transformative education is an education that access changes by constantly basing it on basic values contained in the national philosophy, i.e., Pancasila ideology and the great value of local cultures. Through technohumanistic-transformative approach, the students learn in the real experiential context, that consists the application of thinking skill, problem solving, culture appreciation, accurate decision-making skill in the context of causal relationship between knowledge and technology and community. The materials organization in this context offers an optimal opportunity to the teachers to develop and train the thinking skill of the students, so that, directly it has an effect the students' learning achievement in empowering the 2013 Curriculum implementation.

Keywords: Technohumanistic, transformative, the 2013 Curriculum.

Introduction

Primary educational institution is currently facing problems that are related to quality, both in terms of process and product. Primary educational practices are still steeped in the orientation towards the

attainment of covering the materials in the curriculum, by ignoring the provision of the social aspects of education and training for the students. The problems take the essence and substance of education away from the institution as the place for forming and training the students to be good and high-quality citizens. On the other hand, the effort to prepare human resources for community development in this global era is a *sin qua non*, because it has become the need of every nation and if we do not want to be isolated from the dynamics of the global world itself.

Primary school as one of the formal educational institutions also faces crucial enough challenges that are related to Indonesia's ability to compete with the global community in terms of human resources development. The problem in human resources is worsened by the many practices in education that conduct educational activities in the classroom which is facilitated and approached conventionally. This condition encourages the growth and development of a rigid teaching pattern that places the teacher as the single authority in teaching, and ignoring the interest of the students. Such pattern and climate of teaching make the teaching less interesting and not challenging the students to learn optimally. The implication of this condition is the low quality of the process and product of teaching in the primary school.

In the 2013 primary school curriculum primary school is one of the compulsory subjects that have to be taught formally starting from the third grade up to the fourth grade. The teaching at the primary school today also faces the challenge to prepare Indonesians that are capable of playing their role in the modern world. Through the teaching it is expected that Indonesians with strong spirit and endurance can support and implement the national development in accordance with the national education goal.

The teaching at primary school is a forum to develop and train the students to play a very important role in improving and training speed in giving quick social responses to ascertain the optimum level of harmony and balance in the nation's life. The teaching also has the missions in improving the students' awareness and understanding of various phenomena that grow and develop in their living environments, including the implication of technological development on the community life.

Adrienne (2015) Assessing deep learning in students can be difficult as educators strive to move college students well beyond rote memorization. Utilizing optimal instructional and comprehension

strategies, and including varied learning assessments, can offer students more opportunities for critical reflection and relating the course material to their individual lives, even outside the classroom. However, assessment within courses where students arrive to the learning environment with prior experiences, or interpretations of the world around them, as well as existing personal values or ideological/religious beliefs associated with the course topic, are more challenging and complex

Based on the conceptual analysis above, the teaching at the primary school has to be oriented to the effort to train and provide a set of social abilities and skills for the students to understand and be aware of the logical relationship among technology, community, and the primary school itself. Based on this proposition, it is apparent that the goal of teaching at the primary school is to make the students understand and aware of their living environments as quickly, carefully and with wisely.

The reality in the field shows that the teaching at the primary school still faces the problem of low learning achievement. This condition is worsened by the global challenge that becomes more complex, and thus through the teaching the students are expected to obtain enough knowledge and skills to be able to play their role optimally in the global community level.

Merriam (2004) describes the link between Mezirow and Piaget's (1972) theories as "explicit" (p. 60) and posits that TL cannot occur unless the adult learner is in a Piagetian post-fourth stage of development. Research indicates that perhaps one half of adults do not reach this final Piagetian stage (Merriam, 2004). Critical inquiry "is a rarity even in graduate students, although it is found in some educated adults as they mature into their thirties and beyond" (Kitchener & King, 1990, pp. 165–166). Further discussion concerning attainment of Piaget's formal operations stage is beyond the scope of this article and this journal. Mezirow (2004) answered Merriam's (2004) concerns on Piagetian theory and his own TLT with the following statement:

There is common recognition that the fully developed learner moves through a series of developmental forms to arrive at the highest potential for understanding- the capacity to engage in transformative learning. There is also recognition that this occurs only in adulthood but not in all or even most adults. (p. 69)

Based on the conceptual and empirical analysis of the teaching at the primary school, still many teachers do not have enough ability and skill in selecting and using various approaches and methods of teaching that are effective in developing the conducive teaching climate for the students to learn optimally. The selection of the approaches and methods of teaching that suit the curriculum objectives and the potentiality of the students is the basic ability and skill that a teacher has to acquire (Winterworth, 2010:9). This is based on the assumption that the accuracy of the teacher in selecting the approach and method of teaching will have an effect on the students' success and learning achievement.

In the light of the conceptual and empirical analysis, it is apparent that there is a gap between *das sain* and *das solen* in relation with the teaching at the primary school, that the quality of teaching is still far from what is expected by the community. Aware of the condition, an effort has to be made to improve the meaningfulness of the teaching at the primary school and the students' socio-cultural literacy has to be improved that the teaching developed by the teacher is not only oriented towards how to transfer, but how to learn.

Ideally, the presentation of the materials at school should always be related to and matched with the existing actual socio-cultural issues that are developing in the community. One of the approaches that is claimed to be capable of giving the solution to the problem above is the technohumanistic- transformative approach. The accommodation of socio-cultural issues in the community is the key characteristics of this approach (Yager, 2006:21). The change in the paradigm in the 2013 curriculum has become a subject of discussion among the educators and the readiness in facing the new curriculum become a challenge that should be faced and be implemented in the year to come.

The idea of transformative education becomes one of the attempts to solve the educational problems. Education in Indonesia is steeped in pragmatism that the output is far from the nation's idealistic values. The transformative education that stresses the dialogic, innovative, creative, critical and participative principles in teaching is regarded to be more in humanizing human with its system that centers on the students. The source of local wisdom that covers the religious, human, natural and cultural potentialities that used to be commonly marginalized in teaching is upheld to be valuable and has to be manifested in the transformative teaching, since through the local wisdom the character and personality of the students can be developed

with the hope that through the local wisdom based education, the nation's future generation can meet the future challenge and is intelligent, has a good character and is civilized.

On the basis of the above discussion this paper will focus on the organization of instructional materials for the primary school students as a structured strategy in empowering the 2013 curriculum. For this purpose, Technohumanistic-Transformative approach is used and early grades and Research and Development paradigm are selected.

Body Text

Transformation is basically a process of fundamental change in humans. Teaching or education that is transformative is the teaching or education that produces a fundamental change in the students. Thus, the teaching which does not give a fundamental change in the students is not a transformative teaching. Daszko, Macur & Sheinberg (2004) state that in Webster Dictionary: to transform means to change in form, appearance or structure; metamorphoses; to change condition, nature or character; to change into another substance." It is further stated that: "That is, while all transformation is change. Transformation is a change in kind; not a change in degree." From this one can understand that to transform means (a) to change form, appearance or structure; (b) to change condition, nature or characteristics; even (c) to replace substance. Hence, all transformations are changes, but not all changes are transformations. Change is more superficial, while transformation is more substantial. Furthermore, Cranton (2002) explains that at its core, transformative learning theory is elegantly simple. Through some event, which could be as traumatic as losing a limiting or distorted view. If the individual critically examines this view, opens herself to alternatives, and consequently changes the way she sees things, she has transformed some parts of how she makes meaning out of the world.

Cranton (2002) states further that "it is easier and safer to maintain habits than to change it. It may take a significant or dramatic event to lead to us question assumptions and beliefs. Other times, though, it is an incremental process in which we gradually change bits of how we see things, not even realizing a transformation has taken place until afterward." It is easier to maintain a habit than to change it. Let alone to change things that have become established which have become principles of life or even belief. Belief here does not only include religious belief or belief about what constitutes an individual honesty and goodness, a belief in a medical doctor, belief in security in a particular

condition, etc. However, change needs also be made especially in oneself.

Transformation is concerned with individuals, a community or an organization. Daszko, Macur & Sheinberg (2004) state that transformation starts from a deep understanding of a knowledge. With such understanding, an individual gives a new meaning to his or her life, event, and interaction with other people. Once a person understands a knowledge deeply, he or she immediately applies the the corresponding concepts, principles or procedures of the knowledge in every interaction with others. Early (2004) even defines an individual's transformation as transformation of consciousness that is applied in a social interaction. In such understanding transformation can cover other fields that are wider, including psychotherapy, spirituality and sociology. Furthermore, transformation even also covers social and psychological capacities oriented to the goals of love, life expectancy, enthusiasm and friendship.

Based on the basic concepts of transformation as discussed above, it can be stated that transformative teaching is a teaching that is capable of giving an effect of basic change on the student. Thus, it is difficult to call a teaching that does not give an effect of basic change to the student a transformative teaching. In brief, learning can be defined as an effort to develop self-potentiality. The potentialities that are changed can be knowledge, skill, or attitude. The way to change something can take the form of an effort to commit to memory, understand, observe closely, criticize or reason something, it can be in the form of a self training to develop a skill, to develop a habit in doing something or being aware of the nature of something. When examined further, learning is basically a psychological process, change in ability, an active effort, a human activity, a process or even a need.

Teaching is even defined as an effort to make the students learn. But in the non-formal education, this is not fully accepted (Jarvis, 2004) since it can trap the students to an understanding that places them as an object (not a subject), making them passive, and even this does not recognize the autonomy of the students. From this it can be clear that the teacher's task is to lead the students to be absorbed in learning activity since it is believed that learning process is an internal process of the students and can only occur when the students as the learners are willing to do it. In the mean time, the use of a teaching strategy in the school education is more oriented to the mastery of the instructional materials by the students, the use of teaching strategies in the non-formal

education gives more stress on service or the meeting of the learning need of the students. School education truly serves the learning need of the student, but because the students have homogeneous characteristics, it needs a special attention. Even among the three teaching domains, cognitive domain is served more than the psychomotor and not to mention the affective.

Based on the explanation about the basic concept of transformation and transformative teaching above, it can be said that transformative teaching has become a teaching strategy in itself. In it there is an extraordinary potentiality. If the potentiality can be applied in each educational activity outside the school, then it can be expected that all no formal education becomes a promising activity. As people have started to recognize, transformative teaching is a teaching strategy that is suitable for adults. Now, some transformational learning theory perspectives have been developed such as rational transformation or personal transformation by Mezirow, educational transformation or individual transformation by Boyd, and social transformation or emancipatory transformation by Friere (Taylor, 1998). From the perspective of rational transformation, transformative learning process is a process of developing new meanings of one's personal experience based on previous interpretation to direct future actions. This theory explains how expectations, cultural assumption framework, and one's assumptions influence meanings he or she gives to his or her new experience. Learning activity is done in two domains, that is, instrumental and communicative. Instrumental learning is focused in problem solving process, while communicative learning on the understanding of substances of other's speeches, for example about values, dreams, feelings, moral decisions, and concepts of freedom, justice, love, laborer, autonomy, commitment and democracy.

In relation to the answer to the question whether teaching strategy can really influence the occurrence of self-change is obvious. Any event can, basically, trigger selfchange, moreover, teaching is a strategy or a series of actions that are designed systematically for this purpose. Based on such idea, Cranton (2003) recommends some strategies that can be used, 7 of which are as follows.

1. An activating event that typically exposes a discrepancy between what a person has always assumed to be true and what has just been experienced, heard, or read. This shows some

events that are different altogether from what has so far been believed, experienced, heard, or read by the person involved.

2. Articulating assumptions, that is, recognizing underlying assumptions that have been uncritically assimilated and are largely unconscious. This expresses the actual meaning of the assumptions so far people have taken for granted or not been aware of.
3. Critical reflection, questioning and examining assumptions in terms of where they came from, the consequences of holding them, and why they are important. Doing a critical reflection which means questioning or examining the truth of existing assumptions related to the origin of the assumptions, what will actually happen if one follows them and why the assumptions are regarded as important.
4. Being open to alternative viewpoints. Having an open attitude or opening oneself to other different viewpoints.
5. Engaging in discourse, where evidence is weighed, arguments assessed, alternative perspectives explored and knowledge constructed by consensus. Engaging a person in proven discourses, tested reasons, traceable alternative viewpoints, and agreed upon knowledge.
6. Revising assumptions and perspectives to make them more open and better justified. Deliberately changing assumptions or viewpoints that one has or the community have so that their attitudes become more open and wiser.
7. Acting on revisions, behaving, talking, and thinking in a way that is congruent with transformed assumptions or perspectives. Actually, doing improvements or doing actions, talking, and thinking that are in line with the transformed assumptions or viewpoints.

The basic meaning of transformation is basic change in human, at least in his or her mindset. Although research on this is not yet optimal, in the sense of not yet coming to concrete conclusions about what kinds of strategies can produce transformation in the students, in what cases, and what the changes look like but at the level of daily experience it has shown that it has a significant existence and a significant role. The research on this substance is still new academically, that it still needs to be done again. One of the characteristics of the substance is to know more

exactly when and how the transformation takes place and how meaningful the event is to the one who experiences it.

In the effort of transforming intellectual asset based on civilization and a strong character, a model that can be used is the character education model that is based on technohumanistic approach. Character education that is based on technohumanistics has three basic pillars of educational development (in Indonesia), that is, philosophical, cultural value, and strategic environmental references (Dantes, 2012).

As an implication of globalization and reform a change has occurred in educational paradigm. The change is in the form of, first educational process paradigm that is oriented towards teaching in which the teacher as the center of information has shifted to the student has become the resource (student center). Second, the traditional process paradigm that is oriented towards classical approach and format has shifted to a more flexible model of teaching, such as distance learning. Third, quality of education has become the first priority (which means that quality becomes international quality). Fourth, the increasingly more popular lifelong education and the increasingly more blurred the boundary between school education and nonformal education. Fifth, with the increasingly more developed science and technology education and for promoting human welfare and environment, then the development of science and technology have to be based on human values.

There are three dimensions of the objective covered in technohumanistic education, that is, mastery of science and technology, policy and goodness. Education for the mastery of science and technology has to be based on the axiology of science, that is, for the welfare of human beings. Formal (school) education that matches the application in various fields/ sectors is a strategic effort to attain the objective. Education about goodness becomes the fundament of democracy. Value education in the effort of character building needs to be made effective since there are various negative effects that can influence the students' behavior such as the trend to have deviated behaviors among the students. By keeping the negative phenomena, what values need to be taught? Two great moral values that need to be taught are respect and responsibility. In addition, there are some values that need to be taught, among others are: honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation,

courage, and host of democratic values (Dantes, 2012), that in the long run will form the students' character.

Character is related to moral knowledge, moral feeling, and moral behavior. Good character consists of knowledge about goodness, the desire to do something good, and the conduct of goodness, habit of feeling and habit of doing something good. In the component of moral knowing, there are six aspects, that is (1) moral awareness, (2) knowing moral values, which consists of having respect towards life and freedom, responsibility for others, honesty, openness, tolerance, politeness, self-discipline, integrity, goodness, compassion, and firmness. (3) Perspective taking (ability to give a viewpoint to others, seeing a situation as it is, imagining he or she ought to think, react, and feel). (4) Moral reasoning is understanding about what is meant with having a morality and why we have to have morality. (5) Decision-making is the ability to make a decision in facing moral problems. (6) Self-knowledge, and this is very difficult to attain, needed for moral development.

The mastery and development of science and technology that increases from time to time bring about positive effect on human welfare, such as the increasingly narrower space and the increasingly shorter time needed for the same activity, the increasingly more practical way used to complete a complex task. In addition to many positive things there is a worry about the negative effects of the development of science and technology (which if are not controlled) will destroy this life. Dantes (2012) has developed a perspective on integrating character and the development of science and technology applied in education that is called character education in technohumanistic perspective.

The concept above was followed up with a study by Dantes (2012) with the focus: technohumanistic based character education in the formal schools in Indonesia, which finds out that the character aspects (humanistic values) that have to be developed simultaneously with the development of science and technology are moral awareness, knowledge of moral values, ability to give moral viewpoints and considerations, recognition/ understanding of oneself, work (viewpoint about occupation), conscience, self-esteem, honesty, loyalty, faith, moral competence, willingness, habit, self discipline, responsibility, friendship, courage (bravery and firmness), perseverance, and decision making.

Thus, there is a need to develop science and technology based on the aspects of the character values that are suitable for human civilization, since the life in the future is very hard and competitive.

Then, based on the perspective of technohumanistic based character education and the result of need assessment above, the first prototype of character education based on technohumanistic approach in the formal education in Indonesia needs to be developed, which consists of three dimensions that are covered in technohumanistic based character education. They are (1) mastery of science and technology, (2) mastery of moral values (moral knowledge, feeling and behavior) can be transformed through pillars of learning: learning to know, learning to do and learning to be; while values of wisdom are transformed through learning to live together and learning to live sustainability. The transformation of one and two is in the stage of formation and development of the character values until the stage in which they are acquired by the students (that are concerned with aspects found in Dantes (2012), while the transformation of three is the implementation of the values in life.

Conclusion

Based on the analysis of data it is found that the dimensions and indicators of character education are (1) moral dimension, that covers the indicators: moral awareness, knowledge about moral values, ability to give moral viewpoints and consideration, self understanding, perspective about self-esteem, empathy, love of goodness, self-control, politeness, compassion, honesty, loyalty. (2) the wisdom dimension that covers the indicators: moral competence, willingness, habit, self-discipline, responsibility, friendship, courage, decision making.

References

- Adrienne L. Cohen (2015) *Student Journals: A Means of Assessing Transformative Learning in Aging Related Courses*. Georgia Southern University: Taylor & Francis.
- Banks, J.A. (1995). *Transformative Challenges to the Social Sciences Disciplines: Implications for Social Studies Teaching and Learning*. *Theory and Research in Social Education*, XXIII (1), 2-20.
- Borg, W. R. & Gall, M. D. (1979). *Educational Research an Introduction*. NY & London: Longman.
- Cranton, P. (2002) *Teaching for Transformation*, in J.M. Ross-Gordon (Ed.) *Contemporary Viewpoints on Teaching Adults Effectively*,

- New Directions for Adult and Continuing Education, No. 93. San Francisco: Jossey-Bass.
- Dantes, N. (2012). Techno-humanistic-Based Character Education (A Series of Perspectives and Education Policies for Meeting Global Challenges). Universitas Pendidikan Ganesha. Asian conference Proceedings. Education. I, 10996, pp. 93-94.
- Elias & Merriam.2005. It's time to change our minds: An introduction to transformative learning. *ReVision*, 20(1).
- Intibyah, Z. (2007). Revolution and women's character. *Review of Indonesian and Malaysian Affairs*, Vol. II 8, No. 3, July-Sep.
- Lasley, T.J. (1996). *Teaching Selflessness in A Selfish Society*, Ohio State University: Phi Delta Kappa.
- Lickona, T. (1996). Eleven Principles of Effective Character Education. *Journal of Moral Education*.
- Loehrer, Michael C. (1998). *How to Change a Rotten Attitude: A Manual for Building Virtue and Character in Middle and High School Students*. California: Corwin Press. A Sage Publications Company.
- Marhadi, M. (2009). *Membangun Keindonesian Lelat Budaya Daerah* (paper). Read in Seminar Nasional Kebudayaan, Jogjakarta: FISE UNY Jogjakarta.
- McNiff, J. (1992). *Action Research: Principles and Practice*. NY: Routledge, Chapman & Hall, Inc.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Mezirow, J. (1995). Transformation theory of adult learning. In M. R. Welton (Ed.), *In Defense of the lifeworld: Critical perspectives on adult learning* (pp. 39–70). New York, NY: State University of New York Press.
- Mezirow, J. (1996). Contemporary paradigms of learning. *Adult Education Quarterly*, 46(3), 158–172. doi:10.1177/074171369604600303
- Mezirow, J. (1997). *Transformative learning: Theory to practice*. *New Directions for Adult and Continuing Education*, 74, 5–12. doi:10.1002/ace.7401
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco, CA: Jossey-Bass.
- Mezirow, J. (2004). Forum comment on Sharan Merriam's "The role of cognitive development in Mezirow's transformational learning theory. *Adult Education Quarterly*, 55(1), 69–70.

- Mezirow, J. (2009). Transformative learning theory. In J. Mezirow & E. W. Taylor (Eds.), *Transformative learning in practice: Insights from community, workplace, and higher education* (pp. 18–31). San Francisco, CA: Jossey-Bass.
- Robinson, D. (2008). *The Character Building in New Era*. USA. Reinehart.
- Taylor, E. (2009). Fostering transformative learning. In J. Mezirow & E. W. Taylor (Eds.), *Transformative learning in practice: Insights from community, workplace, and higher education* (pp. 3–17). San Francisco, CA: Jossey-Bass.
- Wahab, (2011). *Models Humanistic Approach Based Learning* (Paper). National Seminar PIPS di UPI Bandung.
- Waterworth, P. (2010). *The Spirit of Cooperation: Using cooperative learning strategies in teacher education in Australia and Thailand*. Thailand: UNESCO-ACEID.

PROJECT-BASED ASSIGNMENT IN FORM OF NARRATIVE MOVIE PROJECT, CAN IT MOTIVATE STUDENTS TO LEARN ENGLISH DURING HOLIDAY?

Kadek Wiramarta
STAHN Mpu Kuturan

Abstract

For students, holiday sometimes is spent ineffectively by doing unimportant things. Therefore, they become demotivated while learning. For that reason, teacher needs to find out appropriate strategies so that students can spent their holiday effectively. Commonly, teacher relies on workbook as their primary source of assignment. However, project-based assignment has emerged as an alternative assignment. This research tried to investigate students' preferences for the two types of tasks given between the project-based assignment in form of movie project and the students' worksheets and see whether there are significant differences in student learning motivation. To achieve this goal, a quantitative research was done by following One Sample two Treatments Design. Forty students were given questionnaire and the result was tested by using T-Test. The result shows that students prefer Movie Project. Additionally, Movie Project showed significantly better result in keeping students' motivation in their holiday than when students have to work on their workbook. This is evidenced by the value of t_{cv} for the 0.05 significance level is 2.021 which is lower than the t-count 3.580. Because $t \text{ count} > t_{cv}$, it can be concluded that Movie Project can keep student motivation significantly better than using students' worksheets as homework.

Introduction

In curriculum 2013, mainly for the tenth-grade students, there are several demands that needs to be mastered by students, especially in several aspects of learning. Some of the learning materials are contained in Basic Competencies can be seen as follows.

(3.7) Analyzing social functions, text structures, and linguistic elements from simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use. (3.8) Analyzing social functions, text structure, and linguistic elements of the announcement text, in accordance with the context of their use. (3.9) Analyzing social functions, text structures, and linguistic elements from recount texts about experiences, events, and events, simple, in accordance with the context

of their use. (3.10) Analyzing social functions, text structure, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.

Shortly, there are four types of text that must be mastered, namely descriptive, announcement, recount and narrative. These four text genres must be mastered by students of tenth grade.

Commonly, there are several effective days for teacher to make students have the competencies required in this curriculum. Unfortunately, these effective days are much disrupted by unexpected activities or vacations. Especially in Bali, holidays often occur for two main reasons. The first reason is numerous activities ahead of the National Examination for the twelfth-grade students. Secondly, Bali has many religious and cultural events that are followed by the Balinese themselves. As a result, the learning process cannot be maximally done inside the classroom but instead outside the classroom by the students themselves. That is why assignments for students are needed.

Because of this, there are things that should be anticipated. For some students, holidays are no longer perceived as break time so that students will be more spirited when they have to learn again after the holiday. Holiday instead works like a boomerang. Instead of increasing student motivation, students become accustomed to being comfortable and accustomed to spending their times with unimportant activities. This is also supported by Kanzun in Ari (2012) who states that students tend to do things that are useless and dangerous when on vacation. In other words, holidays often make learning motivation go down, but increase students' motivation to play and spend time with negative activities.

Whereas in foreign language learning, students' success in mastering a foreign language is not only influenced by teaching and learning techniques, but also from their learning motivation. Motivation can be defined as the desire to reach a dream and with a hard effort to achieve dreams (Abisamra, 2002). In other words, motivation can encourage people to do something to achieve the desired goals. In every learning, of course hard motivation to master something can be a key to be successful in learning English. With this, students' ability in speaking English can be increased.

As explained earlier, motivation plays an important role in language learning. Sardiman (1992) states that motivation can encourage humans to act, as a driver or motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out. Second, motivation can determine the direction of action, which is towards the goal to be achieved. Thus, motivation can provide direction of activities to be carried out in accordance with the objectives being set. Thirdly, with motivation students can determine what actions to be done in order to achieve the goals, by setting aside actions that are not beneficial for that purpose. So that it is clear, without efforts that are influenced by motivation, students will be a little stumbling in achieving what they want.

To stimulate student motivation, especially on holidays, it is necessary to design a task that is able to motivate students during the holidays. Generally, students are given the task in the form of student worksheet where students are given questions related to competencies that must be achieved. This method is commonly practiced in the assignment process.

On the other hand, the teacher must realize that learning must be creative. Learning should be able to encourage students to innovate and not only copy or memorize (Sheninger, 2012). A task that is able to motivate students is needed. In addition, this task must also involve not only students' cognitive abilities, but also affective and psychomotor abilities.

Therefore, the author tries to design a project-based learning in the form of Narrative Film. The Project concept seeks to combine the four genres that must be studied (narrative, recount, announcement and descriptive). This project is expected to be able to stimulate student curiosity and student motivation to learn English. Therefore, this study aims to investigate the effectiveness of the task in the form of Narrative film in motivating student learning, especially during holidays. Primarily, this study will attempt to investigate students' preferences for the two types of tasks given between the movie project and the students' worksheets and see whether there are significant differences in student learning motivation when they are given assignments in form of students' worksheets and Narrative Movie Project.

Result and Discussion

Method of Research

This research was held at SMAN 3 Denpasar. The population of this study were students of SMA 3 Denpasar and samples from this study were 40 students of class X in the academic year 2016/2017.

The research design used was One Sample two Treatments Design. In the design of this study, one sample would be given two kinds of treatments, where later this sample would be given a questionnaire at the end of each session (Gravetter and Forzano, 2008). Here, in the first semester students were given the same assignment, which was answering questions on the Student Worksheet. While in the second semester students will be given a treatment in the form of a Narrative Movie Project. At the end of the session, students were randomly given a questionnaire regarding their learning motivation while experiencing these two assignments.

When assignments are in the form of students' worksheets, students were only given workbook which contained questions to be answered as a form of assignment during the holidays. On the other hand, students are also given assignments in the form of a Movie Project with the following steps

Table 1. Syntaxes of Narrative Movie Project

No	Activity Description	Genre Text
1	Brainstorming storyline	Narrative Text
2	Writing movie script	Narrative Text
3	Character description	Descriptive text
4	Movie shooting	-
5	Writing diary during filming	Recount Text
6	Poster making	Announcement
7	Submitting the final product	-
8	Award	

There were 2 kinds of questions that need to be answered by using different analysis techniques. To investigate students' preferences for the two types of tasks given, the analysis technique used was to make a comparison in the form of a percentage. Whereas to investigate whether there were significant differences in student learning

motivation when given assignments in the form of worksheets and assignments in the form of Narrative Movie Projects the analysis technique used is to use a T-test using SPSS 16.0.

Findings and Discussion

Based on the results of the questionnaire, it was known that students prefer Movie Project. Of the forty students, 31 students or 78% of students expressed a tendency to do a task like a Movie Project and 9 students or 22% expressed a tendency to do a similar task Student Worksheet. The Chart below will explain the different level of student preference.

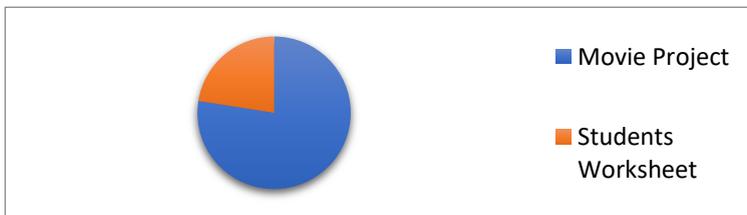


Figure 1 Students Assignment Preference

To analyze the second problem, differences in student motivation was tested inferentially using the T Test through SPSS. Before applying the T analysis to the results of the two questionnaires, there were 2 prerequisites that must be met. First, the distribution of data on both results must be normal, and the existing data must be homogeneous. To test data normality and homogeneity, SPSS 16 was used. The significance level for both of these data had been set at 0.05. This meant that the wrong risk taken by the author was 5%.

The normality of questionnaire data for students' worksheets Tasks can be seen in the table below

Table 2 Normality Tests of Motivation Score of Students who were Taught by Students' Worksheet

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	.131	40	.083	.966	40	.267

a. Lilliefors Significance Correction

In the data, it can be seen that. Sig = 0.083. This number was greater than the level of significance set at 0.05. Therefore, this data could be considered normal.

The normality of the questionnaire data for the Movie Project Task can be seen in the table below

Table 3 Normality Tests of Motivation Score of Students who were Taught by Movie Project

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	.130	40	.084	.923	40	.010

a. Lilliefors Significance Correction

In the data, it could be seen that. Sig = 0.084. This number was greater than the level of significance set at 0.05. Therefore, this data can be considered normal.

While for the second test which was homogeneity test was also done for both data. The result of homogeneity test could be seen through the table below

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
y	Based on Mean	1.166	1	78	.284
	Based on Median	1.205	1	78	.276
	Based on Median and with adjusted df	1.205	1	74.004	.276
	Based on trimmed mean	1.208	1	78	.275

From the above data it can be seen that the significance value based on the mean was 0.284; based on the median was 0.276; based on the median and df was 0.276 and based on trimmed mean was .275. All these numbers were above the level of significance set at 0.5. Therefore, this data could be considered homogeneous

After being considered normal and homogeneity, the t test is carried out. The T Test results on SPSS can be seen in the table below

Table 5. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Ha Equal variances assumed	1.166	.284	3.580	78	.001	6.45000	1.80162	2.86325	10.03675
Equal variances not assumed			3.580	74.032	.001	6.45000	1.80162	2.86022	10.03978

For the sample size of 40 students, t_{cv} for the 0.05 significance level was 2.021. While the t count in the table above was 3.580. Because $t \text{ count} > t_{cv}$, it could be concluded that there is a significant difference between the use of students' worksheets as assignment and the Narrative movie project. The Narrative Movie Project was significantly better than using worksheet as an assignment in increasing student motivation during the holiday.

Based on the results above it can be concluded that students prefer the use of Project-Based Learning in the form of a Narrative Movie Project as a form of assignment. In addition, it is evident that the Narrative Movie Project is able to increase student motivation more significantly compared to students' worksheets. This proves that Project-Based Learning is an effective form of assignment that deserves to be developed.

This happens for various reasons. First, students become people who are responsible for their own learning. In the Narrative Movie Project students themselves determine the storyline they want to do.

They also decide how they will make their products to completion. The teacher is no longer the only source. But students are actively looking for resources. They started watching movies, looking for references to novels, posters, reading tutorials and other stories. In addition, they study the possibilities they can do to complete their tasks by conducting group discussions. Thus, students begin to realize that the success of their learning actually depends on how hard their efforts in completing this film. This led students into a self-directed learning which allows learners to be more effective learners (Abdullah, 2012)

Second, students assume that learning becomes much more exciting and challenging. The number of tasks and the complexity of the task makes them think much harder than usual. The task of the Movie Project involves students actively in solving problems and demanding higher thinking skills of students. However, this complexity was not solved by itself but was solved in a discussion of members within the group. In addition, they study the possibilities they can do to complete their tasks by conducting group discussions. So, in the end, this problem can be slightly mitigated by suggestions from friends who might be more experienced in the problem. Thus, rather than just listen or read, they become more active and in the longer run it affects students' achievement positively (Bonwell and James, 1991)

Third, the concept is obtained through self-study or correction of friends that is far more effective. Students are conditioned to learn in groups that interact with students and their friends so that the achievement of learner completeness can be expected. When doing a movie project and are required to speak English, people who are in a group will correct each other. Such mistakes often occur, and smarter students will begin to share their knowledge about English. In addition, before taking pictures, students will continuously practice to make it look more perfect and natural while acting later. With this, students are indirectly forced to have better understanding on the concept of the film and the characters they will play. Furthermore, they began to learn how to do the pronunciation correctly. By this way, learning process runs more effectively as what has been stated by Burke (2011) that group work involves students to work collaboratively and encourage them to interactively to get better grades and eventually make them more satisfied with their learning process.

Fourth, the movie project makes students becoming more independent and more mature, able to give aspirations and accept the

opinions of others, instilling a positive social attitude among learners. In the movie project, the problems that will be faced will be far greater and more various. Often internal conflicts occur in decision making. This is where students will begin to learn to be empathetic, wise, and think objectively when facing problems. However, the conflict arises, students inevitably have to finish it immediately because they have to work together in completing this task. Thus, the project that they made is actually the results of their collaborative thinking and when it was done it will give them better satisfaction. Burke (2011) stated that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation and this what happened in this case.

Fifth, this task increases student creativity because students are required to create all the elements in the film with their own team. From the beginning to the end students' creations are needed to complete this task. In addition to the many problems that they have to face, making them have to turn their minds so that problems can be resolved. In other words, their creativity is not only tested through scripting or improvising dialogue, but also with problems and conflicts that might arise in making this film. This will incredibly help them in their learning process. Creative thinking is not only about knowledge and understanding but a willingness to questions what they have already understood (Sullivan, 2011). By keep questioning what they have understood, students can use their own imagination to formulate their own better understanding with a balanced ratio between what they understood and what they imagine.

Sixth, this task not only trains students 'cognitive skills, but also tests students' affective and psychomotor. They don't just learn to understand. They learn to analyze, associate, apply and even behave when working on this task. Thus, students don't just learn to know. But they learn to socialize and learn to be able to practice it in everyday life.

Finally, this task really explores the talents of students. Many students begin to understand how to hold a camera, edit videos, make up, act, write scripts and so on. These talents are often hidden and not channeled properly because of the many cognitive activities in the school.

However, there are some weaknesses of this assignment. First, this task was carried out by children aged between 14-16 years. First of all, time management issue was something that needs to paid attention

to. Often there is a clash between students mainly because of the tight and different schedule that occurs for each member of the group. Not to mention, homework, assignments given by other subjects. In addition, there are also activities outside the school that also take up the time of children. Therefore, finding the right time for everyone is a very difficult thing to do.

Third, the houses between students are sometimes faraway from each other. Additionally, sometimes, the place for filming is far away from the students' house. As a result, students are confused when they have to gather because of these distance that they have to go before meeting each other. Consequently, some students feel tired even before they do their own project.

Finally, this task is vulnerable to conflict. Often, these conflicts do not end in peace but instead lead to long disputes between friends. Students have their own perspective regarding how to unify their ideas into one complete project. These conflicted ideas are often become the source of conflict. This conflict can make relations between students become uncomfortable and tend to be worse.

In other words, even though this task is considered effective, further adjustments need to be made regarding this task so that unexpected events can be minimized. One of the ideas that emerged for the improvement is cooperation with other subjects in making this task. In other words, 1 task will be assessed directly by 2 or 3 teachers from different subjects. However, it needs further discussion before this plan is realized.

Conclusion

Based on the results of the study, it is known that students prefer Movie Project. Out of the 40 students 78% of students expressed a tendency to do assignments similar to the Movie Project and 22% expressed a tendency to do similar tasks Student Worksheets. Whereas if asked, which one is more motivating, Movie Project showed significantly better result in increasing students' motivation while having their holiday than when students have to work on their workbook. This is evidenced by the value of t_{cv} for the 0.05 significance level is 2.021. While the t count in the table above is 3.580. Because $t_{count} > t_{cv}$, it can be concluded that Movie Project increases student motivation more significantly than using students' worksheets as homework.

Based on this study, Project-Based Learning should be implemented according to their respective levels because it provides several benefits including students being responsible for their own learning, making learning becomes much more exciting and challenging encouraging students to do a self-study, making students more mature and learn to accept the opinions of others, instilling a positive social attitude among learners. Additionally, this assignment is well-balanced which means that not only students learn cognitively, but their positive affective factor and psychomotor are also developed.

However, there are a number of shortcomings that should be watched out for in this type of assignment. Project based learning tends to be time consuming, energy draining and vulnerable to conflict. Therefore, teacher needs to conduct prevention or adjustment steps so that the Narrative Movie Project assignment runs better.

Finally, teachers need to consider various other Project assignments that are more creative and able to explore the potential and motivation of students in learning English. By this way, students will learn in more exciting manner.

References

- Abdullah, M.H. (2012). Self-Directed Learning. Retrieved from <https://www.tcdsb.org/schools/holyspirit/thefuture/ESDLCA/Documents/SDL%20article%201.pdf>
- Abisamra, N. (2002). Affect in Language Learning: Motivation. Retrieved from <http://nadabs.tripod.com/>
- Ari, S (2012). *Mengisi Waktu Luang Pada Siswa Sma Negeri 1 Ngemplak*. Universitas Negeri Yogyakarta. Retrieved from <http://eprints.uny.ac.id/9557/>
- Bonwell, Charles C., and James A. Eison. (1991). Active Learning; Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: The George Washington University, School of Education and Human Development.
- Burke, A. (2011). Group Work: How to Use Groups Effectively. *The Journal of Effective Teaching*, Vol. 11, No. 2, 2011, 87-95. Retrieved from https://uncw.edu/jet/articles/vol11_2/burke.pdf
- Gravetter, F.J., Forzano, L-A. (2008) *Research Method for Behavioral Science*. Third Edition. South Melbourne: Cengage Learning

- Permendikbud RI no. 70 tahun 2013. (2013). Kerangka dasar dan Struktur Kurikulum. Retrieved from <http://bsnp-indonesia.org/id/wp-content/uploads/2013/06/08.-Permendikbud-Nomor-70-ttg-Kerangka-Dasar-dan-Struktur-Kurikulum-SMK-MAK-dan-Lampiran-Versi-05-06-13-Aries-edit-hukor.pdf>
- Sardiman.A.M. (1992). Interaksi dan Motivasi Belajar Mengajar. Jakarta:Rajawali Pers. Diunduh dari <http://eprints.uns.ac.id/3920/1/66651906200912361.pdf>
- Sheninger, E. (2012). Learning Should Be Creative. Retrieved from <http://esheninger.blogspot.com/2012/05/learning-should-be-creative.htm>
- Sullivan, M. (2011). Developing the Cambridge Learner Attribute. Retrieved from <https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/cambridge-learner-attributes/>
- Undang-Undang Republik Indonesia no 20 tahun 2003 tentang Sistem Pendidikan Nasional. (2003) Jakarta. Retrieved from www.inherent-dikti.net/files/sisdiknas.pdf

STRATEGIES TO IMPROVE ENGLISH LANGUAGE SKILLS OF STMIK STIKOM INDONESIA STUDENTS THROUGH YOUTUBE ONLINE VIDEOS

I Kadek Agus Bisena, Ni Nyoman Ayu J. Sastaparamitha
Program Studi Teknik Informatika
STMIK STIKOM Indonesia
Email: agus.bisena@stiki-indonesia.ac.id; aj_sasta@yahoo.com

Abstract

The current generation that is known as the millennium generation is synonymous with technological and educational developments. This phenomenon is a strategy that can be used by advocates of foreign languages, especially English. One of the choices is the use of youtube online videos as supporting teaching materials. The technology is very easy to access, especially STMIK STIKOM Indonesia students, where almost all students have the youtube application. This study uses a qualitative description analysis method to see how attractive YouTube videos are among students, as well as video criteria that are considered interesting by them. The results of the study are packaging of youtube online videos that are tailored to the teaching material delivered to STMIK STIKOM Indonesia students, as the lecturers' handlers and student references in their own creative learning.

Key words: youtube, video online, online learning strategy

Background

English is an international language that is used by many countries and is known by all nations in the world. This makes English a global language. Indonesian are also required to be able to master English, especially in the meantime Indonesia has become the member of Asian Economic Community, where the younger generation is primarily required to be able to compete against global competition, so that our opportunities are not taken by foreigners.

STMIK STIKOM Indonesia is one of the IT colleges in Bali that is very committed to producing graduates who are competent and able to compete in the global community. With the collaboration of information technology capabilities with English language skills, it is believed that it will be able to open up greater opportunities for graduates of STMIK STIKOM Indonesia in today's modern workforce. Real efforts have been made by the institution starting from the addition of English subject from previously only two semesters to four semesters starting from the academic year 2017/2018.

A very clear phenomenon is observed at STMIK STIKOM Indonesia campus where students always enjoy the campus atmosphere while playing their gadgets both laptops and cellphones in every corner and library from the campus. One that is very often done using their gadgets in addition to working on tasks or social media is watching videos, especially online videos. One of the most popular online video providers in the world is Youtube.

STMIK STIKOM Indonesia students is a millennial generation that is very synonymous with technological developments. One of the fastest growing technologies is the use of video. This media can become a tool of English learning that can improve English learning both in class learning and independent learning. Independent learning with online video should be able to increase learning capacity where they can learn wherever they are, as long they have an internet connection.

The above phenomenon is a strategy that can be done by English language instructors to direct students to learn English through video media. The application of this strategy is to insert videos on learning English and provide recommendations of video's links to them. Learning through video will involve learning about intonation, expression and style.

Based on the description above, the research conducted aims to;

1. Knowing how much STMIK STIKOM Indonesia students are interested in learning English through Youtube online videos,
2. Knowing how long the duration of Youtube online videos is interesting to students to listen to, and
3. Knowing what types of English online videos are popular with STMIK students STIKOM Indonesia.

Literature

Sherer and Shea (2011) state that online video is a new learning tool that is very well applied in the current generation of learning. This reasoning is based on a choice of material that is interesting and varied, easily accessible and able to increase closeness in class discussions. In managing classes combined with the use of online videos can be done by giving four types of assignments given to students, among others: a. The task of listening and writing, b. Duty to show creativity, c. The task to collect and archive, d. Short presentation assignments.

Youtube is one of the most popular online audio-visual social media among today's generation. Moreover, among STMIK STIKOM Indonesia students, where through observation, almost all students use

smartphones and have online youtube applications. Based on the Play Store data on June 16, 2018, the YouTube application has been downloaded in excess of one billion users, with a rating of 4.3 out of 24,866,360 reviewers. This application has become a very high trend that gave birth to many online businesses that use the application, which is often referred to as VLOG, or become a reviewer.

Bonk (2008) in his research has proven that the use of youtube online videos in increasing effectiveness in the learning process. The research proves that the use of youtube online video is able to maximize the memory of students, as well as artificial abilities. The length of videos that are the choice of students (1000 respondents) are videos with duration of 1-4 minutes, which are considered very interesting and not boring. The types of videos that are chosen by respondents are videos that are humorous, informative, current issues, and special relationships.

Snelson (2011) explains that since the launch of YouTube's video-based online media in 2005, this site has managed to show its popularity among internet users, making it the number one site in online video sharing sites. At the end of the first five years the site enjoyed by its users, YouTube has been able to receive two billion viewers every day, and users upload more than 35 hours of video every minute. In the first five years YouTube has also been used in more than 300 universities in the world using this facility as part of learning and efforts to improve the quality of teaching.

Lestari (2017) has conducted research on the effectiveness of using youtube online videos in teaching at a college. In the study, the use of youtube proved to be a very important supporter of English language learning. In detail, the research revealed two points, including: a. Youtube as a Learning Resource, b. Student Perception about Using Youtube as a Learning Resource. The results of the study showed 74% of students agreed with the use of youtube which was able to increase their interest in learning English, and 22.2% stated strongly agree. 96% of respondents stated that the use of youtube was very interesting. 88.9% stated that videos from YouTube helped them understand the material better. The conclusion of this study, all students have a positive perception of the use of youtube, and the phrase that most appears in comments is "interesting"

Millennial Generation

The current generation is known as the millennial generation, which is also called the generation that is literate with technology. This

generation is known as millennial because they were born on the sidelines of the millennium. Panjaitan and Prasetya (2017) mention that the characteristics of the millennial generation include:

1. Higher levels of education and knowledge than the previous generation.
2. There is a diversity of ethnic aspects that is better than before
3. Often referred to as echo boomers or millennial generation because they were born after World War II and felt technological developments and the turn of the millennium.

The character of the millennium is addicted to the internet, confident, high self-esteem and more open and tolerant of change. From this opinion we can see that the role of the internet is very high in living everyday life. Like STMIK STIKOM Indonesia students where almost all of them use technology in carrying out daily activities, in seeking information and forging relationships with others. From the results of observations, all students use smartphones and laptops.

Kilber et al (2014) revealed that the millennial generation is also known as Generation Y, which requires certain tricks to direct them. It was stated that Generation Y is those born between 1980 and 2000. Generation Y is referred to as various terms including net generation (NetGen), screenagers, Google Generation, digital native, and the most common and popularly known as millennial generations. The characteristics of generation Y include technological intelligence, multi-tasking work, team players, taking care of their own needs (autonomous), self-centering, ambitious, informal, and liking work that gives meaning to their lives.

Barnes et al. (2007) stated that millennial generation is also known as the generation of the internet (Net Generation) where they have very educational-oriented characteristics. This was reflected when they began to step on the world of education at the elementary level.

Research Method

Research Design

Qualitative descriptive methods will be used in this study with the following stages: a) Preparation; The location of the study was carried out on the STMIK STIKOM Indonesia campus located at Jalan Tukad Pakerisan no 97, South Denpasar, Bali. b) Population and Samples; The study population was all active STMIK STIKOM

INDONESIA students in the academic year 2018-2019, with the sample chosen being students in the third and fifth semester taking two classes. c) The duration of the study adjusted to each stage of the research activities to be carried out. d) Data collection, e) Then the collected data will be processed and analyzed based on the method that has been selected.

Data collection technique

Data collection is done by qualitative methods, with the following steps: a) Observation and documentation, b) Observing and documenting students' English skills, c) Interview, d) Questionnaire. The results of questionnaire data collection will be processed using a Likert scale.

Data Processing

The collected data is then classified based on Linguistic studies. The process of processing data in this study, among others: compile and classify the results of research based on techniques in data collection, namely by using a Likert scale.

Data Analysis

Data analysis will be conducted with a qualitative descriptive method by describing the findings in the field and giving conclusions about whether Youtube online videos can help STMIK STIKOM INDONESIA students in increasing their interest and understanding in learning English.

Results and Discussion

Research conducted on STMIK STIKOM Indonesia students has taken a sample of 50 students divided into two classes in the Informatics Engineering study program. The questionnaire was designed with a number of 20 questions which included analysis of student interest in youtube online videos, the duration of the right learning videos, and the types of online videos that they considered to be interesting videos.

1. Student Interest in Online Youtube Videos in Learning English

As a parameter in seeing students' interest in youtube online videos in English, they are translated into 16 items, where all the

questions are classified into two parts, namely student interest in enjoying youtube online videos in learning English, and supporting facilities owned by the campus in presenting the video in the classroom. The results of the questionnaire were processed using a Likert scale, and showed a very positive result of 74.01%, where students were classified as very positive in welcoming the use of youtube online videos in the process of learning English in the classroom.

a. Interest in Youtube Online Videos

Student interest in enjoying youtube online videos is reflected in 13 question items, where the results of student answers indicate that they really like youtube videos in learning something, including learning English. The results showed that the value of interest in youtube online videos was 76.28%.

b. Supporting facilities

Supporting facilities cannot be separated from the process of using youtube online videos in learning English. As for the supporters in the process are as follows:

1. Computers and programs inside.
2. Sound system or speaker
3. The quality of the LCD projector in the class

These facilities will determine whether the video delivered in the classroom is able to be enjoyed properly or not because it is a determining factor for the implementation of the program as a student learning media. The results showed that the percentage of supporting facilities in using youtube online videos in learning English was still 4.54% lower at 71.73%, rather than students' interest in youtube online videos. From the two results of these indicators, student interest in using youtube online videos in the process of learning English is 74.01%.

2. Ideal Online Video Duration in Learning English

The ideal duration of inserting online videos in learning English becomes one of the things that must be considered. Videos that are too long will have a boredom effect on those who listen especially in learning English, while videos that are too short will be too few messages received by those who listen. The results showed that according to STMIK STIKOM Indonesia students, the ideal duration of one to two minutes

was chosen by 46% of the respondents. Then followed by a choice of 2 to 3 minutes as much as 24%. The third rank chosen by respondents with a percentage of 14% is videos that have a duration of more than 5 minutes, and followed by respondents who choose the duration of less than one minute and three to five minutes with each respondent 8%.

Based on the results of interviews with several English lecturers also showed that more than 50% stated that the ideal duration inserted into youtube online videos is between one and three minutes. The selection was based on the idea that the video aside as part of the material presented, also functioned as a transition that could prevent students from being bored in taking courses. On the other hand, video presentation that takes too long will result in the emergence of boredom from students in taking courses.

Based on the results of this study, the duration of youtube online videos collaborated with teaching presentations in English classes is between one and three minutes. With recommendations given for each theme of the English course, the lecturers only need to follow the link provided for downloading or playing online in class lectures.

3. Online Videos that are Popular with Students

The research conducted involves several parameters including video categories, language dialects and models and characters. These three characters will be used as references in the selection of online videos as a reference for teachers, so that in general it is what students like.

a. Video Online Categories

Online video categories that are the parameters of the research conducted and the responses of students indicate that students are very fond of case studies, which are simulations of certain conditions. From this type of video, students will learn about certain situations, and what English terms are needed in the situation. From the results of the questionnaire distributed, 40% chose the case study. Next is tutorial / information 24%, which is a method or tricks that are used in certain situations, such as how to read good news, ways of public communication, and others. Comedy was chosen by 16% of respondents, followed by 12% cartoons, and 4% reality shows.

b. Dialect on the Video

The dialect is the accent used in the online video, in which English accents are broadly divided into three, including English, American and Australian.

The results showed that 40% of the respondents had more American dialects in enjoying YouTube online videos, followed by the Britons with 30% of respondents. 20% of respondents chose the Indonesian dialect, and 5% of respondents chose the Australian dialect. However, students who were respondents did not choose the Singapore dialect as the preferred dialect in youtube online videos.

4. Model and Video Character

The model and character of a video will give an interesting impression to watch. From the results of the study, it can be seen that funny characters and good faces are the choice of students as attractive models and characters, each 32% and 22%. After that, followed by a graphic display of 20%, 9% cartoons and with models and sexy characters as much as 8% of the total respondents.

Recommended Online Video Youtube in Learning English

Based on the results of the research conducted, it can be seen that students' interest in watching youtube online videos in English can be adjusted to the following criteria:

1. It has a duration of one to three minutes or approaching, which aims to avoid students from boredom, and be able to ensure the material can be inserted.
2. The selection of youtube online videos that are attempted case studies and tutorials / information.
3. Online videos that use American dialects, English as native speakers of English, and Indonesian dialects where many are considered easier to understand as beginner students.
4. It has funny characters, nice faces / interesting, graphic characters and cartoons.

Based on the selection criteria of the video above, here are some video recommendations that are able to provide an interesting effect on students when inserted into lessons:

1. *Step on handling customer's complain*
<https://www.youtube.com/watch?v=T20hV4ynU7o>
2. *Mastering reading comprehension*
https://www.youtube.com/watch?v=w_N2-366hL4
3. *Public speaking tips*
<https://www.youtube.com/watch?v=JNOXZumCXNM>
4. *Active Listening*
<https://www.youtube.com/watch?v=bFQ8L0q8Np0>
5. *What's your F*
<https://www.youtube.com/watch?v=EaO-W2Ua3fQ>
6. *Simple present tense*
<https://www.youtube.com/watch?v=k0FHGnc6iHg>
7. *Custom and Tradition*
<https://www.youtube.com/watch?v=fSweEs7E0yQ>
8. *Asking a direction*
<https://www.youtube.com/watch?v=6sAGcYBKVpU>
9. *Planning and negotiation*
<https://www.youtube.com/watch?v=rDMftMbFkOM>
10. *Examples of how to introduce yourself*
https://www.youtube.com/watch?v=NZ9gR2_IGdw
11. *Selling strategy*
<https://www.youtube.com/watch?v=Mqn9amaf9SM>
12. *Example of Job Interview*
<https://www.youtube.com/watch?v=Rdi-SNhe2v4>
13. *Talking about my Family*
<https://www.youtube.com/watch?v=9t6T8qeTUWU>
14. *Tell about the computer*
<https://www.youtube.com/watch?v=uzwiY59-pGk>
15. *Talk about an experience*
<https://www.youtube.com/watch?v=fnVeC5CNCp0>

The videos above are examples of videos that can be inserted into English lessons, by adjusting the topics to be delivered. English lecturers can easily find other interesting videos through the youtube site.

Conclusion

1. Students' interest in youtube online videos in learning English is very high, where the results of analysis with the Likert scale indicate that student interest is 74.01%. This students' interest when broken into two, between indeed being interested in youtube online video and supporting facilities, shows that the value of supporting facilities is felt to be more important, which is 71.73%, while students' interest in the video is 76.28%.
2. The ideal duration for an online youtube video inserted in English learning shows that one to three minutes is the most ideal duration, where the content is very sufficient, and on the other hand prevents students from getting bored for too long. This is also in line with the results of interviews with several other English language lecturers, who chose the duration as the most appropriate duration.
3. In terms of the type of youtube online video that is interesting for students is a video with case studies and tutorials / information. While from the dialect side, students preferred American and British English, which is used in the online videos.
4. The video models and characters favored by students are funny characters, have good faces, and graphics. This is very important where the model and character will give an attractive impression when watched.

REFERENCES

- Bonk, C. J. 2008. YouTube anchors and enders: The use of shared online video content as a macrocontext for learning. Paper presented at the American Research Association (AERA) 2008 Annual Meeting, New York, NY.
- Barnes, K & et.al. 2007. Teaching and Learning with the Net Generation. *Innovate: Journal of Online Education* Vol. 3 Issue 4 April/May 2007; NSU-North Southeastern University.
- Kilber, J & et.al. 2014. Seven Tips for Managing Generation Y. *Journal of Management Policy and Practice* vol. 15(4) 2014; Northern State University.
- Sherer, P & Shea, T. 2011. Using Online Video to Support Student Learning and Engagement. *College Teaching*, 59: 56-59, 2011; Routledge Taylor & Francis Group.
- Snelson, C. 2011. YouTube across the Disciplines: A Review of the Literature. *MERLOT Journal of Online Learning and Teaching* Vol. 7, No. 1, March 2011.
- Lestari, R. 2017. Penggunaan Youtube sebagai Media Pembelajaran Bahasa Inggris. Seminar Nasional Kedua Pendidikan Berkemajuan dan Menggembirakan (The Second Progressive and FunEducation Seminar) ISBN: 978-602-361-102-7.
- Panjaitan, P dan Prasetya, A. 2017. Pengaruh Social Media Terhadap Produktivitas Kerja Generasi Millennial. *Jurnal Administrasi Bisnis (JAB)*, Vol. 48 No. 1 Juli 2017

THE EFFORTS OF THE GOVERNMENT AND EDUCATION PRACTITIONERS TO PRESERVE INDONESIAN FROM SLANG

Anak Agung Sri Darmayanti

ABSTRACT

Language is a way of conveying thoughts, ideas, concepts or feelings. In sociolinguistic studies, language is defined as a system of symbols, in the form of sound, arbitrary, productive, dynamic, diverse and humane. From this understanding, it can be concluded that among the characteristics of the language are arbiter, productive, dynamic, diverse, and humane.

The word slang can be interpreted as a kite (alay), Lebay children, children and others. Where children are often defined as children who are 'unusual' or can be said to be excessive (Norak or kampungan). Alay has their own language which cannot be easily understood by the general public.

This language can be said as a teenager's creativity. However, this 'creativity' is a threat to Indonesian. Indonesian has its own rules, and slang (Alay) breaks this rule. This is truly terrible when teenagers (who must preserve Indonesian) cannot use Indonesian properly.

The phenomenon of slang (alay) can develop due to several factors. Like, Television and social media. Television presents a music program that displays convenience using slang, and teens use social media networks to express their language. Therefore, alay or slang language develops rapidly.

It's the responsibility of the government, education practitioners, and the surrounding environment to oversee the use of slang (alay) among teenagers and help maintain and preserve the existence of Indonesian. By making several efforts from the government and education practitioners it is hoped that the Indonesian young generation, especially Indonesian teenagers, will be able to preserve and use Indonesian language properly and correctly.

Keywords: Phenomenon of slang, correct Indonesian, adolescence, alay, unity language, music program, government, education practitioners.

INTRODUCTION

Indonesian is the official language of the Republic of Indonesia which has been recognized by the government as the national language. Indonesian has rules for its use and pronunciation according to the enhanced Spelling (EYD).

Indonesian language was born on October 28, 1928 in the Youth Oath which reads, "We are Indonesian sons and daughters who claim to have one homeland, Indonesia. Our sons and daughters of Indonesia claim to be one nation, the Indonesian Nation. Our sons and daughters

of Indonesia uphold the language of unity, Indonesian Language ". Indonesian language was stated as the state language on August 18, 1945, at that time the 1945 Constitution was ratified as the Republic of Indonesia Constitution. In the 1945 Constitution it is stated that "State Language is Indonesian." (Article 36)

As an Indonesian nation that respects its culture, we should indeed use Indonesian as a unifying language and make Indonesian as a daily language in our lives. Of course, the Indonesian language used is Indonesian which is in accordance with EYD.

But along with the development of the times, there has been a shift in the pronunciation and writing of Indonesian in accordance with EYD. This is especially true among adolescents who are currently increasingly difficult to use good and correct Indonesian language, such as the shortening of words, addition of letters to standard words, reduction of letters, and use of numbers in word writing.

The shift in the writing and pronunciation of the Indonesian language was due to the emergence of new languages among teenagers which made them more confident when they used a new language which they called slang.

Adolescents today are more likely to use slang language which certainly erodes the habits that Indonesian has. With the development of slang language among teenagers, it is possible that the next generation will no longer be able to recognize and use standard Indonesian in accordance with EYD.

This slang language is a sign that the development of Indonesian language among adolescents is very bad, because slang cannot be said as a standard language and not in accordance with EYD. If this continues, it will have a bad impact on the younger generation in the future. The younger generation will be a generation that cannot speak good and correct Indonesian.

To be able to speak well and correctly, we must pay attention to the usage situation and rules used. In official situations, Indonesian must use language that reflects the character of the official language, that is, standard language, and in informal or casual situations, it should not use standard language. The language used in unofficial situations is the language that fits or fits the situation. So, with good Indonesian, it is not necessarily the correct Indonesian, and vice versa, true Indonesian is not necessarily a good language because it depends on the applicable usage and rules.

The Urgency of good and correct Indonesian in the field of good Indonesian Language Education and Teaching is the language used in accordance with prevailing social norms. For example, in a relaxed and familiar situation, such as in a coffee shop, market, at a social gathering place, and on the soccer field, Indonesian should be used that is not too attached to the standard. In formal situations such as lectures, seminars and state speeches, official and formal Indonesian languages should be used that always pay attention to language norms. We cannot imagine if the figures sitting in the government cannot speak Indonesian. Are we willing if the position of Indonesian language is displaced by foreign languages as happened in neighboring countries? Should we wait until UNESCO enters Indonesian into the list of languages threatened with extinction? Should we be offended if one day our neighboring country recognizes Indonesian as their national language if we ourselves do not maintain it?

THE PREVENTIVE STEPS AND THE COUNTERMEASURES

In order Indonesian not to be displaced by slang, we as good citizens of Indonesia should take preventive and countermeasures before Indonesian Language becomes truly extinct. The steps used are as follows:

The Preventive steps:

a) Making Educational Institutions the Base of Language Development

Standard language as a symbol of academic society can be used as a means of language development conducted by educators. Linguistic experts, for example Keraf, Badudu, Kridalaksana, Sugono, Sabariyanto, Finoza, and Arifin and Amran gave the limit that standard Indonesian is a variety of languages used in the education world in the form of textbooks, scientific books, official meetings, state administration, legislation, and technical discourse that must be used in accordance with the rules of language which include phonological, morphological, syntactic, scholarly, and semantic rules.

b) The Need for Good and Correct Understanding of Indonesian

- Good Indonesian

Good Indonesian is the language used in accordance with prevailing social norms. For example, in a relaxed and familiar situation, such as in a coffee shop, market, at a social gathering place, and on the soccer field, Indonesian should be used that is not too attached to the standard. In formal situations such as lectures, seminars, and state speeches, official and formal Indonesian languages should be used that always pay attention to language norms.

- Correct Indonesian

The correct Indonesian language is the Indonesian language used in accordance with applicable Indonesian rules or rules. The language rules include spelling rules, word formation rules, rules for composing sentences, rules for preparing paragraphs, and rules for structuring reasoning. If the spelling rules are used carefully, the word formation rules are adhered to consistently, the use of language is said to be true. Conversely, if the language rules are not adhered to, the use of the language is considered incorrect or not standard.

c) Letters of Law are needed

With the law on language use, it is hoped that the Indonesian people will be able to obey their rules so they will not love slang in their own country. As a concrete example, many foreigners who learn Indonesian feel confused when they talk directly with native Indonesians, because the language they use is formal, while most Indonesians speak informal and slang.

d) Role of Language Variation and Use

Language variations occur due to the diversity of speakers in a very wide area. The use of language variations must be adapted to its place (diglossia), which is between official language and unofficial language.

- High language variations (official) are used in official situations such as state speech, language of instruction, sermons, official correspondence, and textbooks. High language variations must be learned through formal education in schools.
- Low language variations are used in informal situations, such as at home, in stalls, on the road, in personal letters and notes for themselves. These language variations are studied directly in the general public, and never in formal education.

e) Upholding Indonesian Language in Their Own Country

Actually, if we explore language according to its function, namely as a national language and state language, then Indonesian is the first and foremost language in the Republic of Indonesia. Regional languages within the republic area serve as supporting national languages, sources of national language development materials, and auxiliary language instruction at the initial level in primary schools in certain areas to facilitate the teaching of Indonesian and other subjects. So, the languages of this region are social and political is the second language.

The Countermeasures:

- a) To avoid the use of a very broad slang in society in the future, there is a need for effort at this time to instill and develop understanding and love in the generation of the nation towards Indonesian as a National Language. Parents, teachers and government are highly demanded for their performance in instilling and developing the understanding and love of Indonesian children towards Indonesian. Thus, the use of Indonesian language properly and correctly at this time and in the future can increase.
- b) There needs to be real action from all parties who care about the existence of Indonesian which is a national language, the language of unity and the language of instruction in the world of education.
- c) Awaken Indonesian society, especially the nation's next generation, Indonesian language as a national language must be prioritized. Thus, they prioritize the use of Indonesian language properly and correctly rather than slang. This awareness can be done by parents

- at home to their children. It can also be done by teachers to their students. In addition, the government can act wisely in making people aware of the importance of using Indonesian in our country.
- d) Instill the spirit of Indonesian unity in the generation of the nation as well as the wider community to strengthen the Indonesian Nation with the use of Indonesian. As we know, Indonesian is a united language that we can use to cement the unity of the Indonesian Nation. By instilling enthusiasm, the Indonesian people will prioritize Indonesian rather than using slang. How to plant it can be done at home, school and in the community.
 - e) The Indonesian government must emphasize the use of Indonesian in Indonesian-produced films. Both widescreen films and soap operas. With the use of Indonesian language correctly by actors in national films played by community idol actors and actresses, the wider community will also use Indonesian as their idols.
 - f) Improving the teaching of Indonesian at school and in college. Colleges and students can be given practical assignments in Indonesian in the form of dialogue and monologues in drama play activities, in the form of group discussions, writing articles and papers and also in forms of literary writing such as short stories and poetry. With Indonesian-language practices, they can develop their Indonesian-language creativity and can also familiarize them with Indonesian language properly.
 - g) The efforts to foster a positive attitude towards Indonesian are carried out with mass media channels and leadership channels. Indonesian language development is carried out through mass media channels because of its wide range. Then, the leadership path can also be carried out as an alternative to foster a positive attitude towards Indonesian because the leader is a role model for the community.

In the other hand, to avoid the extinction of the Indonesian language in its own country, it is necessary to preserve the Indonesian language itself. In this conservation effort, roles from all walks of life are needed and other methods are needed to better preserve Indonesian. The roles and methods include the following:

1. The role of the government

The government is the party that must be an example in the preservation of the Indonesian language. The government can

encourage its people to preserve Indonesian language by *having to speak Indonesian in all aspects of daily life*. Besides that, the government through the Indonesian Broadcasting Commission should also be able *to provide regulations* relating to television stations that tend to exploit the young people who are actually teenagers. In addition, the government must provide an example in Indonesian in all aspects of the community.

2. The role of mass media

Mass media plays an important role for the preservation of the Indonesian language. New words and terms, both originating from regional languages and from foreign languages, are generally used earlier by the mass media. Both newspaper media, radio and television. The mass media has a large number of readers, listeners and viewers. Therefore, mass media has a large influence in the community. Because the presence of mass media is an opportunity that needs to be utilized as well as possible. The press is expected to be *able to socialize the results of language development and development, and be able to be a good example for the community in terms of the use of good and correct Indonesian*.

3. School environment

Education is one of the best alternatives to cultivate Indonesian to become a language that is truly used according to regulations and according to its function. In the school environment teachers are people who play an important role in education and also preservation of Indonesian language because *the teacher can teach his students Indonesian language that is good and right and makes Indonesian as the language of instruction in education and everyday language*.

4. Family (Parents)

Family is the first environment for children to obtain education. Therefore, the role of parents is needed specifically *to teach their children to preserve Indonesian language (L2) that is good and correct, not only the local language (L1)*, because Indonesian is very important in their lives in the future so that someday they can preserve the language of their country to their grandchildren later.

5. Teenagers

Teenagers are the most important factor in the preservation of the Indonesian language, because teenagers are the most active element who have activities that require them to speak the right language, such as relationships between friends, classmates, older people, and so on. Therefore, the active role of youth is needed in an effort to preserve and maintain the existence of Indonesian. The following are methods that can be done by teenagers in preserving Indonesian:

- Improving discipline in Indonesian language (especially in formal situations).
- The need for good and correct understanding of Indonesian (in accordance with EYD).
- Upholding Indonesian in their own country (referring to the contents of the Youth Oath).
- Increasing pride in Indonesian (because Indonesian is the language of Indonesian unity).
- Preserving good and correct Indonesian speaking procedures.
- Preserving Indonesian with UKBI (Test of Indonesian Language Ability).
- Taking an active role in developing Indonesian.

CONCLUSION

3.1 Conclusion

The phenomenon of slang (alay) which only occurs in Indonesia is an expression of adolescence which is displayed through dress and language. Teenagers do like to do things that are different from others, this is because they want to be recognized.

The phenomenon of slang (alay) can be said as a creativity of teenagers, but they must also be guided so that they can still use Indonesian properly and correctly. The government through the Indonesian Broadcasting Commission should also be able to provide regulations related to television stations that tend to exploit the Alay who in fact are teenagers.

The role of parents at home in providing guidance to their children regarding the use of good and correct Indonesian is also needed. Parents should give their children insight into Indonesian as a language of unity and language. Parents can exemplify how to use the

right Indonesian language, and can criticize politicians or officials who appear on television and do not use Indonesian properly when watching television with their children.

With these steps, the development of the Alay language will be controlled and not to damage the Indonesian language. And the younger generation can still preserve Indonesian, because it is indeed the duty of the young generation to maintain Indonesian.

It takes serious effort to maintain the existence of Indonesian as an Indonesian national identity. These efforts are very much needed to anticipate the growing urgency of Indonesian by the use of foreign languages and slang languages.

The Indonesian people as Indonesian users should be proud to use Indonesian as a communication tool. With Indonesian, they can convey their feelings and thoughts perfectly and completely to others. They should be proud to have such a language. However, the various realities that occur, a sense of pride in Indonesian is not yet embedded in every Indonesian. A sense of respect for foreign languages still dominates most of the Indonesian people. They assume that foreign languages are higher than Indonesian. In fact, they seemed to not want to know the development of Indonesian. For that we must preserve Indonesian as early as possible. In this preservation, there needs to be a role and participation from all levels of society. In addition, several methods are needed to strengthen it.

3.2 Suggestion

The suggestion that the writer can convey through this article is that teens should not overdo it in using slang because it can disrupt the development of Indonesian language among adolescents. And should do a deep understanding of the influence of slang and start from ourselves to cultivate Indonesian and improve its existence among teenagers.

We, as the younger generation, have the time to return Indonesian to the language it should be. Reducing communication using foreign languages and slang can be one of the better efforts. As a realization that is by getting used to using Indonesian language that is good and right in society.

The author also advises readers to preserve good and true Indonesian in daily life, both in writing and oral (daily conversation) so that in the future Indonesian language will not be eroded by the progress of the times and alienated in their own country. Moreover, Indonesian is

the official language of the state and symbol of national identity, whose position is listed in the Youth Oath and 1945 Constitution Article 36.

REFERENCES

Arum Putri Rahayu – Bahasa Indonesia dalam Pendidikan JURNAL PARADIGMA Volume 2, Nomor 1, November 2015: ISSN 2406-9787

"Bahasa gaul Merusak Bahasa Indonesia".(Online)

<http://aaknasional.wordpress.com/2012/01/28/bahasa-alay-merusak-bahasa-indonesia/>

"Bahasa Indonesia".(Online)

<http://bigfat-evillaugh.blogspot.com/2011/10/bahasa-indonesia-sebagai-bahasa-negara.html>

"Dampak Bahasa Alay".(Online)

<http://sikenarok.blogspot.com/2011/05/dampak-penggunaan-bahasa-alay.html>

"Penggunaan Bahasa Alay".(Online)

<http://ayumeilana.blogspot.com/2010/10/bahasa-alay-mengancam-penggunaan-bahasa.html>

"Perkembangan Bahasa Indonesia".(Online)

<http://ovaltinesusu.wordpress.com/2012/01/15/bagaimanakah-perkembangan-bahasa-indonesia-saat-ini/>

INNOVATIVE TEACHING WRITING STRATEGIES (GUIDED WRITING & SRSD)

Komang Trisna Dewi
trisna_dewi92@yahoo.co.id

Abstract

This research explained about one of Innovative teaching writing strategies and the strategies were guided writing and SRSD. Guided writing strategy is a teaching strategy which is valuable to expand and developed text in the written form during writing. It involves a teacher to play roles in three tasks and responsibilities which cover, guides a small group of students in their attempts to create individual written texts, gives response to students' efforts, and develops students thinking during the process of writing. Meanwhile, Self-Regulated Strategy Development (SRSD) is one of writing strategies, which is a self-generated thought, feelings, and behaviors for planning, drafting, and revising text that are oriented to attaining goals about writing. It is an evidence-based model for helping students in the writing process, which helps students to develop relevant thinking and self-regulating skills. SRSD uses explicit instruction and simplification of the writing process while integrating goal setting, self-monitoring, and self-reinforcement.

Keywords: writing strategies, guided writing, SRSD

Introduction

Language, which is defined as a means for concreting abstract thinking of human thought delivered through symbols (Harmer, 2007) is essentially needed to interact with others. Without mastering language, it seems to be impossible for people to tell others about their feelings. It is seen that by having skills in using language, people could develop themselves to advance.

The people's ability in using language could be achieved through mastering basic language skills. It is mostly done in educational process in school. Teaching process and learning process in school lead people to be able in mastering those basic language skills in formal educational process. Harmer (2007) stated that those basic language skills, which are taught in school, could be divided into four categories. Those are listening, speaking, reading and writing. Speaking and writing are skills that involve production on the part of the language user. Listening and reading are receptive skills in the sense that the language user receives information from the written or spoken form of the language. Very often, the language user is involved in using a combination of skills. A

participant in a conversation for example, is not only to listen but also to speak.

Writing is a complex skill to be acquired. It is quite difficult for students to generate their ideas and write them on a piece of writing. This difficulty deals not only with generating or organizing ideas, but also with expressing ideas into readable and understandable writing. Carroll (1990) stated that students' difficulties in writing is associated with the teachers' teaching activities in guiding the students to master the writing skills. According to him, writing is often taught in such a way that makes the students tends to make similar or same mistakes repeatedly. Creative use of language and innovative thinking of students in making a piece of writing are not often being praised by teachers. Some teachers even use writing as a form of punishment. In addition, many students many students are never required to learn proper grammar or spelling, therefore, these students come to think that English and writing are nothing but spelling and exercising the use of grammar. However, good writing is not equivalent to good spelling and grammar only. In fact, good writing requires more than just arranging words grammatically correct.

Then, in this paper explains about notion of writing, approaches in teaching writing, common problems in teaching writing, guided writing as technique in teaching writing, and self-regulated strategy development of teaching writing.

Discussion

Approaches in Teaching Writing

There are various approaches to teaching writing that are presented by Raimes (1983) as follows:

a. The Controlled to Free Approach:

In 1950s and early 1960, the audio- lingual method dominated second language learning which emphasized on speech and writing through mastering grammatical and syntactic forms. Here, the students are given sentence exercises, then paragraphs to copy or manipulate grammatically, these controlled compositions then followed by correction of errors, so that it can lead to the free composition. Overall, this approach focuses on accuracy rather than fluency.

b. The Free Writing Approach:

This approach stresses writing quantity rather than quality. This focuses on fluency rather than accuracy. It is based on the principle that if once ideas are there, the organization follows.

c. The Paragraph Pattern Approach:

This approach focuses on organisation by copying the paragraphs or model passages. It is based on the principle that in different culture or situations, people construct and organize communication with each other in different ways.

d. The Grammar-Syntax Organization Approach:

This approach stresses on simultaneous work on more than one composition feature. In a way, it is inclusive here that writing cannot be seen as composed of separate skills which are learned sequentially. So, students must be trained to pay attention to organization while they also work on the necessary grammar and syntax.

e. The Communicative Approach:

This approach focuses 'on the purpose of writing and the audience for it. They are given some tasks where they have to behave as writers so that they can learn by doing it. This approach is quite functional in nature, which can provide the actual experience to the learners.

f. The Process Approach:

This approach shows the shift from product to process which shows how the process of making piece writing is done. Here, the students are trained to generate ideas for writing, to think of purpose, audience, ways of communication and so on. In fact, it's a developmental process from generating ideas to expressing them, drafting, redrafting, organizing and so on. This process of writing can have three stages like: Prewriting, Writing, and Post-writing (Revising or Redrafting).

Common Problems in Teaching Writing

Windiyati (2010) revealed that problems faced by the teachers in teaching writing in EFL context were various. The teachers face problems in relation to teaching preparation, teaching techniques, and the textbook used. However, they had strategies to overcome the problems faced. Both teachers made teaching preparation before they taught. However, they only made lesson plans and a semester program for one year in the early semester. As a consequence, the teachers got difficulties in (1) understanding the instructional objectives, (2) choosing themes

and topics, (3) combining materials from the textbook and the workbook used, and (4) having insufficient time to prepare all the instructional preparation.

Guided Writing as a Strategy used in Teaching Writing

a. Definition of Guided Writing

Guided writing strategy is a teaching strategy which is valuable to expand and developed text in the written form during writing. It involves a teacher to play roles in three tasks and responsibilities which cover, guides a small group of students in their attempts to create individual written texts, gives response to students' efforts, and develops students thinking during the process of writing.

Oczkus (2007) defined guided writing as an instructional situation in which the teacher guides the writer in the whole writing process. Although being guided, it can involve classroom interaction individually or in groups during the writing process.

Reviewing those definition, it can be concluded that guided writing is a kind of teaching technique which involves individuals or small groups of students in developing a particular of text types in written form by guiding during the writing process. The teacher can facilitate the students through providing sufficient ways and tasks. The tasks can be in the form of picture description, sequencing pictures, replying letter, or other forms.

b. Advantages of Guided Writing

The use of guided writing strategy carries valuable advantages for both students and teacher. Guided writing, for students, is able to help the students to build their writing skills through encouraging them to elaborate their ability and express their idea in details to the written production. It allows students to consider audience, purpose, topic, selection of text type, etc, when planning their writing. Hill adds that guided writing can also create a meaningful activity since the students are assigned to write by themselves. This sets up "learning by doing" activity which is much meaningful for them because they are learning through experiencing by themselves. Although in certain stage they work in group, they actually learn how to put ideas and create their own writing.

Grouping is conducted during the process of writing to enable the students achieve the instruction goal, in which at last they are able to create their individual writing. They developed their ideas with their own expression in the written form. It means besides involving group work, it considerably a piece of writing.

c. Disadvantages of Guided Writing

Despite guided writing's beneficial role in helping the students to produce written work with confidence, there are some disadvantages about guided writing. The model text given by teacher might be too limiting, especially if the object of writing has quite different features. This may lead students either to follow the text too closely (and so write something which sounds unnatural) or to move away from it too much (and so make many mistakes). It is also criticized for limiting learners' creative thoughts about content of the writing. Furthermore, guided writing emphasizes writing process so that the product of the writing activities is less purposeful especially for students in discovering the text's true message due to the structural aspect of the text.

d. Types of Guided Writing

The following are kinds of guided writing:

a. Picture description

It is a kind of tasks that needs a picture which can be taken from a magazine or from other sources the steps of implementing it is conducted by firstly having the students compose a few questions about the picture. Next the questions can then, be answered in writing in the form of description. This kind of guided writing task is good to be applied in descriptive writing (Cross, 1991).

b. Pictures sequence essay

A series of pictures have to be provided within this kind of task which closely relate to each other. In implementing this type of task, the teacher, at first shows a series of picture which indicate a story line. The pictures are well jumbled and ask the students to arrange them into good order. It is best to be implemented in narrative or recount text writing (Cross, 1991).

c. Formal practice

Formal practice tends to writing instruction which focus and grammar points as the basis of a guided paragraph within this technique. The practice need not be just a written version of a

mechanical drill. However, by the end of classroom activities, the students should be able to write a paragraph or two. (Cross, 1991)

d. Summary

It allows an instruction in which a passage is read first. After reading the passage intensively, it can be written in summary form. The teacher should give clear instruction, so the students can make good summary. In this task the students are assigned to make summary based on their own understanding on the passage read. (Cross, 1991)

e. Making connection

It is related to the sentence combining activity seen earlier. Here, the class works with an essay length text, but one which is made up of series of short sentences. The task is to produce an elegant piece of prose, with appropriate connectors. Due to the length, the model should go onto a worksheet that prepared before instruction. (Cross, 1991)

f. Note writing

Note writing relies on cue for a note. The cues for a note can be given verbally. The cue can be in the form of situation or a message taken over the phone. For example: you call to see a friend. Leave a note to say you called. explain where and when you can be contacted (Cross, 1991)

Self-Regulated Strategy Development (SRSD)

a. Notion of Self-Regulated Strategy Development (SRSD)

Self-Regulated Strategy Development (SRSD) instructional strategy was developed by Harris and Graham, which provides an explicit strategic approach to writing instruction (Graham & Harris, 2003 as cited in Miller, 2013). SRSD provides assistance in mastering the writing process effectively by increasing the metacognitive processes employed by the student through explicit supported instruction of the specific components of the writing process (Calfee & Miller, 2007, as cited in Miller, 2013). According to Graham & Perrin (2007, as cited in Arifin, 2014), Self-Regulated Strategy Development (SRSD) is one of writing strategies, which is a self-generated thought, feelings, and behaviors for planning, drafting, and revising text that are oriented to attaining goals about writing. It is an evidence-based model for helping students in the writing process, which helps students to develop relevant thinking and self-regulating skills. SRSD uses explicit instruction and simplification of

the writing process while integrating goal setting, self-monitoring, and self-reinforcement.

Purposes of Self-Regulated Strategy Development (SRSD)

According to Regan (2009), the purposes of this strategy are to:

1. promote students' development of positive attitudes about writing and themselves as writers
2. teach students powerful skills and strategies involved in the writing process, including planning, writing, revising and editing
3. support students in the ongoing development of the abilities needed to monitor and manage their own writing.

b. Characteristics of Teaching the SRSD Model

Hue (2008) mentioned that there are several characteristics of teaching the SRSD model. Those are

- a. Both strategies and self-regulation procedures must be explicitly taught to the students.
- b. An emphasis is placed on interactive learning between students and teacher. Students are active collaborators in the procedure of SRSD.
- c. Instruction of SRSD is individualized to accommodate to students' personal needs.
- d. SRSD is criterion based; therefore, students move through the stages at their own pace.
- e. SRSD is an ongoing process. New skills are introduced and previously taught strategies are upgraded and reviewed.

Implementation of Self-Regulated Strategy Development (SRSD)

Self-Regulated Strategy Development (SRSD) is an instructional approach that started with the premise that all students (especially those who face significant difficulties) would benefit from an integrated instructional approach that directly addressed their affective, behavioral and cognitive characteristics, strengths and needs. In SRSD, writing is considered a problem-solving task that involves planning, knowledge, and skills (Graham, 2007). Planning includes planning, drafting, and revising the essay. Knowledge includes knowing information about the topic, the audience, and the genre (e.g., persuasive or narrative essay). Skills include the writing conventions of handwriting or keyboarding,

spelling, and grammar. Given the complex demands of writing, self-regulation training is embedded in the explicit instruction so that students can eventually compose text with decreasing teacher direction and support. Below are some examples of self-regulation techniques, which are integrated into each of the stages of SRSD for writing that are guided systematically by teachers.

Self- Regulation Technique	What does this look like?	Example
Self-Monitoring	Student graphs progress of performance towards an established goal for his or her writing in order to gain feedback (Goal/ setting)	<p>I will write a paper that is 70 words (student graphs progress over a month).</p> <p>Student signs a contract committing to learning a new strategy and teacher commits to doing his or her best to teach that strategy</p>
Self-Instructions	During the Discuss It stage, the student is introduced to self-instructions or a checklist for monitoring his or her progress from one step to the next of a given strategy.	<p>Check List:</p> <ul style="list-style-type: none"> _ get materials _ develop an idea _ organize notes _ write and say more
Self-Reinforcement	Student generates individual and positive statements to aid targeted difficulties which are then rehearsed cognitively (self-speech) and read for encouragement and	<p>"I can do this if I use my strategy and take my time"</p> <p>"First, I need to brainstorm."</p>

	motivation of task completion	"What a great ending!"
Metacognition	The teacher models aloud the steps and thought processes for how to use the strategy using self-talk and all of the self regulation techniques	Teacher uses a thinkaloud or pre-records the "thinking" used when employing the strategy
Self- Assessment	Individualize cue cards or make a checklist for students to self-probe and evaluate their own performance	"Did I list ideas for both sides?" "Can I think of anything else?" "Did I help my partner?"

According to Miller (2013), self-regulatory techniques are integrated into each of the six stages of SRSD for writing that are guided systematically by teachers. They are:

- a. *Develop background knowledge*
It focuses on making sure that students have the requirement skill needed to write and the strategy going to be learned
- b. *Discuss It*
It focuses on providing students to discuss their perceptions of the current writing performance and how the mnemonic will help them improve their writing
- c. *Model It*
It focuses on modeling of each step using mnemonic going to be addressed
- d. *Memorize It*
It focuses on making the students become more familiar with the mnemonic so that they will be able to become comfortable enough with and use it automatically
- e. *Support It*
It focuses on the activity of which expert leads the direction of the composition, otherwise it was mainly written from student input
- f. *Independent performance*

It focuses on individual writing implementing the mnemonic to achieve the goal.

c. Strengths of Self-Regulated Strategy Development (SRSD)

- Miller (2013) The SRSD instructional method is different from typical instruction strategy in two critical ways. First, self-regulation and explicit instruction are important features of the model and are integrated throughout the various stages of writing instruction. Second, students are taught to develop and use writing strategies and various genres and to remain engaged and motivated
- Hue (2008) stated that SRSD has been proposed as a possible solution to overcome the problem in fostering learners' autonomy in writing. SRSD can foster learners' autonomy because it provides them with scaffolding in using strategies that they could not previously do without assistance and self-regulation skills necessary to use the strategies tactically. More importantly, this is one of the most suitable solutions for the current context because the students' lack of self-regulation strategies appears to be the major cause of their low autonomy. Students are not automatically autonomous in the formal writing classroom. The teacher's job is to equip them with appropriate tools and strategies to make them become autonomous in formal writing classroom. Then, the appropriate strategy is SRSD.
- It helps students monitor, evaluate, and revise their writing, increase content knowledge, and improve motivation (Graham 2007).
- It also improves students' ability to display a greater awareness of audience, to give more interesting introductions, to mention more targeted text elements, and to exhibit a greater meta-cognitive awareness of the writing process
- In addition, the procedure of the strategy not only helps students monitor the completeness of their writing, but also visually reinforces them to be more creative, to provide greater detail, and to expand descriptions (Graham, 2007).
- It can be used at any age level.
- It can be used for many writing genres, such as narrative, expository, and persuasive compositions.

Conclusion

So far, we have seen about notion of writing, components of writing, process of writing, process of teaching writing, approaches in teaching writing, common problems in teaching writing, guided writing and SRSD as techniques in teaching writing. In fact, written mode is important for communicating our ideas, thoughts and even for recording the same. One can always read his/her writing and reflect on the ideas. Writing is considered the secondary skill because it comes after the speech, which again makes writing more sophisticated as a skill. By sophisticated, it means that writing needs proper planning and organization. One has to master the sub-skills of writing for a good and more expressive writer.

Since, the duty of the teacher is to teach writing effectively and enable the students acquire the writing skill with a view to making them expressive. Writing is a powerful mode of communication so one needs to acquire the skill. The teacher can always teach keeping the learners in mind, by making teaching functional and also by giving the proper purpose to the learners for writing.

References

Arifin. (2014). *Self regulatory-based writing: an effective technique to teach argumentative essay viewed from students' creativity*. Retrieved

- from:<http://ejournal.ikipggrimadiun.ac.id/sites/default/files/SELF%20REGULATORY-BASED%20WRITING%Bachani>, M. (2006). *Teaching writing*. Retrieved from: <http://waymadedu.org/StudentSupport/Teaching%20Writing.pdf>
- Carroll, R. T. (1990). *Student Success Guide – Writing Skills*. Retrieved from: <http://skeptdic.com/refuge/writingskills.pdf>
- Coulmas, F. (2004). *Writing Systems: An Introduction to their Linguistic Analysis*. Retrieved from: http://assets.cambridge.org/97805217/82173/excerpt/9780521782173_excerpt.pdf
- Cross, D. (1991). *A Pratical Handbook or Languge Teaching*. England: Cassell.
- Graham, S. & Harris, K.R. (2005). *Writing Better: Teaching Writing Processes and Self-Regulation to Students with Learning Problems*. Retrieved from: <http://kc.vanderbilt.edu/projectwrite/resources-srsd.html>
- Graham, S., (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, Retrieved from: http://repositorio.ul.pt/bitstream/10451/17968/1/ulsd070417_td_Anabela_Malpique.pdf

EDUCATION COMMUNICATION BASED ON BLENDED LEARNING IN FORMING INDEPENDENT LEARNING

Niluh Wiwik Eka Putri, I Gede Titah Pratyaksa
wiwikekaputri@gmail.com, titahpratyaksa@gmail.com

ABSTRACT

The world of education is currently implementing blended learning systems. This system can facilitate the learning process between educators and students. Some paid applications can also be easily accessed by students, one of them is the teacher room application. Method blended learning is a step that must be developed considering the increasingly rapid development of technology and the demands of the times. Communication education has a very important role in the success of blended learning. Communication education can be interpreted as communication that occurs in an educational setting. The existence of communication Education in blended learning continues to grow with the presence of a variety of applications that support the world of Education. Currently there is a teacher room application, Quipper, ClassKita, Google Classroom, edX, and Khan Academy as learning applications for anyone who wants to develop their knowledge. Implications of communication Education in blended learning includes a. adds excitement to learning, b. allows direct interaction, c. students can learn independently.

Keywords: Educational Communication, Blended Learning, Independent Learning

I. Introduction

In the digital era, everyone can easily access information that is not only fast, but also large. This also changes the way we consume to share that information. Today, most people want to share anything with anyone, whether happy or sad. Starting from showing the results of cuisine, diving photos, engagement rings, until the eyes are swollen due to failure. All shared hacked time and distance. Interestingly, from this sharing habit produces a collaboration between humans to bring civilization to a higher level (Nurudin, 2017:1).

Technology that developed from time to time also shows the development of human civilization in every era. Technology is made to facilitate human activities. Technology has forced humans to find many things. For example, the discovery of satellites has led to technology that uses it such as telephone, internet, and the ease of getting information through mass media.

The emergence of communication technology such as smartphones has changed the patterns of communication of individuals in society. Smartphone as an impact of the development of

communication technology. Marshall McLuhan in *The Gutenberg Galaxy: The Making of Typographic Man* reveals that the changes that occur in various ways of communicating (how to communicate is influenced by the existence of the technology) will also form the existence of man himself.

Technology shapes individuals, how to think, behave in society, and ultimately directs humans to move from one century to another. For example, from tribal communities who do not know the letters to the people who use printed communication equipment, to the people who use electronic communication equipment (Nurudin, 2017:10).

Along with technological developments, the world of education also requires a learning model. According to Bobby De Porter & Mike Hernacki (in Nikmawati, 2014: 24). learning styles are grouped into 3, namely visual learning styles, audio learning styles and kinesthetic learning styles. Students who have a visual and audio learning style may be successful in learning through the application of e-learning but for students who have kinesthetic learning styles may have a small chance of succeeding in the learning process.

E-learning is information and communication technology to enable students to study whenever and wherever (Dahiya,2012). Electronic learning or e-learning began in the year 1970-an (Waller and Wilson, 2001). Various terms are used to express opinions or ideas about electronic learning, including: online learning, internet-enabled learning, virtual learning, or web-based learning. There are 3 (three) important things as requirements for electronic learning activities (e-learning), namely: (a) learning activities are carried out through network utilization, in this case limited to internet usage, (b) availability of learning service support that can be utilized by participants learning, for example External Harddisk, Flaskdisk, CD-ROM, or printed material, and (c) the availability of tutor service support that can help participants learn when experiencing difficulties. In addition to the three requirements above, other requirements can still be added, such as: (a) the institution that organizes and manages e-learning activities, (b) positive attitudes of students and education staff to computer and internet technology, (c) design a learning system that can be learned and known by each participant in learning, (d) an evaluation system for the progress or development of learning participants' learning, and (e) a feedback mechanism developed by the organizers.

Blended learning is currently being talked about because the learning process in the classroom is tedious and the development of technology is increasingly widespread so that many practitioners develop and give their opinions on the notion of blended learning, as Semler argues that the notion of blended learning is combining the best aspects of online learning, structured face-to-face activities, and real-world practices. Moebis and Weibelzahl define blended learning as a combination of online and face to face learning activities (Husamah, 2014: 11).

The world of education is currently implementing blended learning systems. This system can facilitate the learning process between educators and students. Educators are easier to communicate with students through various free platforms such as youtube, google classroom, whatsapp, facebook, and so on. Some paid applications can also be easily accessed by students, one of them is the teacher room application.

In online learning can not be separated from the activity of communicating. Communication education has a very important role in the success of blended learning. Communication education can be interpreted as communication that occurs in an educational setting. Thus, education communication is the process of traveling messages or information that penetrates educational fields or events. Here communication is no longer free or neutral, but is controlled and conditioned for educational purposes. The learning process is essentially a process of communication, the delivery of messages from the introduction to the recipient. The message delivered is in the form of content or teachings that are poured into communication symbols, both verbal (words and writings) and nonverbal. This process is called encoding. The interpretation of the communication symbols by students is called decoding (Naim, 2011:27).

In the world of education, communication is the key that is quite a determinant in achieving goals. A teacher, no matter how clever and knowledgeable he is, if he is unable to communicate his thoughts, knowledge, and insights, certainly will not be able to provide the transformation of his knowledge to his students. His group of knowledge only became self-wealth that was not channeled to his students. Therefore, communication skills in the world of education are very important.

II. BODY TEXT

2.1 Communication Education

Communication in education is a very important element of his position. In fact, it plays a very large role in determining the success of education in question. People often say that the high and low levels of quality education are influenced also by these communication factors, especially communication of education (Yusup, 1990: 13).

Comprehensive, holistic, fundamental, and systematic understanding of the use of communication in the learning process. Without good communication, education will lose its way and orientation in developing the expected quality output. In this context, communication of education can be aligned with the importance of teaching methodology, education management can be aligned with the importance of teaching methodology, management of education and others. It is conceivable that almost 80 percent of the activities of teachers and lecturers in the classroom are communication activities, both verbal and nonverbal. Therefore, the poor results of material acceptance by students is not necessarily because the teacher or lecturer lacks mastery of the material, but it is very possible precisely because of their poor communication method in front of the students.

In relation to the significance of communication of Education, as stated by Yusuf, there are several things that are considered important. First, communication failure Education or instructional that often occurs in the field, it seems that the process of Education and instructional in the view of psychology of cognitis is referred to as the structure of one's cognition, both in its position as communicator and in its role as communicant, not functioning properly.

Second, teachers and practitioners of instructional communication in the field often do not understand the various approaches in the implementation of their instruction. They often do not understand the basics of learning theory that has been scientifically tested can improve target learning achievement if used appropriately. Third, psychological aspects, such as the ability and / or capacity of intelligence possessed by humans, interests, talents, motivation, attention, sensation, perception, memory, retention, forgetfulness, transferability, and cognitive thinking, often do not get attention in Educational communication activities, especially by instructional communicators. This can lead to reduced optimization of the ongoing communication process. As a result, the communication process results

are not optimal, not even in accordance with the Education goals and instructional objectives that have been set, aka fail.

Fourth, the open communication model seems to be more suitable to be applied in educational activities, including instructional activities because they are more able to provide opportunities to control each other's mistakes that might exist, both for the communicator himself and the communicant learning (target). The nature of this open communication model includes dialogue, persuasion, and educative. Fifth, in the psychological view of cognitive learning, the communication process can run smoothly and have a broad meaning if between one information and other information there are links or circuits that are bound in one's cognitive structure. Therefore, learning is a process of change in the cognitive structure of the person concerned.

Sixth, Educational communicators or instructional communicators if they want to carry out their functions as well as possible, are hinted at using logic that is the same as the logic of thinking possessed by the communicant learning (target). That way, the instructional implementation will work well. However, what often happens on the ground is not realized by communication practitioners in the field. They do a lot of instructional activities spontaneously and their habits without paying attention to the dominant factors of the target party.

Seventh, field practitioners' communicators often do not utilize learning resources available at the center of shared learning resources managed by the library. In fact, we know that the target learning outcomes so far are not solely because of the results of information from the teacher or lecturer, but rather absorb the results and learning material from other learning resources, such as discussion partners, others who agree, the media, books, computers, and the internet, all of which are widely available in the library. In fact, with the availability of computer and internet facilities for education and instructional purposes, teachers, lecturers, and also students and students can be more direct and tangible in understanding the situation and conditions of the case examples presented by this sophisticated media.

Eighth, the use of instructional multimedia. There are not many communicators and instructors who utilize multimedia for instructional purposes. Ninth, an information literacy and media literacy approach in each instructional practice. Anyone who acts as an instructional communicator today is very relevant when using a variety of approaches

that involve the involvement and knowledge of information technology and media. (Naim, 2011: 27-31).

2.2 Blended Learning

In general, blended learning can be defined as a learning that uses certain media to teach material to citizens learning and combining with face-to-face so that this learning can lead to the independence of the learning community to continue learning (virtual face-to-face).

Blended learning has an application that combines certain media in order to facilitate the delivery of material to the learning population. According to Husamah blended learning has categories namely:

hybrid learning

In learning this model makes it possible to use media such as the internet so that it can reduce the frequency of face-to-face meetings between tutors / instructors in providing material but do not eliminate face-to-face meetings between instructors / tutors and citizens. In this study the instructor does not have to be face to face. So that people learn to use certain media to get material that will be studied and developed. With the hybrid learning material can be accessed anytime, anywhere. So this will make it easier for someone who has worked but wants to develop their potential that might not be channeled in the world of work. For more details, see the following scheme:

Information:

1. The instructor can represent certain Educational Institutions in utilizing internet media (e-learning online) in delivering material.
2. Learning citizens who are the target of learning the material that has been given to understand and develop it themselves.

Blended Learning characteristics include:

1. Learning combines various ways of delivering teaching material, teaching models, styles to certain technologies or certain media in the learning process. blended learning can be done optimally so that the learning process has maximum results.
2. Media-based learning and technology, especially information technology, means blended learning is able to combine the learning process using online media with other conventional methods.

-
-
3. The instructor or guide becomes a facilitator, so that the learning community is able to learn independently so that they learn to develop the material that has been obtained.

Blended learning refers to the use of information and communication technology in face-to-face or learning activities, both by utilizing web-dependent networks and complementary networks that do not change the capital of teaching and learning activities.

2.3 Existence of Educational Communication in blended learning

The development of communication technology brings changes in the world of education. Method blended learning is a step that must be developed considering the increasingly rapid development of technology and the demands of the times. Everyone is integrated with a gadget so learning to use the internet is very easy for lecturers and students.

Some of the benefits of online learning, in terms of quality, online learning methods are relatively better compared to conventional methods. If, supported and optimized with applications and software that become online learning facilities and infrastructure.

Suparno and Waras Kamdi, (2010: 32 - 33), also argue, that technological capabilities are the prerequisites of professional teachers because mastering technology to support learning activities is an important element of teacher professionalism. Teacher's technological skills are urgently needed today, at least covering skills in various computer and internet applications, designing learning, developing and using learning multimedia.

Technology in the world of Education will have a good impact if the use of technology as needed about information on Education. Through technology students can be creative, learn new things, increase learning, learning that is increasingly real.

The use of technology as an educational medium is part of the development of educational media. Development of educational media can be done in innovative and creative ways. This can maximize the limitations in the development of the media, for example limitations related to costs.

Blended Learning has several advantages including:

a. Independent Learning

Learning citizens can easily learn freely to develop their imagination widely. In other words, the learning community is given the opportunity to develop the material independently, so that the

learning community has experience and refracted regarding the material being explored.

b. Utilization of Advanced Information Technology

With the advancement of information technology, modern humans are also required to maximize capabilities in this regard. Blended Learning can be used as a means to master information technology so that it is still able to access information properly and accurately. With this model, people will indirectly be taught about the use of information technology.

- c. Overcoming Learning Problems related to distance and time
At one time Blended Learning distance learning was needed to overcome this problem, with the rapid information technology also facilitating distance learning. In addition, at certain times, the teaching and learning process allows not to face to face. Learning can also be done by using technology such as the internet. So that this is able to overcome certain problems in teaching and learning.
- d. Continuous Communication Process
The teaching and learning process in its implementation is not only done at one time. But the teaching and learning process can be done in a lot of time. So that there is communication between the instructor and the tutor. In addition, sometimes the learning community does not dare to express their opinions directly, so with blended learning, the learning citizens dare to express their opinions through certain media in the teaching and learning process.

Lack of Blended Learning, among others

- a. The media needed is very diverse, so it is difficult to apply if the facilities and infrastructure do not support.
- b. Uneven facilities possessed by students, such as computers and internet access. Even though Blended Learning requires adequate internet access, if the network is inadequate it will make it difficult for participants to attend independent learning online.
- c. Lack of public knowledge about the use of technology
- d. Uneven facilities possessed by students, such as computers and internet access

One of the most specific advantages of the blended learning model is the opportunity to immediately build a sense of community among students (Garrison & Kanuka, 2004). In the blended learning model class, students generally meet in face-to-face learning, and then have the opportunity to communicate with open dialogue ways, to experience critical debates, and basically participate in various forms of communication in a "safe" environment. This opportunity can facilitate greater reflection on the content of the course material and broaden the student's learning experience.

Currently there is a teacher's room as a learning application for anyone who wants to develop their knowledge. Through the application of the teacher's room one can learn independently, various kinds of

subjects can be accessed so that it makes it easier for students to learn. In addition, other applications are also present in supporting the development of other learning models.

One other learning application is Quipper, a free online platform for teachers and students. Quipper school consists of two parts, namely Link for teacher, and Learn for students. Quipper school Link is a place where teachers can manage classes online and see student development. Our class application is online media to make it easy to create and attend online learning classes with students, friends, teams, and communities. Google Classroom is one of the mixed learning applications intended for the scope of Education that is intended to find a way out of the difficulties in making, sharing and classifying each paperless assignment. edX is a massive open online course aka MOOC.

2.4 Education Communication Implications in Blended Learning

The application of learning through the internet (e-learning), is a new media that can overcome the passive attitude of students. According to Arief S. Sadiman, (2006: 17), with the use of appropriate learning media, it is very useful to: a. Increase excitement in learning, b. Enables direct interaction, c. Enables students to learn independently. Independent learning is a way of doing things done by students freely determining their learning goals, planning their learning processes, learning strategies, using learning resources chosen, making academic decisions, and conducting activities to achieve learning goals. Therefore, independent learning requires motivation, tenacity, seriousness, discipline, responsibility, willingness and desire to develop and advance in knowledge. (Martinis Yamin, 2011: 107).

With the application of blended learning can provide benefits to students, namely: a. There is an increase in student interaction with each other and with lecturers, b. Availability of unlimited learning resources, c. Blended learning that is properly developed will be effective in improving the quality of graduates and the quality of higher education, c. The formation of a community of learners who interact with each other, give and receive and are not limited to one location, d. Improve the quality of lecturers because it is possible to explore information more broadly and even unlimited. E. Online media; namely independent learning media that is delivered and can be accessed online via podcast / vodcast, streaming media (video streaming, audio streaming), web pages, documents that can be downloaded (slidehare, etc.), chat rooms, instant messaging, email, forums, twitter, blogs, wikis, and others.

Blended Learning is needed when distance education methods are not needed. The Blended Learning process is needed at the time of delivering or giving lesson material, assigning assignments to assignments to students carried out outside of school hours.

Blended Learning is needed when the teaching and learning process is not only face to face, but increases the learning time by utilizing internet technology. Simplify and accelerate the process of non-stop communication between educators and students. Students and educators can be positioned as learning parties. Helping the process of accelerating education, one of which is by applying flip classroom based on information and communication technology.

In relation to the educational context, the main role of students is to learn successfully, is an important task, so it needs to be supported by a good environment, requires motivation, planning and the ability to analyze using the best instructions or modules. The strategy of using blended learning to support the implementation of the learning process is expected to increase the absorption of students from the material taught; increase active participation of students; improve student self-learning skills; improve the quality of education and training materials, improve the ability to display information with information technology devices, with ordinary devices difficult to do; expanding the reach of the teaching-learning process using computer networks, not limited to space and time. To achieve the above, in the development of a blended learning study it should be noted that the material displayed must support the delivery of correct information, not only prioritizing the beauty side; pay close attention to the teaching and learning techniques used; pay attention to the technique of evaluating student progress and storing student progress data.

One of the most popular applications by the public is the teacher's room. This application has a rating of 4.7 or is preferred by 196.506 users. One of the teacher room users named Riyanti Kim gave five stars to the teacher room application as a form of satisfaction with the teacher room application.

He gave a review of the success of learning to use this application. "With the presence of the family, I can be confident when teaching and learning activities take place. It is not a matter of how much value can be given during the test, but the material studied really makes me understand and find the thrill of learning. Thank you Ruangguru, still

giving the best to educate the nation's children! More discounts, hehehe ... "

The same thing was expressed by Sari Sijabat "since I used the Ruangguru application I don't need to be afraid to take any exams. Because by studying in Ruangguru I can study wherever and whenever. I can also improve my achievement at school and my learning value. I am interested in studying in Ruangguru because the way of teaching in Ruangguru is very interesting and easy to understand. So that my parents also extended the active period of studying in Ruangguru. So, immediately subscribe to Ruangguru. Thank you Ruangguru.

In addition to the teacher's room, there is also a Quipper application with a rating of 4.0 or 26,717 users. One Quipper user named Sakdiah Pelawi gave the quipper application five stars as a form of satisfaction using the application.

"Alhamdulillah, it can help learning easily. All material both science and social studies are available. The way in which the tutor teaches is many innovations and quick tricks, there are notes and many questions. Awesome first without any material being locked and enough to pay once. Satisfying".

A similar phrase is also said by a user named Kyky Oficial

"very good all the discussion, more in the brain, and added there is" SUPER "or quipper solution. So, it's better to memorize ... here also there is material that has never been explained to the teacher at my school ... so I don't know, we know ... the input is, the picture should be clearer ... so we better see the tetor ... "

Googleclassroom applications are also in great demand by the public. This application gets a rating of 4.2 or likes as many as 90,957 users. As the statement from Alifian Nugraha said

"E-Learning applications are easy and simple to use, as a means can Google add Absent features / Register to attend using a Barcode camera system that can be used by students when in class? Later synchronized with the application. Thank you".

A similar thing was expressed by Muchammad Syafii

"very good for Educational collaboration. Moreover, facing the challenge of the industrial revolution 4.0 is very fitting according to the demands of the times, learning becomes effective and edition because it supports paperless".

III. Conclusion

Based on the description above, it can be concluded that, Educational Communication Based on Blended Learning in Establishing Learning Independence can provide benefits for students. Online learning can facilitate students independently in the digital age. The use of technology as an educational medium is part of the development of educational media. Development of educational media can be done in innovative and creative ways. This can maximize the limitations in the development of the media, for example limitations related to costs. Motede blended learning is a step that must be developed considering the increasingly rapid development of technology and the demands of the times. Everyone is integrated with the gadget so learning to use the internet is very easy for teachers and students.

The existence of communication Education in blended learning continues to grow with the presence of a variety of applications that support the world of Education. Currently there is a teacher room application, Quipper, ClassKita, Google Classroom, edX, and Khan Academy as a learning application for anyone who wants to develop their knowledge. Implications of communication Education in blended learning includes a. adds excitement to learning, b. allows, irect interaction, c. students can learn independently.

REFERENCE

- Arief S. Sadiman, dkk. (2006). *Media Pendidikan Pengertian, pengembangan dan Pemanfaatannya*. Jakarta: PT Raja Grafindo Persada.
- Dahiya, S., Jaggi, S., Chaturvedi, K.K., Bhardwaj, A., Goyal, R.C. and Varghese, C., 2016. An eLearning System for Agricultural Education. *Indian Research Journal of Extension Education*, 12(3), pp.132-135.
- Husamah. (2014). *PEMBELAJARAN BAURAN (BLENDED LEARNING) Terampil Memadukan Keunggulan Pembelajaran Face-To-Face, E-learning Offline-Online, dan Mobile Learning*. Jakarta: Prestasi Pustaka.
- Martinis, Yamin. 2011. *Paradigma Baru Pembelajar*. Jakarta: Gaung Persada.
- Naim Ngainun. 2011. *Dasar-Dasar Komunikasi Pendidikan*. Yogyakarta: Ar-Ruzz Media.
- Nikmawati, Ika Syukrun. (2014). Korelasi Gaya Belajar Siswa Kelas VII dengan Hasil Belajar Mata Pelajaran Sejarah Kebudayaan Islam di Sekolah Menengah Pertama (SMP) Islam Durenan Trenggalek. Skripsi, Fakultas Tarbiyah Dan Ilmu Keguruan, Pendidikan Agama Islam, IAIN Tulungagung. Dari <http://repo.iain-tulungagung.ac.id/607/3/BAB%20II.pdf>.
- Suparno dan Waras Kamdi. (2010). *Pengembangan Profesionalitas Guru*. Malang: Panitia Sertifikasi Guru Rayon 15 Universitas Negeri Malang.

COLOR NOMENCLATURES IN BALINESE LANGUAGE WITHIN LINGUISTIC ANTHROPOLOGICAL PERSPECTIVE

Ida Bagus Arya Lawa Manuaba
STKIP Suar Bangli
Jl. Brigjen Ngurah Rai, LC Subak Aya
Bangli, Bali – Indonesia

ABSTRACT

Balinese language has some unique color nomenclatures. How those colors are categorized into different nomenclatures becomes the first concern of this study. Then, why those nomenclatures are linguistically unique and exist culturally in different ways is the second question. NSM (Natural Semantic Metalanguage) is used both in theory and method. Since some Balinese terms are inexplicable through semantic primes of the NSM, linguistic relativity theory is used to dig descriptive meanings and concepts of those color nomenclatures in Balinese cultural linguistic realm. The study finds that there are four color nomenclatures in Balinese language, and those nomenclatures are different mainly because of religious and historical backgrounds.

Key words: color, Balinese, natural semantic metalanguage.

I. Introduction

There is still a scarcity of research concerning on how Balinese people classify colors and their significance in the society. Asthararianty et al (2016)ⁱ concern more on the philosophical and religiosity of colors in Balinese rituals and traditions. Meanwhile, Nitiasih (2012)ⁱⁱ focusses on how different colors are closely related to directions, deities, internal bodily organs and natural elements. Those studies are of sublime nature and tend to direct the discussion into metaphysical platform rather than how they are related to social meaning within real interactions. Many other research do not focus on the significance of colors both in semiotic or semantic. Rather, colors are commonly treated as metaphysical or religious substances if they are to be associated to Balinese culture, and thus they do not reveal how colors contribute to evolution of the culture in a more real sense.

Colors, as a matter of fact, have special slot in Balinese core culture. Whereas other cultures might regard colors as merely visible rays or parts of natural occurrence, the Balinese treat colors in different ways. Colors, according to Balinese way of thought, are not only ranges of different colors derived from prismatic refraction. Rather, they are elementary. It

means that colors are derived from natural elements such as earth, sky, blood, clouds, leaves, ocean and wood. They are classified uniquely within criteria that range from history, politics, religious system, knowledge system, directions, folklores, and even human activities. Thus, from analyzing significance of colors, many other elements of Balinese culture could be further revealed.

This study has two main focuses. At first, it presents classifications of colors, or nomenclatures of colors to be specific, that exist in Balinese culture. Jenkins (2015)ⁱⁱⁱ provides some classifications of colors that he obtained from Balinese ceremonies and religion. There are three classifications presented in the study. Its accuracy, however, needs to be developed since it does not include many other color terms and nomenclatures which actually exist.

Among many previous studies about colors in Balinese people's life, perhaps the most important question is why the color nomenclatures exist in those particular ways for the Balinese. This question leads to explorations to many different perspectives and aspects of Balinese cultures, which connects Balinese linguistic richness and how they came to be.

Why knowledge of color nomenclatures has importance is because it has a lot of contribution to exploring Balinese society. It is particularly useful when somebody wants to bridge intercultural communication and understanding. Since colors have major significance in Balinese society, they determine how people should use them in different activities and purposes. Understanding colors means to understand how they are applied in the society and thus contribute to better respect and tolerance. Moreover, since colors are also tightly related to religious system, art and even specifically music, understanding their nature and principles within their society will be the main contribution to field of linguistic anthropology.

II. Reviews of Related Literatures

To analyze how colors contribute to Balinese unique cultural elements, two main theories are used in this research. First, the theory of linguistic relativity is used to trace out the color classifications and nomenclatures. This theory is combined with Natural Semantic Metalanguage (NSM) to explain and split the semantic meaning of each color nomenclature as they exist and develop in Balinese way of thought. After finding why a particular nomenclature exists in such a way, the

analysis is continued to reveal the background how those nomenclature come into being.

Bogushevskaya (2017)^{iv} conducted research on how modern simplified Chinese language is lack of the term 'orange'. It is argued that there is no monosyllabic color term for orange in Chinese language despite China's popularity as citrus-producing country.

Formerly, similar research was conducted in Finnish by Uusküla (2008)^v, defining nine basic colors known by Finnish people. It is found out that the basic color terms develop because Finland has significant varieties of seasons and vegetations. Furthermore, back in 90s, Davies et al (1994)^{vi} mention that there are four basic colors in Ndebele Bantu language, namely red, black, white and green with blue (grue). The term 'yellow' is introduced to later generations through modern education. Now, almost all Ndebele people know 'yellow' as one of their basic colors.

Basic colors in Balinese language is listed in Nitiasih (2012)^{vii} as representatives of *Dewata Nawa Sanga*, nine deities of the directions in Balinese religious system. Nitiasih uses NSM to analyze the concept of colors in *Dewata Nawa Sanga*. However, the analysis does not show core meaning of the concept since it fails to clarify the semantic meaning down to semantic primitives.

Research on Balinese color nomenclatures is a continuation of previous studies on color terms related to culture, in this case, Balinese. The importance of this research is crucial because Bali is well-known place for its cultural uniqueness.

Natural Semantic Metalanguage (NSM) has become grand theory of many linguistic research after its popularity in 1960s. The NSM approach in linguistics have also influenced linguistic research in Indonesia, as well as in Bali. In fact, however, the scope of NSM analysis in Balinese language is still limited to verbs and nouns probably due to lack of interest in this subject matter. Balinese language actually has a lot of special adjectives to be explicated by using NSM.

Mulyadi and Siregar (2006)^{viii} analyzed some Indonesian verbs by utilizing NSM, and they found out several interesting variants of a certain core verbs in Indonesian language. The variations are caused by differences in intensity or conducts.

A more recent study is conducted by Subianto (2011)^{ix} on Javanese language. He focusses on semantic structures of event process verbs (EPV) in Javanese language. The NSM method is used to trace the core semantic meaning of several EPVs in Javanese language.

Parwati (2018)^x applies the same method of NSM in Balinese language as previously conducted by Subianto in Javanese language. Her objects of analysis are variants of the verb 'to cook', because apparently Balinese people has several terms synonymous to it.

Studies involving NSM as a theory and method of semantic analysis in Balinese language have recently reached verbs and nouns as main discussions. However, there is still a lot of aspects in Balinese language which need to be explained and explicated, both semantically and culturally. This research starts with NSM of Balinese color terms, which are adjectives, and thus attempts to add the research roadmap on NSM applied in Balinese language.

III. Methods

As a qualitative study, this research describes linguistic phenomenon on how Balinese people conceptualize colors. A technique called semantic explication (Wierzbicka, 1992)^{xi} is used in some parts to explicate complex terminologies. Also, as suggested by Goddard (2018)^{xii}, a more elaborate technique of Natural Semantic Metalanguage called semantic molecules are used because in color nomenclature there are many difficult terms which need more elaborate descriptions and explications.

At first, the data is analyzed descriptively, conforming names of colors and categorize them into groups based on Balinese cultural perspective. Then, the description continues to deeper ethnographic analysis regarding why those nomenclatures exist in Balinese society and why they are not interchangeable. This interesting part involves investigations of historical background, political situation, social class, and religious system of the Balinese. To explain why nomenclatures exist needs a well-blended understanding about those core frames of Balinese cultural substances.

IV. Discussion

To commence categorizing color nomenclatures in Balinese culture, it is necessary to start with the basic colors. Equally important is where the Balinese derive such colors to become an integral parts of the whole culture's pattern. The Balinese apparently recognize basic colors from natural objects, particularly spices, natural elements (such as sea, earth, sky and fire), wood and bodily parts. This is what is called as *natural colors* existing without any human interference. Colors derived from spices are *jenar* 'yellow' (from turmeric), *pêtak* 'white' (from *kencur*,—*Kaempferia*

galanga), *abang* 'red' (from ginger) and *ireng* 'black' (from galangal tuber). The four kinds of tuber become four basic ingredients (*basa guru*) in Balinese complete spice (*basa gede*).

Other colors are derived from natural colors of things like *red* from blood. The Balinese *abang* or *barak* (red color) is special and recognized differently from other red gradations. This Balinese *barak* color scheme is particularly derived from the color of fresh blood, either of human origin or sacrificed animals. Some mythological stories even mention that Balinese red anointed on some types of *kamben* clothes is extracted from real blood. This, however, has been clarified as untrue.

The Balinese *irêng* 'black' color is derived from charcoal or fireblack, which are typical in Balinese traditional kitchens before oil or gas stove were invented. The Balinese used to cook by firewood, and the fireblack will be accumulated on the kitchen's wall. This is where natural black color is derived.

To the Balinese, the counterpart of black is *pêtak* 'white', while in other languages such as modern Melayu and Bahasa Indonesia, any colors are claimed not to have antonyms. For the Balinese, only black color has an antonym (which is white), while antonyms for other colors do not exist. Natural white color is derived from *pamor* (lime), from which the Balinese derive the phrase *colek pamor* 'pamor mark'. It is not only that the Balinese derive 'eye-dropper sample' of white from *pamor*, but *pamor* is also considered as the symbol of whiteness, as charcoal as a symbol of blackness and blood as redness's.

4.1 Basic Color Nomenclatures

Tridhatu

The three colors: red, black and white conform the very first and simple Balinese color nomenclature which is called *tridhatu*. Anantawikrama (2017)^{xiii} confirms that *tridhatu* has a lot of philosophical and religious roles. This nomenclature, meaning 'three colors' are not interchangeable. So, if somebody hears *tridhatu*, (s)he has in mind this cultural script:

Tridhatu (and any other color nomenclatures)

>> many people think like this:

Somebody says this because people know this something has to be like this

If this something is not like this, this something is not true.

People feel bad about this if this happens.

The above cultural script is an NSM explication of how Balinese think about color nomenclatures. In the other words, the Balinese are very strict in determining certain colors because those colors have particular significance. Although *tridhatu* means 'three colors', the three colors have to be red, black, and white. So, when people say *tridhatu*, everyone else will think of the same color constituents.

Poleng

Another basic color nomenclature is *poleng*, or black-white pattern. The Balinese has a more polite term *dwiwarna* to refer to this nomenclature. So, black and white color are antonymous in Balinese language. White and black are the only colors which have counterpart. This antonymous concept of black and white brings forth contrasting features and symbolism attributed to black and white colors. Black color symbolizes darkness, evil, death, sorrow, cycle of birth and death (reincarnation), nothingness, stagnancy, and wrongness. Meanwhile, white color is a symbol of truthfulness, godliness, existence, activeness, happiness, and liberation. Additionally, both white and black also has equally good qualities. The two colors can symbolize '*rwa bhinneda*', or literally, two complementary things contributing to the workings of nature. Positive and negative charges, man and woman, male and female, day and night, hot and cold, and so on are two complementary things necessary for the continuation of the natural activities. So *poleng* tends to mean both contrasting factors and complementary factors of nature.

Poleng

"I Made nganggo saput poleng."

I Made wore poleng cloth.

X is Made

X feels something like this:

I know something can be good because something else is bad.

If something good happens, something bad can happen.

After something bad happens, a good something can happen.

X knows this is true.

The cultural script of how the concept *poleng* is understood in Balinese society shows that the Balinese are aware of non-perpetual existence in the mundane platform. This contributes firmly to the way of

thinking of the Balinese. The Balinese do not usually feel sad if their family member pass away, because they think about the non-perpetual existence of anything worldly. Something good can be bad in different situation, and therefore the concept of *desa-kala-patra* 'situational urgency' emerges from the *rwa-bhinneda* concept.

Abang-pêtak

Although red and white are not antonymous in Balinese linguistic concept, they both have unique cultural significance. *Abang* 'red' is the symbol of feminism, derived from the redness of a woman's uterus during menstrual period. For the Balinese, the term *abang* within *abang-pêtak* nomenclature is equally sacred and respected as *pêtak* 'white'. While red means feminism, white refers to the color of male semen. The combination of male and female reproductive secretions will produce new life, new beginning, and new hope. Therefore, *abang-pêtak* is a symbol of unity within difference, as well as a symbol of life, generative power, and authority.

Putih-kuning

Besides equally powerful red and white colors, the Balinese also have 'equally sacred and pure' colors. The *putih-kuning* 'white-yellow' nomenclature has been known for centuries as symbols of unity between two major religious sects: the Saivism and the Buddhism. The nomenclature is actually originated from *Sutasoma* Script, written by Mpu Tantular in the early Majapahit era. In the *Sutasoma*, it is mentioned that the Saiva religion and the Buddha religion are essentially one, worshipping the One Almighty God, and therefore both Saivism and Buddhism have equal status.

Sutasoma Script does not specifically mention the use of white and yellow colors, but apparently the nomenclature emerged in the late Majapahit era until its cultural refuge to Bali at the end of its heydays. In Bali, white-yellow pattern is very common in temple festivals, signifying that the festival is a holy celebration for the deities and any other godly beings accompanying them. So, culturally speaking, *putih-kuning* nomenclature is tightly connected to purity, religiosity and sacredness. Therefore, the status of *putih-kuning* color nomenclature is put higher in Balinese societal and religious patterns. Compared to *poleng* nomenclature, the *putih-kuning* is more to hierarchy of higher, more sublime, or transcendental, existence.

Putih-kuning

X thinks like this:

Something else is good beside something good.

I want good things happen to everyone.

I think like this.

Pancawarna (brumbun)

A more elaborate color nomenclature is *pancawarna* 'five colors'. Whenever Balinese say *pancawarna*, there will be fixed five colors: red, black, white, yellow and *brumbun*—a combination of those four colors as the fifth one. Sometimes the term *brumbun* is interchangeable to *pancawarna*, but in some cases *brumbun* is a combination of four colors. So, in Balinese linguistic range, *brumbun* is a name of both a color and a combination of four colors.

An example of *brumbun* as one color is the one found in *pancawarna* nomenclature. It becomes the fifth color, but this fifth color is a combination of four former colors. Therefore, the exact definition of the fifth color cannot be specified or represented by a monochromatic color. In the other words, *brumbun* is still widely undefinable as a single color.

Pancawarna is closely related to religious system in Bali. The five colors represent five directional deities. Nitiasih (2012) confirms that the Balinese associate colors with directions and presiding deities over a particular direction. The four colors are associated with four cardinal directions: black for north, white for east, red for south, and yellow for west. The fifth direction, the *Madhya* 'middle' is associated with the blend of the four cardinal colors.

There is no apparent connection between colors of *pancawarna* and *tridhatu* even though *tridhatu* colors are present in *pancawarna* nomenclature. *Pancawarna* is closely related to presiding deities of the cardinal directions, while *tridhatu* colors are related to *Trimurti*, or three deities of creation, maintenance and annihilation of the cosmic existence.

How a Balinese thinks about *pancawarna* in daily life context can be formulated as the following cultural script. The cultural script can only work if a situation is present. So, in the following formulation I inserted a situation in which *pancawarna* is generally used.

Pancawarna

"*Nyoman Padmi ngaturan segehan pancawarna.*"

Nyoman Padmi offers *five-colored segehan rice offering.*"

Nyoman Padmi is X

X thinks something like this:

Something is above live and die

I can feel something like this because somebody else knows something about it

Many good things happen because something like this is near

I want this to happen
I want more good things everywhere
I do this.

It is to be noted that to explicate complicated terms in Balinese independently, semantic primes are not sufficient to accommodate core meanings. Rather, as suggested by Goddard (2018)^{xiv}, semantic molecules must be applied to formulate core meanings for more complicated cultural terminologies. This research does not focus on the use of semantic molecules, and therefore further NSM research on Balinese cultural terms and their core meanings can be later conducted.

Nawasanga

When every two colors of a *pancawarna* nomenclature is combined, there will emerge four derivative colors. The Balinese name these colors the *anudisaya* nomenclature, or 'colors of sub-cardinal directions'. In the northeast, black (north) combines with white (east) to be *klawu* 'grey'. So *klawu* belongs to *anudisaya* color nomenclature. In the southeast, meanwhile, red (south) and white (east) combines as *dadu* 'pink'. The presence of *dadu* 'pink' in Balinese color terminology is unique because many traditional cultures tend to include pink in the same category as red. This is an evidence that Balinese people have more variations of red color scheme and have at least two specific words for its intensity, the *barak* and *dadu*. From this fact it can be concluded that red is the most widely known color in Balinese traditional culture.

In the southwest, red (south) meets yellow (west) to become *jingga* 'orange'. In fact, to find orange color in Balinese customary rites and activities is rather difficult since it is not a color commonly produced by natural ingredients as a basic one. Therefore, to Balinese in general, the *jingga* (or *kudrang*, in some places) color is a rare case, specified rarely as *gêdang nasak* 'ripen papaya' color^{xv}. This, however, proves that Balinese traditional people have profound knowledge of color mixtures, indicating that Balinese language have sufficient vocabulary for some basic natural and compound colors.

Yellow (west) and black (north) combines in the northwest as *wilis* 'green'. *Wilis* is not a foreign terminology for the Balinese, since this color is widely seen in Balinese culinary and ritual ingredients.

It is to be noted that the Balinese have a thought that green is a combination of yellow and black, a contrast to Western nomenclature that green is a compound of yellow and blue. Whether what is meant by

'black' by the Balinese is actually blue still needs to be further explored. As a reference, however, the traditional Balinese do not include blue color in any terminologies. Blue color seems to be 'out of category' despite its abundant presence in seas and the sky. One of the cases about the scarcity of blue in Balinese culture is probably because the traditional Balinese do not have suitable natural ingredients to produce blue color. The existence of blue color is found in *Kamasan* paintings, started from the eighteenth century. The basic ingredient for blue color is obtained from a blue shell which used to grow at the sea bottom of Benoa bay, near Sakenan.

How blue color is altered by and considered to be black indicates that the Balinese have the same cultural properties for both blue and black. One evidence of this is found in flowers. The Balinese use the term *beru*, or *biru* for blue flowers, more commonly lotuses and water lilies. The color term *tangi* 'purple' is used in relation to flowers. The blue or purple-colored flowers, as the purple *pacah tangi* flower (*Impatiens balsamina*) and *têlêng* flower (*Clitoria ternatea*) are considered black flowers when they are related to rituals. In the other words, blue or purple-colored flowers are considered representative, or synonymous to, black, and thus used to worship presiding deity of the northern direction.

Other colors

As how blue color has unique status in Balinese color nomenclatures, some other colors do have similar case. Blue and purple (including violet) is considered as synonymous to black in ritual-related discourse area. Even though modern Balinese younger generation can now easily differentiate between blue, purple and black, the discourse area seems to be unchanged.

Similar case happens also to *sokêlat* 'brown'. The brown color is considered the color of dry blood. Therefore, brown is another derivative of red in Balinese color nomenclature. Brown is also the color of wood, but its uses for wooden material is limited because the Balinese also have more complex color references in association to woods. Further studies about how the Balinese see colors in types of woods will be interesting and valuable research topics.

4.2 Color Gradation

The Balinese language also provides interesting vocabulary for color gradation. Some colors that happen to be gradable are black, white, red

and yellow. Four of them are the basic *pancawarna* colors. There are some terminologies of color gradations as the following table.

Basic color	Intensified gradation	Tinged gradation
<p><i>sélem</i> 'black'</p> 	<p><i>sélém dêtdêt</i> 'deep black'</p> 	<p><i>badêng sêngéd</i> 'intense dark-brown, sun-tanned' (complexion).</p> 
<p><i>putih</i> 'white'</p> 	<p><i>putih nyéntag</i> 'bright white'</p> 	<p><i>putih susu</i> 'milky white'</p> 
<p><i>barak</i> 'red'</p> 	<p><i>barak ngêndih</i> 'bright (bloody) red'</p> 	<p><i>barak api</i> 'fiery red'</p> 
<p><i>kuning</i> 'yellow'</p> 	-	<p><i>kuning gading</i> 'whitish yellow'</p> <p><i>nyandat gading</i> 'greenish yellow' (for complexion)</p> 

Interestingly, the color gradations are special and fixed, so if *barak ngêndih* exists, it cannot be applied to blue as *pêlung ngêndih* 'bright blue' or any other colors. The Balinese commonly use *nguda* 'young' to express lighter colors, and *tua* 'old, dark' to represent darker gradations. The table above contains only apparent gradations with specified names, indicating more frequent uses and encounters in daily life.

V. Conclusion

The color nomenclatures in the Balinese language is complex compared to color terms in some other parts of the world. This indicates that for centuries, Balinese culture has been acculturated to other cultures, which resulted in its own enrichment in complexity of vocabulary. The color nomenclatures of the Balinese, which are lack of blue color but rich in red, is an indication that red is significantly more apparent in Balinese culture than blue. Other factors are because ingredients for red colors are easier to obtain than those for blue.

Color nomenclatures in Balinese language are complex because of many factors. The leading factors are religious-semiotic and historical

backgrounds. The Balinese consider colors to be related tightly to directions and their presiding deities, and thus some colors are grouped into fixed nomenclature which are special and uniquely meaningful one another.

Footnotes

ⁱ Asthararianty, Pribadi Widodo and Agung Ekobudiwaspada (2016). “Mengungkap Nilai-nilai Simbolis di Balik Warna Tradisional Bali Nawa Sanggaha melalui Rancangan Desain Buku,” in *Jurnal Desain Komunikasi Visual Nirmana* Vol. 16(1) pp. 18-39, Universitas Kristen Petra.

ⁱⁱ Nitiasih, Putu Kerti (2012). “Konsep Warna dalam *Dewata Nawa Sanga*: Studi Komparasi Makna Budaya, Makna Berdasarkan Metabahasa Semantik Alami dan Makna Universal),” in *Jurnal Pendidikan Bahasa* Vol 2(1), Pascasarjana Universitas Pendidikan Ganesha.

ⁱⁱⁱ Jenkins, Ron (2015). *Saraswati in Bali: a Temple, a Museum, and a Mask*. Gianyar: ARMA & BAB Publishing.

^{iv} Bogushevskaya, Victoria (2017). “Modern standard Mandarin Lacks a Basic Colour Term for Orange: Formal and Experimental Evidence,” in 29th North American Conference on Chinese Linguistics (NACCL-29), Vol. 1 pp. 255-267.

^v Uusküla, Mari (2008). “Some Remarks on Color Naming Differences in Finnish,” in *Journal of Linguistics*, Vol. 34(1), University of Tartu.

^{vi} Ian Davies, Christine Davies, and Greville G. Corbett (1994). “The Basic Colour Terms of Ndebele,” in *African Languages and Cultures* Vol. 7(1) pp. 36-48.

^{vii} Nitiasih, *ibid*.

^{viii} Mulyadi and Rumnasari K. Siregar (2006). “Aplikasi teori Metabahasa Makna Alami dalam kajian Makna,” in *Jurnal Ilmiah Bahasa dan Sastra* Vol. 2(2), October 2006, pp.69-75, Universitas Sumatera Utara.

^{ix} Subiyanto, Agus (2011). “Struktur Semantik Verba Proses Tipe Kejadian Bahasa Jawa: Kajian Metabahasa Semantik Alami,” in *Jurnal Kajian Linguistik dan Sastra*, Vol. 23(2), December 2011, pp. 165-176, Universitas Muhammadiyah Surakarta.

^x Parwati, Sang Ayu Putu Ey (2018). “Verba “Memasak” dalam Bahasa Bali: Kajian metabahasa Semantik Alami (MSA),” in *Jurnal Aksara* Vol. 30(1), June 2018, pp. 121-132, Kementerian Pendidikan dan Kebudayaan RI.

^{xi} Wierzbicka, Anna (1992). *Semantics, Culture and Cognition*. New York: Oxford University Press.

^{xii} Goddard, Cliff (2018). “NSM Semantics in brief,” <https://intranet.secure.griffith.edu.au/schools-departments/natural-semantic-metalanguage/in-brief>, retrieved on May 2019.

^{xiii} Anantawikrama T. Atmadja and I Wayan Rai (2017). “Bisnis Gelang *Tri Datu* Sebagai Budaya Populer Pada Masyarakat Bali,” in *Proceeding of Semnar Nasional Riset Inovatif (Senari) 2017*, pp. 405-412, Universitas Pendidikan Ganesha Singaraja.

^{xiv} Goddard, Cliff (2012). “Semantic Primes, Semantic Molecules, Semantic Templates: Key Concepts in the NSM Approach to Lexical Typology,” in *Linguistics*, May 2012, pp. 711-743, Griffith University, Brisbane.

^{xv} Diputra, Gede Dodi Raditya (2017). “Konotasi Warna pada Masyarakat Bali,” in *Jurnal Linguistika*, Vol. 24(47), September 2017, pp. 142-149, Universitas Udayana.

IMPLEMENTING SHARED READING FOR SOPHOMORE

I Gde Putu Agus Pramerta
putuagus1708@unmas.ac.id

ABSTRACT

For sophomore, it is not easy to read well and understand context of particular text. This study was aimed at helping students to improve their reading in finding main idea of a text with the implementation of shared reading. The subject of this study was class II A of English Language Education Study Program Unmas Denpasar. The study used Classroom Action Research design. It was conducted in two cycles with four sessions in total. Initial reflection was done to figure out students' ability in finding main idea. However, it shows that their reading needs to be improved. By implementing shared reading, they could practice and improve their reading.

Keywords: improve, shared reading

INTRODUCTION

Reading is one of the language skills that enables them to understand the information clearly. Through reading, students are able

to gather new ideas and information which can improve their knowledge. Nowadays, there are many materials from many sources that can be used for reading. During reading process students are expected to understand the material that they have read. It can be showed by their ability to share the material to their friends. It is important for the students to know about the positive impact of reading. It can encourage them to read many sources.

Reading is an active process that requires a great deal of practices and skills. It means that the readers have to use their ability to get the information and understand the text. Reading comprehension is the understanding of information and idea through the interaction between reader and the author a certain kind of text. Bernhardt (2000:6) states that reading is about how to understand the written text. It is an activity that involves both perception and thought. It means comprehending and interpreting the information of the written text are important. It implies that students need to learn a considerable amount of information from a text.

Stone (2009:39) states that reading is a fundamental goal must be mastered in order to be successful in school and in life. It is a set of skills which include making sense and deriving the meaning from the printed word on the paper, in reading the reader must able to decode or sound out the printed words comprehend what they have read. It means that reading is an active process that requires a great deal of practice and skill (Nunan, 2005:69).

For sophomore, it is not easy to read well and understand context of particular text. They were still difficult to comprehend the reading text. They were confused to identify main idea, general information, find specific information, recognize textual meaning and recognize textual references. When they were given questions and they looked for the answers in the text, the students were still confused how to answer the question with correct grammatical forms.

To solve the problems, appropriate strategy has to use in order to make the students active, creative, and understand the overall meaning of the text. In this case, the researcher implemented shared reading. It is one of the strategies that can be implemented in the classroom. Shared reading is an evidence-based instructional approach. The focus during shared reading is on the **interaction** and meaning making that occurs when students read a book or text together.

In implementing shared reading, there are two approaches they do: CAR and put the CROWD in the CAR are both approaches to structuring

shared reading interactions. CAR is a strategy to structure shared reading interactions that stands for Comment, Ask, Respond. They students are led with a comment, asked with questions and given respond based on their comments. After those things have been done, the CAR is put in the CROWD. CROWD stands for Completion, Recall, Open-ended Question, Wh-Questions, and Distance Questions

RESEARCH METHOD

This study is classroom action research was conducted in two cycles, in which each cycle consisted of four steps. Those steps were planning, action, observation and reflection. However, it was started with initial reflection. The subject of this study were the second semester students. Two kinds of instruments were used to collected data in this study, namely: test and questionnaire. Test is an instrument used to measure the extent of the subjects understanding of the material provided. There were two kinds of test in this research, those were pre-test and post-test. Meanwhile, Questionnaire was used to know the responses of the subjects about the application of question answer relationship in teaching and learning process of reading in the classroom.

The followings are steps of the classroom action research (Kemmis and McTaggart as cited in Burns, 2010;9):

a. Planning

Planning is one of the most crucial components in learning process. Before the present classroom action study could be effectively carried out, the researcher needs to prepare instructional planning for all sessions. The researcher planned the instructional activities or requirements that would be described such as: preparing reading material that also inserted some material of descriptive text, designing lesson plans or setting up teaching scenarios of the present classroom action study, constructing post-test by the end of each cycle, and constructing questionnaire to the subject under study.

b. Action

Action referred to what the researcher did in classroom and how the class was managed based on the lesson plan. There were three steps that had been planned such as pre-activity, whilst-activity, and post-activity.

c. Observation

Classroom was to observe the action in order to know the effectiveness of teaching learning process by using Question Answer Relationship. In this session, the researcher observed whether the strategy can improve students' reading comprehension or not. The changing behavior was included positive attitudes, higher motivation, interested and become action participants in following the reading activities in cycle I and cycle II.

d. Reflection

Reflection was conducted at the end of the session in order to know the subject problem and the researcher can find out the solution that was implemented in the next action. In this step the researcher compared the result of pre-test and post-test, evaluated the plan and the action that was done therefore the researcher can decide to continue to the next cycle or stopped.

FINDING

Pre-test was conducted on March 18th 2019 and it was used to examine the students' in reading comprehension before the treatment should be given. The result of pre-test was used as the basic consideration of giving treatment that consisted of two cycles. The students' ability in finding main idea needed to improve in order to obtain the goal. The result of pre-test was 62.77. It needs to be up as the target of the researcher.

Cycle I was administered after conducting pre-test and it was based on the result of pre-test. This cycle was divided into 2 sessions where each session consisted of four interconnected activities namely planning, action, observation, and reflection. In session I, these activities were started with a planning prepared lesson plan and the materials about the topic and also applicable with the implementation of shared reading.

Then, for the action, the researcher had done it well. Unfortunately, there was a problem while the researcher tried to teach them. The subject did not understand while the researcher taught how to find main idea. After that, by looking at the result of the observation, it seemed that the subjects enjoyed the teaching and learning process. On one hand, the researcher observed that the subjects' participation was good and active. Moreover, there were few students who seemed to have problem. The subjects who were sitting at the back were talking each other and did not pay attention with the explanation. By reflecting on it, in the next cycle, those few students became the focus of the researcher. It

was for the sake of sharing attention and giving fair treatment to all subjects. Moreover, result of the test shows 73.21 as the mean score of the class. The researcher needed another cycle as the treatment to make classical mean score above A point (85).

In cycle II, the progress was significantly achieved. The subjects were active and confident when the researcher asked them to convey their ideas about their findings on the main idea of text. The result showed the significant improvement of the subjects in finding main idea. Besides, the data of the questionnaire could be showed that most of the subjects gave positive response on the implementation of shared reading.

Then, for the action, the researcher had done it well, better than before meeting. Previously, the subjects did not understand while the researcher tried to teach the way to find main idea. Then, the researcher changed how to teach the subjects into bilingual (English and Indonesian). In fact, the teaching and learning process became successfully understood by the subjects. Furthermore, by looking at the result of the previous observation in cycle I, the researcher was more focus on few subjects who were sitting at the back which were talking each other and did not pay attention while the researcher taught about the material. After giving a better treatment for few of those subjects, they seemed to be more active and tried to raise their hands for asking question even only a simple question and control their attitudes when the materials were explained. The result of the test in cycle II was 85.46. The researcher stopped the treatment for helping the students in finding main idea.

CONCLUSION

The researcher used classroom action research. It was conducted to help the subjects improving their ability in finding main idea. The researcher collected the data from the pre-test, post-test 1, and post-test 2 where the mean scores were 62.77, 73.21, and 85.46. The mean score from the pre-test to the last post-test clearly showed the significant improvement. The successful of the research was not only from the result of the test, but also supported by the result of the questionnaire. The result of the questionnaire showed the effectiveness of shared reading and most of the subjects gave positive responses on the implementation of shared reading. The questionnaire clearly showed

that the subjects strongly agreed, agreed, undecided, disagreed and strongly disagreed as follows 54.56%, 42.36%, 3.08%, 0% and 0%.

REFERENCES

- Ariandika, Ahmad Girsu, and Dina Kartikawati. (2018). Effective Method of Teaching Reading (Case Study). Retrieved from https://www.researchgate.net/publication/330393211_EFFECTIVE_METHOD_OF_TEACHING_READING_A_CASE_STUDY
- Ary. (2010). *Introduction to Research in education*. United States of America: wadsworth.
- Brown, H. Douglas. (2004). *Language Assessment Principles and Classroom Practices*. New York: Longman.
- Burns, A. (2010). *Doing Action Research in English Language Teaching A Guide for Practitioner*. New York: Routledge.
- Cohen, *et al.* (2005). *Research Methods in Education.Fifth Edition*. New York: Taylor & Franchise Library.
- Cohen, L., Manion, L. and Morrison, K. (2007). *Research Method in Education. 7th Edition*. USA and Canada: Routledge 2 ParkSquare, Milton Park, Abingdon, Oxon OX14 4RN.
- Honchell, Barbara. (2012). Engaging Young Readers with Text through Shared Reading Experiences. *Journal of Inquiry & Action in Education*, 4(3), 2012. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1134199.pdf>
- Klinger, Jenette, K., Vaughn., Boardman, S and Alison. (2007). *Teaching Reading Comprehension to the Students with Learning Difficulties*. New York: The Guilford Press.

- Linse, C. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw Hill Companies, Inc.
- McNiff, J. and Whitehead, J. (2006). *Action Research. Living Theory*. London: Sage Publications, Ltd.
- Nunan, D. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw Hill Companies, Inc.
- N’Namdi, K. A. (2005). *Guide to Teaching Reading at the Primary School Level*, Paris: the United Nations Educational, Scientific and Cultural Organization.
- Pang and Elizabeth S. 2003. *Teaching Reading*. International Academy of Education.
- Patel, M.F and Jain, M. Praveen. 2008. *English Language Teaching (Methods, Tools and technique)*. Jaipur: Sunrise.
- Stone, R. (2009). *Best Practices for Teaching Reading*. United States of America: Library of Congress Cataloging-in-Publication Data.
- Vaccarino, *et al.* (2007). *Action Research*, New York: Cambridge University.
- _Shared Reading: An Effective Instructional Model. Retrieved from https://www.eduplace.com/rdg/res/literacy/em_lit4.html

COGNITIVE STRATEGIES TO INCREASE STUDENTS' READING COMPREHENSION IN THE LANGUAGE CLASSROOM

Ni Putu Lila Sri Hari, Putu Santi Oktarina
Institut Hindu Dharma Negeri Denpasar

ABSTRACT

This study aims to investigate the effectiveness of cognitive strategy on the English learning process. Learning by applying this strategy can make student easier understand the text. Reading is an important activity in the learning process. Reading is an activity that aims to find, see, and understand the contents of reading or writing. In the field of education which is important is how to help students learn the right set of strategies that can be used in solving various problems. In the field of education which is important is how to help students learn the right set of strategies that can be used in solving various problems. Cognition is the acquisition, structuring, and use of knowledge. A cognitive strategy is one of the important cognitive aspect skills mastered by a student in

learning or solving the problem. The students can get many benefits when used cognitive reading strategies. Based on an empirical review of tree journal the cognitive strategy is effective to improve students reading comprehension. The results of the study show that cognitive reading strategies considered the most helpful to be developed by the university students especially in answering questions in reading comprehension test successfully.

I. INTRODUCTION

Reading is a way to get the information written. Reading can be done alone or aloud. This can be beneficial for other listeners who can also build our own concentration. The book is a window of knowledge. However, books will only be paper does not mean if you do not read it. Reading one way we can get knowledge, by reading we can get a lot of information around the world. By reading also our views become more open to new things that we did not know before. The influence of reading is very large in improving the way a student think. Finochiaro (1973) state reading is understanding meaning and its meaning contained in written language. Lado (1976) state reading understands some patterns or grammar from a written description. Donald (1996) states reading is a series of complete a response, which includes attitude, cognitive, and manipulative responses. The benefit of reading according to Suyitno (1985) to improve reading techniques, to improve reading content comprehension, to gain an understanding of vocabulary, to gain awareness of the importance of reading as a means of obtaining information.

The reading interest of Indonesia people is still low compared to other countries. "Since UNDP issued the Indonesia Human Development Index in 2016 that it was considerably low at the point of 0.689, this fact consequently places Indonesia as the 113th of 188 countries around the world". (Astuty 2018:86). The students must learn the significance of the reading class. The fact many students lack reading interests in this case. The reading interest of Indonesia, especially children are still very low. In terms of learning and education, reading ability is very important for improving language skills. Data from UNESCO pointed out that the percentages of children who like to read are only 0.001%. That means, only 1 out of 10,000 children in Indonesia likes to read (kompas.com 2017). The low interest in reading in student does not just happen, however, caused many factors. Prasetyono (2008) states that factor that influences the low interest in reading to students is a factor internal and external. Internal factor is factors that originate from in student, an

internal factor that cause low interest in reading student are: Ability to read and habit to read.

That it is impossible to make a perfect choice every time, but there are many ways to improve our chances and one particularly effective technique is critical thinking. Critical thinking is different from ordinary thinking or thinks regularly. Critical thinking is the ability to think clearly and rationally about what to do or what to believe. Ennis (1962) states Critical thinking is reasoned and reflective thinking by emphasizing making decisions about what to believe or do. Critical thinking is an activity of analyzing ideas in a more specific direction, sharply distinguishing them, choosing, identifying, studying and developing them in a more perfect direction. Chance (1986) states that Critical thinking is the ability to analyze facts, spark and organize ideas, defend opinions, make comparisons, draw conclusions, evaluate arguments and solve problems. Especially when teenagers many people unstable in deciding something. To avoid this situations teacher must promote critical thinking for the students in the learning process. Critical thinking is also useful to express ideas. Critical thinking has an important role in assessing the benefits of ideas and modifies open it if necessary, so it is useful inside do work that requires creativity. The aim of critical thinking is to try maintaining an objective position. When you think critically, you weigh up all sides of an argument and evaluate its strengths and weaknesses. The critical thinking reader is to assess the evidence in what you are reading and identify spurious or illogical reasoning. Promoting this way must be able to change students reading habits and increase achievement.

In the field of education which is important is how to help students learn the right set of strategies that can be used in solving various problems. The term "Cognitive" comes from the word cognition meaning understanding, understand. Definition of the extent of cognition is the acquisition, structuring, and use of knowledge. According to Robert M. Gagne (1974), cognitive strategies are organized internal abilities, which can help students in the learning process, the process of thinking, solving problems and making decisions. O'Malley and Chamot (1990) state cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material. Gagne (1974) states that cognitive strategies are organized internal abilities, which can help students in the learning process, the process of thinking, solving the problem and making

decisions. Cognitive strategies in reading identified by Oxford (1990) are repeated, getting the idea quickly (skimming and scanning) using resources for receiving and sending messages, reasoning deductively, analyzing expressions, analyzing contrastively, translating, transferring, taking notes, summarizing and highlighting. The learning outcomes of students are different from others because the cognitive strategy is never really the same. The research on cognitive reading strategies still limited in Indonesia and a study on which cognitive reading strategies considered the most helpful in answering the question in reading comprehension.

II. DISCUSSION

2.1 The Concept of Reading

2.1.1. The Definition of Reading

Reading can be a comfortable activity when it is carried out efficiently. Reading is an activity with a goal. A person may read to entertain or to enhance knowledge. So, a person reads the reading material depending on their goal. Experts have given their definition about what reading means. River (1968:24) states that reading is the most important activity in any class, not only as a source of information but also as a means of consolidating and extending one's idea and knowledge of the language. So, reading is an activity that can open your mind and improve your knowledge. Day and Bamford (1998:12) state that reading is the construction of meaning from a written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William, 2005:21).

Reading is an active skill. It constantly involves guessing, predicting, and asking oneself questions (Khoiriyah, 2010:1). Reading ability is the main vehicle for the development of learning experiences and improved learning success. Richard (1998:12) states that reading is the construction of meaning from printed or written message. Reading is an activity of absorbing information all readable sources. Hazzard (2016) states that reading makes a significant contribution to the success of the learner in completing their studies. It is an active process consisting of recognition and comprehension skill (Patel and Jain, p. 113). Reading not just passive activity however by reading we can get many benefits for our life. So, we have to change our habit of reading regularly and effectively.

Based on the experts above it can be concluded reading is an important activity in the learning process, by reading the students can get many benefits such as the student's cat gen information for the text and the students can improve the knowledge. The activity of reading is the readers want to get information and knowledge from the text. In the process, the readers try to connect what they read in the form of written language to what they have already known about the text.

2.1.2 Types of Reading

The four types of reading techniques are:

a. Skimming

Richards (1992) states that reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage

Skimming is sometimes called core reading. Skimming can help the students to know what the text is about at its most basic level.

b. Scanning

Scanning is reading selectively to achieve the very specific reading aim, for example finding a number, and date. Scanning involves getting your eyes to quickly scuttle across sentence to get just a sample of information. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text.

c. Intensive

You need to have your aims clear in mind when undertaking intensive reading and you need to list the chronology of events in a long passage. Brown (1989) states that intensive reading "calls attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. "He draws an analogy to intensive reading as a "zoom lens" strategy".

d. Extensive

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text and content in front of you. Brown (1989) states that extensive

reading is carried out to achieve a general understanding of a text. Extensive reading is always done for the comprehension of the main idea, not for specific details.

2.1.3 Reading Purposes

Reading should have a purpose, because someone is reading with a purpose, can be more understanding than people without purpose. The reader's purpose is important in determining the kind of readers does. Different person may read the same book in different ways because they have a different purpose. The reader's thinking and asking a question about what they plan to read to know their purpose. Comprehension and speed according to the reader's purpose. According to David Nunan (1989:33) different types of reading skills that correspond to the many different purposes, we have for reading. So, in the classroom, in students' reading activities the students have many purposes among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purpose is, the goal of the comprehension ability in reading is needed.

Anderson (2003:74) states that there is seven purposes of reading.

- a. Reading for details and fact.

Reading for details and fact are reading to get the information or to solve the problems.

- b. Reading for main ideas

Reading for main ideas is reading to get the topic and summarize something that has been done by the figure of the story.

- c. Reading for sequence or organization

Reading for sequence or organization is reading to understand the parts of the story from the beginning until the end of the story.

- d. Reading for inference

Reading for inference is reading to understand the figure or the authors mean of the story.

- e. Reading for classifying

Reading for classifying is reading to understand something unusual, to find something that is it fact or not.

- f. Reading for evaluating

Reading for evaluating is reading to evaluate to know the figure is a success or not, so readers know to want to imitate or not what is done by the figure in the story.

g. Reading for comparing contrast

Reading for comparing contrast is reading to know the differences or similarities of two things outside the text.

2.1.4 Teaching Reading

Teaching is a process that not only gets and receives information from the teacher to the students. There are many activities that can be doing in the process of teaching and learning in the classroom. The purpose of teaching is to make students becomes an effective and efficient reader. Cahyono (2010:128) states teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. According to Harmmer (2007:23), teaching is not an easy job, but it is a necessary one and can be very rewarding when were our students' can be difficult and stressful at times, however it is also worth remembering that at its best teaching can also be extremely enjoyable.

Based on the experts above it can be concluded teaching reading is activities between teacher and student not only gets and receives information but also the learning process to achieve goals in teaching such as to make students become an effective and efficient reader. Reading can be a material of learning process, especially in language skill. Teaching reading is not easy because the teachers not only have to get the students to read the text but also, they have to think about how the students can comprehend all the aspects.

In the learning process, the teacher must promote the students by the use of appropriate teaching act. Thus, the teacher can explain new material in order to make it clear, easy understanding and available for learning gives practice to improving the student knowledge and test. And also, the teacher's responsibilities in helping learners achieve these goals will be to motivate reading by selecting or creating appropriate text, to design useful reading tasks, to set up the effective learning process, to encourage critical reading and to create a supportive environment for practicing reading. Each learner will have different strengths and different weaknesses. The teacher will need to focus on different aim at different times and to use a range of materials and tasks (Hedge, 2000: 205).

2.1.5 Cognitive Strategies

William and Bureden (1997:148) state that cognitive strategies are seen as mental processes directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information. They are more limited to specific learning tasks and involve more direct manipulation of the learning material itself (Brown, 1994:115). Rigney (1978) states that cognitive strategies are mental operations or procedures that can be used by individuals to obtain, hold, and retrieve various knowledge and intelligence. Cognitive strategies reflect how a person learns, remembers, and thinks and how to motivate themselves (Weinstein and Mayer, 1985). Gagne (1977:167) explains that cognitive strategy is an internal process known as the learning process of control.

From the opinion of experts above it can be concluded that cognitive strategies represent very broad cognitive activities that support the learning process. Thus, we can know clearly that cognitive strategies are very important for anyone to achieve good competence.

Pressley and Woloshyn (1995) reviewed the research in Dole, Norkes, and Drits (2008) identified a number of cognitive strategies for various tasks in different domains of knowledge. For example, they identified strategies for analyzing and solving problems (general strategies), memorizing a series of event or a timeline for a test (study strategies), planning, drafting, reviewing and revising a critical essay (writing strategies), and self-questioning, constructing mental representational images, activating prior knowledge, rereading difficult to understand sections of texts, predicting or summarizing a text (reading strategies). Research has revealed that the use of cognitive learning strategies in classroom instruction and learning is fundamental to successful learning (Chamot and O'Malley, 1987). This study is concerned with cognitive strategies identified by Oxford (1990), and those proposed by Chamot and O'Malley (1990) which were also used as the theoretical foundation in the previous study conducted by Ozek and Civelek (2006). The types of cognitive reading strategies used in this study such as resourcing, repetition, grouping, deduction, imagery, getting the idea quickly, elaboration, inferencing, note-taking, and summarizing.

2.2 Empirical Review

Previous research of cognitive strategy in the journal by Imam Suyitno the title is "Cognitive Strategies Use in Reading Comprehension and its Contributions to Students' Achievement". The research was

designed by using quantitative descriptive methods, to know the relationship between the use of the cognitive strategy of understanding the text and achievement of their understanding and the contribution of a cognitive strategy to the achievement of understanding. The participants were 97 students of the Indonesia Language and Literature Department, States University of Malang. In collecting the research data, the researcher used a reading; the researcher used a reading comprehension test instrument in the form of a cloze test, as well as a Likert Scale questionnaire. The results of this study conclude that in the comprehension of the Indonesia text, students use various cognitive strategies. The findings of research in the form of variations of strategies used by students be used as a basis and reference for language teacher to trace these strategies in understanding the text, reading text factors that are used as reading material need to be selected that match the self and condition of the learner because these factors have a significant contribution in improving the comprehension of the reader.

The second journal of previous research of cognitive strategy, written by Anne Ratna S, the title is "The Use of Cognitive Reading Strategies to Enhance ELF Students' Reading Comprehension, research using quantitative procedure. The data were taken from a questionnaire and TAPs (Thinking-Aloud Protocols). The study was conducted at STKIP Garut, Indonesia. The participants of this study were 76 EFL freshmen students of the English Education Program. The results of the study show that cognitive reading strategies considered the most helpful to be developed by the university students especially in answering questions in reading comprehension test successfully.

The third journal of previous research of cognitive strategy, written by Nur alim, Abdul Gafur Marzuki, and Ismail Suardi Wekke, the title is "Improving the Reading Comprehension Through Cognitive Reading Strategies in Language Class of Coastal Area in Indonesia". The study employed Classroom Action Research design in a reading class at the Islamic Education Department at an Islamic University in Indonesia. The study consisted of two cycles. Each cycle consisted of planning, implementation, observation, and reflection. The result of this study shows that cognitive reading strategies potentially improve the reading comprehension of the students in EFL class teaching at the university level.

III. CONCLUSION

Reading is one of the activities that are very useful in human life. By reading we can know what is in this world and our views become more open to new things that we did not know before. Reading is a very important skill in learning the language. Many benefits we can get when we read, such as we can improve our knowledge and we can open our mind by reading. However, reading interest in our country still low, especially of the student. Teachers of reading must have good techniques to teach reading to students to help them get a good result. Strategies for teaching reading are the processes used for transferring knowledge in order to get good result of the learning process. A teacher has to implement a strategy so that Teacher can use cognitive strategy to promote the student reading habit. Thinking and reasoning skills are functioned optimally so that human can live adaptively in the world. Critical thinking is an activity of analyzing ideas in a more specific direction, sharply distinguishing them, choosing, identifying, studying and developing them in a more perfect direction. A cognitive strategy is a person's ability to control his interactions with the environment. Cognitive strategies are beneficial for students to learn independently, namely by utilizing all intellectual skills that have been studied. Creating effective and unique cognitive strategies is part of learning about how to learn, and how to learn independently.

REFERENCES

- Astuty, Diah. (2018). *Wall Magazine as Media in Grasping Pupils' Reading Interest at Primary Level. Journal of English Language Teaching. Volume 5 Nomor 2, Desember 2018.*
- Darmawan, Wahyu. (2016). *A Correlation Between Students' Reading Strategies and Their Vocabulary Competence.*
- Kurniawan, Aris. (2014). *Pengertian Membaca Menurut Para Ahli Beserta Manfaat dan Jenisnya Lengkap.* Retrieved from <https://www.gurupendidikan.co.id/12-pengertian-membaca-menurut-para-ahli-beserta-manfaat-dan-jenisnya-lengkap/> on April 22nd, 2019.
- Liu, Feng. (2010). Reading Abilities and Strategies: A Short Introduction, *International Education Studies.*
- Marzuki, Gafur. (2018). Improving the Reading Comprehension through Cognitive Reading Strategies in Language Class of Coastal Area in Indonesia. *IOP Conf. Series: Earth and Environmental Science.*
- Mashulah, M. (2013). Cognitive Reading Strategies. <http://digilib.uinsby.ac.id/701/3/Bab%202.pdf> on April 22nd, 2019.
- McDonald, Karl. (2012). *Different Reading Techniques and When to Use Them.* Retrieved from: <https://www.howtolearn.com/2012/08/different-reading-techniques-and-when-to-use-them/> on April 21st, 2019.
- Murti, Bhisma. (2009). *Critical Thinking.* Retrieved from: <http://repository.radenintan.ac.id/34/1/criticalthinking.pdf> on April 19th, 2019.
- Ozek, Yesim. (2006). A Study on the Use of Cognitive Reading Strategies by ELT Students. *The Asian EFL Journal.*

- Ratna, Anne. (2014). The Use of Cognitive Reading Strategies to Enhance ELF Students' Reading Comprehension. *International Journal of Education (IJE)*, Vol.2, No.1, March 2014.
- Suyitno, Imam. (2017). Cognitive Strategies Use in Reading Comprehension and its Contributions to Students' Achievement. *IAFOR Journal of Education*, Volume 5 Issue 3 2017.
- Syahrudin, Fikri. (2018). Rendahnya Minat Budaya Baca. Retrieve from: <https://dap.bulelengkab.go.id/artikel/rendahnya-minat-budaya-baca-46> on April 22nd, 2019.

DEVELOPING STUDENTS' ENGLISH-SPEAKING ABILITY THROUGH FISHBOWL STRATEGY: AN ACTIVITY TO PROMOTE SPEAKING IN A FOREIGN LANGUAGE

I Putu Yoga Asmara Putra, I Putu Andre Suhardiana
Institut Hindu Dharma Negeri Denpasar

ABSTRACT

Speaking is an essential skill in today's world to communicate. Through communication, we could gain a lot of information. However, the young learners seem to have troubles in mastering this skill such as lack of motivation, afraid of making mistakes, limited time to learn or applied this skill, and etc. It is the teacher's responsibility to make the students forget about any factors that disturb them in learning the speaking skill. One of the ways to solve it is by using the "Fishbowl Technique". This technique works by making the students into circle group learning and gives the topic that they familiar with for speaking inside the circle. This technique also has lots of advantages in applying them in the educational process. There is also a lot of research to prove the efficiency of this technique. By those researches, the Fishbowl technique is obviously increasing the student capabilities in mastering speaking skill.

Keywords: Speaking, Fishbowl, Advantages of Fishbowl, Process of study.

I. INTRODUCTION

Commonly, speaking is an activity or an act of making vocal sounds. In the studying process, there are four essential skills that we know in the learning process. Those skills are: Writing, Listening, Reading, and Speaking. Among four of these skills, speaking skill is one of the skills that is already well known by people. Because speaking is considered to be the most sought skill for an individual to be accepted as competent in job affairs or their social daily life. In teaching, speaking is more than to form grammatically correct sentences; it's more like the way to deliver our thoughts and feelings in spoken language to other people politely, correctly, and efficiently. Speaking skills also help the speakers to assure that the things that they want to deliver won't be misunderstood by those who are listening to them. For most people, the ability to speak a language is synonymous with knowing that language since speech is the main basic means of human communication (Hughes; 2002, Nunan 1999, O'Malley and Pierce 1996). Nevertheless, "speaking in a second or foreign language has been often viewed as the most demanding of the four skills". Although speaking is considered as an easy skill since it just means to deliver what is in the mind of the speaker. But, in reality, it is really different from what people think. There are a lot of difficulties and problems that students face in mastering the speaking skill itself.

The main problems of teaching speaking skills to the students are the lack of their motivation to learn. One of the difficulties that the student faces is the lack of opportunity to practice their English in the class or in the society. As the researcher experiences that some English teachers only use English when they explain the materials to the students and they mostly use Bahasa Indonesia to interact with students for the other activities. In a class where English is only used as learning material, the students will feel that English is not part of their life.

On the other hand, teachers seem to have difficulties with the techniques and media that they must use and how to teach speaking appropriately to the student. Most of the students in Indonesia seem very shy when they have to speak in English in front of the class. Their anxiety increases suddenly when the teacher asks them to speak in English. They are too afraid of making mistakes while they are speaking. Some of the students even think that speaking English is a burden to them. They thought that speaking English is hard since they should understand and memorize the grammar and vocabulary in speaking.

It is the teacher's responsibility to make the students forget about any factors that disturb them in expressing their idea in speaking.

The teachers should be able to find out the ways of how to make speaking easier and be the fun activities for the students to learn. In this case, teachers have responsibilities to guide the students during the teaching-learning process and to give motivation to them in order to improve their English, especially in speaking skill. When the teacher and students use English not only as a material but also as a medium to learn English, then it may help the students to speak better. Because of activities involving real communication, carrying out meaningful tasks and using language that is meaningful to the learner (Nunan, 1999:246).

The problems of teaching English in Indonesia are: there are always complaints about the unsatisfactory results of the teaching English in public schools. The high school students in Indonesia who can communicate in English fluently are rarely seen. When we meet or see a student, who can use English fluently and correctly, we can guess that they must have taken additional English courses outside of theirs's the schools. they might also have joined a private English course or their parents might have invited a tutor to train them to use English at their homes.

Another problem is the limited time allotment that provided for students in learning English lessons in the educational system in the school. Commonly, the time for English lessons is definitely not enough for the students to learn, practice and use the language. Most students think that learning English is just to passed or satisfy their school requirement so that they can graduate from their schools. So, they indeed are not thinking that learning English, especially their speaking skill is not very important for their future.

In this research, the researcher would like to try to apply a kind of discussion technique that might help the student to improve their speaking skill. This technique named Fishbowl technique. In teaching speaking skill, the fishbowl technique is one of the techniques in teaching that teacher could apply. Fishbowl is a way to make students be more confident in speaking English. They can work together to reach a conclusion, share ideas about an event, or find a solution in this activity.

This kind of problems is a task for the teacher to solve it. There is a lot of methods to solved these problems. According to Dominicus Yabarmase, (2013) in "The Understanding of Fishbowl Strategy", the "fishbowl" is a teaching strategy that helps students' practice being contributors and listeners in a discussion. Students can ask questions, present opinions, and share information when they sit in the "fishbowl" circle, while students who make outside of group circle listen carefully to

the ideas presented in the center of the circle, pay attention to the process and then the roles reverse.

This strategy is indeed very useful when the teacher wants to make sure all students participate in the discussion or when the teacher wants to show students how a "good discussion" looks like, and when the teacher needs a structure for discussing controversial or difficult topics. In the fishbowl, the teacher has the role or full control of the time, such as when a student speaks more than the time limit, the teacher will remind the student about the time or stop that student and invite the next student to share inside the circle.

Fishbowl strategy can create productive environments for initiating important, yet potentially charged conversations, and we can imagine a number of topics that would be discussed well within the fishbowl format (Garrison and Munday, 2012).

II DISCUSSION

2.1 Concept of Speaking

Speaking is the most important skill among the four basic skills. By mastering speaking skill could make us achieve our goal in communicating easily. If we are fluent in communication, especially in speaking it can increase or guaranteed success in our life. There were a few definitions of speaking in this researcher. First, Speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001:40); and Second, speaking is the verbal of language to communicate with others. Its function is to convey a message which lies in structure and meaning of all languages, whether it is written or spoken (Fulcher, 2003:23). Based on the definitions above the researcher knows that speaking a way to communicate language orally by a human with the aim to deliver messages, expressing ideas, opinions or feeling to another person or people with some specific purposes.

2.2 Teaching Speaking

For many decades, English language teachers have continued to teach speaking to the student in order to improve their communicative skills. So, the student can train dan to express themselves in a way of speaking. Teaching speaking skill is also a way for a teacher to teach and expressed their emotions, and how to interact with another person in any condition or situation. Teaching speaking is how to use language for

interaction or communication, expressing an idea or transferring tough to people. Harmer (2001) says that the aim of teaching speaking is to train students for communication. That can be said as a goal of teaching speaking is to be able to communicate properly and efficiently. So, students must try to understand the pronunciation, grammar, and vocabulary. The teacher can try to give the topic that student have been familiar with, in that way the students can improve their ideas in speaking to their fullest capabilities in describing the topic.

2.3 The Fishbowl Technique

Fishbowl is a technique which involves groups of people in circles shape in order to promote students' engagement and opportunities to closely observe, take notes, and give responses orally (Briggs, 2014, Yee, 2001). Fishbowl is a way to organize a medium to large size group people that used in activities and discussions. Fishbowl takes its name from the way the group organized to mimic a circle. Usually, there are four or six seats in the inner circle while the rest of seats or desks used to form a larger outer circle. Fishbowl offers the students' opportunities to closely observe, take notes, and give responses. Every student has their own turn to talk in the middle of the circle. One student is talking and the others should observe the ideas produced by one student. The rest of them have to listen carefully in order to understand what is student talking about. They will take notes of the point that the speaker said before giving a response. They may also give a correction to some mistakes or ask questions to some confusing statements. Then, they have to respond orally to what they have observed and listened. There is a possibility that they may ask for repetition to clarify the topic before.

Fishbowl technique has many purposes. First, Fishbowl strategy can create productive environments for initiating important, yet potentially charged conversations, and we can imagine a number of topics that would work well within the Fishbowl format (Garrison and Munday, 2012). Second, for engaging students or other groups in discussions of cross-cultural or challenging topics (Slade & Conoley, 1989), Third, for giving students greater autonomy in classroom discussions (Dutt, 1997; Gall & Gillett, 1980). Fourth, fishbowls can be effective teaching tools for modeling group processes (Hensley, 2002). Fifth, Fishbowl discussions can be used to model discussions of challenging or controversial material in any subject area (Bruce, 2007).

According to the definitions above, we can conclude that the Fishbowl is a technique obviously help the student to talk about topics, give them opportunities to listen, and respond by asking and answering questions of the speaker orally. The student can be divided into two distinct groups with different activities. The students of the first group will be in the inner circle and give their opinion while the second group students will be the outer circle actively observe them. This way indeed can help students in building their confidence to speak more because they will feel to be placed in equal condition, so there will not be a different treatment for any of them.

2.3.1 Procedures of Teaching Speaking by Using Fishbowl Technique

There are some steps of Fishbowl technique to be applied in the classroom to make the student feel that they all have an equal position to talk. Brozo (2007) presented some steps about how to use Fishbowl technique in speaking classroom activities. Those steps are:

1. Identifying a focus of classroom activities. This is to keep student's attention and their motivation in studying.
2. Give the students a task to talk to their friend about their thoughts related to the topic given. Tell to the students to take notes on their activities.
3. Demonstrating the format and expectations of a Fishbowl activity. That is giving clear instruction about the rules of Fishbowl activity and the goal that will be achieved.
4. Getting the activities started by telling the participants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
5. Telling the other students to listen carefully to their classmates while they engage in a small group activity and take notes.
6. When the small group finishes or is stopped, ask the other students to have responses. This is an ideal time to model appropriate comments and questions.
7. Making some variations of Fishbowl technique to make it more interesting for the students.

Teuscher (2009: 2) also presents some variations to conduct Fishbowl. The variations are as follows.

1. Develop one or more topics for group activities.

2. Set up chairs in a Fishbowl design. Make an inner circle and a surrounding outer circle.
3. Instruct the members of the inner circle to talk based on the topic discussed while the outer circle listens, take notes, and learn.
4. Allow members of the outer circle to tap on inner circle members in order to switch positions.

2.3.2 Steps of Teaching in Fishbowl Technique

the procedure of using Fishbowl technique in teaching speaking will be used by the researcher is divided into three steps. the first step is Pre-Activity, in this step, the researcher divided the students into several small groups consist of five students. The researcher gave the students a topic to be discussed in the group and give them time to discuss the topic.

The second step is Whilst Activity, the researcher began the Fishbowl technique by arranging the seats into two circles. The researcher asked the students to sit in a circle position. One student who speaking will be in the inner circle and deliver his or her topic, idea, or experience, while the other students sat in the outer circle. The discussion started based on the teacher's instruction. The researcher gave a brief explanation about the rule of Fishbowl technique. The researcher began the discussion and asked the students' opinion about the topic given before. Each group presented their opinion, while the other presented their opinion the other students paid attention and gave others opinion. The researcher allowed the other member from the outer circle to speak up by switching their position with the member of the group from the inner circle. The researcher monitored the students' interaction during the discussion.

The third step is Post-Activity, in this step the researcher gave comments and suggestion for the students. The researcher evaluated and re-explained the material and asked them to do homework or assignments related to the lesson.

2.3.3 The Advantages of Using Fishbowl Technique

There are advantages of using Fishbowl technique to teach speaking skill. Bruce. D, Taylor (2007) state that the advantages of using Fishbowl technique in teaching speaking are:

1. Effective teaching tools for modeling group processes
Fishbowl is an effective teaching tools for modeling group processes. It means that Fishbowl is a technique can be

used in group activities with students who have different abilities from one to another. By making them in a group, the smarter students can help the student with lower ability. Each student is the same, each one of them has an equal position to talk or ask questions.

2. Can be modified based on the students' level

Fishbowl technique allows the teacher to create an activity based on their students' understanding level. If the student is understood enough about the general topic, they may have a real discussion. They will fully concentrate on the learning process if they feel that the topic is interesting to them. In this way, the student can maintain their attention so that they will fully concentrate on the learning process.

3. Give students greater autonomy in classroom discussion

This technique gives students greater autonomy in classroom discussion. During the activities, the students are allowed to show their expression by giving their ideas, opinions, or thoughts orally. Besides, they may also help each other when one student does not understand or make a mistake.

4. Stimulate students to think

It is not easy for the teacher to ask the students to understand what they are learning. When the students are sitting in a circle and they have equal opportunities to talk, it really helps them to develop their knowledge.

5. Provides class interaction

In Fishbowl, there is an interaction between the students. The other students have to give their attention to one student who is talking. They show their understanding by giving a response or asking some questions

6. Allows students to learn from peers

Among the students can give any correction when there is a mistake. One student also may help the other students who cannot answer a question.

7. Improves oral and listening skill

One of the major problems of students have in a language classroom is the ability to speak. Fishbowl is used to provide the students with a chance to talk confidently. They may say anything during classroom activities. It also asks the

students to develop their listening skill because they have to respond after talking.

According to the advantages above, it could be concluded that Fishbowl is used to improve speaking ability. In this technique, the students experience to be speaker, listener, and observer. When the students become a speaker, they may talk everything about what they are thinking about. Fishbowl also offers the class an opportunity to closely observe what the other students are talking in order to give a response. While they are observing, they also listen and give their attention and concentration to the other students.

2.4 Empirical Review

Previously, there are several types of research about the effect of Fishbowl technique in teaching students especially in improving their speaking skill. The first previous study was conducted by Mulki (2014) from STAIN Saltiga entitled "The Fishbowl Method to improve students' speaking skill". She conducted that quantitative research in order to know the difference of lecturing and influence of Fishbowl method to the speaking skill in Ninth Grade Students of SMP N 2 Ambarawa. It was found that Fishbowl method can improve students' speaking ability. She used two classes as samples, a controlled class that is taught without Fishbowl technique, and experimental class that is taught by using Fishbowl. The material is about short conversation asking and giving a response. It was found that there is a significant difference in both pre-test and post-test. The mean of the experimental class is higher than controlled class so that it can be seen that the Fishbowl technique can improve students' speaking ability and Fishbowl technique is a good technique to use in teaching speaking.

The second previous study is conducted by Yabarmase (2014) from the University of Ambon entitled "Fishbowl Strategy: An Effective Way to Improve Students' Speaking Ability". The subjects of his research are students at SMA Xaverius, Ambon. He conducted classroom action research in order to find out whether the Fishbowl technique can improve students speaking achievement or not. The result for the first cycle is the students could not achieve the indicator of success, so it can be said that the researcher fails in implementing Fishbowl technique. The result of the second cycle is the students' speaking skill improves. The aspects that improve are vocabulary, fluency, and pronunciation.

The third previous study is conducted Khadijah (2017) from Syiah Kuala University, Banda Aceh, entitled "Teaching Speaking Using the Fishbowl Technique". The subjects are the subject of the research was the second-year students of class XI-IPA C consisting of 33 students. The objective of the research is to find out how Fishbowl technique can improve students' speaking ability. The result of this research is that Fishbowl technique can improve students speaking ability because Fishbowl can motivate students to speak more and give more chance to them for speaking.

Based on those previous researches above, it can be concluded that Fishbowl Strategy is indeed could help the student greatly in terms of learning the speaking skill. Because the filed of fishbowl itself could increase the student to enlarge their vocabularies, grammar understanding, their fluency in speaking, and their pronunciation. this strategy also could improve the student teamwork activities. Since they could get to know each other more by learning in fishbowl filed by sharing their experience

III. CONCLUSION

The present study about teaching English, especially speaking skill for the students is not on its fullest yet. The students learn a language in order to be able to communicate with each other. Speaking is a process of delivering thought or ideas to other people, which should be practiced orally to be able to communicate. Speaking also is the process of building and sharing meaning through the uses of the verbal and non-verbal symbol in various contexts (Channey, 1998). The exchange of information, idea, thought, or feeling can be carried out through the speaking process. The teacher realizes that there are some limitations and weaknesses in teaching speaking skill in the classroom. For example; it will become a problem if students are not serious either in the learning process. So, it is necessary for English teachers to know about the use of Fishbowl Technique as a teaching technique to overcome the problems in teaching speaking in the class. This technique is designed to help students to carry out their thought or speak about their ideas about the topic given in speaking. So, they can be more active and critical in class. This technique also helps teachers in monitoring and encouraging their students so that they can more easily comprehend the materials that are given to them. The teachers are obligated to participate in teaching training to learn more about their student in

order to teach their students successfully. The implementation of Fishbowl strategy in teaching speaking worked successfully because this strategy gave all students the same opportunity to speak in which not only some students who could speak in the classroom. That is why every student could practice their speaking ability.

REFERENCES

- Briggs, B. & others. 2014. *The Bonfire Collection: A Complete Reference Guide to Facilitation and Change*. International Institute for Facilitation and change. Retrieved from <https://books.google.com/>.
- Brozo, G. William. 2007. *Content Literacy for Today's Adolescents: Honoring Diversity and Building and Building Competence*. Merrill: Prentice hall.
- Bruce, D. Taylor. 2007. *Fostering, Engaging, And Active Discussion in Middle School Classroom*. Retrieved from www.pd-network.com
- Cameron, L. 2001. *Teaching Languages to Young Learner*. Cambridge: Cambridge University Press.
- Chaney, A. L & Burk T. L. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Dutt, K. M. 1997. The Fishbowl Motivates Students to Participate College Teaching. *Journal for Specialists in Group Work*, 27, 273-286.
- Fulcher, G. 2003. *Testing Second Language Speaking*. London: Longman.
- Gall, M. D., & Gillett, M. 1980. *The Discussion Method in Classroom Teaching*.
- Garrison, K., & Munday, N. K. 2012. *Toward Authentic Dialogue: Origins of The Fishbowl Method and Implications for Writing Center Work*. Praxis: A Writing Center Journal.
- Harmer, Jeremy. 2001. *How to Teach English*. Edinburgh Gate: Pearson.
- Hensley, L. G. 2002. *Teaching Group Process and Leadership: The Two-Way*.
- Hughes, Rebecca. 2002. *Teaching and Researching Speaking*. London: Longman.
- Ida Yulianawati, 2018. *The Study of Teacher Talk and Student Talk in Speaking Class*. Retrieved from <https://doi.org/10.31943/wej.Vol2.Iss2.361> on April 20th, 2019.
- Khadijah, 2017. *Teaching Speaking Using the Fishbowl Technique*. Syiah Kuala University, Banda Aceh, MAS Misbahul Ulum, Lhokseumawe.
- Mulki, Dewanti. 2014. *The Fishbowl Method to Improve the Students' Speaking Skill*. Central Java: STAIN Salatiga.

- Nunan, David. 1999. *Second Language Teaching and Learning*. Boston: Heinle & Heinle.
- Slade, C., & Conoley, C. W. 1989. *Multicultural Experiences for Teaching*.
- Teuscher, Shanae. 2009. *Fishbowl Method: Theory into Practice*. Retrieved from <http://programs.weber.edu> retrieved on April 20th, 2019.
- Yabarmase, Dominikus. 2013. *The Understanding of Fishbowl Strategy*. Ambon: Pattimura University.
- Yabarmase, Dominikus. 2014. *Fishbowl Strategy: An Effective Way to Improve Students' Speaking Ability*. Ambon: Pattimura University.
- Yee, K. 2001. *Interactive Techniques*. Retrieved from <http://www.fctl.ucf.edu> on April, 21st 2019.
- <http://www.zakymedia.com/2013/06/definition-of-speaking-skill.html>
- https://www.slideshare.net/zeal_eagle/speaking-skills-24884424
- https://www.academia.edu/37758288/THE_STUDY_OF_TEACHER_TALK_AND_STUDENT_TALK_IN_SPEAKING_CLASS
- <https://ejournal.unri.ac.id/index.php/ISRE/article/view/3235/3147>
- <http://digilib.unila.ac.id/27583/2/A%20SCRIPT%20TANPA%20BAB%20EMBAHASAN.pdf>
- http://pd-network.com/lessons/Fishbowl_Discussions.pdf

APPLYING PLEASE STRATEGY TO IMPROVE STUDENTS' PARAGRAPH WRITING

Ni Made Winda Ambarwati, Ni Wayan Satri Adnyani
Institut Hindu Dharma Negeri Denpasar

ABSTRACT

The aim of this article is to improve students writing skills especially in writing descriptive text and also, to know the implementation of PLEASE strategy in improving students writing skills. Writing is the ability of a person to describe a graphic symbol that is understood by the author of the language. Teaching writing is to facilitate the students in developing ideas and knowledge in the process of writing. One of the strategies that can be used in writing class is PLEASE strategy. PLEASE, strategy is very helpful for students in completing writing an essay, and trough this strategy students are taught to write through step by step to complete the writing properly. In the previous study, some writer states that first according to Basri (2016), PLEASE strategy was able to help students to write a paragraph of descriptive text. According to Nasution (2018), PLEASE strategy is significant to be used in the effect on the students' achievement in writing ability. According to Aminatun (2018), PLEASE strategy is one of the effective strategies to Guided students writing and to teaching writing especially in linguistic intelligence.

Keywords: Teaching writing, Descriptive text, and PLEASE strategy.

I. INTRODUCTION

Writing is one of the language skills to communicate with each other and used to express their feelings, ideas, and opinion which are expressed through written language which is expected to be understood by the reader and the functional giver of communication indirectly. Tarigan (1986, 15) states that writing can be interpreted as an activity to express ideas using written language as a medium of delivery. Therefore, writing is an important skill in helping people to communicate with each other. In addition, in writing the students can communicate with the other person by showing their experiences which have been managed in written form to make the reader interest to read. Writing skills have some aspects to be mastered by students. According to Gebhard, (1996), writing comprises many aspects of language such as word choice, use of appropriate grammar, syntax (word order), mechanics, and organization of ideas into a coherent and cohesive form and focuses on audience and purpose. Thus, the student needs a long process to make good writing because it has many aspects that must be learned by students before writing.

Therefore, students need to be taught the appropriate way of writing. This study is focused on descriptive writing. Descriptive writing is one of the kinds of the paragraph that usually learn in English. Descriptive text is a text that describes a particular place, animal, thing, person and etc. According to Peter (1994) states that descriptive text is a kind of text with a purpose to give information. Meanwhile, Mashun (2014:28), states that descriptive text is a text have social goals for describing an object individually based on characteristics physically.

However, many problems arise among students in writing a descriptive text. Mardyah et all (2013: 283) states that students' difficulties in writing descriptive text are three points. First, student problem in using the generic structure of the descriptive text, when the teacher asked them to write a descriptive text based on the topic given. Second, student difficult in using the lexicogrammatical features of descriptive text. Last, difficult in the descriptive text by students was related lexicogrammatical in using grammar. Clearly, writing difficulties in the descriptive text have some common problems, for example in generic structure and lexicogrammatical feature especially in grammar. According to the research who written Edi Putri (2010) states that most the students have difficulties in writing descriptive text that are included (1) Students are willing to come in front of the class only when there is a prize or plus point given; (2) Grammar and vocabulary of the students are

limited; (3) Students still confused when they wanted to describe something; (4) Students are easily getting bored in the class when the teacher explained the lesson.

According to the Permanasari (2017) stated that the descriptive text is one text that must be mastered by students. The descriptive text has been introduced since elementary school grade IV because in class IV students can begin to describe something in detail. However, in reality, there are many students who still need to improve in writing descriptive text, even though he was already in junior high school. Ismail (2015) States that student has not been able to organize their ideas into an essay. This is called "Lumpuh Menulis". Therefore, the role of a teacher is very important in increasing students' creativity in writing, especially in writing a descriptive text.

In teaching writing a descriptive text, the teacher should also teach by using the appropriate strategy. There are many strategies to improve writing skill especially in writing descriptive, one of them is "PLEASE" strategy. Akincilar (2010: 53) states that PLEASE strategy is effective for improving the students' ability in writing a paragraph. PLEASE, strategy has 6 steps to teach writing subject. According to Boyle and Scanion (2010:246), add procedures of PLEASE are:

- a) Pick a topic
Students are taught to pick a topic and decide their audience. Once student have chosen the topic, purpose, and audience.
- b) List the ideas about the topic
Students are taught the technique to generate and list ideas about the topic. Generating ideas can include asking various questions about the topic and then answering them, as well as listing or mapping out ideas. These ideas include topic ideas and related ideas.
- c) Evaluate the list
Students are taught to evaluate their list in terse of completeness, organization, and sequencing of ideas that will be used to generate supporting sentences.
- d) Activate the paragraph with a topic sentence
Students are taught to activate the paragraph with a topic sentence. During this stage, students are also taught how to write a short declarative topic sentence.
- e) Supply supporting sentences

Students are instructed on how to supply supporting sentences for their topic. Students generate supporting sentences from their list of ideas. Over time, students are taught to enhance ideas by generating clarifying or expanding sentences.

- f) End with a concluding sentence and Evaluate work

Students are taught to end with a concluding sentence and evaluate their work.

PLEASE the strategy is a strategy that can be used to help students with learning how to write a paragraph. According to Welch (1992:119), PLEASE strategy is a metacognitive learning strategy for improving the paragraph writing of students with mild learning disabilities. It means that the PLEASE strategy is using to improve the paragraph writing of students with mild learning disabilities.

There have been studies concerning PLEASE strategy that showed the result significantly improved in teaching writing. According to the Sinambela, Milford, and Horison, Akincilar, Yulastari and Ningsih in Basri (2016:26) states that the PLEASE strategy was significantly to improve students achievement in writing, the PLEASE strategy was more effective in developing students' metacognitive abilities for prewriting planning, composition, and revision, the PLEASE more effective to improve writing skill, the result of using PLEASE strategy was more effective in teaching writing skill, and writing skill was developed after applying PLEASE strategy.

II. DISCUSSION

2.1 Concept of Writing

2.1.1 Definition of Writing

The term writing comes from the word 'write'. In the large language Indonesian dictionary, writing means there are letters or numbers made with a pen or pencil. According to Lado (1979:143) states that writing is a graphic symbol that describes a language that is understood by someone so that someone else can read the symbol of the graphic directly if the people who understand the language and graph description. Another opinion from Suriamiharja and friends (1996:2) states that 'write' is the act of giving birth to thoughts and feelings with writing. Writing can also be interpreted as communicating expressing thoughts, feelings to others in writing. Writing activities in the world of education are very important and very valuable because writing will make it easier for someone to think. Writing is a very powerful tool

in learning which itself plays a very important role in the world of education (Enre, 1988:6).

Other opinion states that writing is pouring ideas, opinion, feelings, desires, and willingness, as well as information in writing and then sends it to other people. This means that writing contains meaning convey thoughts, feelings, or considerations through writing (Syafi'ie, 1998:45). According to Poerwodarminto (1987:105), writing is giving birth to the mind or idea. Every writing must contain the meaning in accordance with the thoughts, feelings, ideas, and emotions of the author that are conveyed to the reader to be understood exactly as the writer intended. Moreover, writing is not only requiring mastery of grammatical and rhetorical devices but also of conceptual and judgemental elements (Heaton, 1990:135).

From the definition above, it can be concluded that writing is the ability of a person to describe a graphic symbol that is understood by the author of the language itself and other people who have the same understanding of the language symbols. In writing it is also necessary to have a form of expression of ideas that are interconnected and have a logical sequence using certain vocabulary and grammar or language rules used so that they can describe or be able to present information that is clearly expressed. Therefore, writing is needed long process and much time to practice in the classroom because it is a learning process, in which the writer needs to know the written form of language, the structure, the organization, and content of the ideas in writing.

2.1.2 The Writing Process

Bars in Mohamad Yunus and Supano (2009:1.14) States that writing is a process that is a capability, implementation, and the results are obtained in stages. Writing as one of the productive skills needed a process. There are five stages in the writing process, as follows:

a) Prewriting

Prewriting is the getting-ready-to-write stage. According to Murray (1982), 20% or more times is confiscated at this stage. Activities at this stage include:

1. Choose a topic.
2. Considering propose, forms, and audience.
3. Utilizing and organizing ideas.

Still in the prewriting stage, starting to search and determining the direction and form of writing to be written. This can be done

through reading activities to examine one form of writing. In addition to reading activities, especially in selecting topics students can also observe, read books and literature, and use charts and pictures.

b) Drafting

The second stage in the writing process is to write a draft. In the writing process, students write and filter their writing through a number of concepts. During the drafting phase, it only focuses on gathering ideas. Tompkins (1993) describe that the drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. Activities in this stage are,

1. Writing a rough draft
2. Writing leads
3. Emphasizing content, not mechanics.

c) Revising

Revision is not a perfecting of writing. A revision is to bring together the needs of the reader by adding, replacing, eliminating, and rearranging written material. Tompkins (1993) states that during the revising stage, writers refine ideas in their compositions. The activities in this stage are:

1. Reading the rough draft
2. Divided the rude draft in a writing group
3. Revising based on the basis of feedback received from the writing group.

d) Editing

According to Ploeger (2000), editing involves correcting all of those title mistakes that creep into writing, the commons and apostrophes, spelling errors, capitalization, word-choice errors, and so on. In addition, editing is correct the writer sentence structure, grammar, punctuation, mechanics, spelling, and word choice. Tompkins (1993) suggests that there are two activities in the editing stage:

1. proofreading to locate errors
2. correcting errors

e) Publishing

The last step is publishing in the writing process. The final writing is can shared with the group. Sharing can be done in various ways, and with the help of computers, it can even be printed and published online.

From the explanation of the writing process, it can be concluded that writing requires a good process to get maximum and useful writing results when read by others.

2.1.3 Teaching Writing

Teaching writing is to facilitate the students in developing ideas and knowledge in the process of writing. According to Harmer (1998:79), teaching writing to students of English as foreign languages include strengthening, language development, learning style, and most importantly, writing as a skill in its own right. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts, or felling on the papers meaningfully. Therefore, in teaching, the teacher should focus and apply some improvisation if needed to make teaching-learning process interesting for students in order to achieve the basic purpose of teaching writing above.

According to Brown (1980:7), teaching is helping or showing someone or students to learn how to do something providing with knowledge, causing to know or to understand. Furthermore, Raimes (1983:27) states that teaching writing is a unique way to reinforce learning. Raimes (1983:149-150) also states that in order to be successful in writing, an English teacher should guide the students in writing, in which material presented are relevant to their interest, needs, capacities, and age until they are able to make a composition with few even or no error.

In conclusion, the English teacher should be able a facilitator for helping and guiding the students when complete their writing. The teacher must ready to provide the materials which are relevant to the student's interest, needs, and appropriate to the situation and condition.

2.1.4 The Purpose of Writing

Writing can help us explain our thoughts. One of the tasks the most important thing for a writer is mastering the principles of writing and thinking, which can help the writer achieve their goals and objectives. One of the most important principles what is meant are invention,

arrangement, and style. Below is the type of writing according to the purposes of writing

(Brian, 2012):

1. Narrative Writing

Namely, expository or imaginative essays or writings, that specifically conveys certain information in the form of actions that occur in a series of times.

2. Descriptive Writing

Namely, essays or writings specifically convey information about the situation and condition of an environment (material or humanitarian). Be delivered objectively, as is, and in detail.

3. Exposition Writing

To explain certain information in order to increase the knowledge of the reader, so that by reading this text the reader will get detailed knowledge of a matter or event.

4. Argumentative Writing

Text argumentative is readings that contain the development of paragraph with the contents of the reading aimed at persuading the reader to have the same thoughts as the writer.

5. Persuasive Writing

Namely essays or writings, specifically convey information about something, be delivered with the aim of influencing, convincing and inviting.

2.1.5 Function of Writing

According to Enre (1988:6), the usefulness of writing can be specified as follows: (1) helping to rediscover what was once known, (2) generating new ideas, (3) helping to organize the mind and placing it in a stand-alone form, (4) making one's mind ready seen and evaluated, (5) helps absorb and master new information, (6) helps solve problems by clarifying the elements and placing them in a visual context. In principle, the main function of writing is as an indirect communication tool, can help think critically, make it easier to feel and enjoy, deepen responsiveness, solve problems faced, and help explain thoughts, (Tarigan, 1994:22).

From the explanation above, it can be concluded that through writing someone will be able to know their abilities, mastering the information, be able to solve their problems and be able to develop their ideas. Also, basically writing functions to develop one's ability through writing to describe, and give instructions.

2.2 Concept of Descriptive Text

2.2.1 Definition of Descriptive Text

Descriptive is to describe a certain person, place, or thing. According to Tompkins (1993), descriptive writing is painting pictures with words. According to Peter (1994), descriptive text is a kind of text with a purpose to give information. The context this kind of text is the description of a particular thing, animal, person, or others. Enre (1988:158) argued that the descriptive essay is a composition that functions to make the reader as if to see the actual form of the material presented so that the distinctive quality can be known more clearly. According to Friedman (2010), the descriptive text means to grab the reader's attention.

From the definition above, it can be concluded that the descriptive writing is an essay that describes an object or place to the reader so that the reader seems to feel, experience, see the event or things written by the author.

2.2.2 The Generic Structure of Descriptive Text

The descriptive text has two generic structures, there are identification and description. The explanation as follow:

1. Identification

Contain about the introduction of a person, place, animal, or object that will be described.

2. Description

Contain a description of something such as animal, things, place or person by describing its features, form, colors, or anything related to what the writer described.

2.2.3 Language Features of Descriptive Text

1. Focuses on specific participant; it uses a specific noun or object
2. The use of an adjective to clarify the noun

3. The use of simple present tense, the sentence pattern is used simple present because it tells the fact of the object to describe.
4. And using an action verb.

2.3 The Concept of PLEASE Strategy

2.3.1 Definition of PLEASE Strategy

One of the strategies that can be used in writing class is PLEASE strategy. It leads the students to compose their idea in writing a paragraph. This strategy starts from picking the topic, list the idea about the topic, evaluate the list, activate the paragraph with a topic sentence, supply supporting sentences and end concluding. According to Jensen (1990:37), PLEASE strategy is metacognitive for written expression, to assist students planning and writing compositions by modifying a structured step by step procedure.

In other hands, Boyle and Scanlon (2010:264) state that PLEASE strategy was developed by addressing that student with disabilities frequently made. This strategy learns to write all of the parts of a paragraph by using the planning, composing and revising of the process approach. This strategy can help students to generate their ideas and guide them while writing. It is because PLEASE strategy consists of some steps which guide students from the pre-writing until they finish their writing (Siringoringo, 2017:3).

From the definition above, it can be concluded that PLEASE strategy is very helpful for students in completing writing an essay, and trough this strategy students are taught to write through step by step to complete the writing properly.

2.3.2 Empirical Review of PLEASE Strategy

There are several researchers about the effect of PLEASE strategy in teaching writing especially in writing a descriptive text. First, a previous study conducted by Basri (2016) entitled "Improving Writing Skills by Using Please Strategy of Seventh Grade Students at Mts Nurul Falah Air Mesu Pangkalanbaru". The subject of this research is seventh-grade students at MTs Nurul Falah. From the implementation of PLEASE strategy, students who were taught by using PLEASE strategy were able to follow the teaching-learning process well. The students were able to follow the steps of PLEASE strategy. Besides the PLEASE strategy was able to help students to write a paragraph of descriptive text minimum 50 words. The student's achievement in writing also was improved. It can be

seen from the test result that the researcher held. The result of the post-test experimental group was the best from pre-test experimental group results. In the result, the researcher found that their writing was increased. It can be seen from the structure result, organization result, and mechanics result was the best from PLEASE strategy, and the average result successfully achieved a good level.

The second previous study was conducted by Nasution (2018) from The State Islamic University entitled "The Effect of Using PLEASE Strategy on The Students' Achievement in Writing Descriptive Paragraph at SMPN 1 Bilah Hulu". The subject of this research is seventh-grade students at SMPN 1 Bilah Hulu. From the data obtained it is seen that the result of the students' achievement on writing a descriptive paragraph by using PLEASE strategy is higher than that by using conventional strategy at the seventh grade of SMP Negeri 1 Bilah Hulu. PLEASE strategy is significant to be used in the effect on the students' achievement in writing ability.

The third previous study was conducted by Aminatun (2018) from Universitas Teknokrat Indonesia entitled "Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Bits of Intelligence" The subject of this article at the eleventh grade of SMA Negeri 1 Ngemplak. There were two classes, experimental class which was taught using PLEASE Strategy and control class which was taught using Guided Writing Strategy. The findings of this research are PLEASE strategy is one of the effective strategies to Guided students Writing and to teaching writing, The students having high linguistic intelligence have better writing skill than those having low linguistic intelligence, and There is an interaction between teaching strategies and students' linguistic intelligence in teaching writing.

III CONCLUSION

Writing is one of the language skills that are used to communicate indirectly, not face to face with other people. Student needs a long process to make good writing because it has many aspects that must be learned by students before writing. In writing skills, there is a type of writing according to the purposes that are narrative writing, descriptive writing, argumentative writing, exposition writing, and persuasive writing. One text that must be mastered by students is writing a descriptive text. Therefore, the students need a teacher who can make students understand the material, especially in writing descriptive text, so it's better for the teacher to use an appropriate strategy based on

students need. One of the strategies that can be used in writing class is PLEASE strategy. It leads the students to compose their idea in writing a paragraph. This strategy starts from picking the topic, list the idea about the topic, evaluate the list, activate the paragraph with a topic sentence, supply supporting sentences and end concluding. PLEASE strategy is a strategy that can be used to help students with learning how to write a paragraph. PLEASE strategy is very helpful for students in completing writing an essay, and through this strategy students are taught to write through step by step to complete the writing properly.

REFERENCES

- Aminatun, Dyah. (2018). Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Intelligences. *Aminatun et al. Volume 16 (1)*.
- Aswat, Hajratul. (2019). *Pembelajaran Menulis Karangan Deskripsi Menggunakan Media*. available at file:///C:/Users/user/Downloads/PEMBELAJARAN%20MENULIS%20KARANGAN%20DESKRIPSI%20MENGUNAKAN%20MEDIA%20GAMBAR%20%20HAJRATUL%20DKK%20(2).pdf. Accessed on March 16th, 2019.
- Basri, Samsul. (2016). Improving Writing Skills by Using PLEASE Strategy of Seventh Grade Students at Mts Nurul Falah Air Mesu Pangkalan Baru. *STUDIA, Vol. 1 No. 1 Mei 2016*.
- British, Course (2017). *Descriptive Text (Complex Explanation)*. Available at <http://britishcourse.com/descriptive-text-complex-explanation.php>. Accessed on March 16th, 2019.
- Liza, Mona (2013). Applying PLEASE Strategy in Teaching Writing a Descriptive Text. *Journal of English Language Teaching Vol 1*.
- Nasution, Syarifah Noh (2018). *The Effect of Using PLEASE Strategy on The Students' Achievement in Writing Descriptive Paragraph at SMPN 1 Bilah Hulu*. Available at <http://repository.uinsu.ac.id/4468/>. Accessed on May 2nd, 2019.
- Nisa, Faisatin Akhirotul (2015). Improving Students Writing Skill by Using Inquiry Technique at the Eight Grade Students of MTS Negri 2

Palembang. *Jurnal Pendidikan dan Pengajaran, Volume 2 (1)*. Accessed on March 18th, 2019.

- Sriwahyuni, Cici (2015). *Teaching Writing of Descriptive Text by Using PLEASE Strategy Combining with Sentence Combining Strategy at Junior High School*. Available at https://www.google.com/search?safe=strict&biw=1024&bih=440&ei=1FfJXL27K8uBvwSpwpG4Ag&q=TEACHING+WRITING+OF+DESCRIPTIVE+TEXT+BY+USING+PLEASE+STRATEGY+COMBINING+WITH+SENTENCE+COMBINING+STRATEGY+AT+JUNIOR+HIGH+SCHOOL&oq=TEACHING+WRITING+OF+DESCRIPTIVE+TEXT+BY+USING+PLEASE+STRATEGY+COMBINING+WITH+SENTENCE+COMBINING+STRATEGY+AT+JUNIOR+HIGH+SCHOOL&gs_l=psy-. Accessed on March 24th, 2019.
- Susanto, Hadi (2015). *Ketrampilan Menulis Paragraf Deskripsi*. Available at <https://bagawanabiyasa.wordpress.com/2015/12/14/keterampilan-menulis-paragraf-deskripsi/>. Accessed on March 24th, 2019.
- Wasko, Brian (2012). *Writing Modes: The four Purpose of Writing*. Available at <http://blog.writeathome.com/index.php/2012/02/writing-modes-the-four-purposes-of-writing/>. Accessed on May 1st, 2019.

PARTNERSHIP EDUCATION IN IMPROVING THE QUALITY OF EDUCATION

Ni Nengah Selasih

Postgraduate Teaching Staff of Balinese Language Education Study Program
nghselasih@gmail.com

Abstract

The success of education adheres to the professionalism of teachers, with technological changes towards learning in a new way of concept, most teachers still use direct instruction methods that are less effective, so they need handling. Teachers need to maintain partnerships with their respective roles. Facing the era of globalization, a visionary educator is needed, able to manage the learning process effectively and innovatively which provides a pleasant learning atmosphere and climate. Educators are trapped in routines, so it is necessary to make a paradigm shift from traditional to professional. The teacher plays a role in the future and glorifies the life of the nation influences the process of education, produces quality human resources, namely students, has the ability

to support themselves, lives meaningfully, contributes to glorifying life. The key to partnership success: the existence of mutual respect is built. The development of science-technology and the widespread influence of globalization on the realm of education with its various implications and impacts (positive and negative), educators are always required to compensate, able to produce students as human resources who have high competence and are ready to face life's challenges confidently.

I. Introduction

Whether we realize it or not, all teachers in the era of globalization / technological age are preparing their students not only for the world that they will face when they leave but also for a future, the life of the working world, technology will be more powerful than it is now. The information world will explode with equipment that will become smaller, faster, better, cheaper, and humans have more access to communicate with the wider world. Schools and teachers will have no doubt join in the struggle and compete, with changes. The existence of changes and new realities in the environment outside the school, how the efforts of teachers can prepare the best for the future far ahead of their students, and at the same time preserving the important legacy of the past.

These problems are not easy to find a solution but need serious handling. This can be dealt with in achieving success by sticking to the professionalism of the teacher, who not only focuses on technological change but rather towards learning in a new way, with adults and young people taking on new roles that are different from the past. Young people (students) focus on using new equipment, finding information, understanding, and creating things, while adults (teachers) focus on planning, implementing learning by asking questions, directing, guiding, providing context, ensuring accuracy, and ensuring quality results.

Relativity shows that most teachers still use outdated education methods, such as lecturing, speaking and explaining, and students listen, take notes, read texts, and memorize so-called direct instructions that are increasingly ineffective. This reality needs to be addressed in achieving the quality of education which is a concern that concerns the teacher. One concern teacher by maintaining partnerships that emphasize that the roles of each group, teacher, and students are different but equal to underlining that each party must draw strength, specifically to improve the overall learning process.

II. Methodology

This type of research is descriptive qualitative. Data were collected through literature review and by observing phenomena that occur in organizing education that is contextually supported by local culture. According to Muhajir (1990: 64) library research is a way to obtain data by conducting library research, such as through reading, writing, citing material related to the text. The way to write and quote material from literature is called a literature study. A literature study is one way of collecting data sourced from non-humans such as reading books, magazines, letters, photographs, diaries, looking at social phenomena.

The purpose of library studies is to find out more in detail and provide a framework for thinking, especially relevant references derived from theories, giving a complete picture using sources or searching the literature to get complete information to determine follow-up in taking important steps in activities including scientific is the main book and supporting books.

III. Discussion

Lynne Schrum (2013: 8) stated that the term partnership can mean different for everyone when the teacher is talking, while students take notes, then this is called a form of partnership. As for the context of partnership in learning, that is, letting students do the best they can, which means giving students the main responsibility for several things, such as a) finding and following their own preferences; b) use available technology; c) research and search for information; d) answer questions and share their thoughts and opinions with others; e) practice, when motivated properly (for example through games, singing; f), make presentations in text and multimedia. Whereas, on the part of the teacher, that is, letting the teacher do the best work, it means that giving the teacher the main attitude and responsibility for several things, such as a) creating and giving correct answers; b) guiding students; c) putting learning material into context; d) explain one by one; e) create firmness; f) ensuring quality.

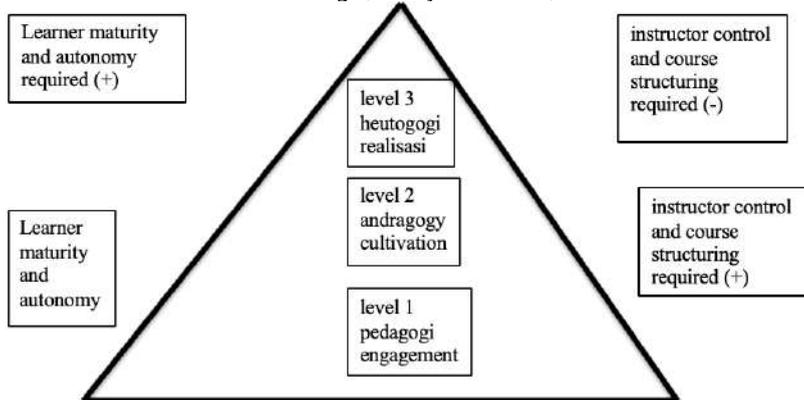
The partnership method differs from the direct instruction learning method because the partnership emphasizes the role of each group, teacher, and student in improving the overall learning and learning process. According to Abdullah Idi (2010: 241) that the fact is, indeed to face the era of globalization which is full of competition and uncertainty, it takes educators/teachers who are visionary and able to manage to learn effectively and innovatively. Strategic changes and

learning models are needed in such a way that provides a pleasant nuance and learning climate for teachers and students, known as Quantum Learning and Quantum Teaching, in essence, is to develop an effective learning model and strategy, a pleasant and full learning climate passion and meaning. In the past, the atmosphere of the learning environment or climate is often perceived as an environment that is torturous, boring, less stimulating, and takes place in a monotonous manner, so students learn forcefully and less passionately. On the other hand, the teacher/educator is in an unpleasant situation and is often stuck in a routine. Therefore, a partnership is needed by changing the paradigm (mindset) of educators/teachers, from the traditional paradigm to the professional paradigm.

3.1 Teachers in Partnership Pedagogy

There is a demand for teachers to make a paradigm shift (mindset), from the traditional paradigm to the professional paradigm, the teacher inevitably must want to improve its quality by continuing to strive, so as to be able to face the challenges of globalization. According to Abdullah Idi (2010: 43) globalization has led to a change in the teacher paradigm from the old paradigm to the new one, where a teacher is expected; 1) must not get caught up in routine, but always develop and empower themselves continuously to improve their qualifications and competencies; 2) able to develop and implement strategies and models of learning that are active, innovative, creative, effective, and fun, stimulating student motivation; 3) does not dominate learning, so it gives more opportunities to students, to be more courageous, independent, and creative in learning; 4) enrich learning materials, so students get varied learning resources; 5) likes what is taught and likes teaching as a profession; 6) follow the development of science and technology, so that it has broad insight and is not left behind by the latest information; 7) be a role model for students and the wider community by always showing attitude, commendable actions and high integrity; 8) has a vision for the future and is able to read the challenges of the times, so that they are ready to face the changing world that is uncertain. The role of the teacher in partnership pedagogy can be seen from the maturity and autonomy as well as the role of the educator, can be described using the pyramid as follows

Picture: Progress of pedagogy to andragogy then heutagogy
Canning, (in Hiryanto, 2017)



Based on the picture above, it can be explained that the relationship between pedagogy, andragogy, and heutagogy, can be seen from the level of maturity of students and the learning independence requirements, that as they get older, they will be mature and increase their learning independence, while viewed from the role of the educator or instructor, then the more you are older, the less the instructor's role and structured material, and conversely the younger (children) with the pedagogical approach, the more dominant the instructor's role and structured material.

Teachers have the life skills to face the challenges of the 21st century by possessing high-level thinking skills, which are complex thought processes in breaking down material, making conclusions, building representations, analyzing, and creating relationships with involving the most basic mental activities. Aspects of high-level thinking skills, namely thinking skills in accordance with the cognitive, affective, and psychomotor domains that become a unity in the learning and teaching process. Skills that have a strong desire to be able to solve problems that arise in everyday life. Map of high-level thinking skills competencies, namely critical, creative, communicative, and collaborative.

According to Fita Nur Arifah, (2016: 20) teachers play a role in the future of the nation, because teachers who are professional and have character are teachers who are able and willing to carry out their duties properly and internalize positive values to their students. The teacher is a basic element of education that is very influential in the educational process, occupying a central position in giving birth to quality human resources. A character teacher is a teacher who has principles of life and freedom of creation, trying to create an effective and pleasant learning climate. According to Fita Nur Arifah, (2016: 22) teachers glorify the life of the nation. A pedagogic school formulates that educating is an effort to guide students to be able to live and understand life. There are three goals that must be achieved by students, namely the ability to be able to support themselves, the ability to be able to live meaningfully, and the ability to be able to participate in glorifying life.

Glorifying the life of the nation must be willing to discard the actions that make the life of the nation less meaningful and less noble and replace it with a more primary and noble life.

3.2 Student Social Contacts in Partnership Pedagogy

In order for all kinds of partnerships to succeed, the key is to have mutual respect between the teacher and students. This means that teachers and students must both be aware of and accept that in entering an era both parties, both students and teachers have something in common to contribute to learning. Making students active and equal participants in the learning process is a sign of respect. According to Hendropuspito, (in Abdullah Idi, 2011: 82) positive social interactions can create cooperation that facilitates assimilation. Hornsey and Michael A. Hogg's opinion (2000: 948) distinguish assimilation and multiculturalism lies in differences in assumptions related to the consequences of similarities and differences between groups. In the world of education, social contact is one means of achieving the expected educational outcomes. Social contact is also called social interaction between educators and students that allows the emergence of pleasure, love, a reasonable attitude, and objective both.

According to Abdullah Idi, (2011: 86) association has an important role in the personal formation of students, 1) association allows for education; 2) association is a means of self-insight; 3) association gives rise to ideals; 4) association influences silently (children have a liking and are easy to imitate). Intercommunication carried out in

everyday life certainly occurs social interaction between individuals with one another; individuals with groups; groups with groups that can not be separated by mutual influence.

M.J Langeveld (in Abdullah Idi, 2011: 88) states that each association between adults and children is a place where educational work takes place, called pedagogical association, namely 1) association between children and adults; 2) in association there is influence; 3) there are intentions and goals consciously for children towards maturity. Humans are dual beings consisting of body and spirit. The spiritual element includes two souls, namely nature as an individual being and as a social being. Another essence that distinguishes humans from other creatures, is the nature as immortal beings, creatures of divinity

So, social contact of students in partnership pedagogy is the occurrence of a relationship of mutual respect, mutual trust and mutual trust between educators and students is very important to be able to cause interaction. If supervision is carried out well, a positive influence will be obtained through association, such as through association, children learn to curb themselves, respect others, tolerance, and can position themselves and be able to participate in working together. Association in the education process is education.

In understanding social contact that occurs at school is largely determined by the role of the teacher, which is a hope for all parents of students. This means that in order to create educational social contacts for students, the teacher and other elements have an important role in the process of making it happen. That is because the school is a system, so educative social contact depends on the condition of the performance of the school system. If every element of the school system can run and function properly and optimally, students' social contact will allow them to grow and develop in an educational climate formation process.

3.3 Teacher Professional Challenges in the Era of Globalization in Enhancing Education

According to Sudarwan Damin (2002: 19) efforts to improve the quality and professionalism of educators in schools are indeed worthy of continued attention as a response to globalization and the demands for the quality of education and learning in order to create quality, competitive, and independent students in the future. As differences in social, economic, technological and humanitarian perspectives increasingly escalate on a massive scale, the ability requirements needed by people to do various jobs increase. The knowledge, skills, and

attitudes acquired during education are often inadequate because the demands of work requirements escalate extra high while the school menu is very slow to update. The scope of knowledge and skills provided by teachers is limited to the work calendar, in addition to the ability of teachers who are not without limits.

Abdullah Idi (2011: 234) stated that attention to global warming as a tangible form of the process of ecological damage. The generation that lives in the coming century needs to be equipped with strengthening science-technology and religious-spiritual that is expected to solve increasingly complex life problems. In addition, the importance of curriculum substance, teachers in the learning process need to prioritize the quality of assignments in the profession they carry. future life requires knowledge and skills that must be possessed by students who live in different times, where the world is always dynamic requires adaptation (knowledge and skills) in the era of globalization. Globalization changes the way of human life with two choices, namely placing oneself and acting as a player in the flow of globalization and becoming a victim of globalization.

The current of globalization entering the realm of education with various implications and impacts (positive and negative). In this context, the task and role of educators as the spearhead of the world of education in schools is at the forefront in creating human resources that can be competitive with other generations of people in world society. In line with the development of science and technology and the widespread influence of globalization, educators are always demanded to be able to compensate, be able to produce students as human resources who have high competence and are ready to face life's challenges with confidence.

Fuad Hasan (2004), the former Indonesian Minister of Education and Culture, said that no matter how good the curriculum and the education system are, without the support of qualified educators, everything will be in vain. In development, HR is grouped into the dimensions of work, workforce, science, and quality of life that support each other which requires efficient and effective resolution.

Therefore, efforts to improve the quality of national education need to be done by seeking educators in adequate numbers, competent quality standards and qualified professionalism needed a process that is continuous, right on target, and effective. Many efforts have been made by the government, namely the certification program, the portfolio, teacher professional education, but in reality, many teachers do not meet

the requirements to be called professional teachers. The issuance of Government Policy (Law No.14 / 2005 on Teachers and Lecturers).

IV. Conclusion

In achieving success by sticking to the professionalism of teachers, who not only focus on technological change, but rather towards learning that conceptualizes in a new way. Reliability which shows that most teachers still use outdated ways of education, with direct instruction increasingly ineffective. This reality needs to be addressed in achieving quality education. One concern of teachers is to maintain partnerships with the role of each party must draw strength, especially to improve the overall learning process. In fact, facing an era of globalization that is full of competition and uncertainty, it takes educators who are visionary and able to manage learning effectively and innovatively, strategic changes and learning models that provide a pleasant nuance and learning climate. Educators are in an unpleasant situation and are stuck in a routine. Therefore, a partnership is needed by changing the paradigm (mindset) of educators, from the traditional paradigm to the professional paradigm.

Teachers play a role in the future of the nation, is a basic element of education that is very influential on the educational process, occupies a central position in giving birth to quality human resources, teachers glorify the life of the nation. There are three goals that must be achieved by students, namely the ability to be able to support themselves, the ability to be able to live meaningfully, the ability to be able to participate in glorifying life. In order for all kinds of partnerships to succeed, the key is to have mutual respect between the teacher and students. This means that teachers and students must both be aware of and accept that in entering an era both parties, both students and teachers have something in common to contribute to learning.

Efforts to improve the quality and professionalism of educators in schools are indeed worthy of continued attention as a response to globalization and the demands of the need for quality education and learning in order to create quality, competitive, and independent students in the future. Attention to global warming as a tangible form of the process of ecological damage. The generation that lives in the coming century needs to be equipped with strengthening science-technology and religious spiritual

The current of globalization entering the realm of education with various implications and impacts (positive and negative). In this context, the task and role of educators as the spearhead of the world of education

in schools is at the forefront in creating human resources that can be competitive with other generations of people in world society. In line with the development of science and technology and the widespread influence of globalization, educators are always demanded to be able to compensate, be able to produce students as human resources who have high competence and are ready to face life's challenges with confidence.

V. References

- Abdullah Idi, Prof. Dr. H, M.Ed., Hj. Safarina HD. M.Pd., M.Si. 2011. *Sosiologi Pendidikan Individu, Masyarakat, dan Pendidikan*. Jakarta: PT Rajagrafindo Persada.
- Fuad Hasan, 2004. Kompas 15 April 2004
- Hiryanto, 2017. *Pedagogi, Andragogi, dan Heutagogi serta Implikasinya Dalam Pemberdayaan Masyarakat*. *Dinamika Pendidikan* Vol XXII. No.01. Mei 2017. Pendidikan Luar Sekolah FIP UNY
- Lynne Schrum, 2013. *Teknologi Pendidikan Bagi Para Pemimpin Sekolah*. Jakarta: PT Indeks
- Matthew J. Hornsey dan Michael A. Hogg, 2000. "Intergroup Similarity and Subgroup Relations: Some Implications for Assimilation", *Journal PSPB*, Vol.26 No.8, Agustus 2000.
- Sudarwan Damin, 2002. *Inovasi Pendidikan, Dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan*. Bandung: Pustaka Setia.

THE URGENCY OF HERMENEUTIC APPROACH IN SOCIAL AND HUMANITY SCIENCES EDUCATION

I Made Ariasa Giri, I Putu Suardipa
STAHN Mpu Kuturan Singaraja

Abstract

The Urgency of Hermeneutic Approach in Social and Humanity Sciences Education is very important because there have been many cases of various kinds of violence that occur in the life of society, anarchist actions and violation of human values has become even everyday life. Humanities Education has not been a significant role in the process of building up the nation's social-personality and humanity. Apparently, man should be more "humanized" again. So that is not the case of the failure of education in the future. Ideas and steps towards humanitarian- oriented education is one of the efforts restore the humanitarian values that are increasingly eroded. In principle, education Humanities aims to make humane/for the salvation and perfection of man.

Key words: Hermeneutis, educational approach to social science humanities.

I. Introduction

The needs of science nowadays is becoming very important. Science which was originally only interested parties against the true nature of knowledge that comprehensively covers everything that has existed, now began to grow very rapidly. The presence of human endeavor to fulfill the needs of her life are complex based on human nature that is always curious about everything, eventually giving birth to a new science that is getting increasingly plural. Understanding of the plurality of science itself both in terms of the type and nature, then bring up the ways to tackle the science. Because almost all kinds of science and nature is determined by the object of science, ways that can be reached is by looking at the object of formal and material objects. In this paper will be presented further regarding the classification of the sciences according to material objects, i.e., the social sciences and Humanities, separation me

thodological science according to Wilhelm Dilthey, and hermeneutics. Humanities Education is an educational materials that reflect the integrity of the human being and help human beings to become more humane, that helps humans to mengaktualkan potential-potential that exists, so that eventually formed a whole, human who has the emotional maturity, the maturity of the moral and spiritual maturity.

Each nation inevitably marked by the plurality of religions and cultures. Life in a different climate is expected to man or any of that personal individual and social dimensions have. It is very related to how to live with other people, develop mutual respect and sensitivity to appreciate. In pursuit of perfection the life of each individual has common sense and prudence or commonly called the thoughts and feelings that allows the emergence of human life demands more than any other creature living demands and allowing the emergence of the human who works until whenever will never be generated by other creatures. Based o explanation above, we know that the goal of humanities education is to guide mankind into a whole person and restore human values that are increasingly eroded, for a more perfect life.

II. Discussion

2.1. Understanding the Social Sciences Humanities

Science in the dinamikanya can be classified into several categories. According to Taufik Abdullah (2006, pp. 33-34), science is divided into two major categories, namely the science of exact sciences and noneksakta. Special Science noneksakta be divided into two, namely, the humanities and social sciences. The science that deals with the philosophy, literature, art, and language is categorized in the humanities, whereas outside it is a social science. A similar opinion delivered Helius Syamsudin (2007, 272 pp.), that human knowledge (human knowledge) can generally be classified of three major groups, namely the natural sciences (natural sciences), social sciences (social sciences), and Human Sciences (humanities). Natural Science examines human living environment, social science examines human beings in relation to other human-human, and human sciences review manivestasi-manivestasi (existence) of human psychology.

As mentioned above, that social studies is the study of human beings in relation to other human- human. A similar definition delivered Taufik Abdullah (2006, PG. 31), social science is the study of human behaviour in life together. Whereas Dadang Supardan (2007, pp. 34-35) deliver social science (social science) is the study of social behavior and activity in life together. So the definition of social science (social sciences) is a group of disciplines which study the human activities in relation to each other.

The object of the material from the study of social science is a form of behavior in action of a typical man, he is both deterministic and

non-free, it contains: choices, responsibility, meaning, the private statements and internal motive, Convention, and so on. The human activity including think, behave, and behave in a social relationship among each other and are kondisionalitas. In other words the object as a social symptom. Social symptoms have physical characteristics but needed a deeper explanation to be able to explain these symptoms, because includes not only physical but also psychological, sociological aspects, as well as the combination of various aspects.

According to Wallerstein (in Dadang Supardan, 2007, PG. 34) which includes the disciplines of the Social Sciences was sociology, anthropology, economics, history, psychology, political science, and law. Meanwhile, according to Robert Brown in his Explanation in Social, social sciences include: Sociology, demography, economics, history, political science, and Psychology (Taufik Abdullah, 2006, PG. 33). Although there are differences of opinion about what is called a social science, but they all lead to the same understanding, that social science is the study of social behavior and activity in life together. Social science in its development then was born a variety of specialty disciplines such as social sciences, communication studies, gender studies, and others.

Human Sciences (human sciences) are empirical sciences that study the human being in all aspects of his life: his trademark traits, the vagaries of both individuals and act together, in the sphere of small and large, and many other aspects (Verhaak and Haryono, 1989, pp. 66) Human Sciences is a science that examines the humanitarian problems such as the problem: cultural, social, political, economic, which are present in the community. Human Sciences has the object of the study observed empirically and the object it is considered concrete humanitarian issues because it has a special object that is human or a particular society. Examples of humanities are anthropology, philology, archaeology, history, social sciences, economics.

The nature of the most prominent in the human sciences is the object related to the man who has meaningful action (meaningfull action). In action (behavioral) means humans or someone manghasilkan certain works such as literary works such as Romeo and Juliet by William Shakespeare from the United Kingdom, works of art such as a painting, the Pendet dance popular i.e. Monalisa works Michelangelo. For that's when want to examine human sciences with more in depth shall be used the right method, so that scientific objectivity and the truth can be revealed with a true and valid.

2.1.1. A distinctive characteristic of the Social Sciences Humanities

Although nowadays the specificity of the Social Sciences Humanities already makin, based on measures of research and observations, empirical experimentation, Social Sciences Humanities strive to develop hypotheses, legal, and scientific theory according to the rhythm similar to the rhythm of the natural sciences. Then, the characteristic of the Social Sciences Humanities on where, and where the essential difference with the natural sciences?

a. human beings as objects and Subjects of the science

Presumably the most strikingly as the hallmark of social sciences & Humanities is the object of his investigations, the man, not as a physical object, but rather a human being as a whole. Meanwhile, in two human sense is the subject well. First, in the sense that intrinsically human status object exceeded the objects around it. Second, in the sense that the investigators as a subject is at the same level with the object. The first meaning is rather reeks philosophy. The second meaning is typically derived from a blurb about the empirical Social Sciences Humanities, if compared to other sciences.

Social Sciences Humanities indeed intended as empirical Sciences, so in this case close to the natural sciences, but due to the specificity of the object of his research which at once became the subject, science is also located rather close to the philosophy . Then, it is no surprise that quite a lot of experts of social science humanities today is often discussed in the context of philosophy, especially when it came to the stage theory.

The particularity of this investigation object more real obvious if we consider the two elements of space and time, which in the history of Western philosophy we know through Immanuel Kant. Time and space (spatio-temporal) are the two basic characteristics of the material universe universe inhabited by humans. In the natural sciences, with its object which are also typical, space and time that can be measured by the obvious; wear the statistical system, unit, etc.

The second element is evident in man. However, in the course of human life, time and space as a "size" solely is not adequate and is not in accordance with the human experience itself; humans lived in the real space in neighborhood association or society, whereas time is experienced and is seen as a history that goes far beyond the mere sequence of events. The difference is that in a "dead" space all over the place as if it is the same except in terms of size or numbers for example,

whereas in the social community environments, all data are thus hardly be calculated or diperangkakan. The one different from the other. Similarly, differences in the matter of time. In a "dead" as if all the time the same, except in terms of numbers or numbers for example. While we know in order history every event and every time contains its uniqueness of each. Any human knowledge is marked by both elements; all the observations and experiences take place somewhere and at some point. Space and time are basically univok, while sosialitas and historitas analog in nature as deep as human life itself.

The differences also raises the difference approach. In the framework of the natural sciences the way he thinks is being univok in order of social science humanities how he thinks is analogous; each environment society "equal" but in "sameness" that was also different, as is every historical event of the "same" or "similar" with each other, but also different and unique.

2.1.2. The workings of the Social Sciences Humanities

In contrast to the natural sciences, Social Sciences Humanities developed more later and its development is not sepesat the natural sciences. This is because the object of the study of social sciences, the humanities are not just limited to physical and material but rather behind a physical and material and is more complex. In addition, compared to the natural sciences, Social Sciences Humanities value of benefits could not be immediately felt because it should be a long discourse in their processes and require negotiation, compromise, and consensus was. As well as the natural sciences, humans are also of course need the Social Sciences Humanities to meet needs that are not fiscal-material, but rather abstract and psychological nature, such as the discovery of the principle of fairness bring humans to regulate social behavior on the basis of the principle, and the principle of humanity leads to discriminatory attitudes are not over others despite a different race, color, religion, ethnicity, culture, and so on.

Seen from the nature of the object, the workings of the Social Sciences Humanities can be summarized in the following principles:

a. symptoms of social the humanities are non-physical, living and dynamic.

In contrast to the natural sciences, where the symptoms that were investigated more "dead" good that exists in nature, the mind (mathematics), as well as in humans, the symptoms that are observed in the social sciences, the humanities are alive and moving in dynamic. The

object of the study of the social sciences of Humanities is a more specific human again at the inner aspect or the inner world and the outer world is not him that characterize the natural sciences. In contrast to medical science, more talk about aspects outside of human physical, biological or Social Sciences Humanities put more emphasis on the side of the "in" human or what is "behind" the man physically, on the inner side, mental life , mind-effect world and geistige welt.

b. Object of research cannot be repeated.

Physical symptoms in the natural sciences, as the form objects "dead" then are stagnant and is not changeable, and therefore can be observed repeatedly. While the symptoms of social the humanities have uniqueness-the uniqueness and the possibility of moving very large, since they are not stagnant and not static. Social problems of humanity are often very specific and particular historical context. Social events probably once occurred perhaps are similar could happen in the present or the later, but still overall could never similar. For example the behavior of social unrest people in Surakarta once observed, and now social scientists try to scrutinize their social unrest behavior back then, then it will never be the same because of possible attitudes, emotion, and knowledge of the informant evolved and changed at all even possible and changes the context of his political-sosio-budaya.

Thus the symptoms of social the Humanities tend not to be examined repeatedly, because these symptoms are moving in line with the dynamics of its historical context. If in the natural sciences, the natural symptoms can ditelah repeatedly, so produced the objective laws and nomotetik, whereas in the Social Sciences Humanities only represented its uniqueness or are idiografik. Social Sciences Humanities only understand, interpret and construe the social symptoms of Humanities, not found and explained. Understanding, meaning, and interpretation is more likely to yield different conclusions, even contradictory, rather than producing the same conclusion.

c. observations of the relatively more difficult and complex.

Given the nature of the symptoms of social the humanities that moves and even changed, then it could be conceivable in the Humanities social scientists observing them, of course, more difficult and complex. Because the observed is what lies behind the physical appearance of the human beings and forms their social relationships. See someone smile at

others is a thing that can often be found in everyday life, but in the Social Sciences Humanities can mean a lot, people who can smile because he is happy with the person he saw, because the person he is funny and odd or even because he is not happy at the person he saw but not visible to the eyes of those around him that he is not happy on the people he saw. Van Dalen added that natural scientists concerned with the physical symptoms are common, and his observations only include variable amounts are relatively small and therefore easy to quantify precisely and definitely; While the Social Sciences Humanities study the human good as individuals or as members of a social group that caused the situation grew complicated, and therefore a variable in the study of Humanities is relatively more social and the complex and sometimes confusing. Kuntowijoyo about this underlines that humans have free will and consciousness, thus, it is not the objects that are defined according to the laws of that raw as other inanimate objects that do not have the consciousness especially of freedom of the will. Inanimate objects can be controlled and controlled for sure, but man can not because besides being controlled, he can also control other people. Determinism in any form whether it is economy, natural environment, social environment, politics and culture are just as valuable as the dependent variable, but never became the independent variable. Therefore, it is clear that observation in social sciences of Humanities is far more complex, subject and object of research are being equally aware of the obvious is not easily caught and arrested as easy as capturing the reality of objects, such as stones.

d. the subject of observers as well as an integral part of the observed object.

The subject of observers or researchers in the Social Sciences Humanities obviously much different from the natural sciences. In the natural sciences, the subject of observers can take a distance and brought focus on observed, but in the Social Sciences Humanities because the subject and object are humans who have the motive and purpose in every whim he, then the subject who observe does not might be able to take the distance from the observed object and apply the principle of obyektivistik, and seems to be leaning more to the principle subyektivistik. Because subjects are observed is the man who also has the tendency of certain values about life and he became an integral part of the observed object which is also the man. In the "unpack" motif, the purpose of the acts committed men, investigators could not release value

tendencies of the individual who is being dipeganginya. In this way, the social Humanities of the same objects observed by some observers can almost certainly will not produce a single conclusion, but tend to be diverse in interpretasinya because the subject is not just Humanities Social Observer popular spectator but also involved both emotionally as well as rationally in and are an integral part of the diamatinya object.

e. predictive power Has relatively more difficult and uncontrolled.

A theory as a result of a social observation the humanities may not necessarily be easy to predict the social Humanities events next. This is because in the social sciences, humanities, social behaviour patterns of the same is not necessarily the humanities will result in the same incident. Even so, it does not mean the results of the findings in the Social Sciences Humanities could not be used at all for predicting other social events as a result in a different time and place, but still can not possibly sepasti and as easy as the natural sciences.

2.1.3. Hermeneutics (Hans-George Gadamer)

The word hermeneutics is derived from the verb hermeneuo means, namely Greece, interpret, translate. In the 17th and 18th century the term was used to indicate the starting teaching about the rules to be followed in understand and interpret correctly a text from the past, particularly the Bible and classical texts (Greece and Roman). Nowadays "hermeneutics" used in a very broad sense and includes almost all traditional philosophical themes, for deals with language. In essence this philosophy come into contact with (verstehen). Questions used in hermeneutics includes: whether it is "understood"? What happens if the man running the "sense" and what should be assumed so that sense perhaps?

In his work on "there is a time and a" Gadamer continued an establishment Heideger that "understands" is not among the attitudes in the practise of human beings among the many other possible attitudes. According to him "understand" should be viewed as the most fundamental stance in human existence. "get it" concerns the whole of human experience. This philosophy of hermeneutics, Gadamer does not focus his thoughts on one of philosophy, but look at all the themes in philosophy in terms of hermeneutik.

To reach "understanding" the only way is the opposite of understanding. Such as, to understand a text then it must already exist

certain notions about what is discussed in the text. This process is called Heidegger and Gadamer as "hermeneutic circle". However there can be drawn the conclusion that the circles that appear when reading text. Circle that already exists on the fundamental level. Understand the world is only possible if there was pre the notion of the world and of ourselves.

a. Hermeneutics Artistry

Gadamer shows that developments in the natural sciences have resulted in changes in human assessment also against the introduction of other forms, such as aesthetic experience. He argues that with the experience of aesthetic distancing themselves from reality and he wanted to show that the work of art really reveals the truth to us (using the view Heidegger on art) and make us understand. Therefore the arts contained within the area of hermeneutics, insofar as hermeneutics discuss how humans achieve a sense of "being there".

b. the Hermeneutics of cultural Science

Detail analysis of Gadamer's about "understanding" in science of culture (geisteswissenschaften). For example in the history of science, history of science shows how Gadamer always trying to talk about the history by selecting the place outside of history. Hermeneutics as applied in the science of history that, wanted to design a scientific method that deals with historical facts, while inserting himself the historian himself. In this case the hermeneutics of Gadamer's continuing Friedrich Schleiermacher (1768-1834).

According to Schleiermacher, to understand the texts from the past, need to get out of where we are now, reconstruct an age the author and display the returned State where the author was at the time he wrote the text. It needs also to imagine how thoughts, feelings, and intentions of the author.

Later Wilhelm Dilthey had continued and affirming hermeneutics Schleiermacher. For Dilthey any task of hermeneutics is to resolve "keinginan" a text. I can't live (erleben) directly to the events of the events of the past, but I can imagine how people used to live up to the events of that event (nacherleben) (Raharjo, Mudjia. 2008).

c. Language

Deeper into this Gadamer suggests that "understood" not just hanging out with the texts of the past, but it is the attitude of most fundamental in human existence, then they must conclude that the

language problem has relevance ontological. In this context a word formulate Gadamer's oft-quoted and commented upon: *das verstanden sein kann, ist sprache warden*, in this word *Deus Caritas Est* way how "there" appear in humans. If "no" appears in humans, said something. "there" appeared as a language. With another formulation can be said that in a situation of hermeneutis "there" there appears to be a conversation, as the dialogue. "understand" is the same as holding a conversation with "there"; a conversation which truly happened something (Rafiek, m. 2012).

One of the things most emphasized by Gadamer is that talking about things in the world, not to say that language is a subjective reality is blocking our relationships with objects. Of course, there are no words that can express an object completely. But it was not caused by the limitations of language, but by human subjects *keberhinggaan*.

According to Gadamer's many problems about the language can not be solved if people cling to the establishment of that language is a "tool". Of course language is a "tool" in the association between human communication. But the language is more than a system of signs only. The assumed so, starting from the dotted words and looked at the object as we know it through other sources. Objects and words can not be separated from each other. We know that our experience is not started from words. In our experience, not sought a Word to denote objects that we have experienced. If we find the right words that does not mean that we are looking for a sign to show the object already present self-contained, but rather that the object has not been visible to its fullest. Between words and objects there is unity so closely, so look for something actually said nothing other than to search for a word that seemed to be attached to objects. So any language and Gadamer's thought to form an inseparable unity.

2.1.4. The urgency of Humanities Education

A wide range of cases of violence that occur in the life of society, anarchist actions and violation of human values even have become everyday life. Charge indicators will not yet significant role education is in the process of building up the nation's social-personality and humanity. Apparently, man should be more "humanized" again. The nation's protracted slump is also associated with the failure of education in the past which led to the process of dehumanization.

Ideas and steps towards humanitarian-oriented education is one of the efforts restore the humanitarian values that are increasingly

eroded. Through education de-Humanities expected humans can know himself, his humanity intact, and not only be able to subdue the natural environment through physical ability in science and technology. In principle, education Humanities aims to make humane/for the salvation and perfection of man.

2.1.5. the method of Humanities Education

The task of the present education, first instead of being taught "what is the most well known and thought in the past", but more important is to present information and orientation toward the present, and in particular the orientation toward time future in which later the students will live in it. With education as it was, they would have the sensitivity and skills to take part creatively in a variety of future life (Risman, ashes. 2008).

Humanities Education is personality quality coaching protégés, namely to achieve the purpose of the development of the "whole personal", then the need for programs and learning activities that are non-verbal nature, thus allowing protege to develop awareness of the kepekaannya, as well as other skills to enjoy the actual life and not to mention the souls imprisoned only in the world of the intellect capable of abstract. It is so important, someone who only intellect, will not be balanced if not accompanied with finesse. People who are not qualified will not be able to demonstrate and develop keintelekannya. So did the guy who ably but not the intellect. He is able to show and develop something. However, he did not have something or material or material for demonstrated and developed.

In addition to the above matters, the education of the Humanities is also concerned with spiritual issues. Not enough human only rich, handsome, gorgeous and sleek. These people are not going to calm his heart without having led from the heart. This can be achieved by always closer to the penciota and thanks to his favor. Humanities Education is to guide mankind into a whole person and restore human values that are increasingly eroded, for a more perfect life. Education of Humanities has the principle aim to make humans more human or to the salvation and perfection of man. That man is endowed the existence of reason and cultivation which led the way and the life patterns that are different between the two. And with the cultivation of reason and man are as establishing good moral values who are materially as well as spiritually. Culture is the whole system of ideas, actions and results of the work of human beings to fulfill their lives by way of learning, all of which

are clustered in the life of the community. The existence of this cultural aspects influenced the humanities education.

III. CLOSING

Humanities Education is an educational materials that reflect the integrity of the human being and help human beings to become more humane, that helps humans to mengaktualkan potential-potential that exists, so that eventually formed a whole, human who has the emotional maturity, the maturity of the moral and spiritual maturity. Social studies (social sciences) is a group of disciplines which study the human activities in relation to each other. The discipline of Social Sciences was sociology, anthropology, economics, history, psychology, political science, legal science, and demographics. While the Human Sciences (human sciences) are empirical sciences that study the human being in all aspects of his life: his trademark traits, the vagaries of both individuals and act together, in the sphere of small and large, and many other aspects. Examples of human sciences is literature, art, and language.

Humanities Education is very important because there have been many cases of various kinds of violence that occur in the life of society, anarchist actions and violation of human values even have become everyday life. Humanities Education has not been a significant role in the process of building up the nation's social-personality and humanity. Apparently, man should be more "humanized" again. So that is not the case of the failure of education in the future. Ideas and steps towards humanitarian-oriented education is one of the efforts restore the humanitarian values that are increasingly eroded. In principle, education Humanities aims to make humane/for the salvation and perfection of man.

Bibliography

- Abdullah, Taufik. 2006. Ilmu Sosial dan Tantangan Zaman. Jakarta: Rajawali Press
- Dadang Supardan; 2007; Pengantar Ilmu Sosial : Sebuah Kajian Pendekatan
- F.D.E. Schleiermacher. 1998. Hermeneutics and Criticism trans. Andrew Brow. Cambridge: Cambridge University Press.
- Rafiek, M. 2012. Ilmu Sosial dan Budaya Dasar. Sleman: CV Aswaja Pressindo.
- Raharjo, Mudjia. (2008). Dasar-dasar Hermeneutika Antara Intensionalisme & Gadamerian. Jogjakarta: Ar-Ruzz Media.
- Risman, Abu. (2008). Metodologi Humaniora Dilthey. Yogyakarta: Perpustakaan Digital UIN
- Sunan Kalijaga Yogyakarta. Struktural; Bandung: Bumi Aksara
- Syamsudin, Helius. 2007. Metodologi Sejarah. Yogyakarta : Penerbit Ombak
- Verhaak, C dan R. Haryono Imam. (1989). Filsafat ilmu Pengetahuan Telaah Atas Cara Kerja Ilmu-ilmu. Jakarta: PT Gramedia.

THE IMPLEMENTATION OF INTEGRATED THEMATIC LEARNING IN CLASS IV SLB NEGERI 1 TABANAN

Ni Nyoman Sukri Priani
Sekolah Luar Biasa Negeri 1 Tabanan
nyomansukripriani@gmail.com

ABSTRACT

Integrated thematic learning puts a theme examined from a number of lessons. Through a case study approach, this research reveals the implementation of integrated thematic learning in SLB Negeri 1 Tabanan. The focus of the study is the supporting factors, obstacles, and the teacher's efforts to overcome the obstacles. The research findings state that the implementation of learning is good and includes all components of integrated thematic learning. Supporting factors mainly from the principal, teachers, students, and the environment around the school; inhibiting factors such as the difficulty of finding links between subjects; The teacher practices to develop contextual theme networks and strengthen them through team teaching and KKG activities

Keywords: Implementation, integrated Thematic Learning

I. Introduction

Effendi, (2009: 129) explains that integrated thematic learning is learning that uses themes in linking several subjects, so as to provide meaningful experiences to students. Trianto (2010: 78) states that integrated thematic learning is interpreted as learning that is designed based on certain themes, the discussion is reviewed from various subjects. Based on the two opinions above, it can be concluded that integrated thematic learning is learning based on a theme that is used to link several concepts of subjects so that children will more easily understand a concept because it is only based on one theme for several lessons being taught.

For example, the theme "Playing in the Surrounding Environment" can be viewed from the subjects of Language, Social Sciences, Natural Sciences, and Citizenship. More broadly, the theme can

be reviewed from other subjects, such as the oldest cultural and mathematical arts. This study aims to uncover matters related to the implementation of integrated thematic learning whose scope is the oldest Indonesian and Mathematical subjects in SLB Negeri 1 Tabanan.

II. METHOD

This research applies case study research that seeks to identify the implementation of integrated thematic learning according to the context of the problem. As stated by Sukmadinata (2009: 64), a case study is a research that is directed to collect data, created meaning, and gain an understanding of the case. Through the case study, it is known that the implementation of integrated thematic learning in class IV semester 2, knowing weaknesses encountered in the implementation of learning, and to find out the efforts made to overcome weaknesses found in the implementation of integrated thematic learning class IV semester 2 in SLB Negeri 1 Tabanan.

Data collection techniques used were interviews, questionnaires, observation, and documentation. The reason for conducting research in SLB Negeri 1 Tabanan, is because this school is an extraordinary elementary school that has not implemented the 2013 curriculum in its entirety and has implemented integrated thematic learning. For this reason, it is seen by researcher that the research subjects can provide sufficient information in accordance with the previously determined research context. This is related to the existence of the researcher as a research subject who has implemented integrated thematic learning, has participated in integrated thematic learning training.

III. DISCUSSION

The implementation of integrated thematic learning in class IV semester 2 at SLB Negeri 1 Tabanan teachers began by preparing the integrated thematic learning planning tools. This is consistent with Effendi's statement (2009: 133), that in the implementation of integrated thematic learning, several things need to be done which includes the planning stage which includes the activities of mapping basic competencies, developing a theme network, developing a syllabus, and preparing a learning implementation plan. Teacher preparation in the form of setting schedules based on themes is no longer arranged based on subjects. Scheduling follows the integrated thematic lesson schedule model in an integrated manner so that the timetable for subjects is not written. To support the delivery of material during the implementation of

learning, the teacher also prepares learning media that will be used in learning. In this case, Setyosari (2005: 18) states that learning media are tools or conditions that are used as intermediaries for communication in learning activities. In its implementation, the teacher uses learning media and utilizes the surrounding environment as a source of learning, for example, rooms in schools that are utilized in the theme of playing in the environment. The teacher asks students to observe a clean and less clean room, then report it to the teacher, so students can observe concrete things in learning.

Trianto (2007: 75) states that instructional media not only include complex electronic communication media, but also simple forms such as slides, photos, teacher-made diagrams, real objects, and class visits. At the implementation stage integrated thematic learning is based on one specific theme that is associated with several subjects. Hadisubroto (in Trianto, 2007: 6) explains integrated learning is learning that begins with a particular subject or theme associated with other concepts, which is carried out spontaneously or planned, both in one or more fields of study, with a variety of children's learning experiences, then learning becomes more meaningful. For teachers who are experienced, creative and productivity as the subject of the study show, the teacher is able to design learning that is presented in one main theme of learning for several subjects. Substitution between subjects in the integrated thematic is not visible and changes smoothly so that it becomes a unified, whole and comprehensive learning.

For teachers, the learning method also influences the teaching and learning process in integrated thematic classrooms. The method seen by the teacher is a method used to present varied material in integrated thematic learning. Trianto (2010: 132) explains that the learning method is part of the learning strategy to function as a way to present, give examples and practice to students to achieve certain goals. Learning methods that are often used by thematic teachers are varied lectures, questions and answers, discussions, and assignments. Meanwhile, as a source of reading, teachers often use books from several publishers, such as Erlangga, Yudistira, and Bumi Aksara. The selection of the handbook as a reading book because the contents contained therein are considered to be relevant to the material and theme to be taught. Trianto (2010: 122) states that the selection of learning resources must be related to indicators and basic competencies determined.

Class management by the teacher also influences learning in class IV, the teacher has managed the class well. The teacher conditions the classroom as a place of learning as well as a place to play. The teacher applies fun learning by occasionally inviting students to sing, poetry, walk around the class and demonstrate something according to the theme and context of the learning being carried out. The atmosphere of learning in the classroom remains serious, but it also remains relaxed and pleasant, so students stay focused on the learning being carried out. The teacher uses learning media in the form of pictures. The material presented in the media and learning tools is a learning message that supports the development of materials and information according to the theme being used. The learning message that the teacher wants to convey in relation to environmental themes for Mathematics is the introduction of fruit drawings, games at school, games at home, playing instruments around, sports equipment, learning tools, and activities that can be done every day. With this media, students look happier in learning and pay attention to the learning concepts conveyed by the teacher. Learning evaluation is carried out in the form of process and outcome evaluations.

To find out how far students' understanding of the material that has been delivered by the teacher, the teacher applies an evaluation of learning outcomes. In addition to knowing students' understanding, evaluation of learning outcomes is also used as material to compile reports on student learning progress that will be reported to students' parents. Evaluation of learning outcomes conducted by teachers to find out the results of integrated thematic learning including showing pictures to students due to the condition of students who are only able to point out, so the teacher only observes student behavior and student activity during learning. The standard used in the evaluation is the KKM of each subject set by the school. Whereas for the evaluation report the student learning outcomes are reported in the form of report cards and are given grades to each subject. Assessment of integrated thematic learning is returned to each subject because integrated thematic learning is only in the delivery. Indicators of learning achievement can be used as a benchmark for students' mastery learning.

This is in accordance with Effendi's statement (2009: 138) that in integrated thematic learning assessment is carried out to assess the achievement of basic competencies and indicators on each subject contained in one of these themes. Process evaluation is carried out by the teacher by applying observation techniques. Process evaluation is

more focused on student involvement in implementing learning, a collaboration between students, enthusiasm, and the struggle of students to master or look for integrated thematic learning materials. After completing learning, the teacher gives a follow-up to students, namely by providing conclusions from all material that has been submitted, giving rewards to students who are active in learning or giving punishment to rowdy students while learning, assigning tasks that can be made by students to make on display in class and assignments done at home or homework.

Factors supporting the implementation of integrated thematic learning in SLB Negeri 1 Tabanan can be seen from several things, namely: good school management strongly supports the implementation of integrated thematic learning such as in making timetables that are adjusted to the time and hours specified by the school; Principal support, the School Principal strongly supports the implementation of integrated thematic learning by providing opportunities for teachers to take part in various training on integrated thematic learning; support of other teachers, in the implementation of integrated thematic learning by providing specific time to discuss the timetable and team teaching that is applied in the implementation of integrated thematic learning; support from adequate resources from the teacher himself. Teachers with a variety of teaching experiences and innovations in carrying out learning really support the implementation of integrated thematic learning that is effective and efficient. In this case, the fourth-grade SLB Negeri Tabanan teacher lacks experience in participating in integrated thematic learning training, so it needs to get attention for the smooth learning.

Some inhibiting factors are also a weakness of integrated thematic learning in class IV semester 2 in SLB Negeri 1 Tabanan in the form of teacher difficulties in finding links between one subject and another in one theme; and the difficulty of teachers designing integrated thematic learning that is very cohesive. This is related to the phrase Effendi (2009: 129) that, integrated thematic learning is learning that uses themes in linking several subjects so as to provide meaningful experiences to students. But in looking for links between one subject and another the teacher still feels difficulties. Thematic learning integrated presentation of material based on a predetermined theme. In one meeting two or three subjects were presented related to one particular theme. In this case, it can be found that in integrated thematic learning

creative teachers are needed to assemble coherent learning. Look for links between subjects so students will not feel that subjects have changed. In addition, students who are taught are students who experience special needs, so that teachers experience difficulties in delivering the material as well as in conducting evaluations.

Teachers' efforts to overcome difficulties experienced by first describe the theme network, so it will be easy to find links. By describing the theme network and its indicators, it will be easy for teachers to find links between some of these subjects; create learning scenarios that are adapted to the network of themes and links between subjects that have been found to create unified learning. After creating a theme network, it will be easier for the teacher to develop a coherent learning scenario. The learning scenario plan that has been prepared, will facilitate the teacher in implementing learning in the classroom; teachers are also expected to continue to foster themselves by conducting discussions with other teachers in the form of Team Teaching and participating in KKG to strengthen the skills and expertise of designing, implementing and evaluating integrated thematic learning; discussion with peers is also highly desirable in order to sharpen the expertise of the teacher. KKG is a place for teachers to discuss and exchange ideas about learning problems. With discussion, it is hoped that efforts can be found to overcome the problems found. Discussions can also be conducted with peers, namely class IV teachers who are friends in a school environment so that they both know the characteristics of students and it will be easy to find solutions.

IV. Conclusions

Based on the discussion in the Implementation of Integrated Thematic Learning in SLB Negeri 1 Tabanan, the following conclusions can be drawn: the implementation of Thematic Integrated Learning class IV semester 2 in SLB Negeri 1 Tabanan has been carried out in accordance with the provisions of integrated thematic learning. Before the implementation, preparations are made by making learning tools, namely syllabus and lesson plans. In addition to learning tools, learning methods are also planned to be used, learning resources, learning media, and evaluation after learning; in the preparation, the teacher also arranges schedules based on themes and is no longer arranged based on subjects. Scheduling follows the integrated thematic lesson schedule model in an integrated manner, where the thematic lesson schedule is integrated in an integrated manner; the methods often used are lectures,

questions and answers, demonstrations, and assignments; the teacher manages the class well and creates fun classes; evaluation is carried out after the completion of a theme by observing students' attitudes and behavior by looking at the condition of students with special needs; follow-up given by the teacher at the end of learning in the form of assignments, homework, inference after learning, and reward or punishment.

Supporting factors in the implementation of integrated thematic learning in class IV include: good school management, the role and support of school principals and support from other teachers; and parents' support can be used as a supporting factor for the implementation of integrated thematic learning; and the environment around the school that can be used as a source of learning and media in learning is also one of the factors supporting the implementation of integrated thematic learning in SLB Negeri 1 Tabanan. The inhibiting factors found in the implementation of integrated thematic learning lie in: (1) looking for links between subjects with one another in a theme, and (2) designing integrated learning; difficulty in delivering material to children with special needs. Efforts by teachers to overcome the obstacles found; describe the theme network in advance, so that it will be easy to find links; create learning scenarios that are adapted to the network of themes and links between subjects that have been found to create a unified learning; discussion with other teachers in the KKG or with colleagues, namely class IV teachers.

V. REFERENCES

- Arnold, Mitra. 2007. *Pembelajaran Tematik terpadu*, (Online), (<http://jeperis.blogspot.com/2007/06/pembelajaran-tematik-terpadu.html/>), diakses tanggal 30 April 2019.
- Defantri. 2009. *Pembelajaran Tematik terpadu*, (Online), (<http://defantri.blogspot.com/2009/06/pembelajaran-tematik-terpadu.html/>), diakses tanggal 30 April 2012\9.
- Dinas Pendidikan. 2009. *Model Pembelajaran Tematik terpadu (Power Point)*, (Online), (<http://akhmadsudrajat.files.wordpress.com/2009/.../pembelajaran-tematik-terpadu.ppt/>), diakses tanggal 30 April 2019.
- Efendi, Mohammad. 2009. *Kurikulum dan Pembelajaran: Pengantar Ke Arah Pemahaman KBK, KTSP dan SBI*. Malang: FIP Universitas Negeri Malang.

- Fatoni. 2010. *Kelebihan dan kekurangan pembelajaran terpadu*, (Online), ([http://fatonipgsd071644221.wordpress.com/2010/04/26/kelebihan-dan-kekurangan-pembelajaran terpadu/](http://fatonipgsd071644221.wordpress.com/2010/04/26/kelebihan-dan-kekurangan-pembelajaran-terpadu/)), diakses tanggal 30 April 2019.
- Moleong, Lexy J. 2005. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Nurhayati, S. 2009. *Pelaksanaan Pembelajaran Tematik terpadu di Sekolah Dasar Gugus V Kecamatan Gandusari Kabupaten Blitar Tahun Pelajaran 2007/2008*. Skripsi tidak diterbitkan. Malang: FIP Universitas Negeri Malang.
- PLPG Penyelenggara Sertifikasi guru rayon 24 Universitas Negeri Makasar. 2010. Model Pembelajaran Efektif di Sekolah Dasar, (Online), (<http://sertifikasiguru.unm.ac.id/ModelPembelajaran/10-11/ModelPembelajaran-SD.pdf/>), diakses tanggal 30 April 2019.
- Rosadi, I. 2009. *Pelaksanaan Pembelajaran Tematik terpadu Studi Kasus di Kelas II SDN Mergosono I Kota Malang*. Skripsi tidak diterbitkan. Malang: FIP Universitas Negeri Malang.
- Setyosari, P. & Sihkabuden. 2005. *Media Pembelajaran*. Malang: Elang Mas
- Setyosari, P. & Widijoto, H. 2007. *Metode Penelitian Pendidikan*. Malang: FIP Universitas Negeri Malang.
- Suharsimi-Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: Rineka Cipta
- Sukmadinata, N.S. 2009. *Metode Penelitian Pendidikan*. Bandung: Remaja Rosda Karya.
- Sungkono, M.Pd./Pembelajaran Tematik terpadu SD.doc), diakses tanggal 30 April 2019.
- Sungkono. 2009. *Pembelajaran Tematik terpadu dan Implementasinya di Sekolah Dasar*, (Online), (<http://staff.uny.ac.id/system/files/penelitian/>)
- Trianto. 2007. *Model Pembelajaran Terpadu dalam Teori dan Praktek*. Jakarta: Prestasi Pustaka
- Trianto. 2010. *Mengembangkan Model Pembelajaran Tematik terpadu*. Jakarta: Prestasi Pustaka.

THE IMPLEMENTATION OF SIMULTANEOUS ROUNDTABLE TECHNIQUE WITH THE BASIS OF PROBLEM BASED LEARNING WITH LESSON STUDY CYCLE

Ni Made Wersi Murtini
Universitas Mahasaraswati Denpasar
wर्सimurtini@yahoo.com

This research is a Classroom Action Research (CAR) method in the Lesson Study cycle which was carried out in three cycles where each cycle has three stages, namely: Plan, Do, and See. This study aims to improve the writing ability of second semester students of the English Language Education Study Program FKIP Unmas Denpasar, which consisted of 31 people and have low the ability in writing descriptive paragraph. This can be seen from the results of the pre-test which was 49.48. To solve this problem, the researcher used the Problem Based Learning method with the Simultaneous Roundtable learning technique. Data collected from this study were obtained from pre-test and post-test instruments as well as questionnaires which were then analyzed by descriptive statistical analysis. The results of this study showed that there was a significant improvement in writing after they were taught using the Simulatneous Roundtable learning technique, can be seen from the average value of the pre-

cycle, cycle I, cycle II and cycle III, they were: 49.48; 64.10; 71.77; and 78.16. This research received a positive response from the research subjects.

Keywords: writing ability, descriptive paragraph, simultaneous roundtable, lesson study, problem-based learning.

Background of Study

Writing is an activity to express ideas, concepts, opinions and experiences that occur at a particular time, place and situation in the form of writing (Richards and Schmidt, 2002: 54). Writing can also be defined as a medium for conveying messages or information in written language. So, Brown (2004: 218) states that writing skills need to be taught to students and everyone. Writing ability is a basic ability that must be mastered by students in learning languages. In learning languages, there are four skills, namely: writing, speaking, reading and listening skills.

Based on observations made by the researcher to students in semester IIA English Language Education Study Program FKIP Unmas Denpasar, Paragraph Writing courses are subjects that are considered difficult and not too attractive for students in the class so that they are not too enthusiastic in learning to write. There are a number of problems that might be the cause of unexpected things in this learning, they are: (1) conventional learning methods commonly used in the class; and (2) lack of student awareness of the importance of writing skills in daily life to support their future education process.

The students in the class are very inactive in the learning process and they show a sense of disinterest in writing activities, especially when doing individual writing activities. The very difficult thing they faced in learning to write was developing their ideas when they started writing a paragraph. They also said that in learning to write, they need friends who can be invited to discuss so they can provide input related to the theory of writing and can exchange ideas about things that are still not understood. Writing paragraphs must also consider the generic structure of the type of paragraph. It also becomes a difficult thing for them to learn.

From the problems described above, the appropriate teaching and learning techniques is needed so that it is more in line with the needs of students in participating in learning especially in learning to write. The learning techniques that are applied must be able to make students learn easier in groups

The learning approach carried out by researchers in this study is Problem Based Learning with Simultaneous Roundtable learning techniques. With this learning approach and technique, the researcher expected students to be more interested and active in learning to write because this approach requires students to think actively in solving a problem and the learning technique requires students to study in groups. With this learning technique students are also expected to change their mindset that writing is not a very difficult thing but writing is a fun activity and not difficult to do.

Therefore, the researcher was very interested to find out the effectiveness of Simultaneous Roundtable with Problem Based Learning in improving students' writing skills in Semester IIA English Language Study Program FKIP Unmas Denpasar.

According to Rusman (2010: 241), Problem Based Learning is a learning model that uses real life problems as a context for students to solve problems and to acquire knowledge and concepts of learning.

In the implementation of learning using the Problem Based Learning approach, the researcher provided problems in the form of analyzing the generic structure of a descriptive paragraph before they are assigned to write a descriptive paragraph in groups by applying the Simultaneous Roundtable learning technique.

Kagan and Kagan (2009) generally describes that in a Simultaneous Roundtable, each student writes their response or answer on a piece of paper. Students then forward their work papers to other team members in the clockwise direction.

Texas (2008) also states that a Simultaneous Roundtable is a cooperative language learning model in which each student in turn writes one answer using paper and pencil which is circulated in their group. With a Simultaneous Roundtable, more than one pencil and paper are used at once. This makes the learning process more active and students are highly motivated because they can compete.

While the implementation of lesson study in this study consisted of three steps, namely: (1) Planning stage (Plan). (2) Implementation stage (Do). (3) Reflection stage (See). According to Sudrajat (2008), lesson study is an effort to improve the results of learning processes and outcomes that are carried out collaboratively by a group of teachers who aim to get a better understanding of how teachers and students carry out the learning process, to find out the disadvantages learning model,

and to get input, experience, and knowledge from other teachers who act as observers and model teachers (observation objects).

The study was conducted on semester IIA students of the English Language Education Study Program FKIP Unmas Denpasar consisting of 31 students. The selection of this class is based on the results of the preliminary observation in which the preliminary observations were conducted through interviews with lecturers who have taught writing skills in the class. The results of preliminary observations and data from the results of the pre-tests given before starting the research process or giving treatment indicated that the students' writing skills in the class need to get serious attention and treatment immediately.

This study used Classroom Action Research (CAR) design. This research was carried out in several cycles consisting of two sessions for each cycle. In each session there are four activities that are interconnected, namely: Planning, Action, Observation, and Reflection.

At the Planning stage, the researcher prepared all the things needed to carry out actions such as preparing teaching material, lesson plan, post-tests and questionnaires and other matters including chapter design and lesson design which related to lesson study that will be needed in the action stage. Action is the stage of implementing the planning that have been made, in this case the implementation stage is the teaching and learning process of Paragraph Writing courses using the Problem Based Learning approach combined with Simultaneous Roundtable learning techniques. The researcher observed during the learning process and took notes about the learning process. The last is the Reflection stage; at this stage the researcher reflected by giving a post-test to see the extent of improvement in student writing skills.

This study aims to improve students' writing skills. This research was conducted in three cycles with the Classroom Action Research method. Classroom action research is carried out in a class and in effective time learning which is done intentionally (Arikunto, et al., 2010: 3). Class action research consists of four stages, namely planning, action, observation, and reflection (Arikunto, et al., 2010: 6).

The researcher began this research with preliminary observations and pre-tests. And at the end of the cycle, the researcher distributed the questionnaires to the research subjects to find out their response to the learning techniques applied by the researcher. Data obtained from research results are:

Pre-Test

Pre-test was used to determine the speaking skills of the subjects before the application of the Problem Based Learning strategy with the Simultaneous Roundtable learning technique. During the pre-test, the subject of the study wrote a descriptive paragraph on the topic of 'My Family' with a time limit of 20 minutes. The pre-test results were assessed with descriptive paragraph assessment rubrics.

The average value of the pre-test was obtained by summing the value of all subjects and then divided by the number of the subjects, which was 31 people. The calculation of pre-test score obtained an average value of 49.48. In The minimum passing grade (KKM) in the English Language Education Study Program FKIP Unmas Denpasar was 75, so the writing ability of the semester IIA students was low. So that action was needed to improve students' writing skills in the class considering writing skills are very important to master in order to communicate well in written language.

Cycle I

Cycle I consists of four steps that must be carried out continuously, namely: planning, action, observation, and reflection. In this cycle, the researcher began applying Simultaneous Roundtable learning techniques based on the Problem Based Learning approach. In the first cycle the researcher taught descriptive paragraph (Describing Person). It was started with asking students to solve a problem which was analyzing the generic structure of a paragraph entitled 'Slash' to practice writing by applying a Simultaneous Roundtable technique to the topic of 'My Idol' where they wrote in group of 5 members. Each group sat in a circle and each group member prepared paper and pens. Each person wrote one or several sentences in two minutes then passed their paperwork to the other members in clockwise until the time was over. And two groups wrote the results of their writing on the board.

Post-test I

Post-test I was administered to all research subjects which was 31 people. They were given 30 minutes to write a descriptive paragraph with the topic 'My Favorite Singer'. The post-test results were assessed by using an analytical assessment rubric for descriptive paragraph. The average result of the post-test I was 64.10 which are categorized as 'enough'. This shows an increase from the pre-test average value of only 49.48 which is categorized as 'less'.

Cycle II

In the second cycle there were also four steps that must be passed to get the data but some improvements are made based on the results obtained in cycle I.

In the second cycle, the researcher taught descriptive paragraph about describing thing. Started from asking the students to solve a problem which was analyzing the generic structure of a paragraph entitled 'My New Bag' to practice writing by implementing Simultaneous Roundtable with the topic of 'My Wallet' where they wrote in a group with 5 members. Each group sat in circle and each group member prepared a paper and pen. Each person wrote one or several sentences in two minutes then passes their paperwork to the other members in the clockwise until the time was over. And two groups wrote the results of their writing on the board.

Post-test II

Post-test II was administered to all subjects which was 31 people. They were given 30 minutes to write a descriptive paragraph with the topic of 'My Favorite Thing'. The post-test results were assessed by using an analytical assessment rubric for descriptive paragraph. The average score of post test II was 71.77 which was categorized as 'good'. This showed an increase from the average score of post-test I which was only 64.10 and categorized as 'enough'. However, this value did not meet the minimum standard passing grade which was 75. So that the researcher proceed to cycle III.

Cycle III

In the third cycle there were also four steps that must be passed to get the data but some improvements are made based on the results obtained in cycle II.

In cycle III the researcher taught descriptive paragraph about describing place. It was started with asking students to solve a problem that was analyzing the generic structure of a paragraph entitled 'My Banana Garden' to practicing writing by applying a Simultaneous Roundtable technique. Then they were asked to write a paragraph with the topic of 'My Classroom' where they wrote in groups of 5 members. Each group sat in circle and each group member prepared a paper and pen. Each person wrote one or several sentences in two minutes then passes their paperwork to the other members in the clockwise until the

time was over. And two groups wrote the results of their writing on the board.

Post-test III

Post-test III was administered to all subjects which was 31 people. They were given 30 minutes to write a descriptive paragraph with the topic of 'My Favorite Place'. The post-test results were assessed by using an analytical assessment rubric for descriptive paragraph. The average score of post test III was 78.16 which was categorized as 'good'. This showed an increase from the average score of post-test II which was only 71.77 and categorized as 'good'. Since this value met the minimum standar passing grade which was 75, so the reasearch was ended as all subjects could achieve the minimum standard of passing grade.

The results of the calculation of the average value of the pre cycle, cycle I, cycle II and cycle III, were: 49.48; 64.10; 71,77; and 78.16, there was a significant increase in writing skill. It fulfilled the achievement indicator where 85% of the research subjects succeed in obtaining a value of 75, then this classroom action research could be ended.

To get supporting data about the response of the subjects to the approaches and learning techniques applied in the learning process of Paragraph Writing courses, researchers administered a structured questionnaire of 20 items. Research subjects were asked to respond by giving a sign on the choices provided: Strongly Disagree / STS (1), Disagree / TS (2), No Opinion / TB (3), Agree / S (4) and Strongly Agree / SS (5).

The calculation results of the percentage of the questionnaire indicated that 0.00% or none of the subjects strongly disagreed with the application of Simultaneous Roundtable learning techniques based on Problem Based Learning; 0, 19% of the research subjects did not agree; 1.74% of the research subjects did not have any opinion; 20.34% of the research subjects agreed with the application of the learning model and 77.72% or most of the research subjects stated that they strongly agreed with the application of Simultaneous Roundtable learning techniques with the basis of Problem Based Learning

CONCLUSION

After applying the Simultaneous Roundtable learning techniques with the basis of Problem Based Learning, the results of data analysis can be summarized as follows.

The increase in the value of the average score indicated that the writing skill of the subjects was improved. The level of writing skill that was initially categorized as 'less' during pre-cycle was improved significantly to the 'good' category in cycle III. This improvement showed the effectiveness of the application of Simultaneous Roundtable learning techniques with the basis of Problem Based Learning. Supporting data taken using a questionnaire also showed that the most of the research subjects or 77.72% of subjects responded positively to the application of this technique. It showed that most research subjects strongly agreed with the application of this learning technique.

SUGGESTION

Based on the results of the research that has been described and concluded as above, researchers needed to provide suggestions that might be useful for the development of the learning process.

1. The lecturers who teach Paragraph Writing course are expected to be more creative in developing learning models so that the learning atmosphere is not boring.
2. Students are expected to be more serious and disciplined in attending the class, especially in Paragraph Writing.
3. For educational institutions, the results of this study are expected to be able to provide a perspective for managing a learning technique so that the learning process can improve writing and language skills.
4. For other researchers, it is expected that this research could be a reference for the next similar research.

References

- Achieve Texas. (2008). *Classroom Best Practices: Cooperative Learning*. Texas: UNT in Partnership with TEA.
- Arikunto, Suharsimi, dkk. (2010). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara
- Brown, H. D (2004). *Language Assessment Principles and Classroom Practices*. New York: Pearson Education Inc.

- Kagan, S. And Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.
- Richards, J. C. and Schmidt, R. (2002). *Longman dictionary of Language Teaching and Applied Linguistic*. London: Pearson Education Limited.
- Rusman.(2010). *Model-Model Pembelajaran*. Edisi kedua. Jakarta: Raja Grafindo Persada
- Sudrajat, A. (2008). Lesson Study untuk Meningkatkan Proses dan Hasil Pembelajaran. Retrieved from <http://akhmadsudrajat.wordpress.com/2008/02/22/lesson-studyuntuk-meningkatkan-proses-dan-hasil-pembelajaran/>.

THE USE OF YOUTUBE IN DEVELOPING EFL MATERIALS

Luh Ketut Sri Widhiasih
sriwidhiasih@gmail.com
Mahasaraswati Denpasar University

Abstract

Using descriptive qualitative research design in this study, the researcher was aimed to describe the use of YouTube in developing EFL material and to identify the students' response in the application. The subjects were 37 students of fourth semester in English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University who took Curriculum and Material Development course. The subjects were observed during the use of YouTube as media in getting feedback about their module plan. Also, the researcher used open questionnaire and interview to confirm the result of observation and finding the response of the subjects about the use of YouTube in developing material. As a result, the use of YouTube could fulfill the needs of learners in 21st century to exercise their communication skill, critical thinking skill, collaboration skill and creative skill; more over the subject could challenge themselves in the use of social media as a part of 4.0 era. YouTube also could help them getting feedback efficiently in term of time and energy. The subject also showed positive response during the use of YouTube in developing EFL material.

Keywords: YouTube, EFL materials

Introduction

As stated by Tomlinson (1998), material is defined as anything than can be used to help learning. It means that all the things that can help in the process of learning can be called as material. Moreover, the one who needs help in learning is student. Further, talking about the importance of material development, it is not developed to help teaching but learning. Moreover, it can be said that when people try to develop material for learning, they should consider the target of learning. They need to consider the needs of the target. Nowadays, in developing EFL material, people should consider the development of 4.0 digital era. They also should consider the needs of students in this 21st century which are critical thinking, communicating, collaborating and creativity. Material developers should fulfil the needs and developing the skills through the material.

In developing material, there are some practical process that should be done such as production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development (Tomlinson, 2016). It also involves the skill of designing, writing, implementing, evaluating and analysing the learning materials. In all of those processes, the material developer should have a partnership with stakeholders who use the material so that the material will be based on the needs of the target. Also, by discussing the the needs

of the students with the stakeholders, the material can perfectly fit the needs of education itself. The relationship with the stakeholders can be done by many ways, one of them is asking feedback about the material development planning.

Based on Curriculum and Material Development (CMD) semester course plan in English Language Education Study Program, Faculty and Teacher Training, Mahasaraswati Denpasar University, the students of fourth semester who take CMD should be able to identify curriculum and its component, history of curriculum, syllabus and lesson plan, and develop material based on curriculum and syllabus applied. Moreover, the researcher as a lecturer of this subject wanted to fulfil the needs of the students of 21st century. In the half of the semester after the students had been able to identify some term about curriculum, syllabus, lesson plan and material development, the students were asked to develop or create an English material for Junior High School students. Kinds of material developed in this study is mini module. Further, this mini module only presents one topic of the material based on the standard competencies of the syllabus. It is also called mini because the size is smaller than the textbook provided by the government; it is A5 paper size.

The researcher had conducted the same project previous year. However, the researcher had difficulties in assisting each students in developing their ideas about the module plan. Previously, the researcher came to the students to discuss their ideas and vice versa. Based on the observation, the students seemed asking more time to discuss their plan. The limitation of time and assistance in developing the module plan made the students struggle in developing the plan into the product. From the researcher's side, the researcher also felt running of time and energy in supervising the students. As a result, the researcher asked the students to ask feedback from their senior or relative who become a teacher. Unfortunately, the students came with no significant improvement.

Observing the significant of social media in teaching and learning motivated the researcher to the idea of using Youtube as a media of getting feedback for students' module plan. In this present study, the researcher described the use of Youtube in developing EFL material, in this case getting feedback about their module plan. Furthermore, the researcher also described students' response toward the application of Youtube in getting feedback about their module plan. This result of this study are expected to be able to use as an alternative reference about using Youtube in developing EFL material.

Discussion

This study applies descriptive qualitative research design that described the use of Youtube in developing EFL material and students' response toward the application of Youtube in developing EFL material. Moreover, the subject of the study were 37 students. They were fourth semester students who took CMD in English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University. There are two data gathered in this study, the data about the application of Youtube in developing EFL material and the data about students' response. The data were gathered by observation, questionnaire, and interview. Further, the instruments used in this study were field note, open questionnaire and list of interview questions. The researcher used triangulation of the data to make it reliable and valid. Finally, all of the data were analyzed descriptively.

At the beginning, the researcher explained to the students about the project of developing mini module for students of junior high school grade IX. Then, the students were asked to find syllabus used in IX grade and discussed it with the researcher. As a result, each students got a topic based on the syllabus to be developed into mini module. After that, the researcher asked them to make a video about their plan in developing that mini module. In that video, the students described their plan, how they develop the topic to exercise four skills of language using scientific approach. Then, they submitted the video and the researcher helped them to upload the video to Youtube. After the video had been uploaded, the students shared the link of the video to teachers, lecturers, educators, or students of Teacher Training and Education Faculty. They targeted at least 50 comments about their module plan in one week. Finally, they analyzed the feedback from the commenters and reported it in a paper. In that report, they wrote down kinds of comments given by the commenters toward their module plan. Then, they concluded the report by deciding what kind of improvement or changes that they did for the development of the module.

Based on the observation, students shocked when the researcher asked them to make video about their module plan. They asked some questions related to the procedures of getting feedback through YouTube. That was their first experience using Youtube as a media in getting feedback. As empirical review found by the researcher, YouTube is commonly used as a source of study; moreover, teachers use Youtube as a place to find materials. For instance, a research by Nurkholida (2016)

which studied about the use of YouTube materials in learning listening skills of university students and to assess students' attitude towards the use of it, made use materials from YouTube to enhance listening comprehension of her students. The result showed that the students listening comprehension increased significantly after learning with YouTube material and students had positive attitude towards using videos in learning listening skills.

Confirmed by the result of the open questionnaire that the students felt confuse at first but it became challenging after the discussion of the procedures. They learned how to communicate in front of the camera. They wrote a script so that the idea was communicated well. They shared that they should take some shoots before they got the expected videos. They expressed also about their increasing self confidence. Most of them had difficulty in sharing idea in front of people but in this project they only shared their idea to the camera and waited for the comments. The students also learned about how to produce a video, started from writing the script, shooting, editing and publishing. Once again, their self confidence also challenged when they should share the videos to the target. The students learned how to accept suggestions, comments, critics and feedback from others and learned how to improve from the feedback.

The interview conducted to strengthen the result of the observation and questionair. The interview stressed that the students had new experience in getting feedback from others about something efficiently. Compare with their previous experience in geeting feedback by doing one by one sharing session with the source, they expressed that the old way consumed a lot of time to visit the sources and took a lot of energy to repeat the explanation about the idea. While, by using YouTube in getting feedback, the students could minimize their time and energy because they need to focus in concepting the idea and write it down to a script to be recorded to a video. After that, in one click or share on their social media, they could get some feedback. The range of the commenters also became wider when they use YouTube. Even, they could get feedback from person that they did not know.

Also, from the questionnaire and interview, it had been confirmed that the students also felt some weaknesses of using YouTube. They stated that they had problem in asking people's comments toward their plan because the target said that they did not know how to give comment on YouTube. Another problem, some of the students also got

unsignificant feedback, for example, "very good", "good job", etc. They felt that kind of comments did not have significance to the development of their idea in developing the module. On the other side, the researcher thought that kind of comment was also kind of appreciation to the students toward their brilliant idea in planning the module. Moreover, it could motivate the students to make the module and build their self confidence.

Conclusion

In the development of 4.0 era, everything needs to be fast and efficient. Moreover, the use of YouTube in developing EFL material especially in getting feedback about the planning could make the process more efficient in term of time and energy. Although, there were some feedback gotten from Youtube which were not significant and did not help the students to improve their planning. The use of youtube also challenge and exercise the four skills of 21st century learners. The subjects learned how to communicate confidently about their module plan in front of the camera and publish it through YouTube. Also, they used their critical thinking in the making of module planing and after that in analysing feedback that they could use in the development of their EFL materials. Significantly, the creativity of the students developed in the making of the video. When the subjects were getting feedback from the stakeholders, they learned about collaboratin skill. Further, the researcher suggests teachers to use YouTube as alternative of a media in getting feedback about something because it can develop four skills in 21st century. Also, related to material development, researcher expects teachers have discussion with the stakehholders or related target of the material to fulfill the needs of the target.

References

- Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, Brian. (2016). *The Importance of Materials Development for Language Learning*. Critical New Literacies: The Praxis of English Language Teaching and Learning (PELT), Volume 4. Roterdame: Sense Publishers
- Nurkholida, Erna. (2016). *Enhancing Listening Skill Based On Authentic Materials In Higher Education*. Published in DEIKSIS, Vol. 08 No.03, September 2016.

ISBN 978-623-7294-10-8



9 786237 294108