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GLOBALIZING HIGHER EDUCATION IN INDIA: A STEP TOWARDS MULTICULTURALISM - A REVIEW

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Abstract

Prime Minister Modi's initiative "Educate in India" announced in May 2015, the objective is to attract international students and make India, a quality higher education hub in Asia. India aspires to transition from having the second highest student population leaving its shores to study abroad, to become a premier educational destination attracting more international students to its shores.

The paper reviews the growth of higher education system in India, draws inspirations from the experiences of other Asian countries and then reviews India's piece of global cake. It also discusses the benefits of multiculturalism, which are going to flow in the Indian economy following Internationalization of higher education.

Keywords: *higher education, educate in India, International students in India, Gross Enrollment Ratio*

I INTRODUCTION

India's bold initiative "Educate in India" announced in May 2015, to attract international students and make India a quality higher education hub in Asia is closely linked to Prime Minister Modi's other initiatives namely 'Make in India', 'Digital India', 'Skill India', 'Start-up India', 'Stand-up India' and 'Swatch Bharat', Chadha, B & Dugar, A. (2016). All aimed towards empowering India and making it a global economic superpower. India aspires to transition from having the second highest student population, leaving its shores to study abroad to become a premier educational destination attracting more international students to its shores.

"Educate in India" is an initiative focused on higher education. Its objectives are to:

- Internationalize Indian higher education
- Encourage foreign universities to establish campuses in India
- Encourage Indian institutions to set up campuses abroad
- Making India a hub of education
- Create an "Educate in India brand Chopra, R (2015, May28)

The paper analyzes the growth of Indian Higher Education System while comparing with the education systems of other countries, as new private and foreign universities are entering the Indian educational system and are offering many options to the student's, which were not available before. This paper attempts to review the current global status of India's higher education.

The data used is collected from various secondary sources. Interviews were conducted with Principals of Colleges and Indian students returning after completing their higher education from foreign universities to know the impact of multiculturalism due to internationalization of higher education.

II MATERIALS AND METHOD

The growth of higher education is determined by the size of the institutional capacity of the higher education system in the country, this is determined mainly by the three indicators, namely number of educational institutions – universities and colleges, number of teachers and number of students. The higher education in India has witnessed increase in its institutional capacity since independence.

Table 1: Growth of Higher Education

| Capacity Indicators | 1950 | 1991 | 2006 | 2010 | 2012 | 2015 |
|---|------|-------|--------|--------|--------|--------|
| Number of University Level Institutions | 25 | 177 | 367 | 533 | 574 | 711 |
| Number of Colleges | 700 | 7,346 | 18,064 | 31,324 | 35,539 | 40,760 |
| Number of Teachers (in Thousands) | 15 | 272 | 488 | 699 | 934 | 1261 |
| Number of Students Enrolled (in Millions) | 0.1 | 4.9 | 11.2 | 14.6 | 20.3 | 26.5 |

Source: UGC (2011a), UGC (2012) and UGC (2015)

The number of universities in the country has increased from 25 to 711 during 1950-2015. Similarly, the number of degree colleges in the country, which were not more than 700 in 1950, has gone up to 40,760 in 2016. The number of teachers has gone up from meager fifteen thousand to more than twelve lakhs. Similarly, the enrollment of students has increased from merely 0.1 million in 1950 to 26.5 million in the year 2015.

2.1 THE GROWTH OF UNIVERSITY LEVEL INSTITUTIONS

In India, university-level institutions widely differ in terms of their structure and coverage. These could be broadly divided into six broad groups: central university, state universities, institutions deemed to be universities, institutions of national importance established under state legislation and private universities. Although, there has been a tremendous increase in the number of these institutions, more specifically in recent years, yet the growth trajectory has not been uniform for these different types of university-level institutions.

Table 2. The growth of University Level Institutions in India

| Type | 2010 | 2011 | 2012 | 2015 | 2016 |
|--|------|------|------|------|------|
| Central Universities | 41 | 43 | 44 | 46 | 47 |
| State Universities | 257 | 265 | 286 | 329 | 356 |
| Institutions deemed to be Universities | 130 | 130 | 129 | 128 | 122 |
| Institutions of National Importance (by State Legislation) | 5 | 5 | 4 | 3 | - |
| Institutions of National Importance (by Central Legislation) | 39 | 39 | 50 | - | - |
| Private Universities | 61 | 80 | 111 | 205 | 252 |
| Total | 533 | 562 | 624 | 711 | 777 |

Source: UGC (2011a), UGC (2012), UGC (2015) and UGC (2016)

There has been a considerable increase in the number of central universities in recent years. Their number has increased from 18 in 2002 to 47 in 2016 (Table 2). Similarly, the number of institutions of national importance like Indian Institute of Technology (IIT), Indian Institute of Management (IIM), National Institute of Technology (NIT) etc established by the central government has also registered a significant increase from 12 in the year 2002 to 50 in 2012. The state universities have also witnessed a consistent increase in their numbers. From 178 in 2002, the number of state universities has increased to 356 in the year 2016.

Many Educational institutions were provided the status of deemed to be university by the UGC and the number of such institutions has gone up from 52 in 2002 to 130 in 2011. However, presently the number of deemed universities showing a decline is placed at 122. Furthermore, the state universities have also witnessed a consistent increase in their numbers. From 178 in 2002, the number has increased to the figure of 356 in the year 2016. An unprecedented growth of private universities has been a marked feature of expansion of Indian higher education in recent years. The number of private universities in the

country has swelled from 10 in 2006 to 252 in 2016. This significant growth of university level institutions has taken place in India in recent years and in this uprise private sector has played a significant role.

2.2 GROWTH OF COLLEGES

There has been a significant increase in the number of degree level colleges in the country from 700 at the time of independence to 40,760 in 2015 (Table 3).

Table 3. The growth of Undergraduate Colleges in India

| Year | Total Number of Colleges |
|------|--------------------------|
| 1950 | 700 |
| 1991 | 7,346 |
| 2005 | 17,625 |
| 2011 | 32,964 |
| 2012 | 35,539 |
| 2015 | 40,760 |

Source: UGC (2011a), UGC (2012) and UGC (2015)

The rapid increase in the number of colleges in recent years is due to the large-scale establishment of private colleges in all parts of the country.

2.3 HIGHER EDUCATION PARTICIPATION IN INDIA

Gross Enrollment Ratio (GER) generally measures the higher education participation in higher education. GER measures the access level by taking the ratio of persons in all age groups enrolled in various educational programmes to the total population in age group of 18 to 23 years. The analysis of GER in higher education in India over years revealed that from 0.40 percent in 1950-51 reached a level of 6 percent in 1989-90 (Table 4).

Table 4. Gross Enrollment Ratio in Higher Education in India (various years)

| Year | GER |
|-------------|-------|
| 1950 - 1951 | 0.40% |
| 1989 - 1990 | 6.0% |
| 1999 - 2000 | 10.0% |
| 2009 - 2010 | 15.0% |
| 2012 - 2013 | 19.4% |
| 2014 - 2015 | 23.6% |

Source: GOI (2013b), GOI (2013d) and GOI (2015)

This reached the level of 10 percent in 1999-2000 India moved from an elite system of higher education to a mass system when it crossed the threshold of 15 percent in 2009-2010 The reports of All India Survey of Higher Education (AISHE) have placed the GER figure at 19.4 percent in 2012-13 and at 23.6 percent in 2014-15. The Government of India has set the target of increasing the GER to 30 percent by 2020.

The figures of GER in higher education in India referred to above are quite encouraging. However, when these figures of GER are compared with the figures on GER of developed countries, it emerges

that despite the considerable expansion in higher education, India's GER is far below than the other countries.

Table 5. Gross Enrollment Ratio in Higher Education of Select Countries

| Select Countries | GER in Higher Education |
|------------------|-------------------------|
| Brazil | 34% |
| China | 34% |
| Russia | 77% |
| Argentina | 68% |
| USA | 83% |
| World | 29% |

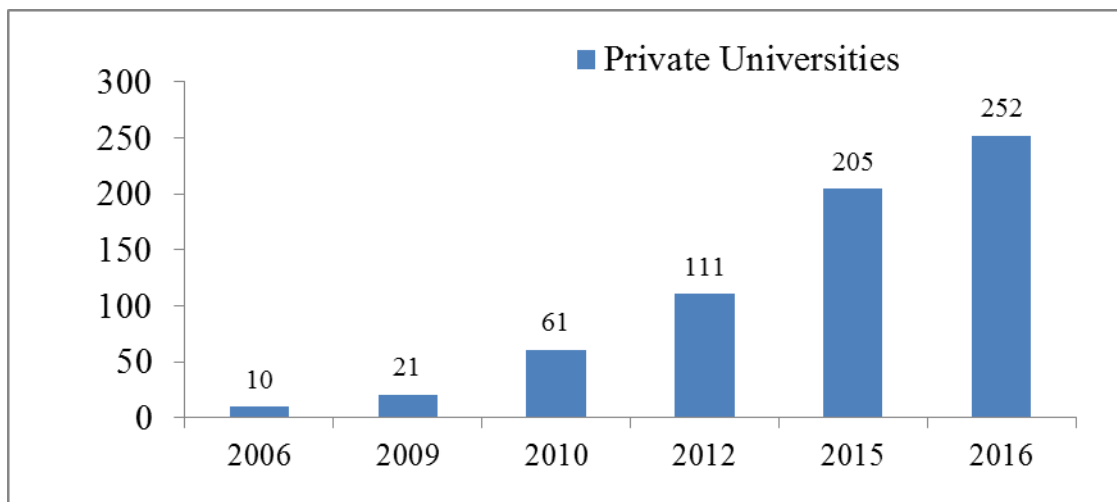
Source: GOI (2013 b)

The GER of the USA at 83 percent is far ahead of India. The world average is 29 percent which is also above India.

2.4 CELEBRATING THE ENTRY OF PRIVATE UNIVERSITIES IN INDIAN HIGHER EDUCATION

An unprecedented growth of private universities has been a marked feature of expansion of Indian higher education in recent years (refer Fig. 1)

Fig. 1. The growth of Private Universities in India



Source: UGC (2012), UGC (2015) and UGC (2016)

In India 33% (252/777) of universities are in private sector, with emergence of private equity in Indian higher education, there is a changing dynamics with reference to Governance, design and development of the curriculum, technology-driven academic delivery process, development of the intellectual capital, institutional v/s knowledge branding and pricing strategy. In the era of changing science of learning, India is attracting the world's attention.

III RESULTS AND DISCUSSION

3.1 THE ASIAN EXPERIENCE

The four native English-speaking countries – US, UK, Canada and Australia are the preferred destinations of higher education. However, the major competition is now coming from Asian countries like China, Singapore, Malaysia and Hong Kong, which have done exceedingly well in improving their quality internally as well as globalizing their higher education to attract more international students. Today, more and more students from third world countries are able to afford studies in these Asian countries.

Singapore: It is among the first Asian countries, to start education – hub trend in 2002, by launching, the ‘Global School house’ initiative, with a goal to have 150,000 international students in Singapore by 2015.

As per the QS World University ranking 2015/16 (QS, 2015), Singapore’s National University of Singapore and Nanyang Technological University have a world ranking of 12th and 13th position, respectively. In addition, Singapore has 11 foreign university campuses and numerous joint degree programmes with prestigious international institutions, many of which have been lured with generous government loans many consider Singapore as the Boston of Asia (Clark, 2015).

The quality of vocational and technical education in Singapore is among the best in the world and a role model for countries aspiring to become education hubs. One of the major challenges facing Singapore is the rising cost of living, thereby creating new opportunities for India.

3.1.1 MALAYSIA

The Malaysian government’s decision in the mid-1990s, to ease regulations regarding the setting up of private higher education institutions in the country contributed significantly to the growing appeal of Malaysia as an education hub for foreign students, and by the year 2020, the Malaysian Ministry of Higher Education targets to have at least 200, 000 international students in higher education institutions in the country.

Malaysia has largely attracted international students through the establishment of branch campuses of British and Australian universities. In order to give competition to Singapore, Malaysia has located its 350 acre education campus called Educity, which is home to six international universities, close to the Singapore border. Also, a private initiative is the Kuala Lumpur Education City (KLEC) which was launched by the government in 2007 as a 15 to 20 year project (Clark, 2015).

3.1.2 TAIWAN

To target students from Mainland China and Southeast Asia in particular, Taiwan began its internationalization of university campuses in 2011. The Taiwanese governments “study in Taiwan” programme attracts international students by offering programmes in English scholarships for Chinese-language courses, relaxed work visa for pass-outs and engages staff for teaching the Chinese Language in Thailand, Vietnam, Malaysia, Korea, Mongolia, Indonesia, and India. Most of the foreign institutions offer degrees and professional programs in collaboration with local institutions. The government estimates to attract 160,000 foreign students from Chinese speaking countries by 2020. Taiwan has also become a popular destination for training academicians particularly from countries like India, Thailand, Indonesia and Vietnam (Clark, 2015).

3.1.3 HONG KONG

Enjoying the benefits of being a gateway to Mainland China, Hong Kong enjoys the benefits to Mainland China, Hong Kong enjoys the benefits of an English speaking population and world-class institutions. Beginning its efforts in making Hong Kong an international hub in 2008, foreign students are allowed to stay after graduation to look for work.

With a US \$160 million funds, Hong Kong offers scholarships, Ph.D. fellowships, and encourages foreign universities to set up campuses in the territory. The major challenge Hong Kong faces is lack of student accommodation and the high cost of living. The Hong Kong University and Science and Technology (HKUST) and University of Hong Kong (HKU) ranked at 28th and 30th position according to the QS World University Ranking 2015/16 (Clark 2016).

3.1.4 CHINA

China has progressed from having the highest number of students to being a major destination for international students. China offers comparatively cheaper options that allow international students to access world class education without having to empty their pockets. Nearly 25 Chinese Universities made it to the QS World Universities ranking with four institutions, Tsinghua, Peking, Fudan and Shanghai Jiao Tong University, making it in the top 100 universities of the world in the QS World University ranking 2015/16. The rising economic and political importance of China has created an upsurge in understanding China. It aims at targeting 500,000 international students by 2020. China attracts international students keen to learn Chinese language and establishment of so-called split campus programmes in which the first part of the course takes place at a local Chinese university with subsequent study taking place at a foreign partner institution (Clark 2015).

3.1.5 INDIA

The government has drawn up a scheme to invite over 200 academicians from global universities to teach in India starting November 2015 (“Smriti Irani’s HRD Ministry has come to agreement with global scholars to teach in India” 2015) Under the new scheme called Global Initiative for Academics Network (GIAN), the Ministry of Human Resource Development (HRD) has agreed with academics from various countries to teach more than 200 short term courses in Indian universities starting November, 2015. Harvard Business School academic Michael E Porter, addressed India’s top policy makers as a part of Niti Aayog’s Lecture series on ‘Transforming India’ on May 25, 2017. (The Economic Time, May 21, 2017). With these lectures, the Aayog aims to bring globally renowned policy-makers, academics, expert and administrators to India for benefit of states & centre universities. The Indian Government has selected 10 Indian higher education institutes which are among the top 500 institutes in global academic ranking, and is providing them with substantial finance, so as to leap forward into the top 100 on global academic rankings it aims to achieve.

India has traditionally been seen as a country, that sends rather than receives international students, but a growing number of students from elsewhere are now choosing to study in India. Indeed, the 2015 open doors. India is gradually emerging as a preferred destination for foreign students, particularly from the South Asian region. More US students are choosing India as a place to gain credits – 4583, students from the US travelled to India to study at Indian institutions for part of their course in 2014-15 (India Spend, 2017).

Table 6. Number of Foreign Students in India

| Year | No. of Foreign Students |
|-----------|-------------------------|
| 1999-2000 | 6,988 |
| 2010-2011 | 27,531 |
| 2011-2012 | 33,156 |
| 2013-2014 | 31,126 |
| 2014-2015 | 42,126 |

Source: All India Survey on Higher Education 2014-15.

In 2014-15 the foreign students in India have increased by 11,000. Nepal contributed the highest percentage that is nearly 19 percent of the total foreign students, followed by, in descending order, Bhutan, Iran, Afghanistan, Malaysia, Sudan and Iraq.

India’s higher education as ranked 24th in the world in the QS Higher Education System Strength Rankings 2016, as is especially well-known for the quality of its education in engineering and technology subject. A total of 23 top universities in India, feature in the QS University Ranking: Asia 2016, including nine in the top 100, University of Delhi (66th in QS University Ranking: Asia 2016), the University of Calcutta (108th), the University of Mumbai (145th) and Banaras Hindu University (155th).

3.2 SHARE OF THE GLOBAL EDUCATIONAL MARKET

International students play an important role in the higher education sector of many countries like USA, UK, France, Australia, Germany, Russia, Canada, China, Singapore and Malaysia. They contribute significant income to the university and revenue to the local economies via expenditure on and off campus. The Institute of International Education estimates that by 2017, the middle class across the world is projected to increase spending on education by nearly 50% from \$4.4 trillion in 2012 to \$6.2 trillion. Thus the future growth in international students will come largely from developing and emerging economies (Ortiz, 2015).

The economic impact of international students is not limited to the money spent by them on tuition fees, living expenses, travel and recreation alone. According to the Association of International Educators (NAFSA), three jobs are created in the US for every seven international students enrolled (Ortiz, 2015).

According to studies, the world will be short of 56.5 million work force by 2020 (Mc Kinsey Global Institute, 2011). No wonder, global trade of higher educational services is growing. India has a

number of strengths including cost advantage and a good number of English speaking professionals. India's geographical location also makes it a viable and attractive destination for students, particularly from Asia and Africa.

Higher education in India is very economical as compared to the rest of the world. Many students unable to afford higher education in the west, choose to study in India. According to a report published by HSBC in September 2014 (HSBC, 2014), India figures as the cheapest destination for an international student to attend a university with a mere expenditure of USD 5,642 p.a. Australia was ranked as the most expensive at USD 42,093. The study found that a student had to pay only USD 581 as university fee in India; whereas, living expenses in India were only USD 5,062, which is less than a fifth of the cost in Australia ('India ranked cheapest for international students: Study', 2014).

3.3 INTERNATIONALIZATION LEADS TO MULTICULTURALISM

The Government Of India's 'Educate in India' initiative is creating enormous economic opportunities. Internationalization of higher education leading to multiculturalism; which has socio-cultural and financial implications for the Indian economy, notably among them are:

- i. Foreign Exchange Outflows: Allowing reputed foreign universities to set-up campuses in India, is giving an alternative choice to Indian students wanting to study in universities abroad, to access the same universities at home at a fraction of the cost overseas and save India's precious foreign exchange outflow.
- ii. Foreign Exchange Inflows: International students bring precious foreign exchange into the country, which is a national priority.
- iii. Attractive Economic Opportunity: International students play an important role in many countries like USA, UK, France, Australia, Germany, Russia, Canada, China, Singapore and Malaysia as they contribute significant income to the universities and revenue to the local economies via expenditure on and off campus.
- iv. Increased Business Revenue: International students are normally charged a higher fees and they increase the revenue of institutions, in a way, subsidizing fee of domestic students.
- v. Cultural Diversity & Globalization: Cultural diversity creates a more global environment, which benefits all stakeholders (Fig 2).

Fig. 2. Internationalization of Higher Education Leads to Multiculturalism: Its impact on various Stakeholders

| Students | Faculty | Institutions | Industry | Government |
|---|---|---|---|---|
| <ul style="list-style-type: none"> • access to foreign universities at home • access to desired universities at home, at a fraction of the cost overseas • increase in self-confidence • leadership and quantitative skills • students developed to be global citizens • promotion of inter cultural awareness, diversity and engagement among students | <ul style="list-style-type: none"> • more exposure especially to electronic library • will be reading and teaching wider topics. • will get exposed to faculty with international experience, this will improve quality of education • will increase self confidence in teaching skills • be more motivated to teach innovatively • the student evaluation will be taken seriously and will work on it • will become more performance oriented | <ul style="list-style-type: none"> • have to become competitive to survive • will have to bring structural changes in the management of the institutions • will have more public private partnerships to ensure major quantity and quality upgrade • there will be demand for autonomy and increase in the number of autonomous institutions • will provide better infrastructure and other facilities (e.g. sports) to students • Higher fees from students will increase the revenue of the institution | <ul style="list-style-type: none"> • availability of quality employees locally • globally knowledgeable employees at cost effective rates | <ul style="list-style-type: none"> • precious foreign exchange into the country will increase revenue • strengthening diplomatic and geo-political ties with other countries. • Indian students going abroad will now study in India saves precious foreign exchange outflow |

vi. Country Ties: International students strengthen diplomatic and geo-political ties with other countries.

vii. Quality Improvement: Competition from reputed foreign universities, improves the quality of higher education institutions in India and thus makes our higher education sector more globally competitive. When

the students actively engage with their international classmates, it enhances their self confidence, leadership and quantitative skills.

viii. Economics Impact: According to a report released in October 2015 ('Indian students 3rd in generating London's revenue' 2015). London had welcomed over 106,000 international students and created 37,000 jobs, according to the report by London & Partners. Chinese students contributed the highest by spending £407 million. The US was second at a spending of £217 million. Indian students, the third highest in London, spent £130 million, which alone amounted to creating and supporting 1,643 jobs. London pitched itself as the biggest education hub of the world.

IV CONCLUSION

The higher education system in India has shown a massive increase in the number of institutions both colleges and universities after independence leading to increase in a number of students enrolled in the higher education institutions. This is evident from the GER which was less than one percent in 1950-51 and at present it is above twenty percent.

One distinguishing feature of this expansion in higher education is the rise of the private sector. The private sector is contributing towards improving accessibility to higher education by increasing the number of seats in various courses & introducing new courses. India has traditionally been seen as a country, that sends rather than receives international students, but 2015 open doors and, now students from other countries are choosing to study in India. The internationalization of higher education, leads to multiculturalism, which has socio-cultural and financial implications for the Indian economy.

It is expected to be a precursor to future research to understand, the higher education experience in India from an international perspective, by conducting interviews of international students studying in Indian higher education institutes.

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HEDGES USED IN SCIENTIFIC EFL WRITINGS

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Abstract

This small research aims to see how the use of hedges is used in academic EFL writing made by Indonesian academicians. It was conducted based on the experience that for non-native English speaker like Indonesian, writing is the tough work to do. L2 learners sometimes find difficulty to write for academic purposes or make claims. One of the strategies that L2 learners do is by using hedging devices. The problem of this research is how effective hedges are used to present findings cautiously with leaving room for readers to have their own interpretation. According to Levinson (1987) with his theory of FTA (Face Threatening Act), those words mostly function as a tool for speakers or writers to make them comfortable and save negative face. It means that the writers should choose the correct words to achieve the communicative goal. The data is taken from 10 dissertations written in English. The method used is Descriptive-Qualitative analysis. The study focuses on 2 kinds of hedging strategies proposed by Hyland (1996). They are writer-oriented hedges and reader-oriented hedges. The first strategy consists of (1) passive voice, (2) dummy subjects, and (3) abstract rhetors. The latter consists of (1) personal attribution and (2) conditionals. The results reveal that writer-oriented hedges are the most frequent hedging device utilized by Indonesian researchers, such as: passive construction and dummy subjects. The findings reveal that the use of passive constructions and modality (can, may, might, should) are highly desirable by Indonesian researchers. It means that Indonesians like to let the data talk by themselves in order to avoid a potential conflict and hence to maintain the harmony between writers and readers.

Keywords: *Hedging devices, negative politeness, writing strategy*

I INTRODUCTION

It is known that writing in foreign language for most Indonesian people is difficult. As EFL learners, this will be a very tough job, especially when they have to write academic text or writing. As members of a particular discourse community or researchers or writers, they wish to publish their works or findings in international journal. To reach this goal, the use of hedges will be important. Hedges can be used to conform to this academic writing (Banks, 1996).

It was Weinrich (1966) who was first introduced the word “hedge”. He called these devices as “metalinguistic operators”. Few years later, Lakoff (1972) in his article entitled *Hedges: A Study in Meaning Criteria and the Logic of Fuzzy Concepts* made this concept more popular and had the greatest initial impact. Lakoff defined this concept as “words whose function is to make meanings fuzzier or less fuzzy”. He said that “sort of” as an example of hedge. The following year, Fraser (1975) introduced the hedged performative. He discussed hedged performative is based on the use of modality, such as: *will, can, must* or semimodality like *want to, would like to, and wish to*.

Hedges are pragmatic features that the speakers or writers use to seek the assertions that they make, toning down uncertain or potentially risky claims, emphasizing what they believe to be correct and conveying appropriately collegial attitudes to listeners (Hyland, 1996). Myers also (1989) says that hedges can be used to mitigate propositions. Hedges will help to reach “the optimal relevance” (Sperber and Wilson, 2001) between speaker and listener or writer and reader. The writer should make some choices in strategy and linguistic forms in order to adapt with his or her intention. Hedges are often chosen to achieve the goal. According to Brown and Levinson, the definition of hedges is particles that are used to mitigate proposition become weak. Indonesian people are well known as friendly people and have low-profile characters. Most of them can easily make friends with others, both local and foreign people. They show intimacy and warmth to the surrounding (Maryanto, 1998).

Furthermore, Brown and Levinson’s theory of politeness (1987) states an FTA is a violation of the speakers’ or writers’ privacy and freedom of action, for which hedges provide a possible compensation. Hence the negative politeness enables the speaker or writer to go on-record, but with the redress which means that the speaker or writer makes an effort to minimize the imposition of his/her claims.

Hedges may also influence when writers write the text, especially the academic texts. This argument is supported by Hyland (1996) who states that academic texts are full of hedges. Hedges (particles, lexical, and clausal hedges) are pragmatic markers that attenuate or weaken claims. Academic Texts or scientific texts are not only content-oriented and informative but also seek to convince and influence their audience. An increasing number of research studies on a variety of disciplines (for

example: Hyland, 1994, 1996, 1998, 2000; Salager-Meyer, 1991, 1994, 1998; Skelton. 1997; Meyer, 1997). Furthermore, Myers (1998) examined corpus of biology research articles.

In scientific writing, vagueness can be seen as motivating factor for the use of hedges. In case of exact data is missing or if precise information is irrelevant in preliminary results. Hedges will protect writers from false statements by indicating either lack of commitment of to the truth value of propositions or a desire not to express that commitment categorally. In contrast, Salager-Meyer (1994, 151) says that hedges are “ways of being more precise in reporting results”. She adds that by doing this way the credibility of a statement may be increased.

Along with the argument of being vague, Joanna Channel (1994) states that the language system permits speakers to produce utterances without having decided whether certain facts are “excluded or allowed by” them. Hedges, however, are sometimes required to capture the probabilistic nature of reality and the limits of statements (Toulmin, 2013). In fact, the use of hedges is typical of professional writing to make absolute statements more accurate (Hyland, 1998). Moreover hedges play critical role in academics’ presentations of their own work (Hyland, 1998).

Hedging is an important interactional strategy which is used in communication. This strategy can make the communication go smoothly. Therefore, to become an effective communicator, speaker should be able know how and when using hedging devices in different process of communication. Hedging devices here mean that verbal propositions which are employed by participants of communication (both speaker and hearer) to prevent the conflict, to stay away from being blunt, weaken or strengthen the illocutionary force and protect the face (Brown and Levinson 1987; Stenstorm 1994, Salager-Meyer 1994).

Leech (1983) proposes the six maxims of Politeness Principle (PP). Those are tact, generosity, approbation, modesty, agreement, and sympathy. The tact maxim regulates the operation of the directive speech acts and addresses the dominant type of politeness which can be measured on the cost-benefit scale, the more costly an action, the less polite it is. Brown and Levinson (1987) claimed that in any social interaction, participants devote much of their time to face-work. They argue that “face” is something which concerns human beings universally and it is divided into negative face and positive face. The first one deals with negative politeness strategy which gives the freedom of individual action and a desire to be unimpeded. Another words, it is called strategies of independence or *deference politeness strategy*. Meanwhile the positive face deals with positive politeness strategy which attempt to save hearer’s face. This strategy is also called strategy of involvement or *solidarity politeness strategy*. Look at this example: *I really sort of think/hope/wonder....* (Brown and Levinson, 1987: 116).

Being polite means to be considerate conversational partner. In terms of negative politeness, being polite means to choose the right words to express communicative message which might be felt as face-threatening for the addressee such as refusal, criticism or claim in order to prevent conflicts. In written communication, researchers present their own findings or claims by using pragmatics markers. Those markers are called hedges. Hedging devices are the critical tool to prevent potential arguments and save FTA. Look at the example: *close the window if you can* (Brown and Levinson, 1987:162). So by using “if”, this sentence of command can be weakened or hedged.

II MATERIALS AND METHODS

Hedging devices are mostly used to mitigate propositions or claims. As Hyland (1996) states in his article *Nurturing Hedges in the ESP Curriculum*: “Hedges therefore have an important role in a form of discourse characterised by uncertainty and frequent reinterpretation of how natural phenomena is understood” (Hyland, 1996:478). Furthermore he adds that academic discourse involves interpretative statements because cognition is variably hedged, writers offering an assessment of the referential they provide. Rather than being factual and impersonal in order to alert readers to writers’ opinion.

In addition to it, hedges are used to prevent the conflicts in order to avoid the humiliation of both speakers and hearer or writers and readers. In the context of academic writing, authors tend to mitigate the force of their scientific claims by means of hedging devices in order to reduce the risk of opposition and minimise the face threatening acts (FTA) that are involved in making claims. This argument goes along with Hyland who says that one of the functions of using hedges is to allow writers to anticipate possible negative consequences of being wrong (Hyland, 1996:479). Academics seek agreement for the strongest claims they can for their evidence, as this is how they gain their academic credibility, but they also need to cover themselves against the embarrassment of categorical commitment to statements that later may be shown to be inaccurate. Hedges also help writers to develop and maintain relationship with the reader, addressing affective expectations in gaining acceptance for claims. Although academic

writings try to persuade and convince the readers, they can be rejected. So the writers should use the strategy of preventing it by utilizing the hedges.

Following the Hyland's theories about hedges seen from the relationship between writers and readers, I made investigations on *Writer-oriented Hedges* and *Reader-oriented Hedges*. I am interested in investigating the relationship between writers and readers because this is not much explored by researchers, especially hedges made by L2 learners in academic writings. The *Writer-oriented hedges* is a kind of strategy which facilitates the communicative strategy in which a writer can get his readers to see the real world on his side. The writers persuade readers to accept his/her claims by seeing the evidence through three subcategories: (1) Passive Voice. (2) Abstract rhetors, and (3) dummy subjects (Hyland, 1996). Meanwhile *Reader-oriented Hedges* try to involve the readers on writers' claims to minimize the uncertainty from the readers which might happen. The subcategories belong to this are (1) Personal Attribution and (2) Conditionals.

The corpora for this data were taken from 5 dissertations written in English and made by Indonesian student writers who were studying at Faculty of English Applied Science in one of prominent private universities in Indonesia.

The research methodology used is the descriptive qualitative. I employ this method because my intention was to obtain insights as to the strategies utilized by post graduate student writers of English Applied Linguistics. I studied a relatively small number of dissertations. This is in accordance with the main characteristics and spirit of the qualitative approach which says that what stands out in a qualitative study is the depth and breadth of the analysis, not the number of the subjects studied. A qualitative study has nothing to do with statistical significance; rather it seeks to pursue a profound understanding on a particular phenomenon by utilizing all resources, data, observation and even subjective interpretation.

2.1 CORPUS SELECTION

In this study, I chose the Discussion Section to be analyzed for two reasons:

- a) This section contains writers' claims of their researches;
- b) This section is most important and crucial part of their dissertations.

2.2 TECHNIQUES OF DATA COLLECTION

In collecting data, I listed all propositions found in the Discussion Sections which contain hedges. Then investigating those hedges and put them according to the subcategories being determined. This section includes the contexts, the graphs, the tables and the interpretations of the results.

This study used both theoretical and empirical perspectives to make sense of what happened, as well as, the context that caused it to happen. After that I interpreted the data gained to seek answers for research questions.

The steps that were undertaken were:

- a) Hedges were identified by words, phrases and clauses based on the indicators provided by Hyland (1998). Those were found in Result and Discussion Section in every dissertation;
- b) They were classified into the subcategory being determined;
- c) Those hedged units were put in the tables to show how they are distributed in percentages. By calculating their frequency of hedges, it would be easy to look at the tendencies of the strategy of hedges;
- d) Finally I interpreted the data in relation to the strategy being used.

III RESULTS AND DISCUSSION

For this study, I investigated the section of Results and Discussions in 5 (five) English dissertations made by student writers who were studying in the Faculty of English Applied Linguistics. I chose the names randomly but I preferred to pick them based on the year when these dissertations were made which ranged from 2011-2013. The names are kept in initials in order to make them unreveal from the public. The data is as follows:

Table 1. Topic Selections

| No | Writers (Initials) | Titles of Dissertations | Page numbers of Result & Discussion Section | Numbers of hedged units in Result & Discussion Section |
|----|-----------------------|--|---|--|
| 1 | CH | The Production and Recognition of English Word Stress: An Auditory Word Priming Study | 124 | 137 |
| 2 | YY | Verbal Communication of Emotions: A case Study of Obama-McCain Presidential Debates | 122 | 142 |
| 3 | IID | EFL Learners' Metaphor Competence English Proficiency, English Exposure and Learning Style | 89 | 101 |
| 4 | HT | English Collocational Mismatches in Second Language Writing | 178 | 191 |
| 5 | SS | The Construction of Self in Academic Writing: A Qualitative Case Study of Three Indonesian Undergraduate Student Writers | 84 | 114 |

I was interested in investigating the Result and Discussion Section because this section is important part of the dissertation because this is the part where the student writers made their claims as the results of their researches. When making claims, student writers try to persuade readers who come from their academic community. In scientific writing, hedges are effective and propositional functions work in rhetorical partnership to persuade readers to accept knowledge claims (Myers, 1985).

3.1 RESULT

Table 2. Realisation of Hedges

| No. | Initial | Writer Oriented | Reader Oriented | Others |
|-----|---------|--|--------------------------|-------------------|
| 1 | CH | PV : 33.23 % DS : 12.34% AR : 24.21% | PA : 8.54% C : 2.35% | Others: 19.33% |
| 2 | YY | PV : 38.68% DS : 19.54% AR : 12.30% | PA : 10.37% C : 1.56% | Others: 17.55% |
| 3 | IID | PV : 36.25% DS : 18.64% AR : 14.45% | PA : 6.35% C : 1.75% | Others: 22.56% |

| | | | | |
|---|----|---|--------------------------|-------------------|
| 4 | HT | PV : 40.25% DS : 16.56% AR : 21.32% | PA : 4.92% C : 1.55% | Others: 14.4% |
| 5 | SS | PV : 28.35% DS : 19.68% AR : 15.54% | PA : 17.65% C : 2.24% | Others: 16.54% |

Notes:

- PV : Passive Voice
- DS : Dummy Subjects
- AR : Abstract Rhetors
- PA : Personal Attribution
- C : Conditionals

3.2 ANALYSIS

3.2.1 WRITER-ORIENTED HEDGES

From the results gained, it can be seen that the student writers often use passive constructions (PV). This is because they prevent of being blamed of making errors in presenting their claims (Brown and Levinson, 1987:194). Look at the sentences below:

- 1) Verbal communication *can be expressed* literally (YY, p.51)
- 2) The results *are summarized* in the following table (CH, p. 135)
- 3) Metaphors *were produced* most by low English proficiency (IID, p.103)

From the examples above, the absence of agency (Hyland, 1996b, 444) is the central to the characteristics of *Writer-oriented Hedges*. Those sentences (1, 2, and 3) are the first subcategory of this strategy. In connection with agency, as an agent in the process of producing a piece of scientific knowledge, a scientific writer is seeking to place discoveries in wider community.

Meanwhile the second subcategory of this strategy is dummy subject (DS). For grammarians, like Quirk et al (1985), dummy subjects are considered to be expletive. This means that “it” in English is regarded as “empty” subject. Look at the sentences below:

- 4) *It* seemed that learners from the high English proficiency were more serious (IID, p.162)
- 5) *it* can be seen that their vision and mission were presented in series of words (HT, p. 112)

“it” used as dummy subject and it is the most neutral of the pronouns and it is thought to be an “impersonal subject”. Dummy subject ‘it’ can be used with other reporting verbs like “seem” like the example in no 4 (Sinclair, 1990:331).

The last subcategory in this strategy is abstract rhetors (AR). Scientific writing can perhaps be used to challenge the theory of classical rhetoric. Within classical rhetoric; humans are recognised as the only actors that can speak (Myers, 1996:22). The term ‘rhetor’ can simply be defined as an orator and therefore has been understood as a practitioner of the art of using language skillfully for persuasion. However, scientific writings can now be used to imagine a rhetorical situation in which everything is a possible rhetor, including non-humans, such as: a piece of a research. Look at these sentences below:

- 6) *The table* above shows that words with final stress produced much less correct (CH, p.154)
- 7) *The results* showed that an average learners knew 71% of the relationship (IID, p. 104)

Usually humans are subjects of the various verbs of saying. But, in scientific writings humans are not always the subjects of the actions that people are talking about. The data that the researchers found can be said to be stating an argument. These can be regarded as an explanation.

3.2.2 READER-ORIENTED HEDGES

The second strategy is Reader-oriented Hedges which tries to involve the readers in his/her claims. These hedges will help a scientific writer make sure that their research is reliable. Personal Attributions (PA) are the substrategy that a writer uses not only to convey information but also professional attitude about the reader and his/her negotiation of knowledge claims (Hyland, 1996b:446). Personal perspective can be attributed to scientific claims. Look at the following sentences:

- 8) *We can infer that the students will get benefit more from repetition (CH, p. 143).*
- 9) *Our interaction partner expects that we will feel this way (YY, 142).*

The second subcategory of this strategy is conditional (C). Alternative opinions such as conditionals are commonly used as personal views. Alternative conditionals are widely discussed by the grammarian Quirk et al (1985) who argues that they may be used for open or hypothetical conditions. In one hand, open conditionals are neutral; they leave unresolved the question of nonfulfillment of the condition. On the other hand, a hypothetical condition conveys the writer's belief that the condition will not be fulfilled and hence the probable or certain falsity of the proposition. Look at the claims below:

- 10) *If we understand the words' meaning, we can see the speaker's feeling (YY, p.151).*
- 11) *The result shows that if 20 items were used, then realibility of the instrument would be low (IID, p. 87).*

IV CONCLUSION

Hedging devices are often utilized by Indonesian student writers because these help them conceptualise the claims that they are going to convey. Moreover, these devices will assist the student writer to communicate with the readers and their academic community, because the claims will be accepted by the readers if the writers successfully communicate it with the readers. It can be said that hedges are communicative tools to negotiate with the potential readers. A claim can be presented by using PV, DS and AR in which these belong to writer-oriented hedges. Meanwhile reader-oriented hedges give the maximum degree of visibility of the writer. The writer tries to develop the relationship with his/her reader. Reader-oriented hedges make the content of the claim more tentative. In conclusion, the use of Writer-oriented hedges is more preferable because the empirical evidence is able to explain and describe what the findings of the research are. So the student writers do not need to say much about it.

The findings of the study have important implications to the study of academic writing as one of the compulsory courses taught in Indonesian universities where English subject is still paid small intention. In universities, English subject is only minor subject in non-English Department. It has been indicated that writers' awareness of the use of hedging writing is essential because the ability to use hedging devices appropriately helps writers craft their statements to produce credible, rational, and convincing claims.

Hedging is also important to maintain the writers' academic credibility. Furthermore hedging will help writers protect their reputation as scholars and minimize the damage which may arise. In science, writers may hedge because of small samples, preliminary results, uncertain evidence or imperfect measuring techniques (Hyland, 1996:479).

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ENGLISH DEVELOPMENT AS A SECOND LANGUAGE IN RELATION WITH TV EXPOSURE (A CASE STUDY OF YOUNG LEARNER)

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Abstract

The aims of this study are to know the role of young learner's parents in choosing good and educating television program for their child, and to describe the effects of TV exposure in their child's English language development. A five-year-old young learner who lives in Denpasar was observed in 2017. The data were collected by giving a questionnaire to the young learner's parents in order to get the description of the effects of the television programs to her language development. As it is a following research of the previous research on English vocabulary acquisition, the results of the observation of the young learner and the interview with her parents that have already been done are used to support the analysis of this small research. The collected data were analysed descriptively based on approaches from Barr, et.al. (2010), Christakis (2009), and March (2004) about English language acquisition and language development of young children. The results show that the young learner's parents have the important role in choosing good and educating television program for her. It can be seen from the choices of cartoon movies as one of the television programs that is educating as well as entertaining for a child in her age, the intensive accompaniment when she was watching the movies, the limitation of television watching time, and also the parents' assistance in order to help her understand the stories and vocabulary meanings. It is true that good content, context, and the amount of daily TV viewing time as well as parental assistance will be beneficial for the young learner's second language development in informal learning situation. The effectiveness of watching cartoon movies has led her to gain the positive second language development in her bilingual condition, although English code-switching in Indonesian sentences sometimes occur.

Keywords: SLA, English, language development, TV exposure, cartoon movies

I INTRODUCTION

1.1 BACKGROUND

Educating television programs may have positive effects on children's language development between the ages of two and five years. Close (2004:5) states that under the right conditions, children between two and five years old may experience benefits from good-quality educational television programs. Right conditions meant are related to good and educating television programs for children that can encourage talk, parents accompanying, and also time limitation in television watching.

This study is in relation with the previous research about English Vocabulary Acquisition by A Young Learner (Widiastuti, Dewi, and Maharani, 2017) that aims at finding out the English vocabulary (as a second/foreign language) acquired by a young learner from cartoon movies and describing how she understands the meanings. A five-year-old young learner, namely Vio, was observed and her parents were interviewed in order to get the data. During the data collection there was an interesting fact of the young learner, that she has had imagination and developed the stories in the movies she has watched into a story telling. The story telling activity is supported by one of her hobbies that are watching cartoon movies. From the previous research, Vio often watched five cartoon movies from television and acquired more than seven vocabularies from a movie in the forms of noun, verb, adjective, adverb, and also several phrases and sentences – though sometimes the sentences she acquired do not show the correct structures. In order to understand the vocabulary meanings, she used referential strategy. Her parents also play the important role in helping her to describe the vocabulary meanings by translating them into Indonesian and explaining the difficult vocabulary she could not understand. Vio's language development from watching television programs is gained under the right conditions, as stated by Close (2004) and that is in line with Hurlock's (2000) statement that her intelligent and good discipline results in having good development in acquiring vocabulary.

1.2 AIMS OF STUDY

Having the description that linguistic maturity of the young learner between ages two and five, the educating television programs viewed in the appropriate amount of time, and the involvement of parents affect Vio's language development, and based on the background, this study has the aims at 1) knowing

Vio's parents' role in choosing good and educating television program for her; 2) describing the effects of TV exposure in her English language development.

II MATERIALS AND METHODS

2.1 LITERATURE REVIEW

Imitation is one of the activities that often affects children's language development in their early age. Chomsky (2006) said that "human culture is geographically or environmentally determined, and language development is nothing but imitation of the child's surroundings". Children acquire their language through imitating vocabulary and utterances from parents, family, or surroundings.

Children's language develops fast in certain age, and it is supported by the statement of Linebarger and Walker (2005) that young children development starts continuously from birth until 5 years, namely the sensitive period which is critical for language acquisition. In that period of time, children can pronounce new vocabulary they hear and arrange simple sentences from the vocabulary they hear, even though sometimes the sentence structure is not well organized.

Age, family, and environment are important factors in children language development, moreover, recent research show that edutainment programs on television is another factor that can help children acquire a language. Al-Harbi (2015) confirms two things in regards to language development; those are 1) that educational television programs for children become a resource and an alternative means of instruction for children from low income families and children of immigrant families in order to know the host culture and its language. This linguistic exposure offers at the least the building blocks of not only the intonation of the language but also the passive vocabularies. 2) Language is a social phenomenon and it is naturally used in social communicative settings. Children may develop their linguistic skill from passive into active. Participation of parents in the interactive context is important to help children develop their linguistic skill. Al-Harbi's findings are related to the second language acquisition where children can acquire other language (s) which is not their mother tongue from media, and it means that it is possible for children to learn a foreign language through television programs.

2.2 METHODOLOGY

Teresa Violeta Umbas, a five-year-old girl and a young learner who lives in Denpasar, was observed in 2017. She uses Indonesian as her first language with her parents and family at home and her teachers and friends at school. She went to a kindergarten in Denpasar at the time when she was under the observation. She usually watched cartoon movies accompanied by her parents in about 30 minutes up to 2 hours per day.

The data were collected by giving a questionnaire to Vio's parents in order to know whether her parents are involved in choosing television programs for her, and to get the description of the effects of the television programs to her language development. As it is a following research of the previous research on English vocabulary acquisition, the results of the observation of Vio and the interview with her parents that have already been done are used to support the analysis of this small research.

The collected data were analyzed descriptively based on the following approaches. First, Barr, et.al. (2010) describe three important elements in children's TV viewing, namely content, context, and the amount of daily TV viewing time. Parents should have better understanding of media exposure; therefore, they understand the benefit of the programs, and of parental assistance and interaction with their children. Second, Christakis (2009) said that parents should know that media is a tool to convey messages for people, and that they have to be selective in choosing appropriate television programs for their children that have positive edutainment content and they have to limit the time for their children's TV watching. Third, March (2004) describes the effectiveness of television series for pre-school in a study of Barney & Friends television program, taking the children aged 2 to 7 in a US day care center who watched its same episodes over two weeks, and reports that "1) Nearly two thirds of the children could report accurately what they had seen; 2) about 55% of the children also managed to mention some characters; 3) sometimes children demonstrated evidence of new words in their vocabularies relating to a specific episode".

III RESULTS AND DISCUSSION

3.1 PARENTS' ROLE IN CHOOSING THE TELEVISION PROGRAM

Vio's favorite television program is cartoon movie. There are five cartoon movies she often watched during the observation, namely 1) Sofia the First on Disney Junior Channel, 2) Max and Ruby, 3) Blaze and the Monster Machine, 4) Shimmer and Shine on Nick Junior Channel, and 5) Zoo Moo on Zoo Moo Channel. Those are the kinds of edutainment movies for pre-school age. Even though the movies have the subtitles in Indonesian, she preferred to watch the English version, because she was interested and had the curiosity in knowing English. The same episodes of those cartoon movies are played repeatedly in a season, so that, generally children already recognize the stories. She likes watching those movies because they are specifically produced for children around Vio's age, the utterances spoken by the characters are not too fast and the vocabularies are often pronounced repetitively (Widiastuti, Dewi, and Maharani, 2017).

The questionnaire result shows that in choosing the appropriate English cartoon movies for her age, she was informed by her parents which ones were good or not for her. For example, if the programs were not suitable like a monster cartoon which is more suitable for teenagers and it is only likely for entertainment, without having education, her parents would explain in their way not to watch that kind of program anymore. Vio's parents often accompanied her while she was watching the movies, and it was for helping her in understanding the stories and telling her the meanings of the English vocabularies that she did not know. She is a typical of critical child who usually asks the reasons why she is not allowed to do something, but often obeys her parents' advice, so that it is not too difficult for her parents to tell her the reasons, and that finally she receives her parents' explanation. Besides, watching the cartoons from television, the same titles of the cartoon can be watched from Youtube, and sometimes when Vio went out with her parents, she watched the cartoons from Youtube, but her parents often reminded her for watching only edutainment cartoons, mostly the same with the cartoons she often watched on television.

3.2 EFFECTS OF VIO'S ENGLISH LANGUAGE DEVELOPMENT

Vio shows the positive effects in her second language development through watching the English cartoon movies mostly from television and sometimes from Youtube. She can acquire English as her second language contextually, without memorizing the vocabulary and grammar, but self-understanding in informal learning situation. As a result, her English pronunciation and intonation sound natural and English native-like based on the influence of the native speakers in the cartoon movies. Moreover, she can understand the positive messages from the stories, for example, friendship, motivation, and self-confidence.

Surprisingly, from the second language acquisition through watching the cartoon movies, she also shows further English language development, that is, she has been able to do story-telling from the positive effects shown. She has creative ideas from seeing the interesting innovation from the cartoon movie she watched, for example, she made a game adopted from the instructions shown in a movie about a flight mission to an outer space, and told a story about it. She used the playing tools she has to support her in the creative game-making and story-telling. Another example is that she drew pictures and colored them by using her imagination from the princess story she watches – Sofia the First – then told a story about it with the help of her parents in making the sentences. She keeps doing story telling recently, and the following year, she has started telling a story in an event in front of people, and it is for making her keep motivated, develop her English language skill and improve her self-confidence. Of course, that happens with the full assistance and support from her parents.

Besides giving the effects of Vio's English language development, it also brings about the effect of code switching. Indonesian is her first language that is acquired in the natural processes from her parents, family, teachers, and environment where she lives, and English is her second language that is acquired from the subconscious situation and in informal language learning from watching English cartoon movies with parents' assistance and accompaniment. This makes her to be a bilingual of Indonesian and English. Vio's parents said that she sometimes mixed the Indonesian sentences with English lexicon. This is considered as the usual effect of a bilingual person that the code switching cannot be avoided.

IV CONCLUSION

Vio's parents have the important role in choosing good and educating television program for her. It can be seen from the choices of cartoon movies as one of the television programs that is educating as well as entertaining for a child in her age, the intensive accompaniment when she was watching the movies, the limitation of television watching time, and also the parents' assistance in order to help her understand the stories and vocabulary meanings. It is true that good content, context, and the amount of daily TV viewing time as well as parental assistance will be beneficial for Vio's second language development in informal learning situation. The effectiveness of watching cartoon movies has led Vio to gain the positive second language development in her bilingual condition, although, there sometimes exists English code-switching in Indonesian sentences.

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LEXICAL RICHNESS OF THE EXPOSITORY WRITING IN INDONESIAN BY SENIOR HIGH SCHOOL STUDENTS

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Abstract

Learning a foreign language is often related to knowing the words which called lexical richness. This study investigates the lexical richness in senior high school. The data was taken from the students' writing on expository essay. Writing an expository essay is a challenge for students where they should be able to write based on a given theme using a varied vocabulary. The students will be capable of making a good writing. The students are gathered from three grades that consist of 30 students in each grades. The total amount of the students will be measured by some types of lexical richness; lexical density, lexical sophistication, and lexical variation. After investigation the results showed a significant increase in each class, starting from grade 10 to grade 12. According to all those three measurements, grade 12 is the highest number among others and it concludes that students in grade 12 is the most prepared and have the richest lexical between grade 10 and 11.

Keywords: *Language, Lexical Richness, English Language Teaching (ELT).*

I INTRODUCTION

Learning a foreign language is often related to knowing the words and the sentences. The knowledge of words is called lexical richness. Kyle & Crossley (2016) stated that lexical richness is the measurement of how rich the students' have in writing and composing the words or lexical in a good essay. In relation to the occurrences of lexical richness, Djwandono (2016) asserted that these occurrences were majorly triggered by the second language use that can be further acknowledged from its sophistication and L2 learner's productive vocabulary. Moreover, the occurrences of lexical richness were majorly analysed in the field of applied linguistics. In this study, the wide range of tests were utilised to measure the lexical use in children and ESL learners.

Laufer & Nation (1995) developed a measurement which is specifically designed to evaluate the student's lexical proficiency level by conducting some comparison in terms of their lexical richness and external reference point. Among the measurement test that were discovered by many scholars, a type-token ratio (TTR) test gained its popularity due to its insight in evaluating the students' lexical language proficiency level. Koizumi & In'nami (2012) emphasises that the statistical analysis of TTR can be only further calculated based on the length of the texts that are used as the data. As stated previously, the utilization of lexical richness measurement strives towards the assessment of the students' lexical proficiency level by comparing their lexical richness with an external reference point.

It should be noted that in the analysis of lexical richness, the text needs to be transcribed and formatted in advance for easy processing of data (Daller, 2010). Gharibi & Boers (2017) said that by using lexical richness, researchers can identify the weaknesses and advantages of the object of the research. It can also make it easier to calculate the lexical property that is controlled by a person. The use of lexicon as a research object is based on the assumption that every person would need good words to write a whole good sentence.. Word selection required vocabulary richness so that later there is no repetition of words in each sentence because it will affect the calculation of lexical richness (Caselli, Caselli, & Goldberg, 2016; Gharibi & Boers, 2017; Suggate & Stoeger, 2017).

The use of lexical richness is very useful in calculating or measuring in large numbers of data to simplify the collection of the data such as collecting some data from high school students as an ESL learner. Lexical richness analysis can only be done through the use of some measurement tools in order to analyse the raw materials or data. Laufer & Nation (1995) classify the lexical richness measurement tools into four distinctive types that were majorly utilised as the effective tools in measuring the description of the productive lexicon such as Lexical Originality (LO), Lexical Density (LD), Lexical Sophistication (LS), and Lexical Variation (LV). Lexical richness provides some options of techniques to researchers who want to collect the data in many ways, such as lexical originality, lexical density, lexical diversity and lexical sophistication. Those terms are also having each tool to determine the lexical richness on each student's writing knowledge.

Lexical richness measures can be used to compare students' writing. Some previous studies discussed about non-native speaker (NNS) and native-speaker (NS) as also mentioned by Lu & Ai (2015). They compared among writers with diverse L1 backgrounds in college-level English writing. They found out that there are significant differences between EFL learners who were grouped and those who were not grouped by their L1 backgrounds with NNS and NS. Unlike previous studies that more often compare between NNS and NS, the current study more focused on NNS. Therefore, the researcher choosed Indonesian EFL senior high school students to perceive the lexical richness level based on their writing.

Basically, the measurement of lexical richness strives towards the calculation of how the spoken or written text contains various distinctive words that are used in text that is utilised as the data. Gregori-Signes & Clavel-Arroitia (2015) and Hanafiah & Yusuf (2016) further formulate four fundamental aspects in measuring the lexical richness such as Lexical Originality (LO) that concerns in calculating the words' proportion that is utilised by only one learner in a group, Lexical Density (LD) which examines the lexical words' proportion in the data, Lexical Variation (LV) which strives to calculate the occurrences of various distinctive lexical words that appeared in the data, and Lexical Sophistication (LS) that focuses the analysis in calculating the use of advanced words in the data.

In relation to the definition of Lexical Originality (LO), Laufer & Nation (1995) define LO as the measurement in lexical richness which focuses on the calculation between the learner's performance relative to the group and the written composition. In this case, there is a strong correlation between two variables namely the group and the index. If the number of the group gradually changes, it will automatically affect the index number respectively. This method provides information about the use of individual vocabulary with respect to fellow creatures. Such statistics is useful but it cannot stand alone as it varies across different compositions of an individual or it would change as the group changes. This can only be determined by adding the unique words number associated with one learner in a group that will be further divided by the calculation of the whole tokens. The number of tokens is "the total number of word forms, which means any word occurring more than once in the text is calculated each time it is used".

In Indonesia, the teaching of English as a foreign language seems to be on the crossroads due to different curriculum implementation (Tantra, 2015). This means that every school in Indonesia has their own way to teach English to the students. One of the lessons that must be taught in every curriculum in Indonesia is writing. In high school, writing has been taught from grade 10 and continues until grade 12 so that the students are required to be able to write an essay in English. There are four main types of writing; expository, descriptive, persuasive, and narrative. The researcher thinks that expository can be a perfect type of writing due to the fact that expository writing is a kind of genre that trigger the learner to present and support a point of view with several reasons and evidences (Manik & Simurat, 2015).

In relation to the investigation of lexical richness, there are several numbers of researches that examine the occurrences of lexical richness in the ESL/EFL learners' composition. First is a thesis by Rebecca White from University of Wellington who conducted a study in examining the lexical richness of the adolescent writing. White (2014) focused her study on how the vocabulary knowledge of the adolescence develops through this period by further relating this factor to the subjects' background that were in New Zealand secondary schools. This study further utilised a mixed method. A quantitative approach was applied to determine the vocabulary use in authentic essays written by the subjects that were further classified into three different groups: 13-14, 15-16, and 17-18 that are ranged from eight different schools in New Zealand. The implementation of qualitative approach is used to identify the teacher's perspectives on the impact of the secondary school background of the students in the development of vocabulary. This study analysed the essays using three distinctive lexical richness measurements such as Lexical Variation (LO), Lexical Sophistication (LS), and Lexical Density (LD). The result of this study reveals that the time between years 11 and 13 (age 15-18) constitutes a period of significant lexical development in the areas of lexical variation, lexical sophistication, and lexical density. In contrast, the time between years 9 and 11 (age 13-16) only shows development in the area of use of lower-frequency words (beyond the first 3,000 words of English).

Second thesis by Pritomo (2012), he examined the lexical richness in teacher talk of a native and non-native English teacher in oral production in teaching English. The result revealed that 28% of the occurrences of lexical richness were derived from the teacher's oral production which further categorized as fair where the occurrences of lexical richness in the teacher's written production also yielded the total number of occurrences as same as the teacher's oral production. Another study was conducted by Lu (2012) who analysed the relationship of lexical richness to the quality of ESL learners'.

He identifies the measurements which strongly correlate to the quality of ESL learners' oral narrative, and also to understand the correlation between these measurements. In his research, he provides ESL teachers and researchers with a robust tool to assess the lexical richness of ESL language data samples which may be effectively used as indices of the quality of ESL learners' speaking performance.

Based on the explanation and some previous studies above, this study has a totally different subject. The previous studies concern more on the lexical richness and syntactic complexity on NS (native speaker). It is quite different with this current study because although the measuring instruments are the same, this study focuses more on EFL learners as non-native speakers in high school. Nevertheless, the researcher will develop about how the implementation on using lexical richness in applying on their writing. Therefore, the aim of this study is finding out the level of lexical richness in students' writing skill in making expository essay in Indonesian High School students.

In using lexical richness, each technique is useful in measuring the students' proficiency of the vocabulary in learning English as a Foreign Language (EFL). The aim of this study is focused on the Lexical Richness of the Expository Writing in Senior high school students and the comparison between those three levels in lexical richness.

Based on the previous studies, this present study has different tools in analysing the data. The previous studies are more concern about the students' proficiency level by identifying the writing texts. Most of them are not using specific tools to analyze the data. Here in the current study, the researcher uses lexical richness as a measurement tool to identify the correlation between narrative and expository essays written by EFL students. The reason the researcher retrieves data by comparing the narrative and the expository since the narrative is considered more connected to everyday life, so that the students find it easier to tell the story by using common words (Cummins & Quiroa, 2012). Therefore, the aim of this study is finding out the lexical richness in students' writing skill of narrative and expository writing by Indonesian Senior High School students.

II MATERIALS AND METHOD

Lexical richness has four different types of tool to measure the data; they are lexical originality, lexical diversity, lexical density and lexical sophistication. In this study, the researcher only use three types of lexical richness, exclude lexical originality as explained in introduction. Since there are so many steps to achieve the goals of this study, it needs an approach to guide how to reach the impeccable research. It is very compatible for this study, since it uses lexical richness techniques in data retrieval. Both techniques are using some tools to retrieve the data.

In this research, the respondents are high school students. The students are selected through a selection held annually by selecting a rating with a minimum score of 35.00. The high school students are proved capable in English as Foreign Language. The sample was based on three academic year level groups representing three different stages of senior school education, the beginning, middle years and final year of senior high school. The participants of the study are grade 10, 11 and 12 which in each class has different number of students. All grades are divided into 13 classes which consist of 7 science programs, 5 social programs and one language program. Each class has approximately 30 to 35 students with total amount of all classes is around 100 students. The selected class is a class that represents each class in the category that has high competency class among the others. In addition, in the selection of the data students are asked to write an expository essay with a predetermined theme. Each student will be assessed based on the results of their writing ability whether it meets the criteria of lexical richness. The assessment is based on how rich the vocabulary they use in the sentences.

In collecting the data, the researcher applied two steps. First, the researcher started to choose the class which has the highest rank among other classes. The last procedure, the researcher asked the students to write an expository essay with a specified theme in a specific time. Furthermore, the time required to work on the essay is 90 minutes for 350 words according to what their teacher usually did before. Those terms apply for all the classes from grade 10 to 12.

There are two ways that are followed by the researcher in examining data of the present study. Firstly, the researcher analyzes the lexical richness which has three different ways of measuring the data; lexical density, lexical sophistication and lexical variation. Analyze the lexical density is using Lexical Complexity Analyser (LCA) that strives to calculate the ratio of content words to the total number of words in students' written texts. Next is lexical sophistication that measured using two ways of measurement: mid- and low-frequency words also academic words. Mid- and low- frequency words are measured by using Vocabprofiler while academic words is using Academic Word List (AWL) to analyze the data. The last is type-token ratio (TTR) which is used to measure lexical variation. Secondly,

the researcher compares the lexical richness in grade 10, 11 and 12 based on those three types of measurements. Lastly, the researcher interprets the results based on all the measurements of lexical richness.

III RESULTS AND DISCUSSION

In this section, the results and discussion are presented. After identifying and selecting the data which found in students' expository writing done by 95 students, it found out that there are a significant increase based on the three measurements; lexical density, lexical sophistication, and lexical variation. Those three types of lexical richness have their own way to measure the sample of data as mention below.

The sample data obtained from students of each grade 10, 11, and 12. Below is a table with details of words and types of words of each student's essays.

Table 1. number of words from each grades

| | Grades | | |
|-----------------|--------|-------|-------|
| | X | XI | XII |
| Token | 8.370 | 9.765 | 9.943 |
| Type | 7.450 | 7.102 | 7.036 |
| TTR | 0.89 | 0.72 | 0.70 |
| Token per type | 1.12 | 1.37 | 1.41 |
| Lexical Density | 0.89 | 0.93 | 1.13 |

As seen in table 1, it showed that among the three levels, the 12th grade write with the most number of words (tokens) which eventually led to the appearance of the most types among others. In determining the token, the researcher uses the measurement by submitting the full of students' essays. In contrast, type is the total number of different words that occur in a text and it shows in the 10th grade. The type token ratio (TTR) shows that 10th grade has the highest percentage among others. TTR is the ratio obtained by dividing the type (number of different words) that occurs in text or speech with the token (total word count). Token per type is calculated from the number of token and divided by the number of type. High TTR shows high lexical variations while low TTR indicates otherwise. The result shows that 12th grade also has the highest number since the number of words in the essay is the highest of all. Means that grade 12 has the highest lexical variation among others.

TTR is also connected to lexical density which can be determined by how many words in the students' texts. After the findings, then the researcher separates the each of content words in each grade. Based on the table above, grade 12 indicates that has the highest percentage and it implies that 12th grade students write the essay in some variety of words. Selection of words used in text can also affect the percentage of lexical density. As mentioned before, lexical density is determined by the content words in the text. Various content words consist of verb, noun, adjective and adverb used in the text. As more variety of content words used, the more likely it will affect the quality of the texts. By separating the each of content words, it can simplify the calculation of lexical density.

After finding the type token ratio of each essay from each grade, the researcher calculates based on each type of lexical richness. Each type uses a calculation application, Lexical Complexity Analyzer (LCA). By simply entering data from each essay of each student, later will appear the results of each type as listed below.

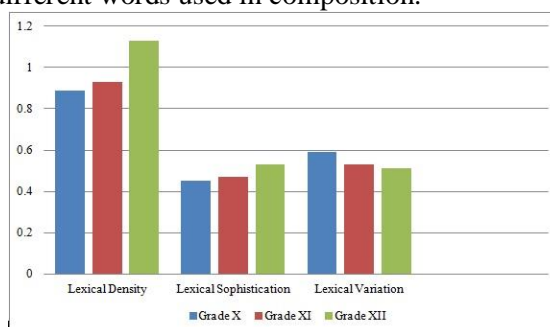
Table 2. Comparison of Each Grade

| | X | XI | XII |
|------------------------|------|------|------|
| Lexical Density | 0.89 | 0.93 | 1.13 |
| Lexical Sophistication | 0.15 | 0.26 | 0.32 |
| Lexical Variation | 0.59 | 0.53 | 0.51 |

After calculating the data of each text above, it indicates that in grade 10 lexical density shows as the most frequent types compared to the others. Lexical density basically calculated from noun, verb, and adverb of each text and then grouped into one. Then, summed and calculated the average per sentences. The measurement focuses on the amount of content words such as nouns, lexical verbs, adjectives and non-grammaticalized adverbs which is normally used in a text, while the function words are included into the remaining words, which serve a grammatical purpose (Schmitt & Schmitt, 2013). It also counts the percentage of lexical word present in a text divided by the total number of words. Lexical words stands for noun, adjectives, verb and adverbs. Then, lexical density of a text can be calculated by expressing the number of content carrying words in a text/sentence as a proportion of all the words in the text/sentence (Bestgen, 2017). The short coming of this method is that it ignores syntactic structure of composition and other cohesive devices present in a given composition.

Next is lexical sophistication which measured by looking for what text that has the academic words and to determine low and high frequency, and it shows up that grade 10 has the lowest score. It is possible since grade 10 has less knowledge of writing an essay. Lexical sophistication is calculated by the proportion of low-frequency or advanced words in a text out of the total number of words (Milton, 2009). Lexical Sophistication, it is obtained by comparing the advanced level words used in the composition with the total number of the words used in it. This method has a drawback. It is based on the number of advanced words, which are relative to the exposure and learning. It means this is not a reliable measure of productive vocabulary.

The last is lexical variation where it can be found by finding out the type token ration in each essay. As explained before, type token ration is measured by dividing the number of words (token) by the number of types. Grade 12 shows the lowest score and it can be concluded that student in grade 12 rarely repeating words in a sentence. This technique is quite similar with lexical density since both of them are measuring about the content words in an essay, but lexical variation is focusing on the range of different words used across a text, or in other terms, the extent to which repetition is lacking (White, 2014). It is measured by type/token ratio. If a composition has greater number of different words, it would be a better composition. This method is only sensitive for different numbers of words but it does not point out the quality of different words used in composition.

**Figure 1. Comparison of Each Grade**

From the chart above, it can be seen more clearly that the three types of lexical richness is a significant increase from grade 10 to 12. Lexical density is the highest percentage among other types. It could be due to the easy calculation. Basically to determine the lexical density of a text, we only need to sort out between verbs, nouns, adverbs, and adjectives. After grouping each type of content words, the author calculates using a tool called LCA. Without these tools, the data can actually be calculated manually by simply adding up each content words and then dividing it by the total number of words in a text. The disadvantage is to use the manual way later will take a lot of time. In lexical density, it can also

be seen that from grade 10 to grade 12 there is a steady rise. It can be interpreted that students' writing ability can be measured from the grade level. The higher their grade, so does their ability to write.

Slightly different from lexical density, this type of lexical richness has a fairly low percentage level compared to other types. It concluded that there are few high school students in using academic words. Selection of words used by the students is still common words, so writing the sentence does not have a good meaning. In fact, it is expected to write an essay expository, students can learn to find and write with words that are not common so that it can provide lessons for students to later have a wealth of vocabulary. Yet, on the chart above shows the same thing with lexical density where there is a steady increase of classes 10 to 12.

In lexical variation, the measurement tool used is TTR where the TTR counts the number of words in a single text, and the number of words repeated several times in a sentence. The comparison is called lexical variation. TTR (type token ratio) is to calculate the number of tokens divided by type in one text. After that the result of this division, the number or percentage can be called as lexical variation. Based on the Figure 1, lexical variation includes high enough percentage. It can be interpreted that high school students make texts by using words that are quite a lot where from the beginning they were told to write 350 words within one hour. On average all students comply with the rules by writing according to the provisions. It can not be ascertained that the more tokens, the more types.

Different from the previous two types of lexical richness, the percentage of lexical variation decreases. The decrease here is good, as the percentage decreases, indicating that less repetition of the word is used in every sentence. Here it can be concluded that 10th graders most often repeat words in a single sentence. Students in grade 11 show different things where the students are not too many in using word repetition. Decreasing percentage also occurs in the 12th grade where the students in the class already know how to write a good essay. The selection of words they use also includes academic words. They also understand the rules to avoid repeating the word in every sentence.

IV CONCLUSION

Based on the results and discussion above, the lexical richness can be measured by three types; lexical density, lexical sophistication, and lexical variation. Each of three types have a measurements which can be used in measuring how rich the lexical on high school students' writing. Writing basically is one of the most arduous aspects on high school curriculum. In writing, students can explore their thoughts or ideas to express their feeling with their own words. Yet, in high school curriculum, writing can be so difficult for students since it becomes one of the requirements to pass their exam. In general, writing has four types; expository, descriptive, persuasive, and narrative. The reason why expository is chosen to be the sample of the data is because expository is the hardest of them all. In writing expository, students are asked to write based on the theme that chosen by the teacher, so the students somehow has limited words to write the essay. It challenges the students to explore the new vocabulary through their writing.

This is why the lexical richness has the important roles in students' writing. Using lexical richness to be the measurements is one of the simple way to find out how rich the lexical that students' have in their writing. As explained before in results and discussion, it showed that according to three types of lexical richness, all of them showed the significant increas from grade 10 to 12. It means that as the grade progresses, the students also show the progress on the vocabulary. Students in grade 10 still master a little vocabulary so the choice of words they use is still limited and often written repeatedly. Students in grade 11 have started to use vocabulary that is quite in accordance with the given theme. In the 12th grades, students more concern about the choice of words they use in their writing. They improve their writing skills by choosing some words worthy of use in their writing. By measuring the lexical richness, the aim of this study is the teacher and students will know how good and rich their writing based on the selected words they use.

The significance of the study is that the research may useful for the next students and also the teacher. For students, it can be useful for them in the future so that they can be more creative in putting their ideas into their writing. By knowing their level of lexical richness, they can use their error or lack of vocabulary especially to make their writing much more interesting. In addition, this study is expected to be useful for teachers who teach English in high school to improve students' writing skills by knowing their level of lexical richness. Moreover, this can also be expected to the next researcher to be their reference if they later want to examine the level of lexical richness in different subjects.

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REFORMING THE STUDENTS' WRITING ERRORS IN COLLOCATION BY APPLYING COLLOCATION LEARNING: PROMOTING LEARNERS' WRITING COMPETENCY

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Abstract

As a language, English has now spread all over the world and has been known by quite a few people currently. English is known as crucial and salient to learn. The language quite reveals complexities that make some people sometimes give in to continue studying it. It has such as grammar, linguistic terms, and other rules that play a very significant role while applied to daily life. One of the rules that are quite hard to do is combining words within a sentence called as collocation. This paper aims at investigating whether the students at University of Islam Malang have known about collocation. In this study, the researcher conducted a quick survey. The data was collected with an open-questionnaire containing five different sentences in which the students should translate the Indonesian sentence into English correctly using a correct combination of words. The result of the study revealed that the students from University of Islam Malang still have been committing errors in combining words in a sentence; it is due to their little acquaintance with collocation even having no knowledge of it. Since it has happened to the students, by conducting this small research, the researcher expects that the students may learn much more about collocation either from this paper or other resources with regards to collocation learning in English.

Keywords: *English, Collocation, Students of University of Islam Malang*

I INTRODUCTION

One of the propositions with which is most frequently dealt by EFL while practicing English is writing. This issue, in fact, not only occurs to the EFL student but happens to the ESL students as well both beginners and advanced students of English. L2 learners, for the most part, assume that writing in English is rather complex. They claim that they do not only have to think about how to arrange the words in a sentence, but also have to consider the grammatical structure and appropriate vocabulary that will be used in the sentence itself. In writing English, a writer not only thinks about how to present an idea in the text but also reckons the language usage he/she uses. Thomas (1988:14) states that usage designates rules of a less basic and binding sort, concerning how we should use the language in certain situation. It is obvious that usage in writing such as words is of great importance to use. It is closely related to how we should utter words well in a sentence. Both EFL/ESL are sometimes confused about how to use some words in the sentence. Thomas (1988:14) also notes that usage establishes the ground rules of writing, circumscribing what you are free to do. It is also clear-cut explanation from him that words become the most important fundamental rule that will bring a good idea in the text. One of the factors which have a profound impact on students' writing ability is word combination in a sentence called as Collocation. In this case, the writer focuses on the students' writing ability to collocate words in a sentence since the writer has found that so many students of English both EFL/ESL have yet to be able to do such thing so far. It is claimed by a linguists that one of the factors that learners of language are successful in learning language is because of the social customs of native speakers in which the social customs involve the way to converse and to write in a language that native speakers practice in their daily life. One example is collocation. Ellis (1985:11) states that learners who are interested in the social and cultural customs of native speakers of the language they tend to be more successful. According to Michael (2006: 06) a collocation is a pair or group of words that are often used together. The combination sound natural to native speakers, but the students of English have to make a special effort to learn them because they are often difficult to guess. The statement above gives us awareness of how to collocate the words well in order to be natural. The students sometimes have difficulty to collocate their words in a sentence. As a result, they make errors and eventually sound unnatural. Therefore, this study aims at improving the students' ability to collocate the words in the sentence by practicing collocation learning. The students, later on, may learn not only arranging the words but also collocating the words well in a sentence based on the rules of English collocation.

II MATERIALS AND METHOD

2.1 LITERATURE REVIEW

In this part, the researcher provides a clear account of collocation based on the theoretical perspectives; this consists of the definition of collocation including what collocation is and why we learn it, varieties of collocation including metaphor, intensifying and softening adverb communicating, and several examples of collocation including three topics such as behavior, weather, and religion. Michael and Felicity (2008: 04) notes that collocation means a natural combination of words; it refers to the way English words are closely associated with each other. For example, *Pay* and *Attention*, *Go* with *Together*, *Blond* goes with *Hair* and *Heavy* with *Rain*.

Michael clearly states that collocation is a combination of words arranged to be natural, this is the reason why the EFL/ESL have to learn collocation both writing and speaking so as to be native speaker-like. As Michael (2008: 04) says "English learners need to learn collocation because they will help you to speak and write English in a more natural and accurate way". Collocations are not just a matter of how adjectives combine with nouns. They can refer to any kind of typical word combination. For example Verb + Noun (e.g. arouse someone's interest, lead a seminar) Adverb + Verb (e.g. flatly contradict) Noun + Noun (a lick of paint) and so forth (Michael and Felicity, 2008: 06).

In addition to the reason above, learning collocation is also of great benefit i.e. use the words you know more accurately, sound more natural when you speak and write, vary your speech and your writing and understand when skillful writer departs from normal patterns of collocation. (a journalist, poet, advertiser, etc.)

Michael & Felicity (2008: 16 – 20) states that there is a wide range of collocation as follows:

2.1.1 REGISTER

In most languages, particularly in English, you will find formal and informal expressions. For example, if your close friend hosts a party, then you say "Thanks for the party, it was a blast". This is informal expression. However, when your boss was the host, then you would probably say. "Thanks for the party, I really enjoyed it". It was informal expression. L2 learners should also consider using both formal and informal language. Example of the register as follows:

The police are investigating/looking into the arms deal (Neutral)

The cops are trying to dig out info about the arms deal (Informal)

The police are conducting an investigation into the arms deal (Formal)

2.1.2 METAPHOR

2.1.2.1 Metaphor based on the Body

| Collocation | Example | Meaning |
|---------------------|--|---------------------------------------|
| Face up to the fact | You are never going to run in the Olympics. It's time you faced (up to) the fact. | Accepted the reality |
| Shoulder the blame | Although others were responsible for the problem, Sue decided to shoulder the blame. | Take responsibility for something bad |
| Have an eye for | Gina has an eye for detail, so ask her to check the report | Is good at noticing |

2.1.2.2 Metaphor based on Weight

Heavy can be used to mean serious or difficult

e.g. heavy responsibility / a heavy burden.

It means "a difficult responsibility".

2.1.2.3 Metaphor based on Movement

Run into difficulty

Walk straight into

Run into trouble

Jump to the conclusion

2.1.3 INTENSIFYING AND SOFTENING ADVERB

Deeply offensive (intensifies – *very/extremely*)

Slightly offensive (softener – *a little bit*)

2.1.3.1 Intensifying adverbs

These words below means “*extremely or completely*”

Jane enjoys doing housework, you should see her flat – it’s always *spotlessly clean*.

It was *downright rude of* Antonio to tell Paul that she looked older than her own mother

I feel *thoroughly ashamed* etc.

2.1.3.2 Softening adverbs.

Slightly means “*a little bit*” it can be used with a wide range of adjectives. For example:

The spokesman and the insurance scheme was only *slightly different* from the old one.

The chief executive said he was *mildly surprised* by the public interest in the firm’s plans

(*Mildly* also collocates with *amusing/ed, irritating/ed, offensive*)

Alfredo Scaiussi’s new film is *loosely based* on nineteenth century novel. (*Loosely* also collocates with *centered, structured, related, connected*)

This film is *faintly amused*

Faintly is fairly formal

Faintly also collocates with *amused, surprised, patronizing, absurd*)

2.1.4 ALTERNATIVE TO VERY

| | | |
|------------|---------------------------------|--|
| Highly | unlikely, educated, recommended | not appreciate, influence, interesting |
| Strongly | influence | Appreciate |
| Greatly | appreciate, influence | |
| Utterly | absurd, ridiculous | sorry, busy, glad, lonely |
| Thoroughly | Enjoy | |

Several examples of collocation, based on different topic

2.1.4.1 Behavior (Conduct)

Adj. Good, Discreditable, Immoral, Improper, Unprofessional. Criminal, Fraudulent, Negligent, Wrongful personal, Homosexual, Sexual, Business, Professional.

Verb + Conduct: engage in, regulate

e.g. The committee concluded that the senators had engaged in improper conduct

Conduct + Verb: constitute something

e.g. Conduct constituting a crime

Prep. By, Toward,

e.g. The violent conducted by the strikers was condemned

2.1.4.2 Weather

Summer

Adj. Last, Next, This (Coming), Early, Late, mid (also Midsummer), High, Good

e.g. it seems to be a good summer

Summer + Noun:

Noun: Temperature, Weather, Sunlight, Sunshine, Breeze, Gale, Sky, Term.

e.g. there are two being run on the summer term

2.1.4.3 Religion

Adj. great, major, orthodox, alternative

e.g. Islam is one of the great world religions.

Verb + Religion: Belong to, Have, Follow, Practice, Abandon, Reject, Defend, and Spread.

Do you still practice your religion?

Religion + Verb: Be Based on something, Originated from something, Develop, Spread

e.g. He believes that all religions originated from a single source

Prep. By, In a/the

In their religions, mountains are sacred

Note: Improvement & additional information

2.2 METHODOLOGY

The researcher seeks to provide the data of the study. The data was collected from the students' writing results in translating the words in a sentence based on their background knowledge of collocation. The researcher acquired the data from the postgraduate program of University of Islam Malang consisting of 5 students, particularly in Class C of the first semester. The data was derived from on the 16th of January, 2018 while the students were studying one of their subjects of English. At that moment, the researcher conducted a small research through surveying their writing ability in English. The researcher used scientific instrument i.e. direct questionnaires. The researcher provided the students with questionnaires that contain the words in Indonesian in order for the students to be able to translate them into English easily. The researcher then went over the students' errors in writing with regard to the collocation.

The following are the questions that are to be answered by the students. In this section, the students are assigned to translate the sentence into English using their own background knowledge of collocation. They are as follows:

"Pertemuan itu akan ditunda sampai minggu depan".

"Ibu saya saat ini sedang menjalani pembedahan".

"Saya sangat menganjurkan agar dia belajar dengan orang-orang yang berpendidikan".

"Setelah seminggu, dia mendapatkan teman baru".

"Saya dapat menarik kesimpulan bahwa dia telah melakukan kejahatan".

The data obtained by observation. The researcher provided some questions that will subsequently be answered by the students. Students are asked to answer the questions immediately on the paper. In this case, the researcher limited the study. He only carried out the research on five students since the time was limited. The questions above consist of five series of questions. Each student received one question. The researcher directly observed the students' writing singly by walking around them. Students are only given fifteen minutes to complete their tasks. When the time is up, the students must submit it.

III RESULTS AND DISCUSSION

The students' writing errors in combining with words in the sentence are accounted for below. The followings are the findings taken from some of the students' writing errors in collocation.

Pertemuan itu akan ditunda sampai minggu depan

Yasin: "The meeting will be **postponed** until next week".

Ibu saya saat ini sedang menjalan ipembedahan

Umi: "My mother is **passing through** surgery right now

Saya sangat menganjurkan agar dia belajar dengan orang-orang yang berpendidikan

Yogi: "I **very encourage** that he studies with educated people".

Setelah seminggu, dia mendapatkan teman baru.

Rinda: "After a week, he **got** a new friend"

Saya dapat menarik kesimpulan bahwa dia telah melakukan kejahatan.

Dini: "I can **make a conclusion** that he has **done a crime**".

The results of the students' writing errors in collocation are discussed as follows:
(Pertemuan itu akan ditunda sampai minggu depan)

Yasin "The meeting will be **postponed** until next week".

This sentence has a wrong combination of word. Michael and Felicity (2008: 08) notes that **adjourn** is very strongly associated with **meeting and trial**. Yasin writes a word "**postponed**" in the sentence, so it is wrong. Although **postponed** has the same meaning as **adjourn**, **adjourn** is appropriate vocabulary to be collocated with "**meeting and trial**". The sentence must be "**the meeting will be adjourned until next week**".

(Ibu saya saat ini sedang menjalani pembedahan)

Umi – "My mother is **passing through** surgery right now"

Passing through is not collocated with **surgery**. Colin, et al (2009: 774) states that surgery is collocated with some verbs: Verb + Surgery: **have, undergo, perform, need, require**. Thus, **pass through is not appropriate** verb for **surgery**, she can use "**undergo**" or "**perform**". That should be: My mother is **undergoing surgery** right now.

(Saya sangat menganjurkan agar dia belajar dengan orang-orang yang berpendidikan)

Yogi: "I **very encourage** that he studies with educated people"

This is also obvious that the word "**encourage**" is not appropriate for suggestion or recommendation. The best word to replace it is "**recommend**". Whereas "**very**" is not natural either to be used in the sentence since "**recommend**" has a particular adverb "**Strongly**". Thus, the sentence must be "**I strongly recommend her studying with highly educated people**". As Colin, et al (2009:628) suggests that in giving advice to do something, the adverb of recommendation is "**Strongly**". For example: I would **strongly recommend** that you get professional advice.

(Setelah seminggu, dia mendapatkan teman baru)

Rinda: "After a week, he **got** a new friend"

The verb "**get**" is not collocated with **friend**. Instead **friend** is collocated with **make, find, become, remain, stay, win, and have**. (Colin, et al. 2009: 329). Therefore, it is supposed to be "**After a week, he made a new friend**".

(Saya dapat menarik kesimpulan bahwa dia telah melakukan kejahatan)

Dini: "I can **make a conclusion** that he has **done a crime**".

Although that is grammatically correct, based on the collocation, however, that is wrong. The verb "**make**" is not collocated with "**conclusion**" and neither is **do** with crime. Colin, et al.(2009: 146) notes that the Verb + Conclusion: **draw, arrive at, come to, reach**. While the Verb + Crime: **carry out, commit, report**. For example: "**You committed a crime**". "**Many crimes are never reported to the police**". Therefore, the Dini's sentence above is error in collocation. The sentence should be "**I can draw a conclusion that he has committed a crime**".

IV CONCLUSION

It is very important to recall that most EFL/EFL Students, so far, still have been committing errors in collocation; especially in placing the word with which word it should collocate. These errors are caused by their lack of knowledge on collocation even having no knowledge of it. Therefore, since the researcher has discovered some mistakes from the students, the best way to improve their writing ability is by learning collocation. The students will subsequently know exactly appropriate words they will use in the sentence in order to be natural-sounding English.

Since the researcher has provided the students with some knowledge of collocation. The researcher expects both EFL/ESL students to be more careful of using words in a sentence. They may learn some from this paper or from other resources concerning collocation learning.

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READING ABILITY AND STRATEGIES OF STUDENTS IN COASTAL AREA OF BENGKULU

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Abstract

The purpose of this study is to discuss students' reading ability and the reading strategies they use when they read English texts. This study employs a descriptive-qualitative approach. The data were gained by using two instruments; a reading comprehension test and a questionnaire on reading strategy. The respondents of this research were 243 third year students from four senior high schools located in coastal area in Bengkulu city. The results of students' reading comprehension test showed that the students' reading ability is categorized as poor. This study also found that the students use reading strategies in medium frequency. It means that the students do not make use of reading strategies maximally. Furthermore, the analysis of the questionnaire also showed that the most frequently used strategies are finding the main idea of the text, guessing the meaning of difficult words and using background knowledge while reading, while the least frequently used strategies are looking at the text closely, finding specific information and interpreting graph, diagram and table. It is predicted that the students' low reading ability was influenced by the way the students use reading strategy and the sociocultural factor of the students who live in coastal area.

Keywords: *reading ability, reading comprehension, reading strategy, factors*

I INTRODUCTION

Reading ability is crucial in today's world. The ability to read is vital in the development of the quality of human life, such as in communicating, educational process, adding knowledge, and building a career. To be more specific, reading also has an important role in someone's English learning process. To learn the language, input is the most important factor. The very famous slogan of Nuttal (1982) says that the best way to improve speech is to live in an environment that uses that language. The second way is to read extensively the various readings that use the target language. This implies that in order to use a foreign language well, language learners need inputs that use the target language. Therefore, good reading ability becomes imperative.

Unfortunately, most of the research on students' reading ability in Bengkulu also shows that most students in Bengkulu have difficulties in understanding English reading. There are several factors that make it difficult for students to understand reading texts. Most of the studies assume that this is due to the students' low English skill. However, we may not neglect the fact that many factors can affect someone's reading ability.

Good readers can understand the meaning and the way author organizes his ideas. There are many factors that can influence someone's ability in building the meaning. Jung (2009) mentions orthography, vocabulary, grammar; background knowledge and metacognitive strategies are the factors influencing L2 reading. Likewise, Koda (2007) said that vocabulary knowledge, prior knowledge, metacognitive information, and reading strategies are some variables that impact learners' reading comprehension. In the same regard, Yang (2016) points out reader's background, classroom tasks and strategies he employs are among the major factors that affect reading comprehension. Moreover, Trehearne and Doctorow (2005) claim other factors that affect learners' reading comprehension skill. These factors are learners' reading attitudes, useful teaching on comprehension methods, versatility, text form and being aware of various reading comprehension strategies. As shown above, reading strategy has a vital role in someone's reading comprehension.

Block (1986) states that reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand (quoted in Lui, 2010). In that matter, Cohen (1990 in Anderson, 2003) refers reading to those mental processes that readers consciously choose to use in accomplishing reading tasks. In short, reading strategies are deliberate, conscious active procedures or plans that a reader employs to make sense of text. There are many reading strategies employed by successful readers such as being able to organize information, use linguistic knowledge of their first language when they are learning their second

language, use contextual cues, and learn how to chunk language, etc (Karbalaei, 2010). Successful language learners know how to use such reading strategies efficiently.

Reading researchers usually divide reading strategies differently. For example, as it is quoted in Karbalaei (2010), Pressley and Afflerbach (1995) identify several key strategies that were evident in the verbal protocols they reviewed, including: (a) overview before reading; (b) look for important information and pay greater attention to it; (c) relate important points to one another; (d) activate and use prior knowledge; (e) change strategies when understanding is not good; and (f) monitor understanding and take action to correct inaccuracies in comprehension. McNamara, Ozuru, Best, and O'Reilly (2007) suggest four categories for reading strategies. The first category includes strategies to prepare to read, including setting the goals of reading. The second category regards strategies to interpret words, sentences, and ideas in texts that help reader to develop a coherent text-based level of comprehension. The third category includes strategies to go beyond the text by connecting the text content with reader's prior knowledge that help reader to develop a situation model of text. The fourth category comprises strategies to organize, restructure, and synthesize the information to facilitate global processing. General reading strategies include things such as predicting content, posing questions, recognizing text structure, integrating information, reflecting, monitoring comprehension, utilizing general knowledge, and reacting to the text (Yang, 2006).

There has been accumulated evidence that reading strategy is one of the factors affecting someone's success in reading. Earlier, Anderson (1991) reported that students who used more reading strategies on both standardized test reading and textbook reading scored higher on reading comprehension. Partially in agreement with Anderson's findings, studies in second language reading tend to show that high and low proficiency English learners use strategies differently and the variety of strategy use correlates with reading performance (Koda, 2005). In addition, Hoang (2016) found that higher-proficiency readers reported using more strategies than lower-proficiency readers, at higher frequencies.

In the same regard, Ahmadi and Pourhossein (2012) found that reading strategy has significantly affect students' reading comprehension skill. This study also explained that through using reading strategies, students can understand the major point of a paragraph, explain unfamiliar words or sentences and abridge their reading. These strategies help readers solve their difficulties when reading texts.

Another study investigating the use of specific reading strategy was conducted by Dabarera, Renandya and Zhang (2014). This study reported that students who were taught metacognitive strategies had significantly higher reading comprehension score than those on control group (taught with a traditional way; reading strategies are not explicitly taught). The result of this study supported the finding of a study by Mehrdad, et.al. (2012). This study investigated the effects of teaching cognitive and metacognitive strategies on EFL reading comprehension across proficiency levels. This study revealed that students who were taught cognitive and metacognitive strategies had improved reading comprehension. This finding suggests that reading strategies are crucial in creating successful or less successful readers.

Unfortunately, most of the research related to students' reading ability is more focused on the discovery and use of teaching techniques that can improve students' reading ability. Research that identifies the influence of factors that can affect students' reading ability is still very limited. Therefore, this study is intended to provide an overview of students' reading abilities as well as to explain what reading strategies students use when they try to understand English reading texts. The results of this study can help and direct teachers and policy makers to be able to prepare and arrange a reading class that can accommodate students to read by using a good reading strategy.

II MATERIALS AND METHOD

This study was conducted in order to answer the following questions:

1. How is the reading ability of the students in senior high schools in coastal area of Bengkulu?
2. How is the use of reading strategies by those students?

The samples of this study were 243 students in the second year at senior high schools (SMAN) in coastal area of Bengkulu city; SMAN 8, SMAN 6, SMAN 1 and SMAN 7. The samples were chosen through purposive sampling in which the researcher deliberately chose those samples. The second year students were chosen as the samples because they have learned almost all of the text types. Two classes from each school were assigned as the samples (one social science class and one natural science class).

The schools selected to discuss in this research are schools located in the coastal area of Bengkulu City. This is based on the author's observation of reading interest and students' reading ability in coastal areas. These students are living in coastal areas and spend very little time or even never read reading other than school time. This is caused by a culture of reading that is rarely found in families in coastal areas. This resulted in students not being able to read them using a good reading strategy. Therefore, this study can be used as a basis for consideration to embrace students reading with a good strategy.

The data of this study was yielded by employing two instruments, a Reading Comprehension Test (RCT) and a questionnaire on reading strategies. The students were asked to complete the RCT to measure their reading ability. The test was an objective test consisting of 40 items. In this test, students were asked to read some passages and answer some following questions based on the information given in the text they have read. The passages in the test are in form of descriptive, narrative, expository, report and procedure text. According to the curriculum of English lesson in Senior High School, those types of text must have been learned by the students. From the reliability analysis, this test is considered highly reliable for its coefficient alpha 0.81.

Students' reading ability score was calculated by using the following formula:

$$\text{Score} = \frac{\text{Correct answer}}{\text{Number of items}} \times 100$$

The second instrument was a questionnaire which consisted of 16 statements about the use of reading strategies. Students were asked to give response to the statements by ticking in one of the given options; N (Never), R (Rarely), S (Sometimes), O (often) and A (Always). Before the questionnaire was spread to the students, the questionnaire was examined by two experts. It was then tried out and analysed for its reliability. It was found that the reliability of the questionnaire was high with coefficient alpha 0.79.

For data processing, response N, R, S, O and A was scored 1, 2, 3, 4 and 5 accordingly. The frequency of the usage of each strategy was seen from the Mean score of all the responses of the respondents. Furthermore, to perceive the general use of reading strategies of the students, the following formula was used:

$$M = \frac{\sum X}{N}$$

M= mean

X= score

N= number of respondents

Then, the result of the mean score calculation was categorized using the following category:

Table 1 Table of Categories for Reading Strategy Frequency

| CATEGORY | INTERVAL |
|----------|----------|
| High | 64.01-80 |
| Medium | 48.01-64 |
| Low | 32.01-48 |
| Very Low | 16-32 |

III RESULTS AND DISCUSSION

3.1 RESULT OF READING COMPREHENSION TEST

From the results of reading comprehension test, the students' reading ability was displayed in the following table:

Table 2. Students' Score of Reading Comprehension Test

| CATEGORY | SCORE INTERVAL | FREQUENCY | PERCENTAGE |
|-----------|----------------|-----------|------------|
| Excellent | 90-100 | 0 | 0.00 % |
| Very good | 80-89 | 1 | 0.41 % |
| Good | 70-79 | 13 | 5.35 % |
| Fair | 60-69 | 39 | 16.05 % |
| Poor | <60 | 190 | 78.19% |

3.2 RESULT OF QUESTIONNAIRE ON READING STRATEGY USE

The data yielded from the questionnaire showed that generally, the reading strategy use of the students is categorized in medium frequency, with mean score 53.03. The result for each statement of the questionnaire is shown in Table 3.

Table 3. Table of Result of Questionnaire on Reading Strategy Use

| NO. | STATEMENTS | MEAN | CATEGORY |
|-----|---|------|----------|
| 1. | I find information by previewing index or table of content of a book. | 3.14 | Medium |
| 2. | I can find specific information in the text quickly. | 3.08 | Medium |
| 3. | During reading, I guess the meaning of unfamiliar words by using cues in the text. | 3.71 | Medium |
| 4. | I try to remember any relevant experience or background knowledge related to the text I read. | 3.49 | Medium |
| 5. | I draw conclusion from implied statements of the author. | 3.41 | Medium |
| 6. | I predict what I am going to read (what will appear in the text) next. | 3.17 | Medium |
| 7. | I read closely to find details in the text. | 2.95 | Medium |
| 8. | I read a long text quickly to get the main idea of the text. | 3.09 | Medium |
| 9. | I use my background knowledge to comprehend a text. | 3.66 | Medium |
| 10. | I can answer questions in English. | 3.14 | Medium |
| 11. | I can read and interpret graph, chart, diagram and table. | 3.08 | Medium |
| 12. | I can analyze long sentences. | 3.12 | Medium |
| 13. | I learn the structure of the text. | 3.53 | Medium |
| 14. | I can follow the movement of writer's ideas or thoughts. | 3.09 | Medium |
| 15. | I can determine the title of a text. | 3.62 | Medium |
| 16. | I can find the mind idea of a text. | 3.72 | Medium |

3.3 DISCUSSION

Based on the result of the data analysis on reading comprehension test, it can be said that students' ability in comprehending English text was categorized as low (poor). It is shown by the fact that most of the students (78.19%) got scores lower than 6-. Then, 16.5% of the students got scores 60-69 (Fair). There were only 13 students (5.35%) who had good reading ability (scores ranging from 70 to 79) and 1 student got an excellent score.

Regarding the analysis of the data gathered from the questionnaire, it can be seen that the students' use of reading strategy was categorized in medium frequency (53.03). It means that the students sometimes use the reading strategies and sometimes do not. This inconsistent use of reading strategies made the students incapable of using the reading strategies automatically during reading. It is predicted as one of the factors that caused the students' low reading ability.

This suspicion is supported by many previous findings that suggested positive relationship between the use of strategies and readers' reading ability or proficiency. A study by Zare (2013) found that the use of reading strategies had a strong positive correlation ($r = 0.92$) with reading comprehension achievement. In his study on eighty Iranian EFL learners, Zare (2013) revealed that those language learners who have employed reading strategies more frequently got better results in reading comprehension test. In another study conducted in Malaysian ESL setting, Zare and Othman (2013) also found that the use of reading strategies had a strong positive correlation with reading comprehension ability (0.89).

Moreover, many studies also revealed the positive effects of the use of reading strategies on reading comprehension achievement. Akkakoson and Setobol (2009) conducted an experimental study on 207 undergraduate students in Thailand and revealed positive effects of strategies-based instruction on learners' reading proficiency. Then, in 2011, Wichadee (2011) conducted a study to investigate the effectiveness of explicit instruction of metacognitive strategies on 40 Thai EFL learners. Consistent with the previous finding, his finding indicated that metacognitive strategies instruction might have been an effective means to improve students' reading comprehension and strategy use. Later on, Aghaie and Zhang (2012) carried out a quasi-experimental design to test the effects of explicit teaching of cognitive and metacognitive reading strategies on students' reading performance and strategy transfer. After four months of strategy instruction, the experimental group achieved significantly better results than the control group.

The above findings highlight the importance of reading strategy use on someone's reading ability. Therefore, reading strategy use can be a predictor of someone's success or failure in comprehending a text.

Furthermore, the data yielded from the questionnaire also showed that among other strategies, finding main ideas ($M = 3.72$), guessing difficult words and using experience and background knowledge (3.71) were the strategies with highest frequency of use. While looking at the text closely (2.95), finding specific information quickly (3.08) and reading and interpreting graph, chart, diagram and table were the least frequent strategy they used (3.08). From this result, it can be said that the students have tried to get the big picture of the text. However, they could not comprehend the text deeper.

In relation with the result of students' reading comprehension achievement, another factor that may influence students' reading ability is the socioeconomic factor. Some studies indicate the influence of family socioeconomic conditions on the development of student literacy, especially the ability to read. Rizado & Tabuno, (1998) in Marquez (2008) in his study of fourth-year students' reading comprehension at a high school in Iligan concluded that one of the factors affecting students' reading ability is parent's monthly income and parental education. Parents with sufficient monthly income are able to provide reading books for their children. It can increase students' motivation to read. Later, students who have parents with adequate educational background are shown to have better reading skills than students whose parents are uneducated or have low education. Parents who have a high education can create a supportive atmosphere and provide experiences important to the development of interest and ability to read his son.

Unfortunately, the socioeconomic condition of families on the coastline area has not supported the development of literacy, especially the development of students' learning ability. As we all know, most of the families living on the coastline belong to weak economic families. This situation does not allow students to have access to books in their home environment. In addition, the level of education of their parents also tends not to be high. They have no knowledge of the importance of developing reading skills so they cannot motivate their children to read.

This fact supports the statement that the home environment affects children's literacy. In this matter, Wallner-Paschon (2009) pointed out the role of 'reading socialization'. Family, together with school and peer-group are important fields of socialization which in turn affect the student's motivational characteristics, such as reading attitude and reading self-concept, as well as reading achievement. In addition, a study by Martin, Mullis and Gonzalez (2004) reported that for every country participating in the Progress in International Reading Literacy Study (PIRLS) 2001, there was found a strong relationship between Grade 4 reading achievement and parents' reports of levels of engagement in literacy activities before their children started school.

IV CONCLUSION

The students' ability in comprehending English text is poor. The students' reading ability may be affected by several factors. One of the factors is the students' ineffective use of reading strategy as they just used reading strategy in medium frequency. However, reading strategy is essential to help students understand the text better. Therefore, an explicit instruction on strategy use is required. Teachers need to tell and train the students to deliberately use reading strategies in the reading class. Teachers should design a lesson which asks the students to actively use reading strategies.

Further, considering the socioeconomic of the students and the family, schools should take a greater role. Schools should be able to motivate the students to read and to support the development of reading habit. Schools can provide more reading sources for the students. Even more, schools can organize extensive reading program in which the students are given access to find pleasure in reading by reading non-academic books. It will increase students' reading motivation and their responsibility on their own reading progress. By being a strategic reader with high motivation reading, their reading ability will improve.

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THE CAPABILITY OF PRONOUNCING FRENCH PHONEMES BY STUDENTS OF ENGLISH DEPARTMENT, UDAYANA UNIVERSITY

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Abstract

This study aims at investigating the ability of the pronunciation of French phonemes by students of English Department, Faculty of Cultural Studies, Udayana University. It also intends to analyse the way they articulated the phonemes and identified factors affecting their pronunciation. This research is very interesting to do considering that the correct pronunciation of a phoneme or sound of a Foreign Language is one of the important points that must be mastered by the learners. The French sound system which is different from that of Indonesian and English certainly becomes one of the obstacles for students besides their lack of knowledge about the French phonemes. It is important to know which phonemes they have been able to pronounce and which are still difficult for them, so that innovations in teaching French can be made, especially in enhancing students' ability in pronouncing sounds which are considered difficult in French. Forty students of English Department who chose French as their elective subject were taken as the population of this study. The data were taken by applying observation method using questionnaires, recording, and note taking techniques. The data were descriptive-qualitatively analysed by applying the theory of phonology.

Keywords: *capability, pronunciation, phonemes, French*

I INTRODUCTION

The ability to communicate in foreign languages is very important in the digital era and globalization since this can facilitate communications and interactions of modern people in the world. Language difference is one of the obstacles to communicate effectively in international communication; therefore, nowadays people are competing in mastering foreign languages for various reasons or needs, such as economy, job, cultural exchange, travel, and even to increase the self-prestige in the society.

English as an international language is the first foreign language that must be mastered to be able to communicate with people from other nations. But now, having other foreign language skills would be better to be able to further the insight and self-esteem in the job competition in the world. Therefore, English Department, Faculty of Cultural Studies, Udayana University offers Elective Courses on foreign languages, one of which is French. French can be regarded as one of the international languages because it is used by more than 200 million people in different parts of the world. This course is given early for 2 semesters (2 credits/semester) and most students have never had French before so it is not easy for them to understand and master it in such a short time.

There are several aspects and skills that must be learned by students in French Language Courses, such as the ability to read, write, listen and speak. In the context of the ability to speak, students are taught about the sound system in French. Pronunciation is one of the most difficult things for students because French sound system is much different that of from Indonesian and English. Sound system is something that is universal, but each language has its own uniqueness that distinguishes it from other languages. When studying a foreign language, the sound system possessed by the language becomes one of the most important points that must be mastered to speak the language well and correctly. The ability to pronounce words correctly is a person's ability to understand sound system of which impact is on the accuracy of meaning. In the context of French, the correct pronunciation of sounds composed in the word will greatly affect the comprehension of the listener, because the difference in sound can cause different meaning.

On the other hand, language skills do not only involve writing, reading, and listening but also speaking. A relative short time and a large number of students seem to be the obstacles in mastering the French sound system well, especially in the pronunciation of vowels, consonants, diphthongs, stressing, etc. However, good pronunciation will support speaker's performance, and conversely inappropriate pronunciation will be a benchmark that a person is not able to learn the language entirely, it is the indicator that there must be a solution to minimise problems.

In this research there were three problems that could be raised, they were: 1) how was the student's ability in pronouncing French phonemes, 2) How were the realizations of sounds produced by students, and 3) What factors might affect the student's ability in mastering phonemes in French?

II MATERIALS AND METHOD

This study was classified as a field research and the population was 40 students taking French in the English Department, Faculty of Culturale Studies, Udayana University. The data were collected by distributing topics to the students and asked them to speak and while speaking the recording was done. Recording is also done by asking students to say a particular vocabulary containing all the phonemes in French.

The data on the factors affecting the students' abalities were collected by distributing questionnaires to the students. The data were then classified based on the problems raised. The data were analysed in a descriptive qualitative way based on the theory of phonology.

III RESULTS AND DISCUSSION

3.1 PHONOLOGY

Phonology is the study of sound system in a language. Collins and Mees (2003: 1) state that the study of the selection and patterns of sounds in a single language is reffered to as phonology. They mention that in getting a full idea of the way the sounds of a language work, it is required to study not only the phonetics of the language concerned but also its phonological system. Both phonetics and phonology are important components of linguistics which is the science that deals with the general study of language. They also claim that the study of both phonetics (the science of speech sound) and phonology (how sounds combine and function in a given language) will assist learners to learn more about a language.

Kelly (2000: 9) claims that the study of pronunciation consists of two fields, they are phonetics and phonology. Phonetics refers to the study of speech sounds, it is a wide-ranging field, while phonology is primarily concerned with how we interpret and systematize sounds so it deals with the system and pattern of the sounds which exist within particular languages. Kelly (2000: 1) also shows the features of pronunciation which cover phonemes consisting of consonants and vowels, and suprasegmental features including intonation and stress. She states that the different sounds within a language are referred to as phonemes. When considering meaning, we notice how using one sound rather than another can change the meaning of the word. This is the principle in identifying the number of phonemes in a particular language.

3.2 PHONEMES IN FRENCH

Phoneme is defined as the smallest unit of sound which can contrast the meanings of two words, for example in English /f/ and /v/ are of different phonemes this can be shown by the minimal pairs: ferry /feri/ and very /veri/, the two words are only different in one sound that is; /f/ and /v/ then they have different meanings. In linguistics phoneme symbols are written in between slanting lines: /.../.

According to Valsman (1993) French has 37 phonems that is; 18 consonants and 19 vowels, this can be illustrated using phonemic symbols as follows;

Table 1. Consonant phonemes in Standard French

| | | Labial | Dental/ Alveolar | Palatal | Velar | Uvular |
|-----------|-----------|----------|---------------------|----------|----------|--------|
| Nasal | | <u>m</u> | <u>n</u> | <u>ɲ</u> | (ŋ) | |
| Plosive | voiceless | <u>p</u> | <u>t</u> | | <u>k</u> | |
| | voiced | <u>b</u> | <u>d</u> | | <u>g</u> | |
| Fricative | voiceless | <u>f</u> | <u>s</u> | <u>ʃ</u> | (x) | |

| | | | | | | |
|-------------|---------|----------|----------|----------|----------|----------|
| | voiced | <u>v</u> | <u>z</u> | <u>ʒ</u> | | <u>ʒ</u> |
| Approximant | Plain | | <u>l</u> | <u>j</u> | | |
| | rounded | | | <u>ɥ</u> | <u>w</u> | |

(/IPA SYMBOL/ – French Examples)

- /p/ – plage, public
- /b/ – bon, bêtise, bateau
- /t/ – terre, sottise, thé
- /d/ – dîner, dimanche
- /k/ – cou, carreau, que
- /g/ – gare, gants, gallois
- /f/ – flic, pharmacie, fossé
- /v/ – vous, avion
- /l/ – le, lait, mille
- /s/ – sac, soixante, cerise
- /z/ – zoo, visage, guise
- /ʃ/ – çat, çinois, short
- /ʒ/ – japonais, je, génial
- /m/ – mêler, magasin
- /n/ – nous, nez
- /ɲ/ – agneau, poignet (found in French only)
- /ŋ/ – camping, smoking (americanized phoneme)
- /R/ – rue, rouge (modified in French)

French has 13 oral vowels, 4 nasalised vowels, and 3 semivowels as shown in the following table.

Table 2. Vowel phonemes in Standard French

| | | <u>Front</u> | | <u>Central</u> | <u>Back</u> |
|------------------|--------------|------------------|----------------|----------------|-------------|
| | | <u>unrounded</u> | <u>Rounded</u> | | |
| <u>Close</u> | oral | i | ɥ | | u |
| <u>Close-mid</u> | | e | ø | ə | o |
| <u>Open-mid</u> | | ɛ (ɛː) | œ | | ɔ |
| | <u>nasal</u> | ẽ | (œ̃) | | õ |
| <u>Open</u> | oral | | | | ã |
| | | | | a | (ɑ) |

Table 3. Example words

| Vowel | Example | | |
|--------------------|--------------------|-----------|-----|
| <u>IPA</u> | <u>Orthography</u> | Gloss | |
| Oral vowels | | | |
| /i/ | /si/ | <u>si</u> | 'if |

| | | | |
|-----------------------|--------|--------------|---------------|
| /e/ | /fɛ/ | <u>fée</u> | 'fairy' |
| /ɛ/ | /fɛ/ | <u>fait</u> | 'does' |
| /ɛː/ | /fɛːt/ | <u>fête</u> | 'party' |
| /ə/ | /sə/ | <u>ce</u> | 'this'/'that' |
| /œ/ | /sœʁ/ | <u>sœur</u> | 'sister' |
| /ø/ | /sø/ | <u>ceux</u> | 'those' |
| /y/ | /sy/ | <u>su</u> | 'known' |
| /u/ | /su/ | <u>sous</u> | 'under' |
| /o/ | /so/ | <u>sot</u> | 'silly' |
| /ɔ/ | /sɔʁ/ | <u>sort</u> | 'fate' |
| /a/ | /sa/ | <u>sa</u> | 'his'/'her', |
| /ɑ/ | /pat/ | <u>pâte</u> | 'dough' |
| Nasal vowels | | | |
| /ɑ̃/ | /sɑ̃/ | <u>sans</u> | 'without' |
| /ɔ̃/ | /sɔ̃/ | <u>son</u> | 'his' |
| /bʁɑ̃/ | /bʁɑ̃/ | <u>brun</u> | 'brown' |
| /ʁin/ ^[20] | /bʁin/ | <u>brin</u> | 'sprig' |
| Semi-vowels | | | |
| /j/ | /jɛʁ/ | <u>hier</u> | 'yesterday' |
| /ʁ/ | /plɥi/ | <u>pluie</u> | 'rain' |
| /w/ | /wi/ | <u>oui</u> | 'yes' |

Vowels are speech sounds which are produced without any obstructions. For beginners it is hard for them to distinguish phonemes /y/ vs /u/ and phonemes /œ/ vs /ø/. Symbol (~) is assigned above the vowels for nasalized vowels while semivowels are produced by moving up the tongue quickly.

3.3 THE ABILITY OF PRONUNCING FRENCH PHONEMES BY STUDENTS

This section described the phonemes that have been and have not been mastered by the students and presented how they realize the sounds. There are 37 phonemes in French, they are; 18 consonants and 19 vowels. Consonant phonemes are classified into *Voiceless Consonants* (6 phonemes) and *Voiced*

Consonans (12 phonemes), meanwhile vowel phonemes are classified into *Oral Vowels* (12 phonemes), *Nasal Vowels* (4 phonemes), dan *Semi Vowels* (3 phonemes).

Based on the data obtained through direct observation or audio recording, it was found that some students had been able to produce some phonemes well, but some still have problems in pronouncing certain phonemes. This can be illustrated in the following table:

Table 4. Voiceless Consonants

| phonemes | Example words | Number of students making mistakes | Percentage |
|----------|---------------|------------------------------------|------------|
| /p/ | Pou /pu/ | - | 0 % |
| /t/ | Tout /tu/ | - | 0 % |
| /k/ | Cou /ku/ | - | 0 % |
| /f/ | Fou /fu/ | 2 | 5 % |
| /s/ | Sous /su/ | - | 0 % |
| /ʃ/ | Chou /ʃu/ | 5 | 12,5 % |

Table 5. Voiceless Consonants

| phonemes | Example words | Number of students making mistakes | Percentage |
|----------|---------------|------------------------------------|------------|
| /p/ | Pou /pu/ | - | 0 % |
| /t/ | Tout /tu/ | - | 0 % |
| /k/ | Cou /ku/ | - | 0 % |
| /f/ | Fou /fu/ | 2 | 5 % |
| /s/ | Sous /su/ | - | 0 % |
| /ʃ/ | Chou /ʃu/ | 5 | 12,5 % |

The table above shows that students mostly have problems in pronouncing voiceless consonants, the error occurs mostly in the pronunciation of phoneme /ʃ/ that is 5 students, and only 2 students made mistakes in pronouncing /f/ that is 2 students. What happens to the pronunciation of phoneme /ʃ/ is that most students produced this phoneme like phoneme /s/, /ʃ/ should be pronounced in the palatal position, not dental/alveolar. While the error in the phoneme /f/ which is a voiceless labio-dental fricative consonant can be said to be small because only one student pronounced this phoneme with the sound /v/ which is a voiced labio-dental fricative consonant. While other consonants included in this group such as /p/, /t/, /k/, and /s/ can be pronounced easily by students. This is due to the existence of these phonemes in the mother tongue of the students.

Table 6. Voiced consonants

| phonemes | Example words | Number of students making mistakes | Percentage |
|----------|---------------|------------------------------------|------------|
| /b/ | Boue /b/ | - | 0 % |
| /d/ | Doux /d/ | - | 0 % |
| /g/ | Gout /g/ | - | 0 % |
| /v/ | Vous /v/ | 10 | 25 % |

| | | | |
|-----|--------------------|----|-------|
| /z/ | Zoo /z/ | 4 | 10 % |
| /ʒ/ | Joue /ʒ/ | 14 | 35 % |
| /n/ | Nous /nu/ | - | 0 % |
| /m/ | Mou /mu/ | - | 0 % |
| /l/ | Loup /lu/ | - | 0 % |
| /ɲ/ | Champagne /ʃampɑ̃/ | 8 | 20 % |
| /ŋ/ | Camping /kɑ̃piŋ/ | - | 0 % |
| /ʀ/ | Roue /ʀu/ | 19 | 47,5% |

The ability of students in pronouncing this voiced consonant group can be seen in the above table. The phoneme /ʀ/ becomes the most difficult phoneme because it has a in compared to phoneme /r/ in Indonesian. Both phonemes are equally voiced consonants that are sounds that occur with the vibration of the active articulation region. But they are different in the way of voicing. Phoneme /ʀ/ is a vibration of the throbbing (vibration of the tongue behind and the throb) while the phoneme /r/ Indonesian is the vibration of the front tongue and the ceiling. Because of this similarity, as many as 19 students are not yet accustomed to producing sounds /ʀ/ which exists in French sound system, and it was articulated like phoneme /r/ in Indonesian.

The other phoneme which is also quite difficult for the students is phoneme /ʒ/ errors in the pronunciation of this phoneme were done by 14 students. /ʒ/ is a voiced consonant, it is realized by forcing air out through a narrow channel formed by pressing together the blade of the tongue and the hard palate. The production of phoneme /ʒ/ is very close to that of phoneme /z/ because they both are equally voiced and belong to fricative consonants, however in terms of place of articulator they are different, /ʒ/ belongs to palatal consonant. /z/ is a voiced alveolar fricative consonant, only 4 students had problems in pronouncing it. This is due to the occurrence of this phoneme in their mother tongue, however in Indonesian [z] and [s] are often used as variants of phoneme /z/. This influenced the pronunciation of /z/ in French.

Phoneme /v/ was also problems for 10 students, based on direct and indirect observation, these students produce it like /f/. This is because both of these phonemes are both labiodental fricative consonants (consonants produced by bringing the upper teeth and lower lip), but they are different in voicing in that /v/ is voiced while /f/ is voiceless.

Phoneme /ɲ/ is produced with an articulated nasal by using the center of the tongue with a soft palate. In Indonesian sound system, it is somewhat similar to phoneme [ny] but they are different in quality. In this case, 8 students made mistakes because they produced it like phoneme /ny/ in Indonesian.

Based on the above analysis it could be stated that students still had problems in pronouncing French consonants. They most had problems in producing phoneme /ʀ/, and 5 other phonemes that is; /v/, /z/, and /ɲ/.

Table 7. Oral Vowels

| phonemes | Example words | Number of students making mistakes | Percentage |
|----------|---------------|------------------------------------|------------|
| /i/ | Si /si/ | - | 0 % |
| /e/ | Fée /fe/ | 5 | 12,5 % |
| /ɛ/ | Fait /fɛ/ | 16 | 40 % |
| /ə/ | Ce /sə/ | 14 | 35 % |
| /œ/ | Sœur /sœʀ/ | 32 | 80 % |

| | | | |
|-----|------------|----|------|
| /ø/ | Ceux /sø/ | 30 | 75 % |
| /y/ | Su /sy/ | 28 | 70 % |
| /u/ | Sous /su/ | - | 0 % |
| /o/ | Sot /so/ | 10 | 25 % |
| /ɔ/ | Sort /sɔʀ/ | 14 | 35 % |
| /a/ | Sa /sa/ | 6 | 15 % |
| /ɑ/ | Pate /pat/ | 8 | 20 % |

The table above shows that students had problems in pronouncing, it can be seen that for the pronunciation or production of oral vowels, students encountered difficulties in producing almost all phonemes in this group. Vowel is distinguished in terms of tongue position, parts of the tongue involved, and shape of the lips when pronouncing it. For this oral vowel group, only two phonemes could be well pronounced by the student ie phoneme / i / and / u / whereas the other phonemes have a certain degree of difficulty so that many of the students make mistakes in producing them.

- Phoneme /e/, /ɛ/, and /ə/ are also quite difficult to be pronounced because their differences are determined by the position of the tongue while the lip formed an unrounded shape for all those phonemes. Phoneme /e/ is produced by raising the front tongue 2/3 higher than open vowel (semi-closed), phoneme /ɛ/ is produced with the position of front tongue raised 1/3 higher than open vowel (semi-open), and phoneme /ə/ produced by raising the mid tongue 1/3 below closed vowel. The same case with previous explanation, the students have not been able to place their tongue in the right position so that the sound produced was not clear enough to show the difference. The most sound heard is [e] because this sound is frequently and easily pronounced by Indonesian students.

- Vowel phonemes with high difficulty level are phoneme / œ /, / ø /, and / y /. These phonemes are equally articulated by forming the lips round, but the structure or state of positional relationships between the tongue and the ceiling is different. Sounds [œ] are the most difficult vocal sounds for students to produce where as many as 32 people could not pronounce it correctly, followed by the sounds [ø] and [y].

- In terms of the shape of the lips, the phonem / œ / is produced by the position of the tongue raised in the height of two-thirds below the closed vocals or one third above the open (semi-open) vocals, phoneme / ø / generated by the position of the raised tongue two-thirds above the open vowel (semi closed), while the phoneme / y / is produced by lifting the tongue as high as possible close to the ceiling (closed vowels). Because the position of the tongue is only slightly different for each of these phonemes then the students have difficulty in placing the tongue in accordance with its position so that for these three phonemes it is very difficult for students to produce. Students inclined to produce them in a similar way so it is not clear which phonemes they produced.

- Phoneme / o / and / ɔ / can be considered to have a low degree of difficulty due to the equally rounded lip position but part of the tongue involved is different that is; /o/ is produced by involving the middle tongue, while /ɔ/ by involving the back of the tongue. Students have problem in producing them due to lack of knowledge of which words containing phoneme [o] and vice versa.

- Phonemes / a / and / ɑ / are not too difficult to pronounce with the number of students making mistakes in pronunciation of these two phonemes are low. Both belong to open vowels however; they are different in terms of part of the tongue involved in producing them. /a/ is produced by involving middle part of the tongue while /ɑ/ by moving the back part of the tongue.

Table 8. Nasal vowels

| phonemes | Example words | Number of students making mistakes | Percentage |
|----------|---------------|------------------------------------|------------|
| /ã/ | Sans /sã/ | 8 | 20 % |
| /õ/ | Son /sõ/ | 8 | 20 % |
| /œ/ | Lundi /lœdi/ | 24 | 60 % |
| /ɛ̃/ | Cinq /sɛ̃k/ | 10 | 25 % |

The above table shows that the students' ability in pronouncing nasal vowel phonemes indicates that these phonemes are difficult for them, since nearly 60% of students had problems in pronouncing these phonemes correctly. While the other nasal phonemes, /ã/, /õ/, /ɛ̃/, could be quite well articulated (it was only only about 20% -25% of students were still unable to produce them well) The nasal sounds that accompany nasal vowels are not really a problem in the realization, but what was still difficult to be articulated was the sound [œ] itself. The same is true of other nasal vocal phonemes, that is, students have not yet mastered the pronunciation of phonemes; [ɑ], [ɔ], [œ], and [ɑ̃] correctly.

Semi Vowels

| Fonem | Example words | The numbers of students making mistakes in pronouncing) | Percentage |
|-------|---------------|---|------------|
| /j/ | Fille /fij/ | 18 | 45 % |
| /ɥ/ | Nuit /nuɥ/ | 10 | 25 % |
| /w/ | oui /wi/ | - | 0 % |

Semi vowels are sounds that have both vocal and consonant features, the slight shift and do not form the syllable core, for example in French [j] in accordance with [i]; [w] for [u]; [ɥ] for [y] (<https://kbbi.web.id/semivokal>). Semivowel qualities are determined not only by the place of articulation but also by the shape of the mouth involved in producing them. For the group of semivowel sounds, students still make articulation errors on the phoneme / j / and / ɥ /, while phoneme / w /, had been mastered by all students. The sounds produced by the students for each semivowel phoneme are as follows:

- phoneme / j / was often articulated as sound [i]. Sound [i] is the highest sound in the vowel group, The sound resulting from the structure of the mouth like this is the phoneme / j /.
- phoneme / ɥ / was also articulated like / u /. Phoneme / ɥ / is produced by involving the middle of the tongue with a round-mouth shape.
- phoneme / w / was also said to be semi-vowels because it is produced by round lips and it is bilabial vowel. For this phoneme, students could pronounce it correctly and had no difficulty in articulating it.

Based on the above analysis, the students' ability in pronouncing French phonemes could be considered low because out of 37 existing phonemes, 24 phonemes are still problems for them. But the students' ability for each phoneme varied, there were some phonemes of which error rate is very high are phonemes / ʀ /, / ø /, / œ /, / y /, and / œ /, where almost 65% of the population can not pronounce it correctly. As for phonemes / v /, / ɲ /, / ɛ /, / ə /, / o /, / ɔ /, / ɑ /, / ɑ /, / ɔ /, / j / and / ɥ / at a moderate level with 35% of the student population making mistakes in pronunciation.

Phonemes with very low pronunciation rates are phoneme / f /, / z /, / ɛ /, / e / and / a / which was only 12% of the student population were still less than perfect in pronouncing them. There are also phonemes that were highly controlled by the pronunciation of the students ie.; phoneme / p /, / t /, / k /, / s /, / b /, / d /, / g /, / n /, / m /, / l /, / i /, / u /, and / w /.

3.4 FACTORS AFFECTING THE MASTERY OF FRENCH PHONEME PRONUNCIATION

In the pronunciation of French phonemes, students still made repeated mistakes both in the same phoneme as well as in other phonemes. For this reason, it is important to search for the causes that affect

the students in mastering the pronunciation of these phonemes. Based on the results of questionnaires and interviews, here are some factors that affected students in mastering the pronunciation of French phonemes:

- a. Some French phonemes do not exist in the students' mother tongue, in this case Indonesian and Balinese, nor in the foreign language that has been studied ie; English. This of course caused difficulties for students because they did not get used to producing the sounds. They also found it difficult to find the equivalent sounds therefore most of them replaced the phonemes by the closest sounds they were familiar with, such as phoneme / ʒ / will be pronounced like / z /, phoneme / ʁ / pronounced as / r /, and others.
- b. According to the students pronunciation of phonemes in French is quite difficult. They had never been heard or articulated these phonemes in conversations, such as phoneme / ø /, / œ /, / ʃ /, / ʒ /, / α /, / ɔ /, / ɥ /, and others. They did not understand well how to articulate the phonemes correctly.
- c. Lack of exercising. In order to produce the correct sound, it is necessary to practice frequently and repeatedly in pronunciation of French words. Besides speaking exercises, students also needed to listen to more audio such as video conversations, songs, movies, and others that could help them hear and then imitated what was heard and articulated.

By acknowledging the French phonemic pronunciation ability of the students of English Department and the factors that influenced it, it would be easier for the teacher to be more focused or more intense in giving the knowledge or skill in articulating the French phonemes properly and correctly especially on the phonemes that were hard to pronounce.

IV CONCLUSION

Based on the analysis that had been done, it could be concluded that the students' ability in pronouncing French phoneme were still incorrect because there were still some phonemes which could not be well articulated.

Phonemes that had been and had not been mastered by students of English Department are as follows:

The phonemes that had been mastered by the students were: phonemes; / p /, / t /, / k /, / s /, / b /, / d /, / g /, / n /, / m /, / l /, / i /, / u /, and / w /, where 100% of students could pronounce them well.

Phonemes / ʀ /, / ø /, / œ /, / y /, and / ɛ / were phonemes with a very high pronunciation error rate that were 60% of students made mistakes in pronouncing these phonemes.

Phonemes / v /, / ɲ /, / ε /, / ə /, / α /, / ɔ /, / j / and / ɥ / were the phonemes with the rate of error 35% of the populations.

Phonemes / f /, / z /, / ε /, / e / and / a / were phonemes with a low difficulty level because only 12% of students were not perfect in pronouncing them.

While the factor that influenced the mastery of French phoneme pronunciation by students was that because some French phonemes did not exist in their mother tongue that is Indonesian or the local language sound systems. The articulations of those phonemes were hard and the lack of audio pronunciation and listening exercises in which they could practise articulating the phonemes well.

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SNOWBALL THROWING IN TEACHING GRAMMAR

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Abstract

The aims of this study are to describe the implementation of snowball throwing in teaching grammar and to investigate the benefits of applying snowball throwing. The research was conducted at STKIP Siliwangi Bandung. This study applied qualitative research involving one class consisting of second semester students in English Department who were taking the subject of foundation of English Grammar. The data were obtained from classroom observation and students' interview. The findings showed that there are seven stages in implementing snowball throwing in teaching grammar. The stages consist of preparing teaching material, forming group, re-explaining the material to the member of the group, formulating question, tossing the ball, answering questions and evaluating teaching and learning process. In addition, the findings also revealed that there are some benefits from applying snowball throwing in teaching grammar such as improving students' comprehension in learning grammar, creating enjoyable learning atmosphere, increasing students' vocabulary, developing students' speaking skill, developing students' cooperation skill and increasing students' participation in the class.

Keywords: Snowball throwing; benefits; grammar

I INTRODUCTION

Grammar is the system of structural devices by which a language organizes meaning. Concerning with the structure, it is the basic knowledge and skill for understanding the language naturally constructed and used. It involves the combination and arrangement of the phrases, clauses or sentences. In our daily speaking and writing we can not deny that structure leads us to construct sentences which are grammatically correct to convey our message, ideas, and information. A student must know for certain that he speaks correct and good English or to know whether or not the sentence pattern is correct, he must know the rules of English or its grammar because English grammar is the key to proficiency. It indicates that grammar plays a significant role in communication since it shows how language is used (Ismail, 2010). Therefore, grammar should be mastered by the learners that they can use English language in appropriate way.

Mastering English structure well will make us easier in learning English and we can transfer what we think or feel effectively. Without knowing the structure of the language, we may get a lot of difficulties. This means that teaching grammar has always been a central aspect of foreign language teaching because grammatical competence is crucial for communication to take place.

However, most students of Indonesia have difficulties in learning grammar. As stated by Onesty and Fitrawati (2013), grammar is central to the teaching and learning of languages yet it also one of the most difficult aspects of language that is not easy to be taught. According to Richard and Reppen (2014), language learners may have spent many times for practicing the rules of correct sentence formation yet they still lack the ability of using grammar as a resource in communication.

There are many things that we can learn in structure, one of them is tense. Its difficulty might due to English has a different system from Indonesian. Their native language influences them in constructing English sentences. In Indonesia, there are no changes of the verb caused by time.

Based on the problem above, the teacher needs appropriate ways that can be used in order to make the students easily in learning tenses. Using game in teaching grammar it seems works for students since it can make an enjoyable atmosphere in the class. Games are used to make the children easier to understand and remember about grammar in some topics. By using games, the children do not feel that they learn something through that activity.

There is a lot of game that can be applied in the class, one of that is snowball throwing. Darusmin, Delfi, and Masyhur (2012) defined snowball throwing method as one modification of an interesting game that is mutually throwing snowballs which contains questions to fellow friends which focuses on the ability to formulate question. Using this technique will make all students be more active and it will force them to master the material since they have to answer the question anytime and surprisingly.

Therefore, based on the description above, this study aims to describe the implementation of snowball throwing in teaching grammar and to the benefits of applying snowball throwing.

II MATERIALS AND METHODS

2.1 GAME

There were many studies conducted in investigating the effects of games in language learning. According to Cheng & Su (2012), game-based learning can make learners become the center of learning, make the learning process easier, more interesting and effective. In a similar vein, Uberman (1998) argues that after learning and practicing new vocabulary through games, students have the opportunity to use language in a non-stressful way. Thus, since the students have a chance to use the target language that they improve their communicative skills (Sorayaie-Azar, 2012).

In addition, according to Mahmoud & Tanni (2014), game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning. Aslanabadi and Rasouli (2013) revealed that a game does not only bring fun for learners to the class, but they also motivate learners and improve their confidence. Furthermore, Donmus (2010) indicates that games can develop individuals' physical and mental capacities, and also can hold the attention of participants all the time and puts them in a race with themselves and also with others in order to obtain certain objectives.

Moreover, games increase learner's proficiency in practicing grammar. According to Deesri (2000: 3), with the help of grammar games, students can develop their ability in using language as they are given a chance to use language in the situations which have a purpose. In short, games provide learners with an opportunity to drill and practice grammatical rules and form by presenting them in communicative way.

In applying a game, McCallum (1980, pp. x-xi) recommends that the teacher should organize the game before the instruction. Rinvoluceri (1990: 3) proposes that in using games in teaching and learning process, there are three stages which using them as a part of grammar instruction:

- (2-1) Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners;
- (2-2) After a grammar presentation to see how much the group have grasped;
- (2-3) As a revision of a grammar area.

2.2 SNOWBALL THROWING

There are lots of kinds of game that can be applied in the class, one of that is snowball throwing. Darusmin, Delfi, and Masyhur (2012) defined snowball throwing method as one modification of an interesting game that is mutually throwing snowballs which contains questions to fellow friends which focuses on the ability to formulate question. Using this technique will make all students be more active and it will force them to master the material since they have to answer the question anytime and surprisingly.

Snowball throwing is a technique in cooperative learning. Considering the importance of cooperative learning, Richards and Lokhart (1994) claim that cooperative learning gives a number of advantages. First, it reduces the dominance of the teacher over the class. Second, it increases the amount of students' participation in the class. Third, it increases the opportunities for individual students to practice and use new features of the target language. Fourth, it promotes collaboration among learners. It also enables the teacher to work more as a facilitator and a consultant. The last, it can give learners a more active role in learning.

Snowball throwing method is a modification of the technique of asking the focuses on the ability to formulate questions that are packed in an interesting game that is mutually throwing snowballs (snowball-throwing) which contains questions to fellow friends. Method packed in a game requires capability that is simple that can be done by almost every student in the proposed question according to the material learned. Method is usually carried out by several groups consisting of five to eight people who have the ability to formulate questions written in a paper resembles a ball.

Then, the paper thrown to the other groups responded by answering the questions thrown at them. In a simple method of snowball-throwing can be described as follows. Students formulate the questions writing on paper based on the material described by the teacher. Then the paper is folded in such a way and then thrown to other groups. After opening the paper, another group answered questions and throw back to the group write the question.

Social life is the importance of individual life. From the points above we can conclude that cooperative learning for snowball throwing is a learning system that prioritizes the opportunities for the active participation of learners in learning and interactive dialogue. Because in the snowball throwing students get the opportunity to give and answer questions from others, then the students are required to participate actively in class. This has demonstrated the existence of an interactive dialogue between learners. One of the accentuation models of cooperative learning is group interaction.

Some steps of implementing STT in the classroom are as follows (Istarani, 2012; Suprijono, 2013):

- (2-1) Teacher extends the material.
- (2-2) Teacher forms the students into groups, and calls each leader of the groups to give explanation about the material.
- (2-3) Each group leader comes back to their group and explains the material to their group.
- (2-4) Every student is given one worksheet for writing one question about the material explained by the group leader.
- (2-5) For each group there are three questions; the paper is rolled into a ball and thrown from one student in a group to the other student in the other group for approximately 2 minutes.
- (2-6) After the student gets one ball (one question), he or she is given chance to answer the question written on the paper.
- (2-7) Every group has their turn to answer the question; the group that gave wrong or incorrect answers and gets the lowest score is given a penalty.
- (2-8) Conclusion.
- (2-9) Evaluation.

Moreover, Istarani (2012:93) lists the advantages of the STT as follows:

- (2-1) It improves leadership skills amongst students because there is a group leader whose responsibility is to convey messages to her friends as members of her group.
- (2-2) It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from one of her friends.
- (2-3) It develops creativity of the students who have to create questions and form their paper into a ball.
- (2-4) It creates a lively classroom atmosphere because all the students must work in order to complete their tasks.

This study applied descriptive qualitative research. This study was conducted in STKIP Siliwangi since one of the researchers is the English lecturer in the faculty. Thus, the researcher got easy access to conduct the research that it could gain the feasibility of the study. The participants of the study were the students of English Department of first semester of the university. The data of the study were obtained from classroom observation and interview. The observation was used to get the information regarding the implementation of snowball throwing in teaching grammar. The classroom observation was conducted from October 6th until December 22nd, 2017.

Moreover, interview was used to obtain the specific information concerning the people's feelings or opinion which is not accessible through observation. The interview was conducted individually by using semi-structured interview since the researchers are able to extend the questions. The interview involved nine students represented the low, average and higher achiever students. Then, in order to gain valid data, the triangulation data was employed by combining different finding from observation and interview.

Moreover, the data from observation was analyzed by several steps. First, all of the notes regarding teaching simple past tense by using snowball throwing were transcribed. Second, the transcribed data was categorized based on the research question. Third, the categorized data were interpreted to answer the question.

III RESULTS AND DISCUSSION

3.1 THE IMPLEMENTATION OF SNOWBALL THROWING IN TEACHING GRAMMAR

This study was conducted in the class of foundation of English grammar. The implementation of snowball throwing in teaching grammar consists of seven stages as proposed by Istarani (2012) and Suprijono (2013). However, there were some modifications in terms of the focus of the study and materials in the classroom. In this study, the researcher applied snowball throwing through seven stages.

3.1.1 STAGE 1: PREPARING TEACHING MATERIAL

First, the lecturer prepared the teaching material. It covers eight topics including part of speech, present simple and progressive, past simple and progressive, future, modals, and passive voice.

Then, in the first meeting, the lecturer explained the topic of the teaching and introduced the teaching program. But, before explaining the rules to the class, the lecturer was required to understand how the game is played. Then, she explained its rules to the students in a simple way. In addition, demonstrations were given that the students can understand the rules clearly and easily. Then, she gave the illustration of applying snowball throwing by posing several questions written in a piece of paper and rolled it into a ball. Then, she threw it to a student and the students had to answer the question written on the paper.

3.1.2 STAGE 2: FORMING GROUP

Furthermore, the teacher formed the students into groups. There were eight groups and each group had to select the group leader. Then, the lecturer invited each leader of the groups and she explained the materials to them. The teaching material related to the simple past tense such as the rule of simple past tense, regular and irregular verbs, and some examples of sentences using simple past tense.

3.1.3 STAGE 3: REEXPLAINING THE MATERIAL TO THE MEMBER OF THE GROUP

Then, after the lecturer had finished explaining the teaching material, each group leader was asked to come back to their groups and explain the material to their group. This indicates that a leader has the responsibility to convey the teaching material to the member of the groups. This indicates that snowball throwing technique improves leadership skills amongst students (Istarani, 2012:93).

3.1.4 STAGE 4: FORMULATING QUESTIONS

After the group leaders re-explained their members with what the teacher has told them, each student in the group was required to write a question related to the materials on a piece of paper. Since the member of the group consisted of four students, there were four questions for each group.

Then, the paper was rolled into a ball and thrown from one student in a group to the other student in the other group for approximately 30 minutes. The student who got the ball (one question), he or she had to answer the question written on the paper.

The observation data revealed that when the students created a question, they looked very serious. Some of them attempted to create the challenging questions that are difficult to be answered. This showed that the activity makes students become concentrating in learning and try to formulate the questions themselves as good as they can (Gani, Yusuf and Erwina, 2017).

3.1.5 STAGE 5: TOSSING THE BALL

The observation data showed that the activities of tossing the ball made the atmosphere of the class become enjoyable. The students had different reaction when they got the ball. Most of them were very surprised and confused. And some of them looked enthusiasm in reading the question after they got the ball. This activity brings the enjoyable atmosphere in the class.

3.1.6 STAGE 6: ANSWERING THE QUESTIONS

After the student got the ball (one question), he or she was given chance to answer the question written on the paper. The data from observation revealed that when the students got the chance to answer the questions, most of the students were able to answer the question related to part of speech, simple present and past tense properly and correctly. This means that this activity helped students use an appropriate grammar. It is supported with the data from interview; it was found that snowball throwing increased students' proficiency in practicing grammar communicatively. It can be seen in the following excerpt:

While learning simple past tense by using snowball throwing, I comprehend it better, because I had to answer the questions related simple past tense directly. Although we did not know the answer, we had to try to answer it. Thus, we tried hard to review what have been learned before.

(S2) (Interview, translated version)

The above excerpt showed that snowball throwing can help students mastering simple past tense as argued by Deesri (2000: 3) that with the help of grammar games, students can develop their ability in using language as they are given a chance to use language in the situation which have a purpose.

Moreover, when the students made mistake in answering the questions, the lecturer only took notes of errors and discuss them when the game was over. In other words, the lecturer did not interrupt them when they made the mistake. The lecturer only waited until the game is over to discuss and correct the mistakes of the students. This resulted in the improvement of students' speaking ability as admitted by student one:

Snowball throwing activity can improve my ability in speaking. Since the activity forces the students to be ready to answer the question, then the passive one had to speak through answering the questions, giving the opinion and sharing the idea in the group related to the topic. And the most important thing is the students can express their ideas freely without being afraid of making mistakes.

(S2) (Interview, translated version)

The finding indicated that snowball throwing can improve students' communicative skills and they have a chance to use the target language (Sorayaie-Azar, 2012). This might due to students have the opportunity to use the language in a non-stressful way (Uberman, 1998).

3.1.7 STAGE 7: EVALUATING TEACHING AND LEARNING PROCESS

The last stage in applying snowball throwing is evaluating the learning process and provided feedback to the students about the activities that they have just done. In this stage, the lecturer explained the students' strength and weaknesses during the implementation of snowball throwing. The data showed that snowball throwing does not only help the students to master the material itself but also it increases students' vocabulary mastery.

Moreover, the lecturer noted that after applying snowball throwing most of the students became more confident in expressing their ideas and opinions. This was due to the students were given the opportunity to express their opinion and ideas freely in answering the questions.

3.2 THE BENEFITS OF USING SNOWBALL THROWING

The data from interview revealed that there are several benefits of using snowball throwing. They are improvement of students comprehension in learning grammar, enjoyable learning atmosphere, improvement of students vocabulary, the development of students' speaking skill, and the development of students cooperation skill and the increase of students' participation in the class.

3.2.1 IMPROVING STUDENTS COMPREHENSION IN LEARNING GRAMMAR

Almost all respondents stressed the importance of snowball throwing in teaching grammar as perceived by student six in the excerpt below.

Through snowball throwing I learned more about grammatical rules while discussing with my friends to do the task from the lecturer. My understanding in grammar also developed since it forced me to open dictionary regularly and asked questions to my friends when I did not understand about teaching material especially how to change verb one to verb two.

(S6) (Interview, translated version)

The findings above also showed that snowball throwing is another way to help students to learn various grammar structures.

3.2.2 CREATING ENJOYABLE LEARNING'S ATMOSPHERE

All respondents expressed their supporting opinions that the snowball throwing is enjoyable. It can be seen from the statement of student one below:

I enjoyed learning grammar by using snowball throwing. It is due to the interesting of learning atmosphere. Thus, I want to improve my English.

(S1) (Interview, translated version)

The excerpt above gives a proof that the implementation of snowball throwing in teaching grammar can create an enjoyable atmosphere during teaching and learning process (Shoimin, 2014).

3.2.3 INCREASING STUDENTS VOCABULARY

All respondents agreed that snowball throwing helped them in increasing their vocabulary mastery. It is supported by interview result of student two below.

After learning grammar through snowball throwing, my vocabulary mastery was increased. I required a lot of new vocabularies through the activity. Because when we learn by using conventional method we

got difficulty in memorizing vocabularies. But it is different when we learned through snowball throwing, we can remember many vocabularies easily.

(S2) (Interview, translated version)

This finding indicates that snowball throwing made the students to remember vocabulary more easily. It is in line with Wirawan, Rita, and Waris (2013). They stated that snowball throwing technique is one option for teaching vocabulary which is efficient and much more useful in increasing students vocabulary.

3.2.4 DEVELOPING STUDENTS SPEAKING SKILL

Through the use of the snowball throwing, regardless of passive or active students, both of them have a chance to train their speaking skill. It can be seen in the excerpt below.

Learning grammar by using snowball throwing made me confident to give opinion or ideas. Because when we got the question we need to answer it directly. It made me think hard to review what I learned before with my friends in the group.

(S6) (Interview, translated version)

The data of interview above showed that snowball throwing can be an alternative way to overcome students difficulties in learning how to speak English. As stated by Crookal (1990, p. 112) that games reduces anxiety and improve self-confidence. It is also supported by the research finding of Aslanabadi and Rasouli (2013) that games do not only bring fun for learners, but they also motivate learners and improve their confidence.

3.2.5 DEVELOPING STUDENTS COOPERATION SKILL

The data of observation showed that the students in the similar group helped each other in composing the questions. This indicates that this activity can promote collaboration among learners as stated by Richards and Lokhart (1994) as one of the advantages of cooperative learning. The finding is supported by interview result of student five below:

The use of snowball throwing can develop teamwork because through discussion in group we can solve the problem or answer the questions from the lecturer.

(S5) (Interview, translated version)

The data of interview above showed that snowball throwing is emphasized to encourage students solidarity in teamwork since they have to solve the problem that teacher has given to them. As stated by Susanty (2016) that snowball throwing related to “the teaching technique for cooperative learning which allows students to work together in groups, pay full attention to each other, and allow each other to speak and to share information in groups”.

3.2.6 INCREASING STUDENTS PARTICIPATION

The observation data also showed that all respondents were involved actively in the teaching and learning process. They were more active in learning process because snowball throwing model gave much more opportunity to speak and discuss with friends and presented their understanding to the class. Students had to answer the question from the paper ball whenever they got the paper ball from other students. They had to give their opinion in response to the question. Then, they threw the ball to another student. The student who got the ball also did the same. And the lecturer played a role as observer and evaluator. This indicates that snowball throwing gives the learners opportunities for the active participation in learning process. As stated by student five in the following excerpt:

Learning grammar through snowball throwing forces the students to be active because the students here did not only get the teaching material from the lecturer but also need to discuss with the group to comprehend the teaching material. Also they need to answer the question directly. It means that they need to be active to comprehend teaching material so that they can answer the questions correctly.

(S5) (Interview, translated version)

In addition, another interview from student one stated the similar view on the implementation of snowball throwing. It was quoted as follows:

The use of snowball throwing in learning grammar made us more active because the questions were given randomly. So, the passive one becomes active and the active one becomes more active.

(S1) (Interview, translated version)

From both of excerpts above, it can be concluded that the use of snowball throwing encourages the students to be more active involved in the classroom since this method covers a rich communication where students must be active (Darusmin, Delfi and Masyhur, 2012).

IV CONCLUSION

Snowball throwing is a technique that focuses on the ability to formulate questions that are packed in an interesting game that is mutually throwing snowballs (snowball-throwing) which contains questions to fellow friends. This is used to train students to be more responsive to receive messages from other students in the form of snowball made of paper, and to convey message to friends in their group (Suprijono, 2013: 128). This study has described the implementation of snowball throwing in teaching grammar in STKIP Siliwangi Bandung. The implementation of snowball throwing covers seven stages: (1) Preparing teaching material; (2) Forming group; (3) Reexplaining the material; (4) Formulating questions; (5) Tossing the ball; (6) Answering the Questions (7) Evaluating. Those stages of snowball throwing result in better student learning especially in learning simple past tense.

The data revealed that snowball throwing was very helpful in providing the students with more enjoyable activities which made the students actively involved in teaching and learning process. In addition, through the activity the students can improve not only their speaking skill but also social skills. The activity can also increase students vocabulary mastery. It was also proven that snowball throwing helped students to improve their confidence in expressing their ideas and opinions.

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