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CHANGING DIGITAL CULTURE AND ITS IMPACT ON WOMEN

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Abstract

Information and Communication Technologies (ICTs), including the Internet, are increasingly influential across all aspects of life. Women's Equality is one of the 17 Sustainable Development Goals, but also integral to all dimensions of Inclusive and Sustainable Development.

E-Commerce also known as internet commerce refers to the buying and selling of goods and services using the internet. The companies of the future, through the rules of electronic commerce, form a new productive framework. These digital transformations have managed to generate new labour paradigms. The paper lists the new jobs profile created by technology. It attempts to find answers to, whether the women are going to benefit from the changes that take place in the labour market and in the economy in general? And is there a new window of opportunity? Or is it simply more of the same? It concludes by giving suggestions, so that the ladder of women development is not thrown away.

Keywords: *Internet and gender, Labour paradigms, Algorithms and gender*

I INTRODUCTION

Information and Communication Technologies (ICTs), including the Internet, are increasingly influential across all aspects of life. ICTs have boosted growth and expanded opportunities.

Women's Equality is one of the 17 Sustainable Development Goals, but also integral to all dimensions of Inclusive and Sustainable Development. States have committed to striving for universal and affordable access to the Internet in least developed countries by 2020 (target 9(c) of the Goals), as well as to ensure that women and men have equal access to basic services, including new technology by 2030 (target 1.4).

The digital transformations, we have been living in the production processes, managed to generate new labour paradigms. The gender digital divide is a consequence of disparities in ICT access and use, which reflects discrimination faced by women in society.

This research paper – lists the new jobs created by technology and attempts to find answers to the questions whether the women going to benefit from the changes that take place in the labour market and in the economy in general and does e-commerce open a new window of opportunity; or is it simply more of the same. The paper concludes by giving suggestions to reprogram technology.

II MATERIALS AND METHOD

2.1 E-COMMERCE AND THE JOBS OF FUTURE

E-Commerce also known as electronic commerce or internet commerce refers to the buying and selling of goods and services using the internet, and the transfer of money and data to execute these transactions.

The rules applicable to companies so as to operate economic exchanges through the internet can be summarised into no commercial presence requirement for companies operating through internet, no technology transfer requirement as a condition to operate, no obligations for companies to abide by the decisions of local courts regarding consumer rights and protections, no obligations to pay taxes for data transfers, and no access to or localisation requirements for data in the country where it is collected.

These five points are a part of diverse international agreements on services and e-commerce proposes, raised at the meeting of the World Trade Organisation (WTO) and Free Trade Agreements. All companies will fall under the scope of these five rules, whether they are web portals or not.

The companies of the future through the rules of electronic commerce, form a new productive framework, where they no longer own the stock of the product, they do not have employees or commercial offices. The companies that outsource everything, the workers are disguised under the name of clients or entrepreneurs. The jobs of the future can be divided into four broad categories: new jobs created by technology, jobs affected (modified/replaced) by technology/Artificial Intelligence (AI), The entrepreneurs and platform workers – outsourced, and the digitally excluded.

The New Jobs created by technology demand workers to devote themselves 7 days a week, 24 hours a day to have availability for the platform in order not to have negative ratings, as these end up being detrimental to their reputation and level of sale. Nowadays by multinational companies, the workers qualification systems are imposed, where each time the buyer has less degree of freedom to qualify and there is an automatic system that measures, whether the seller met the imposed standard.

The algorithms of a web worker imposes rules, from how to make a shipment, to how to respond to a message or make a publication, everything, absolutely is parameterised by the platform and the algorithm automatically judges the work performance based on the imposed standards.

The second subgroup is the jobs that are going to be modified or replaced by Artificial Intelligence: we find to a large extent jobs that are destroyed daily and replaced by machines, with the creation of new repair posts, design, maintenance and systematisation of data generated by these machines. These employees who must adapt to the new reality suffer a double impact. On one hand they are left without work, but on the other they find many difficulties of reintegration in the market. Since they find that new jobs require special skills adopted. They end up focusing on the service sector and above all on platform jobs, in order to find a quick solution to the unemployment drama, being very expensive to receive the necessary training to readjust and re-enter the job market in higher qualified positions.

The third subgroup includes the entrepreneurial paradigm and the platform workers: Companies have managed to generate a new type of outsourced worker, the entrepreneur. The demands that capitalism was able to impose on workers will make it increasingly incompatible to sustain a sustainable private and working life in the long term. The idea of working from home has led to dismemberment of production in small units, has led to entrepreneurial workers in the most diverse areas e.g. in textiles, where there used to be large clothing manufacturing buildings, today we see isolated workshops that deliver production weekly and work in groups of no more than 3 to 4 people in the garage of a house. The entrepreneur has only one comfort, that is to be able to stay in his home, but he does not enjoy and benefit for his work, beyond the salary, since the companies demand limited deadlines, without holidays, sick leaves, medical insurance, retirement or bonus.

Another category is Platform workers, an increasingly growing sector in the economy e.g. Amazon, the platforms of the most diverse are created every day from educational or various services such as UBER, to platforms of lawyers, translators, language courses, graphic design and all that we can imagine. Companies generate platforms to bring markets closer together and outsource employment in an increasingly dynamic capitalism.

Finally we have digitally excluded jobs. This includes jobs that cannot be replaced by technology e.g. Care Jobs. Women traditionally lead this sector; now find fierce competition from men to enter this market massively in order to keep a job that does not require technical transformation. In fact today we see male nurses, teachers or baby sitters. According to US Bureau of Labor Statistics (BLS) 2019, 12 percent of registered nurses are men, up from 2.7 percent in 1970. Similarly child care male teachers rose to 6.3 percent in 2017 from 3.2 percent in 1995(BLS). The National Education Association (NEA) School Statistics 2018 Reports, nearly one – fourth of the teachers in US public schools in 2017 were men.

This sector is booming with the growing life expectancy worldwide as a result of improved health, some countries find little work force dedicated to care jobs, further enhancing the massive entry of men to this sector. These traditionally female jobs probably will not be as such in the future, the women will benefit from technological transformation as the jobs in this sector will grow and not be replaced. In fact UNCTAD ensures that where more highly qualified jobs are going to be created throughout the economy, it will be in those related to technology and telecommunications, where only 16 percent of workers are women and the percentage does not seem to rise over the years. After reviewing new labour paradigms created by e-commerce let us now look at what do women expect from the changes that take place in the labour market and in the economy in general.

2.2 E-COMMERCE AND BENEFITS TO WOMEN

E-commerce is gender neutral. It does not matter who is behind selling or delivering a service, payment is equal for everyone. E-commerce is a powerful tool to reduce the pay gap between men and women.

E-commerce has benefitted women worldwide. It would impact positively on the gender gap. The working groups on gender and electronic e-commerce have been established at WTO and UNCTAD.

The benefit to women from the new forms of remote or entrepreneurial labour is there because they will be able to work from home without leaving household chores unattended. This will articulate their professional work and maternity. The internet has opened a world of opportunities for all of us.

There is a wave of optimism towards electronic commerce, as because of internet approximately 60 percent of women in developing countries. Ensure that having more flexible hours has allowed facilitated employment and reconciliation of personal and professional life. The reality is that the social transformation that we are seeing worldwide, with the empowerment of women, the age gap and equal opportunities, has been incorporating women in a massive way into the labour market. Therefore it is very pretentious to award the kindness to electronic commerce; in fact, technology is one more vehicle that women have found. The engine is global social change.

The technology is neutral to the issue of gender with respect to earnings. A web worker earns the same regardless of gender. The requirements of the client must be met at the time and day client wants.

The modern jobs are positive to close the gender gap because the platform doesn't care if you are male or female. The pay is closely linked to the level of effort put by the entrepreneur worker. Therefore, the system is neutral to the issue of gender.

The empowerment of women and the increasing participation of women in web spaces and entrepreneurial jobs are due to the difficulty they have had in reconciling work and personal life. In the dream of achieving that both realities can co-exist, women find in entrepreneurial work a difficult and hard opportunity.

Automation of jobs will benefit women worldwide because care service jobs where workers are predominantly women, are most difficult to replace with machines. So, the women will be least adversely affected by the labour readjustments, the changes in the production to new technology means demands.

III RESULTS AND DISCUSSION

An increasing number of appliances are now equipped to operate automatically or remotely on the basis of information we give them. From vacuum cleaner that sweeps the house by itself to a ring-bell with in-built camera that can be answered from the cell phone more and more things are currently digitalised and we are moving towards an economy based on AI that will facilitate many of our daily life routines. But the question is who controls the modern appliances and who give them the household information that allows them to operate. In example, if fridge runs out of milk, who it will alert of this fact. If the household needs vacuum cleaner, who is programming the time at which that will be done, if bread needs to be baked for tomorrow, and who prepares the bread baking machine.

Products that facilitate housewives life are advertised, if appliance sends the information to the woman, because it was programmed that way, the man will never know that there was no milk in the fridge, nor that vacuum cleaner stopped working or the ring bell sounded and needs to be answered. So these technologies end up being additional weight on women's daily lives, having to withstand permanent interruptions in their workday from notifications that reinforce and overload them with additional household responsibilities. So to say that e-commerce, technology has benefitted women and contributes to reduce gender gap, is incorrect as only existence of a washing machine has done that, but the washing machine will be set by a woman. For the case, a dishwasher is neutral, it can be turned on by anyone, but paradoxically, it's the women who, on an average, take the charge of starting it. So the situation does not change, but continues to remain the same. The household work is shared task of both husband and wife, but the statements that women as remote labour will be able to work from home without leaving household chores unattended, stretches the role of women in society as has been traditionally taken for granted.

Women are usually doing the household shopping (clothes, food, school materials, etc.). The household shopping is predominantly a woman dominated market. In fact 76 percent more of the household chores, with no payment, spending more than 5 hours a day is spent by women on online sales and shopping. The consequence of this is that advertisements land directly on email boxes of women, their Facebook pages, and their search engines. This is a step towards reinforcing the idea that household chores are a women's task. The men do not get advertisements, their new role is not facilitated nor is the idea reinforced that household chores have to be done by anyone mothers or fathers regardless of gender.

Women are discriminated against daily, violated, insulted, and mistreated in all social networks. On web probably because they do not have to face the victims directly, the violence is greater. Women are criticized for their physique way of saying things, for the way they run their business and even for

working. There is no digital neutrality. We should be claiming an algorithm that takes into account notorious overload on women.

Algorithms generated on the basis of big data are now replacing entire production. These algorithms are prepared for social changes. They are developed on the basis of past time information. They reinforce and repeat humanity's history. Web based human resources search engines are good example of how these algorithms actually expand the gender gap. Companies are already replacing their human resource departments for algorithms – specifying that they will only hire people that have been successful in their work. Successful is any employee that has worked at least three years in a company and that has been promoted at least once during that time. Research study conducted shows that algorithm would capture the profiles of those that fulfil such conditions. These people are men, 25-35 years old with higher level education. Women fall outside the parametric. The reason is that they are victims of discrimination, violence and labour harassment. In short, the algorithm merely replicates the history of gender violence and reproduces it.

On an average woman suffer more, because they continue to take care of domestic work, taking children to the doctor, making purchases, cleaning and attending to emotional and family care demands. The algorithm does not see whether, you have a sick child or you had to go out to do shopping. Your requirements must be met at the time and day the client wants. Thus to say that technology is neutral to the issue of gender, with respect to earnings is incorrect as men on an average earn more than women. The above findings are also supported by a study, which says that men earn on average between 15-25 percent more than women depending on the country. Therefore, in reality women obtain less income from remote work than men.

These technologies end up being additional weight on women's daily lives. So to say that e-commerce, technology has benefitted women and contributes to reduce gender gap is incorrect.

IV CONCLUSION

The debate is broad and the consequences of the technological changes are not easy to see and analyse. The social problems of the society are not solved only by introducing new forms of productions in society. They replicate the realities that are already present in the economy. The unequal society will not solve gender problems magically overnight only by enjoying technological transformations.

The debate around equality must continue, so that technology does not do what it was programmed for: to reinforce inequality between men and women. A more fair society is necessary. Let us reprogram it with consciousness raising and debate.

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THE EFFECT OF OUTLINE PLANNING IN ARGUMENTATIVE ESSAY WRITING OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT, FACULTY OF ARTS, UDAYANA UNIVERSITY

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Abstract

This study is aimed to identify the effect of outline planning in writing argumentative essay. Outlining is making a plan to map your writing, which shows the content and sequence of each paragraph in your writing. Task planning will give the students an opportunity to plan what to say and how to write their ideas in the task performance. Task planning can be in the form of cubing, clustering, mapping (Ojima, 2006:566), and outlining (Kellog, 1990: 328). The data source of this study is argumentative essay writing of 30 students. The data in this study was analysed both qualitatively and quantitatively, by comparing the results of pre-test and post-test in argumentative essays writing. Pre-test was conducted without outlining the writing, while post-test proceeded by outlining the writing. Based on the data analysis, there is a significant improvement in students writing after implementing outline planning. The improvement reflected from the reduction of the types and number of mistake made by the students in their writing.

Keywords: *argumentative essay, writing, outline planning*

I INTRODUCTION

Argumentative essay is an essay which presents both sides of arguments of an issue. It is also defined as an essay which proofs the truth and/or the untruth of a statement. In an argumentative essay, the author uses many rhetorical strategies to convince the readers about the truth or the untruth of the statement (Alwasilah, 2005: 116). The basic of argumentative essay is critical and logical thinking, which means it should be supported by logical facts. Keraf (2004: 5) stated that argumentative essay should be based by logical reasoning. According to Nursisto (1999: 43), the characteristics of argumentative essay are (i) including facts and truth, (ii) including strong reason; (iii) using denotative language, (iv) rational analysis and (v) subjective and emotional factors are very restricted.

Writing a good essay, especially an argumentative essay is not an easy task for EFL students. Giving them a provision planning in writing essay might help them in increasing their ability in writing. Task planning will give the students an opportunity to plan what to say and how to write their ideas in the task performance. Task planning can be in the form of cubing, clustering, mapping (Ojima, 2006:566), and outlining (Kellog, 1990: 328). Outlining is making a map of your writing which shows the content and the sequence of each paragraph.

The parts of argumentative essay outline should contain an introduction, the body parts, and the conclusion. Outlining also reflects the planning of your writing for each paragraph with its thesis stamen and the supporting arguments. The focus of this study is to find the effect of outline planning to the essay organization of argumentative writing of fourth semester students of English Department, Faculty of Arts, Udayana University.

II MATERIALS AND METHODS

The data source in this article is 30 fourth semester students of English Department, Faculty of Arts, Udayana University. The data was collected in four meetings through pre-test and post-test design. Dimitrov and Rumrill (2003: 159) stated that pre-test and post-test design can help rehabilitation to better understand and determine effects resulting from the intervention.

The preliminary study was conducted by giving the students a pre-test in the first meeting to find out the students' ability in terms of the argumentative writing contents and composition. Students were given a task to write an argumentative essay consists of four to five paragraphs. Students chose their own topics based on their own interests. Argumentative writing subject had been delivered in the previous meeting. However, students did not plan their writing in this meeting. In the second and third meeting, the students were given an outline planning related to the argumentative essay organization and content as well as asked to plan their writing. The post-test was conducted in the fourth meeting by asking the students to write an argumentative essay based on the outline planning that had been created.

The students' pre-test and post-test result was scored based on the Jacob's ESL composition profile only for the category of essay organization and content.

The collected data was analysed both quantitatively and qualitatively. Quantitative analysis was done by comparing the students' pre-test and post-test results, while the qualitative analysis was done by explaining types of mistakes that the students made in the pre-test and post-test. The data analysis in this article is presented through tables.

III RESULTS AND DISCUSSION

Writing is one of four essential elements in language learning beside listening, speaking and reading. Some of EFL students may have problems in writing since they face some obstacles such as grammatical structure of the language, limited vocabularies and even the mistake in organizing the sentences. To help EFL students in writing, teachers try to find many methods that can improve students' abilities in writing. One of the methods that can be done is by giving students a chance to plan their writing. Writing ability depends much on the writers abilities in doing plan, saying plan and composing plan whether in mind or on paper (Isnard and Piolat, 2014: 121). There are many forms of writing task planning. One of them is outline planning.

Argumentative essay consists of four main parts; those are (i) claim, evidence or factual information, (ii) pro argument and (iii) counter argument. A claim is the main argument of an essay. It defines the goal and direction of the writing and is supported by evidence, quotation, expert opinion, statistics and details. Claim is similar to thesis statement because one sentence sets up the rest of the writing. Pro argument is argument which supports the author's argument. Counter argument is argument which opposes the author's argument. It expresses the opposite view of the thesis statement.

The outline of argumentative essay consists of introduction, body and conclusion. The introduction of argumentative essay sets up and states the author's claim. It must also contain the thesis statement, which outlines author's position and the major points the author will discuss in the essay. The body should contain pro and/or counter arguments. The purposes of a conclusion in an argumentative essay are to restate main arguments related to the issue being discussed.

3.1 OUTLINE PLANNING IN ARGUMENTATIVE WRITING

Outline planning in writing means positioning your main and supporting ideas into a good organization. In argumentative writing, the organization of the essay should also reflect a good position of the author's claim, pro and counter arguments. Every writing task must consist of three main parts that must be included in the writing organization, which are the introduction, the body, and the conclusion. For the argumentative writing, all these three parts has its own characteristics. The introductory paragraph in an argumentative writing states the position the author arguing for. It also includes the thesis statement that provides the author's claim and the reason for it. The body of an argumentative writing gives the readers the basic information to understand the author's position. It should give reasons or evidence to support author's claim and also the refutation of it. The conclusion in an argumentative writing is the last part of the writing organization. It should include the importance of the issue, the arguments and what would happen if the author's argument is not believed or acted upon the issue.

There are some outline models that can be used in organizing argumentative writing. Those models can be seen in the diagram below.

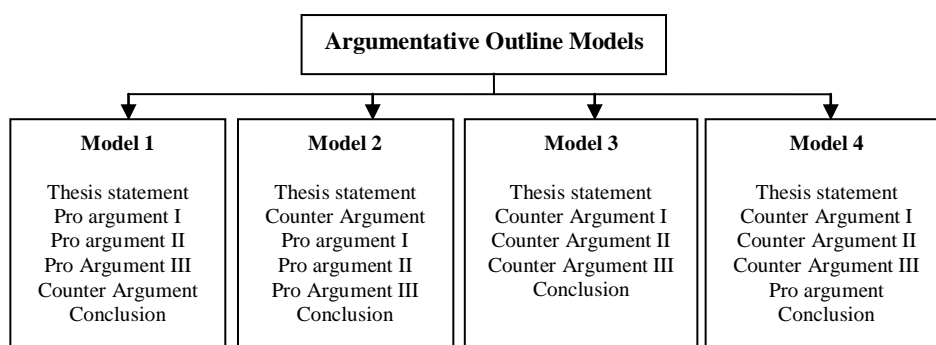


Diagram 1. Argumentative Outline Models

3.2 THE EFFECT OF OUTLINE PLANNING TO STUDENTS' ARGUMENTATIVE WRITING ORGANIZATION

Organizing ideas in writing will influence the readers, both to read your article and make the readers easily understand your points. In argumentative writing, there are some models that can be used in organizing our ideas. The model is shown on the diagram 1. Putting thesis statement in the introduction part of the argumentative essay has two purposes. First, its purpose is to give a brief view to the readers about what the writer is going to talk about and to prove in his writing. Second, it is purposed to attract the reader's attention since the writer uses a provocative words in creating the thesis statement. In argumentative essay, it is a must to put your thesis statement in the introduction part of the essay.

Pro arguments or counter arguments will be the next part of the essay after stating the thesis. As shown on the diagram 1, thesis statement can be followed by either pro arguments or counter arguments. If the writer states some pro arguments after the thesis statement, then the writer may put one counter argument after those pro arguments; as shown in model 1. A counter argument or some of it may follow the thesis statement before the pro arguments in argumentative essay. As shown in model 2, the writer may put a counter argument and followed by some pro arguments. In model 4, some counter arguments are stated before a pro argument. Pro argument does not always exist in an argumentative essay. It can be omitted if the writer focusing in opposing the thesis statement as shown in model 3.

In every essay writing task, a conclusion plays an important part of the essay. Especially in argumentative writing, conclusion should clinch up your final thoughts with a powerful statement in order to persuade the readers to believe in your statement. A conclusion should summarize all the ideas explained including the thesis and all the writer's reasons to support his opinion.

Based on the data analysis, the pre-test result of 30 students' argumentative writing shows that students still make some mistake in organizing their essay. The types of mistakes in argumentative writing from the students' pre-test can be shown on the table below.

Type of mistake	Number of students who make the mistake
None	2
Thesis statement omission	3
Pro or counter arguments organization	11
Conclusion omission	6
Thesis statement omission and Pro or counter arguments organization	3
Thesis statement and Conclusion omissions	2
Pro or counter arguments organization and Conclusion omission	2
Pro or counter arguments organization, Thesis statement and Conclusion omissions	1

Table 1. Pre-test result of types of mistakes in argumentative writing organization

From the table above, it can be seen that some mistakes made by the students in writing argumentative essay are thesis statement omission, pro or counter arguments organization, conclusion omission and combination of those mistakes. Only 3 students did not make any mistake in terms of essay organization. There are 3 students who made mistake in form of thesis statement omission. Students did not write a thesis statement in the introduction. The mistake that was done by most of the students is pro and counter arguments organization. Number of students who made mistake in organizing the pro and counter arguments is 11. The mistakes are in the form of mixing the pro and

counter arguments and omitting the counter argument in the text. Conclusion omission was done by 6 students. They did not state any conclusion at the end of their essays.

However, some students who omitted the thesis statement also made mistake in organizing the pro or counter arguments and omitted the conclusion. The number of students who omitted thesis statement and made mistake in organizing the pro and counter arguments is 3 students while the number of students who omitted both the thesis statement and the conclusion is 2 students. The number of students who made mistake in organizing the pro and counter arguments as well as omitted the conclusion is 2 students. The number of students who did those three types of mistake is 1 student.

It can be seen that the ability of the students in organizing the argumentative essay in the pre-test is still low. It is caused by the unprepared writing. They did not plan their writing. However, the post-test result shows an improvement of students' ability in organizing the argumentative essay. After planning their performance by making outline planning, students' post-test result increase significantly. The mistakes made by the students reduced in terms of types and number. It can be seen on the table below.

Type of mistake	Number of students who make the mistake
None	23
Pro or counter arguments organization	6
Conclusion omission	1

Table 2. Post-test result of types of mistakes in argumentative writing organization

Based on the table above, it can be seen that the types of mistake and the number of mistake decrease significantly. There is no combination of mistakes in students' writing. Types of mistakes appeared were only pro and counter arguments organization and conclusion omission. Number of students who made mistake in terms of pro and counter arguments organization decrease from 11 to 6 while conclusion omission decrease from 6 to 1.

IV CONCLUSION

Outlining provides an opportunity for writers to plan what will be written. This plan includes organizational planning and content planning. Based on the study of the effect of outline planning in argumentative essay writing of fourth semester students of English Department, it can be concluded found that outlining improve students writing significantly. This conclusion is obtained from comparing the results of the pre-test and post-test in argumentative essays writing. The improvement reflected from the reduction of the types and the number of mistake made by the students in their writing.

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THE IMPACT OF TECHNOLOGY HELLO ENGLISH APPLICATION IN EFL CLASSROOM

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Abstract

Teaching English as foreign language in junior high school forced teacher to use technology as an interest media to attract student in learning. Primarily, an application was blasted off by Culture Alley in 2014; Hello English has the potential to solve student's problem of understanding simple past tense. The use of Hello English Application that gave significant impact in understanding simple past tense was the crucial intention of this study. In doing study, it used experimental and control class with 46 participants. This study proven that 1) there was significant difference of post-test between at experimental class; 95.6% and control class; 60.9% 2) Normality distribution figured out experimental group in post-test is $0.200 > \alpha (0.05)$ and the significance value of control group in post-test is $0.051 > \alpha (0.05)$. The significance values of both groups are higher than $\alpha (0.05)$. It means that H_0 is accepted and H_1 is refused. So, the test distribution of both two groups is normal 3) Homogeneity test confirmed p value (significant value) is higher than α value. $P > \alpha, 0.955 > 0.05$. Back to the hypothesis, H_0 is accepted if $p > \alpha$. This means that the classes are homogeneity 4) T-Test delighted $0.000 < \alpha (0.05)$ for this reason H_0 is rejected and H_1 is accepted. This study conclude that the use of Hello English Application is an effective media in learning simple past tense; encouraging self-learning; changing towards gadget's better behaviour.

Keywords: *impact, hello english application, simple past tense*

I INTRODUCTION

Teaching English as foreign language (TEFL) in Indonesia means that English has to be taught as a requirement in national curriculum. Clearly, this refers to the decision of ministry education and culture since 1967s, where English had become one of the compulsory foreign language taught in junior high school. Consequently, teacher or educator who involved in it should have variety of strategies, approaches, even media while teaching English. More importantly, educator has to do some activities before entering classroom in however she/he can presentate to the students in interesting manner. With attention to prepare lesson plan, to provide feedback, to prepare assessment and most importantly is learning media.

On the condition that students in revolution industry disruption 4.0 many activities will be changed by technology, with no exception to the learning system. Graddol (in Shyamlee & Phil, 2012:1) states that technology lies at the heart of the process of globalization, influences the work and culture of education. Similarly (Anwar, 2016) states that in 21st century, teaching using some media that related to the technology is one of the innovations in teaching and learning. Teaching using conventional media has its own advantage in promoting the culture value, but in achieving better result, using the newest technology or platform such as android will give more advantage since it directly relates to the students daily life in this era.

Under those circumstances, many application technologies can be used as interest media to students, notably Hello English Application whatsapp group (Butarbutar, 2019), messenger, etc. Those applications can be accessed from personal gadget or android. This is alligned to the students who are fluent in gadget; they tend to spent time for gadget. On the positive side students are pretty famous and super handy to operate newest technology and to use up to date application. On the negative side, they are addicted to playing games. Considering this opportunity, the researcher has taken that gold opportunity to implement Hello English Application as an up to date media for teaching simple past tense at SMP N 2 Merauke.

Identically, (Cardini, Mayasari, Wijaya, & SS, 2017) another study proven that hello English Application could help students in understanding simple present tense; concequently, improving their new vocabularies. Under those circumstances, they confirmed that Hello English Application could be as an alternative media in teaching simple present to students. By the same token (Klimova, 2018) declares that the use of smartphone in teaching English as Foreign Language (TEFL) was effective, improving students' vocabulary and encouraged motivation significantly.

Initial research, (Putri, Mayuasti, & Rahmadhani, 2018) assert that there are three problems by student of SMP N 22 Padang in understanding simple past tense, for instance 1) 60.525% had difficulties in the distinction of regular and irregular forms 2) there were 32.375% students doubted to differ from verbs between simple past tense and present perfect tense, lastly (3) there were 29.995% students doubted to fix time signal between past and present. Evidence that must be remembered was the 46 participant of this study. Uniquely, (Hidayati & Diana, 2019) argue that the use of mobile Hello English Application could be motivate students independently outside of the classroom, since they could access it anywhere and anytime.

Recent study by (Satriani, 2019) recommends that the use of Hello English Application could serve as innovative media to amuse students in learning English. By the same token this application is effective to enrich students' vocabulary. Comparatively, while collecting data she interviewed some teachers in UIN University. It must be remembered that the teacher agreed to use Hello English Application was suitable to use in students classroom activities. However, the prior observation explored that 90% participants had difficulties in understanding simple past tense. To put it in another way, classic teaching style used by teacher made them felt bored while English activities occurred. Some students just presented filled attendant list.. It was proven that while teacher stood in front of class explained simple past topic seriously, the rest of the students seen glanced at their phone. Catching up this problem, this study chosen Hello English Application was the best solution for this case (Ekaningsih, 2017).

II MATERIALS AND METHODS

2.1 PARTICIPANTS

This study covered by comparative design to see both experimental; using hello English Application and control group students that was taught not using hello English Application. Participants of this study consisted of 46 students in the seventh grade of SMP N 2 Merauke, Papua province.

2.2 INSTRUMENTS

To gather data or information, pre-test, action, post-test was conducted. Researcher had both class to do pre-test before giving treatment and post-test after giving treatment. In the light of (W Creswell, 2016) booked a post-test is used to measure the students ability in an experiment after given treatment.

2.3 DATA ANALYSIS PROCEDURES

In analysing data gathered, this study used normality, the criteria of testing normality is if $P \text{ value} > \sigma$ (sig. 0.05) so that H_0 is accepted. But if $P \text{ value} < \sigma$ so that H_0 is rejected. H_0 = Sample of data is normal distribution, H_1 = Sample of data is not normal distribution. The criteria of the test based on p-value as below:

H_0 rejected, if $p \text{ (value)} < \alpha$, so data is normal distribution; H_1 Rejected, if $p \text{ (value)} > \alpha$, so data is more normal distribution homogeneity., After the data distributed normally, it continued by examining Homogeneity test with using SPSS. Homogeneity has the function to check that 2 variables are the same or not. The criteria of testing homogeneity is if $F_{\text{table}} < F_{\text{count}}$ reject H_0 or $P_{\text{value}} < \alpha$ ($5\% = 0.05$). $H_0: \alpha_{12} = \alpha_{22}$ there is no difference between experimental and control class, $H_1: \alpha_{12} \neq \alpha_{22}$ there is difference between experimental and control class.

In addition, the researcher also counted homogeneity using another way with calculating F_{count} and F_{table} . If $F_{\text{count}} > F_{\text{table}}$, so H_0 rejected, but if $F_{\text{count}} < F_{\text{table}}$ so that H_1 rejected. Correspondingly, it used Eta Squared; According to Pallant (2007:236) there are three scale of this calculation, 0.01 is small effect, and 0.06 is moderate effect and 0.14 or above is large effect. In this research, the researcher adds Eta Squared to support T-Test. To count eta squared, the researcher uses the formula:

$$\text{etasquared} = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

The result of etasquared categorized refers to the table below:

Result	Category
0.01	Low effective

0.06	Moderate
0.14	Large effective

Table 1 result category (Harvey, 2009)

III RESULTS AND DISCUSSION

Students' score were analysed by T-test; experimental class only 13% passed meanwhile control class achieved standard were 8%. Data informed that the understanding both classes in using past tense classified as poor achievement, on the other hand far away from minimum standard achievement. In contrast, in post-test students got score passed significantly as 95.6% at experimental class, and 60.9% at control class, clearly shown as table 2 below:

Interval scores	Percentage (%)		Percentage (%)	
	Experiment class	Control class	Experiment class	Control class
51 - 100	1	9	4.4 %	39.1 %
50 - 0	22	14	95.6 %	60.9 %

Table 2. students' score posttest

3.1 HELLO ENGLISH APPLICATION GIVING IMPACT SIGNIFICANTLY IN UNDERSTANDING SIMPLE PAST TENSE (SPT)

Comparatively, there was difference between experimental class and control class after students got treatment (H_0 was rejected). Based on the hypothesis, the null hypothesis is rejected and the substitute hypothesis is accepted if there is different score between experimental and control group after conducting the treatment. On the contrary, the null hypothesis is accepted and the substitute hypothesis is rejected if there is not different score between experimental and control group after conducting the treatment. To answer those hypotheses, the researcher does calculations using SPSS 25.0 software. Firstly, the researcher calculated the students' homogeneity both class whether the students' ability of both experimental and control groups are equal or not. The test was counted from the pre-test score among both classes.

Point often overlooked, the result has shown that both classes are homogeny or have the same characteristics. The second is measuring of normality distribution. The normality distribution is needed to know whether the sample represent the population or not. To test the data distribution is normal or not, the researcher uses Kolmogorov-Smirnov test with the hypothesis, H_0 is accepted if p -value $>$ alpha (α) 0.05 and rejected H_1 which means the data normality distribution. In the other hand, H_0 is pushed away if p -value $<$ α , and accepted H_1 which means this research is not normality distribution. The calculation shows that the result of pre-test score from both classes is significant. The p -value of experimental is 0,200 and control class is 0,051. So, H_0 is accepted and the data is normality distribution. The third is measuring the effectiveness of hello English application for alternative media for teaching grammar using T-test. There some criteria of hypothesizes are:

The point one, criteria of hypothesis is to state the result of calculation from T-Test which stated H_0 and H_1 for knowing the media is effective or not. H_0 : Hello English application is not effective as alternative media for teaching grammar. H_1 : Hello English application is effective as alternative media for teaching grammar. The point two, criteria of hypothesis are the assessment standards that exist in the school and can be one of criteria that support the media used in the learning process is effective or not to be used as a learning media. Were the result on the criteria of looking at the students' post-test results in the experimental class has already affected the understanding of simple past tense in SMP Negeri 2 Merauke. The results indicate that the 11 students' post-test have exceeded the standard of assessment and the other student have exceeded the pre-test results. After the calculation the Eta Square, the value is 0,09. It means that the treatment give moderate effect to the post-test form. This number also supports the T-test result that substitute hypothesis is confirmed and the null is rejected. So the hello English application is effective for students' grammar mastery in learning.

To put in another way, the researcher explained about the effectiveness of hello English application for the alternative media for teaching simple past tense (SPT), grammar beyond (Apsari Y, 2018). In accordance with the phrase of the creator of this application, Alley (2016) aims to make users of this application easier to learn English about grammar, vocabulary and pronunciation as well as many more benefits that can be obtained by its users. To say nothing of (Hidayati & Diana, 2019) confirm that using mobile hello English Application might be raising students' motivation and independent way to learning English. By implementing vary technologies in learning English process are expected students to be hiring their own English competencies. Of course they could be flexible to fix attract application depend on interest their self. Coupled with etasquared category (table 1) study significantly declared that participants of this study got better scores than before. As an illustration, the Eta Square value is 0,09. Forthwith that treatment given at post-test class is categorized into moderate level. This number under those circumstances also supported of T-test result substitute hypothesis be confirmed and the null is rejected. By and large it helped students in learning SPT.

3.2 HELLO ENGLISH APPLICATION ENCOURAGING SELF-LEARNING

As mentioned that there was a significantly differences score both experimental and control class. Evidence must be remembered, refers to observation during research, they looked anthusiast tried to do exercise by their self both inside and outside classroom. Equally, it was proven the using this application made them spent their leisure time repeated task given by the teacher (Hidayati & Diana, 2019). Comparatively, students in the gadget era are easier understood, econcentrate and even more motivated to do in case of doing by their gadget. As a matter of after getting score task given, student antusiast repeated it by himself without teacher's instruction but curious about scores given application itself. It was indicated that this application effective to encourage student to learn independently. On the other hand hello English application unconscious helps them increasing self-learning.

IV CONCLUSION

All things considered the information in previous study showed that the using hello English Application was an effective media in teaching English, simple past tense in particularly. Data findings and discussion proven 1) there was difference significantly of posttest between at experimental class; 95.6% and control class; 60.9% 2) Normality distribution figured out experimental group in posttest is $0.200 > \alpha (0.05)$ and the significance value of control group in posttest is $0.051 > \alpha (0.05)$. The significance values of both groups are higher than $\alpha (0.05)$. It means that H_0 is accepted and H_1 is refused. So, the test distribution of both two groups is normal 3) Homogenity test confirmed p value (significant value) is higher than α value. $P > \alpha, 0,955 > 0,05$. Back to the hypothesis, H_0 is accepted if $p > \alpha$. So it means that the classes are homogeny 4) T-Test delighted $0.000 < \square (0.05)$ for this reason H_0 is rejected and H_1 is accepted.

As has been noted, no one media to claim is perfect even hello English Application. Researcher recognized the experience while implemented this aplication as media in teaching English at SMP N 2 Merauke pretty far from good competent (Butarbutar & Ningsih, 2018). However it is implied to next productive and innovative researcher to do study about this media beyond. In the final analysis, by using hello English Application as media in teaching English as foreign language notwithstanding could be welcome new atmosphere in the classroom. In either case amused students and attract students interesting to learning English anymore.

Last but not least, technology potentials to improving students' motivation, vocabulary, and better scores in teaching learning process, English in particularly. Comparatively, research participants are productive young generation for future well. Educators or teachers have extreme responsibility to lead, to train, and to direct each student for using technology in a better motivation.

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AN INVESTIGATION ON THE INDONESIAN CULTURAL ASPECTS IN ENGLISH TEXTBOOKS FOR SENIOR HIGH SCHOOL PUBLISHED BY KEMENDIKBUD

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Abstract

Cultural understanding is the core of language acquisition because language and culture can not be separated with language. This study employed a qualitative research design. The data are the cultural aspects and Indonesian cultural aspects in English textbooks of 2013 curriculum grade X, XI and XII. The textbook of these grades has not analyzed by the other researchers. The results show that English textbooks grade X, XI and XII contained 490 cultural aspects consisting of 232 products, 75 practices, 11 perspectives and 172 persons (Yuen:2001). While Indonesian cultural aspects contained 127 consisting of 64 cultural aspects on grade X, 34 on grade XI, and 29 on grade XII. From the results of the study, it shows that the presentation of cultural aspects and Indonesian cultural aspects are not balanced and does not provide student to have intercultural awareness. And third English textbooks are equality to use in terms of basic cultural awareness. Whereas, advanced cultural awareness and intercultural awareness level do not support students to have intercultural awareness. From the results above the authors of English textbooks should put the more cultural information explicitly Indonesian cultural aspects to enrich students' cultural information.

Keywords: *Indonesian Cultural Aspects, English Textbooks, Kemendikbud*

I INTRODUCTION

Culture is very important to learn and spread either by television or performance. Learning and spreading culture reduce misunderstanding of culture because that causes a conflict among regions. An enormous amount of intercultural sensitivity has risen in recent years. As a result, the need for developing intercultural awareness has gained tremendous attention.

English also has introduced some cultures such as source culture, target culture or international target culture (Silvia: 2014). These cultures are naturally embedded in the form of habits, foods, norms, values, general beliefs, or life styles. These are often found when learners learn culture through some media, such as television, newspaper, novel, book, or textbook (Yuen: 2011).

The practice of English language teaching (ELT) around the globe acknowledges the role of textbooks as the essential source of learning as Richards (2001) argued that "much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials" (p. 251). Widodo (2016) maintains that a textbook is one of the curriculum materials with prescribed competencies and procedures, which mediates language learning.

Lately there has been a renewed interest on the topic of how culture is represented in textbooks (Weninger and Kiss: 2015), not only in EFL, but also regarding which culture should be included (shin and Chen: 2011). As far as cultural EFL textbook analysis is concerned, Lee (2009) studied 11 secondary school conversation books, Wu (2010) revised a complete series of higher education EFL textbooks and Weninger and Kiss (2013) examined local Hungarian textbook.

In general, learning a foreign language involves learning different cultural aspects in which the language is used and sometimes also how other cultures are presented in that particular culture because language depicts culture of its own and other cultures too. In Cortazzi and Jin's classification (1999:240-5), EFL materials load source culture, target culture, or international target culture. These three categories of culture suggest that EFL materials that contain source culture mean that they present language learners' own culture, such as textbooks produced at national level. The presentations of these cultural materials to students enable them to talk their own culture by communicating directly to foreign visitors who will visit their own areas. The learners can be also asked to present their own culture with their friends who come from other areas. Nelson In Bark Al-Sofy (2018) argued that it is essential to recognize and reflect learners' local culture in language teaching. It means that source or local culture is extremely to present in English textbooks.

Besides containing information on source culture, target culture, and international target culture, EFL materials also contain four elements of culture (Yuen, 2011:462-4): products, persons, practices and perspectives.

Firstly products refers to entertainment appear most frequently. For example, Hollywood movies and television programmes (such as Spider-Man and Survivor). Other kinds of product include food (for example 'fish and chips' and 'tom yum soup'), merchandise (such as Barbie and 'sari'), print (for example Harry Potter and Time), and travel (places such as Lotte World and Colosseum). In some cases, they appear mostly as a name mentioned in the text with some description, but in others, they are literary works such as poems and stories, songs, news, or fashion whose original content is featured. Some commonly known products of foreign cultures appear in both samples, for example, 'pasta', 'kimchi', Superman, and Universal Studios.

Second, Person refers to figures, publicists, and other famous people either real or fictitious which are included in the culture. It could be popular artists, movies actors, pop singers, characters in a movie, comedians, et cetera.

Third, practice refers to the real life activities which are inherited to a particular group of community and passed from generation to generation. It could be in the form of celebration or particular activities. It also refers to customs (such as Thanksgiving and Sapporo Snow Festival), daily life (for example 'America's national sport is baseball' and 'an Indian student plays street games'), and society (such as 'New Zealand's recycling programmes'). The last is perspective, perspective reflects the way a certain group of people see some aspects of life, like family relationship, friendship, concept about money, time, et cetera (Yuen:2001).

Cultural understanding is the core of language acquisition. Therefore, the consideration of material is greatly important in teaching English as a foreign language. The materials are usually presented in textbooks or course books, videos and audio materials, computer softwares, and visual aids. Among these materials, textbooks become the favored use among the teachers in Indonesia.

Therefore, the process of textbook selection should be a careful and thorough process. English textbooks should not only be attractive in term of their visual presentation, but also should consider some other factors, such as their appropriateness to learners' socio-economic background and cultural background. Otherwise, English textbooks will not be the good cultural agents which support intercultural awareness. Thus, EFL textbooks are expected to provide rich cultural exposure involving not only source culture, but also target culture and international target culture.

II MATERIALS AND METHOD

In this study, the writer used qualitative design, particularly content analysis of textbooks. This study aims to describe the cultural aspects in English textbooks of 2013 curriculum. In gaining the data of cultural aspects the writer identified the texts and pictures containing the cultural aspects. The cultural aspects were categorized based on product, practice, perspective and person as proposed by Yuen (2011).

III RESULTS AND DISCUSSION

3.1 CULTURAL ASPECTS

In this part, the researcher firstly identified the Indonesian cultural aspects in English Textbooks and categorized them into four parts namely products, persons, practices and perspectives. Secondly, the researcher calculated the percentage of those cultural aspects. The result shows that cultural Aspects in Three English Textbooks are presented by product, such as food (satte, rendang, fish, soup, and etc), literary works (emails, poems, and stories), electronics (laptop, guitar, sound system), buildings (house, mall, amusement park), travels (Bali Beach and Mahameru mountain), etc. Practice is presented by games (Chinese whisper and Pantomimi) and daily dialogue containing cultural elements. Perspective is mostly presented by folktale, fables, myth and drama. Person is mostly presented by the famous person (Sukarno, B.J. Habibie, Cut Nyak Dien, R.A Kartini, etc), artists (Avgan, Rossa and Evan Dimas), singers, poets and etc.

Then, the percentage of cultural aspects contained in three English textbooks is shown as follows:

Grade	Cultural Aspects	Total
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	Prod	Pract	Persp	Persn	
X	101	44	3	30	178
XI	102	29	6	117	254
XII	29	2	2	25	58
Total	232	75	11	172	490
%	47.34%	15.30%	2.24%	35.10%	100%

Table 1. Findings of Cultural Aspects in Three English Textbooks

Related to cultural Aspects found in English textbooks as presented in table 1 above, it shows that there are 178 cultural aspects in English textbook grade X consisting of 101 product, 44 practice, 3 perspective, and 30 person. English textbook grade XI contained 254 cultural aspects consisting of 102 products, 29 practices, 6 perspective, and 117 persons. And the last is English Textbooks grade XII contained 58 cultural aspects consisting of 29 products, 2 practices, 2 perspectives, and 172 people.

Product is presented in terms of invitation card to visit the tourism in Bali, Sulawesi, Papua and Borneo. It is also presented in form of food such as rendang and rawon. These foods are the special food of Indonesia especially in Java. Rendang and rawon creativity of human being and they are categorized as Indonesia product. In other parts, product is presented in terms of beach, amusement park mall, backpack, flashlight, hat, suitcase, camera, sandal, Sameru Mountain. Although some of them are in other countries, they are categorized as Indonesian products.

Practice is mostly presented in form of visual illustrations of student who are talking about self to other students, football players like Evan Dimas, the people who are using laptop, giving announcement, students who are studying together, person who is paying the game of pantomime, etc. These visual illustrations show that the activities are conducted by the actors (students, football players, etc). Even though the practices are mostly presented in the form of picture, they are still categorized as practice because they involve an activity.

Person is presented in the form of Indonesian writers like Andrea Hirata and Ahmad Fuadi, Pop singer (Rossa and Afgan), the cooks (Samuel and Sholeh), and national actors (Bung Karno, B.J. Habibie, Alwi Abdul Jalil Habibie, R.A. Tuti Marini Puspowardjo). And etc. the element of person is not only identified in terms of picture but also it is identified in reading text.

Perspective is presented in the form of falktale, fictitious character *issumboshi*, the legend of Malin Kundang, and tradition of Badui Dalam and Badui Luar.

3.2 INDONESIAN CULTURAL ASPECTS

In Indonesia, exposure to the English language is primarily mediated through the use of English textbooks. What cultural knowledge and whose culture are represented in these textbooks become a critical issue because culture interweaves both language and thought. Firman (2018) also conducted the study about the representation of Indonesian cultural diversity in middle school English textbooks of 2013 curriculum. He find that the 2013 English textbooks for Grades 7 and 8 permeate Indonesian cultural values and practices that do not provide a balanced and equal depiction of Indonesian cultural diversity. His research analyzed English textbooks for grade 7 and 8. Whereas, in this research analyzed the English textbook for grade 10, 11 and 12.

The presentation of cultural types in English textbook grade X consists of travels, famous writers, singers, famous people, rendang, rawon, bunaken national Marine Park, etc. Then, the presentation of Indonesian culture in English textbook grade XI consists of postcard of Indonesian market, famous people, food, etc. And the last is cultural Aspects in English textbook grade XII. The presentation of Indonesian culture in English textbook grade XII consists of Lake Toba, gadang terminal, Jawa pos, traditional Baduy houses, Antasari toll, etc.

Grade	Indonesian Cultural Aspects
X	64

XI	34
XII	29
Total	127

Table 2. Indonesian Culture Aspects

Table 2 above, it shows that there are 127 Indonesian culture in English textbook grade X consisting of 64 aspects. Then, in English textbook grade XI contains 34 aspects of Indoensia culture. And the last is English textbook grade XII contains 29 aspects of Indoensian culture.

From the number above, it shows that the presentation of Indonesia cultural aspects is very little in the product, practice, perspective or person. It means that English textbooks describedr the foreign culture much more.

3.3 LEVEL OF THE QUALITY OF ENGLISH TEXTBOOKS OF 2013 CURRICULUM IN TERMS OF INTERCULTURAL AWARENESS

To describe whether the English textbooks of 2013 curriculum are best to use or not and whether the English textbooks of 2013 curriculum raise students' intercultural awareness, the researcher used Byram (in Silvia 2014)'s criterion on evaluating English textbooks in terms of cultural content. These criterions are used to know whether the English textbooks raise students' intercultural awareness or not. Byram (in Silvia 2014) developed the intercultural awareness criterion through some stages namely: basic cultural awareness, advanced cultural awareness and intercultural awareness. Here are the intercultural awareness level mentioned in English textbooks grade X, XI and XII.

Criteria of basic cultural awareness (level 1)	Status of the Textbooks under study	Note
1 Culture as a set of shared behaviours, beliefs, and values;	Mentioned	This is mentioned in the form of students activities (introduction activities)
2 The role of culture and context play in any interpretation of meaning;	Mentioned	There is infomation about aspect of life in source culture which is different from target culture or international target culture.
3 Our own culturally induced behaviour, values, and beliefs and the ability to articulate this;	Mentioned	This is mentioned in the form of contextualized writing (writing a lette, email, invitation to other people)
4 Others' culturally induced behaviour, values, and beliefs and the ability to compare this with our own culturally induces behaviour, values, and beliefs	Mentioned	This is mentioned in form of postages for comparison and contrast among cultures.

Table 3. Level 1 of Intercultural Awareness of the Textbooks

From table above shows that English textbooks grade 10, 11, and 12 support students to have intercultural awareness or in level 1. However, they only involve some cultural value, whereas in Indonesia has more than 300 ethnic groups, and each has its own unique cultural artifacts. We found that there are at least four ethnic groups explicitly presented in the eighth grade textbook. The four ethnic groups represented are from Bali Island, Padang (West Sumatera), Papua, and Java.

According to the Indonesian Central Bureau of Statistics (BPS, 2010), a multilingual and multicultural country is a country with hundreds of ethnic groups and cultures. The Bureau, however, regroup these numbers and squeeze them into 32 tribal groups including Jawa (40.22 %), Sunda (15.5%), Batak (3.58%), Sulawesi (3. 22%), and Madura (3.03). Hence, the decisions of using Balinese, Papuan, Javanese, and Minagkabau artifacts are not based on the quantity of the tribal groups. We argue that the inclusion and exclusion of the four artifacts and many others are sociopolitical decisions since only four dominant groups are represented.

Criteria of advanced cultural awareness (level 2)	Status of the Textbooks under study
1 The relative nature of cultural norms;	Not Mentioned
2 The role of culture and context play in any interpretation of meaning;	Not Mentioned
3 Multiple voices or perspectives within any cultural grouping;	Not Mentioned
4 Individual as members of many social groupings including cultural ones;	Not Mentioned
5 A common ground between specific culture as well as awareness to the possibility of mismatch and miscommunication.	Not Mentioned

Table 4. Level 2 of Intercultural Awareness of the Textbooks

In table of level 2 and 3, they present the criteria of advanced cultural awareness. However, from 3 English textbooks, all have not mentioned one of the criteria of advanced cultural awareness. It means that these English textbooks have not supported students to have intercultural awareness. Therefore, the author of textbooks should consider the involvement of intercultural value so that students who use the textbooks understand the other cultural values.

Criteria of intercultural awareness (level 3)	Status of the Textbooks under study
1 Culturally based frames of reference, forms, and communicative practices as being related both to specific cultures and also as emergent and hybrid in intercultural communication;	Not Mentioned
2 Initial interaction in intercultural communication as possibly based on cultural stereotypes or generalizations but an ability to move beyond these.	Not Mentioned
3 A capacity to negotiate and mediate between different emergent socio-culturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.	Not Mentioned

Table 5. Level 3 of Intercultural Awareness of the Textbooks

The table 3 above is the intercultural awareness level presented in English Textbook grade X, XI and XII. In this table, the only basic cultural awareness (the lowest basic) is contained in three English textbooks of 2013 curriculum. They are an awareness of (1) culture as a set of shared behaviours, beliefs, and values; (2) the role of culture and context play in any interpretation of meaning; (3) our own culturally induced behaviours, values, and beliefs and the ability to articulate this; and (4) ability to compare other cultures with our cultures. Meanwhile the advanced cultural awareness (level two) and intercultural awareness (level three) are not mentioned in those textbooks.

The previous data indicated that the presentation of Indonesian cultural aspects was not found the points of advanced cultural awareness and intercultural awareness in three English textbooks to make the learners communicate intercultural.

The presentation of various Indonesian cultural aspects in those textbooks should develop learners' intercultural awareness as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity. Intercultural awareness is awareness on the basis of respect for individuals' and equality of human rights as the democratic basis for social interaction.

Yuen (2011) mentions that language can be considered an ‘artifact’ or a system of code (products) used, to signify thoughts (perspectives), for communication (practices), by different people (persons). From four cultural aspects (product, practice, perspective and person), those English textbooks show that products dominate other cultural aspects and followed by persons. Practices and perspectives also appear but in very small number.

This dominant presence of product element is not only in English textbooks published by the Minister of Education, it is also in line with Kramsch (1993)’s Survey showing that in many language classes, culture was frequently reduced to “the four Fs”, which means “food, fairs, folklores and statistic facts”. Similarly, it also support Yuen (2011)’s and Silvia (2014)’s study that products relating to entertainment appear most frequently, followed by practice (celebration like Halloween, Thanksgiving, Sapporo festival), perspectives (presented in Myths, stories, folklores), and lastly persons (Au Sung Kyii and Stephen Hawking). This mean that the authors of textbooks are more attention on product instead of person, practice and perspective.

The presentation of product only describes some cultural values of Indonesia. Whereas Indonesia has 300 ethnic groups and each has its own unique cultural product. The involvement of some products from a small group of ethic triggers other people coming from other culture to conflict. it also make other people interpret that the publish of the textbook contains political issue.

Practice and perspective elements should be presented more attention to show how other groups of ethnic in Indonesia do their custom so that the students know and understand the other customs instead of present foreign culture much more. The presentation of balanced cultural aspect gives impact on having intercultural awareness.

As an effective media, the government should publish the textbooks containing the rich information of cultural value. This step is very effective to make students understand each other in terms of culture and of course it will be effect of decline conflict rates.

Textbooks, eventually, have a big role in facilitating the intercultural awareness of the learners. According to Byram (2001) the three components of intercultural awareness are knowledge, skills and attitudes. Having an intercultural attitude means being curious and open towards foreign cultures and being able to understand one’s own attitudes. Secondly, having intercultural knowledge includes knowing about how social groups and identities of the foreign culture (and one’ own culture) function. Thirdly, there are intercultural skills that should be taught to learners. These skills are e.g. comparing, interpreting and relating one’s own culture as well as the foreign cultures. Since the examined English textbooks do not contain description on the attitudes of foreign culture or international target culture explicitly, these textbooks cannot be categorized as the agent to promote successfully the learners’ intercultural awareness.

By looking at the table 3 of level of intercultural awareness are presented in those English textbooks, it can be concluded that the English textbooks support basic cultural awareness (the lowest level). Though the writer decides that the basic cultural awareness (level one), the real presentation on cultural elements and cultural types do not comply the entire criterion mentioned by Byram’ criterion.

Achieving all level of intercultural awareness seems too high standard for Indonesian context. Besides the fact that English is taught as a foreign language, the available English textbooks in local market have not approved or examined for their intercultural aspects. Therefore, basic cultural awareness is enough for analyzing English textbooks of 2013 curriculum published by the Minister of Education and Culture.

IV CONCLUSION

Culture in English textbook for senior high school of 2013 curriculum is mostly introduced by products, such as visual illustration, virtual pictures, songs, poems, letters, foods, congratulation cards, sympathy cards, emails, stories, buildings, and so on; then followed by practices, such as Shadow puppetry and games. The next one is perspectives, such as folklore and legends. And the last is persons, such as famous singers, heroes, poets, writers, famous opinion columnists, presidents, etc.

English textbooks of 2013 curriculum Grade X, XI and XII have 490 cultural aspects consisting of 232 products (47.34%), 75 practices (15.30%), 11 perspectives (2.24%) and 172 persons (3.46%) as presented in table 1 above.

Related to Byram (in Silvia 2014)’s criterion in evaluating intercultural awareness of English textbooks, it can be concluded that the presence of various products in the textbooks is surely a good initiative for intercultural information. To this level, the textbooks support the learners to be aware of different cultures around them and in the wholeworld. However, there is no explicit information

regarding the behaviour, beliefs and values (practice and perspective elements); shared beliefs or values that certain culture hold, and how to articulate source culture values in the target language.

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FILIPPO GRANDI REPORTS ON ROHINGYA REFUGEE CRISIS IN BANGLADESH: ENGAGEMENT EVALUATION

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Abstract

This study concerns with the use of Appraisal Theory developed by Martin & White (2005), under subsumed of engagement system domain. The engagement system deals with dialogic perspective between speakers and listeners, which is influenced by the approach of Bakhtin/ Voloshinov, called heteroglossia. Heteroglossic backdrop reveals the proposition lies behind what is stated. In this study, a verbal interaction between speaker and listener is presented in the form of press conference release. Currently serving Head Commissioner of United Nations High Commissioner for Refugees (UNHCR), Filippo Grandi, held a press conference release containing his visiting report to the camp shelter of Rohingya refugee in Bangladesh. The press conference release is a recorded-video type one, which has approximately 27:30" in length. It is led by a moderator, reported by the Head Commissioner and joined by 6 follow-up questions. Regarding to engagement system used, the utterances are then transcribed into a transcript, thus it gains approximately 395 clauses, moreover, only the utterances spoken by the Head Commissioner taken as the engagement locution realizations. The objectives of this research fall into three: a) to find out the most predominant heteroglossic backdrop Grandi encodes; b) to recognize the values and viewpoint Grandi intends to convey in his report; and c) to identify the authorial voice Grandi uses in addressing his beliefs of the Rohingya refugee crisis to the audiences. The qualitative descriptive method is applied. It is found that contract-disclaim-counter dominates the report by accounts of 55 realizations. It implies that the facts, Grandi reports may against audiences' expectation, yet in another clause, he describes the situation which can reform audiences' different viewpoints toward the crisis.

Keywords: Appraisal Theory, Engagement System, Rohingya Crisis, UNHCR, Filippo Grandi

I INTRODUCTION

The world's eyes must have been confronted to the fact that persecution of certain tribes and ethnical violence remains to happen. Indeed, the modern colonization is still there in several parts of earth. Thus, the people who suffer from the colonization keep on trying to flee and find safer shelter for themselves. Therefore, the refugee issues emerge day by day. The issues could never be stopped as long as injustice humanity problems and wars remain to happen. One of the ongoing issues comes up from Rohingya refugee, a group of people who originates from the northern area of Rakhine state, Myanmar. The Rohingya, a Muslim ethnic minority group in Rakhine, are considered among the most persecuted, vulnerable, and oppressed minorities in the world. Recently, the persecution on the Rohingya Muslims has increased due to Buddhist nationalism in Myanmar. They are victims of various forms of oppression, such as arbitrary taxation, land confiscation, destruction of mosques, torture and ill-treatment, extrajudicial executions, restrictions on movements, forced eviction and house destruction, forced laborers on roads and at military camps, and financial restrictions on marriage (Mohajan, 2018).

The Buddhists of Myanmar claim that the Rohingya are economically developed, and their culture is under siege than the Rohingya. The Rohingya are confronted with a deeply entrenched Islam phobia with Rakhine in Myanmar. Myanmar is surrounded by some Islamic countries, such as Bangladesh, Malaysia, and Indonesia. The Buddhists think that if any Islamic country attacks Myanmar, the Rohingya will fight against Myanmar. Therefore, they are culturally discriminated, economically exploited, and politically sidelined by the Government of Myanmar (GoM) (Wolf, 2017). The oppression of the Rohingya people resulted in repeated population movements within Myanmar and to other countries, culminating in the mass displacement of Rohingya to Bangladesh in the second half of 2017. In August 2017, a major humanitarian crisis in the Rakhine State of Myanmar triggered a mass exodus of around three-quarters of a million stateless Rohingya refugees into neighboring Bangladesh, adding to the estimated 200,000–300,000 Rohingya refugees in Bangladesh who had fled Myanmar earlier and the estimated 73,000 Rohingya refugees in Malaysia (UNHCR, 2018).

Concerning this matter, United Nations, under the role of the United Nation High Commissioner for Refugees (UNHCR) has taken its parts in controlling and organizing the issues of refugee as well. Filippo Grandi, who currently serves as the 11th United Nations High Commissioner for Refugees, elected by the UN General Assembly on 1 January 2016 to serve a five-year term, until 31 December

2020. He has been engaged in refugee and humanitarian work for more than 30 years. Grandi holds a degree in modern history from the State University in Milan, a BA in Philosophy from the Gregorian University in Rome and an honorary doctorate from the University of Coventry (UNHCR, 2016). Therefore, there is no doubt anymore in his dedication for humanitarian work.

The mandates which Grandi holds, allow him to be responsible of any existing refugee issues. Along with his boards in UNHCR, Grandi has always been projected to the enormous number of refugee issues and what comes up within it. In line with the Rohingya refugee issue, UNHCR has taken its role as well. Moreover, Grandi's visit to Bangladesh back in the day has been being worlds' center of attention. For his report of visit becomes the awaited news of world citizen. Why is it awaited? The question has come to appear. Definitely, the world citizen needs to hear about the condition and status of Rohingya refugee directly from the Head of UNHCR. As the information of it, from him, considerably is the most accurate and factual rather than the issues spread out there in the society, which doesn't expose valid report.

As any colleagues of his in UN boards have done after visiting a refugee site, Grandi also reports his observation by holding a press conference at the headquarters of UNHCR in Geneva. For the view that whenever speakers or writers say anything, they encode their point of view towards it (Stubbs, 1996). Therefore, Grandi delivers, obviously could influence people's point of view towards the Rohingya refugee issue. His interpersonal style of speaking such as; the way he delivers speech, the way he reports his observation, the way he elaborates the condition of Rohingya refugee, the way he describes the camp site situation in Bangladesh, the way he responses to the follow-up questions, and which diction he uses rather than the others, they are being essential entities analyzed in this study.

Analyzing interpersonal style is the workplace of Systemic Functional Linguistic (Halliday and Matthiessen, 1994/2004), but in way more specific functions, called Appraisal Theory. Appraisal is realized as discourse semantic since it emphasizes the meaning beyond the clause. As a tool of language of evaluation, appraisal, by presenting the material, reveals the speaker/writer negotiation of feelings and values to which they communicate (Dinamika, 2016). Martin & White in 2005 has developed appraisal theory as one of the extension of interpersonal systems at the level of discourse semantics, besides negotiation and involvement.

Appraisal deals with three major domains, namely 'attitude', 'engagement', and 'graduation'. Attitude plays its role in concerning emotional reactions and evaluation of things. Then, engagement construes the play of voices around opinions in discourse. Meanwhile, graduation deals with grading phenomena (Martin and White, 2005).

Several studies on appraisal under subsumed of engagement system done within written form as the sources. It implicates that it hasn't completely reflected Voloshinov's ideas which states that verbal communication is the basic reality of language (Voloshinov, 1995). Depart from that ideas, for Grandi's report on Rohingya refugee in Bangladesh released in a recorded press conference, therefore, in this study, the engagement one is the most appropriate resource applied, as it construes the "dialogic perspective". By analyzing Grandi's report using engagement evaluation, it, perhaps, can be figure out, in which position Grandi takes stances and in which value or belief he intends to convey.

Thus, this study engages to explore the engagement system found in Filippo Grandi's press conference report on Rohingya Refugee in Bangladesh camp shelter. Moreover, the objectives of this study fall into three: a) to find out the most predominant heteroglossic backdrop Grandi encodes; b) to recognize the values and viewpoint Grandi intends to convey in his report; and c) to identify the authorial voice Grandi uses in addressing his beliefs of the Rohingya refugee crisis to the audiences.

II MATERIALS AND METHOD

2.1 LITERATURE REVIEW

In these recent years, numbers of research on appraisal have been done to prove that the language of evaluation existing in the form of written and spoken language. Any languages and its form of language can be evaluated or even analyzed through the occurrence of this theory, called appraisal.

In 2006, a study on evaluation of engagement in journalistic and news reportage in two languages, English and Spanish has been held by Arrese and Perucha. The study found that the presence and patterning of the various linguistic resources for the expression of evaluation in these subgenres of journalistic discourse, establishes comparisons across languages (Arrese and Perucha, 2006). Meanwhile, Zhang (2015) examines the appraisal resources of two earthquake reports from China Daily – China's most influential national English newspaper, in 1998 about Shangyi earthquake and 2008

about Wenchuan earthquake. Then, it is found that there are great changes in disaster reporting within over 10 years. The changes between attitudinal and engagement research implicate a development in the disaster reports of China daily, which also influence the reader's feeling and viewpoint of the disaster reports (Zhang, 2015).

2.2 ENGAGEMENT IN APPRAISAL THEORY

Under subsumed of appraisal theory as described in Martin & White (2005), engagement system concerns with the means for the authorial voice to position itself with respect to, and hence to 'engage' with, the other voices and alternative positions construed as being in play in the current communicative context (Martin and White, 2005). Engagement is much influenced by dialogic perspective informed by the Bakhtin's/Voloshinov's notion of dialogism and heteroglossia. In which they state that all verbal communication, whether written or spoken, is 'dialogic' in that to speak or to write is always to reveal the influence of, refer to, or take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual, potential or imagined readers/ listeners (Bakhtin, 1981; Voloshinov, 1995).

Engagement system takes account of dialogic perspective which then falls into two types of communicative environment or in other terms called dialogistic status, namely monoglossic and heteroglossic. 'Monogloss' uses categorical assertions to build shared values with the receiver by presenting an idea as being commonsense and having no alternative. 'Heterogloss', by contrast, acknowledges the possibility of alternative viewpoints, responses and/or truth values. Heterogloss itself may be either 'dialogically expansive' (opening up to other voices) or 'dialogically contractive' (restricting possible responses) (Munday, 2015). In other words, utterances are considered to be categorized as monoglossic when they make no reference to other voices and viewpoints. Meanwhile, when they do invoke or allow for dialogic alternatives, categorized as heteroglossic. As stated in Martin & White (2005) that category of engagement construes for the text a heteroglossic backdrop of prior utterances, alternative viewpoints and anticipated responses, thus, this study will only focus on outlining the heteroglossic resource. It can be divided into two broad categories – dialogic contraction and dialogic expansion.

2.3 HETEROGLOSSIC: DIALOGIC CONTRACTION

Dialogic contraction acts to contract the dialogic space rather than to open it up. Its contractive meanings fall into two categories as followings;

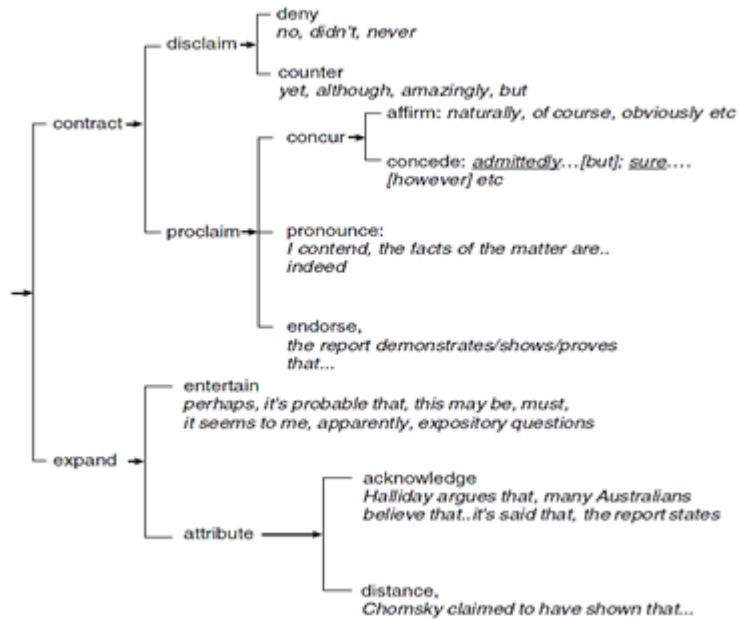
1. Disclaim – voice position of rejecting, supplanting or some contrary position. It is then sub-typed into disclaim 'deny (negation)' and disclaim 'counter'. Deny is realized in such locutions, no, not, never, nothing, wrong and any other denial words. While, counter is conveyed by conjunctions such as although, however, yet and but, by adjuncts such as even, only, just, surprisingly, still.
2. Proclaim – voice position of as highly warrantable (compelling, valid, plausible, well-founded, agreed, reliable, etc). This contractive meaning can be sub-typed into concur, pronounce and endorse. Concur is conveyed by such locutions, of course, naturally, admittedly, obviously, etc. Pronounce involves authorial emphases or explicit authorial interventions, such as these locutions, I contend, the facts of matter, in fact, indeed, etc. Endorsement is realized in the use of verbal processes, such as show, prove, demonstrate, find, etc.

2.4 HETEROGLOSSIC: DIALOGIC EXPANSION

Dialogic expansion acts to open up the dialogic space for alternative position. It is categorized into two expansive meanings;

1. Entertain –voice position stands on range of possible position whether to greater or lesser degree. It is conveyed as the assessment of likelihood via modal auxiliaries, such as, may, might, could, must, have to, need to; via modal adjuncts such as, perhaps, probably, definitely; via modal attributes such as, it's possible, it's likely; via mental verb such as, think, believe, convinced, doubt, etc.
2. Attribute –voice positions of some external voice. This can be sub-typed into two; acknowledge and distance. Acknowledge is conveyed by reporting verbs such as say, report, state, declare, argue, announce, believe and think. Meanwhile, distance is realized rather narrowly locutions, such as claim and certain uses of 'scare' quotes.

To give the clear view of the system of engagement particularly in terms of heteroglossic resources as discussed in this section, figure below is presented.



Picture 1. Heteroglossic resources (Source: Martin & White, 2005, p.134)

Those heteroglossic resources realized in the form of utterances are aimed to figure out the propositions a speaker/writer intend to address the reader/ listener, also the backdrop lies on it as well. Engagement system also appears to provide a systematic account of characterizing a speaker/writer's interpersonal style and their rhetorical strategies according to what sort of heteroglossic backdrop or of alternative viewpoints they construct for their text and how they engage to that backdrop. As heteroglossic resource also concerns with value positions in which, in this regard, when speakers/writers announce their attitudinal positions, thus they not only express themselves, but also simultaneously invite the addressee into a place where the feeling, value and belief is shared.

2.5 METHODS

A recorded press conference video release of Filippo Grandi – UNHCR Head Commissioner, entitled “Rohingya Refugee Emergency in Bangladesh, Geneva, 27/09/2017” is accessible on United Nation official webpage, please visit (<http://webtv.un.org/watch/filippo-grandi-unhcr-press-conference-rohingya-refugee>). Length of the video is approximately 27 minutes and 30 seconds. The press conference is led by a moderator, reported by Filippo Grandi – the UNHCR Head commissioner as the keynote speaker, and followed by six follow-up questions which come up from the audiences in that press conference room. Moreover only the utterances uttered by Filippo Grandi were taken as the data. The oral utterances were transcribed into text form; in order to easier the process of analysis, without omitting even a word he uttered, then obtained approximately 395 clauses.



Figure 2. Press Conference release of Filippo Grandi's report

(Source: <http://webtv.un.org/watch/filippo-grandi-unhcr-press-conference-rohingya-refugee-emergency-in-bangladesh-geneva-27-september-2017/5588947654001>)

Qualitative descriptive method was applied due to its necessity to explore the engagement 'realization locutions' found in the transcribed report and to describe or to categorize the types and subtypes of the locution. There was also a quantification applied, but, it was by means of, counting the distributions and frequencies of each subtype.

III RESULTS AND DISCUSSION

This section provides the process of engagement system analysis and its finding results. First the data obtained from the transcribed text of Grandi's press conference is presented by few instances. Then, it is categorized according to its heteroglossic resources whether dialogic expansion or dialogic contraction. Afterward, it is respectively categorized according to its dialogic/ value position, which then put into the table of frequency form to easier the process of quantification of each categories and to make a clear vision of the analysis process. At last, the final data is obtained and the description is made to correlate the result of findings and the theory of engagement system developed by Martin & White in 2005. As the variety of heteroglossic resources may cause confusion in terms, hence this study applies words abbreviations. Firstly, presented here the analysis of heteroglossic contract resources, followed by expansion one.

3.1 HETEROGLOSSIC CONTRACTION

This type of backdrop categorized into disclaims and proclaim. Disclaim is subtyped into deny and counter, while proclaim subtyped into concur, pronounce and endorse. The table 1 below presents the table of disclaim realization.

No.	Clause	Realization
1	That <i>haven't</i> been accessed yet	not
2	We have <i>no</i> date when they can resume their work, <i>no</i> date	no, no
3	They are <i>never</i> been counted properly	never
4	they have absolutely <i>nothing</i>	nothing
5	<i>No</i> , we are <i>not</i> informed	no, not

Table 1. Heteroglossic - Contract – Disclaim – Deny (HCDD)

Those exemplified clause presented above are few of the whole obtained clauses of disclaim found in the transcribed press conference report. Those are the original utterances spoken by Grandi without any modification. Table 2 below is presented to show the realization of counter.

No.	Clause	Realization
1	<i>But</i> , I cut short my visit	but
2	That haven't been accessed <i>yet</i>	yet
3	<i>although</i> the information we got	although
4	that with <i>shockingly</i> absence	shockingly
5	And you can <i>only</i> reach Northern Rakhine	only
6	It's not <i>just</i> about food and shelter <i>although</i>	just, although
7	there are displaced people <i>still</i> inside Myanmar,	still

Table 2. Heteroglossic - Contract – Disclaim – Counter (HCDC)

Now, the contract – proclaim is respectively presented in these tables. Table 3 is presenting the proclaim – concur, with abbreviation of HCPC as followings;

No.	Clause	Realization
1	they have <i>absolutely</i> nothing	absolutely
2	I have heard were that <i>yes</i>	yes
3	<i>of course</i> , that is <i>extremely</i> important.	of course, extremely
4	these figures maybe <i>actually</i> conservative	actually
5	seemed very tangible to me very <i>strongly</i>	strongly

Table 3. Heteroglossic - Contract – Proclaim – Concur (HCPC)

The occurrence of proclaim pronounce is presented in the table 4 below with abbreviation of HCPP.

No.	Clause	Realization
1	that was <i>really</i> for immediate needs	really
2	<i>in fact</i> , we have been cooperating	in fact
3	it's <i>just a matter</i> of time before terrorist spring up	just a matter
4	<i>it's clear that</i> what it takes to people to be returned	it's clear that
5	But, <i>clearly you know</i> if only the people with papers can go back	clearly you know

Table 4. Heteroglossic - Contract – Proclaim – Pronounce (HCPP)

Proclaim – endorse is not presented in the table for it has no clause realization found in the transcribed report text. Hence, it is still abbreviated as HCPE.

3.2 HETEROGLOSSIC EXPANSION

This type of backdrop categorized falls into two; entertain and attribute. Entertain stands itself, while attribute is sub-typed into acknowledge and distance. The entertain value is presented as in the table 5 below.

No.	Clause	Realization
1	but they were <i>perhaps</i> more than 300.000 Rohingya refugees	perhaps
2	<i>it is suggestion</i> to an existing camp	it is suggestion
3	this <i>needs to</i> be addressed and resolved	needs to
4	and <i>most likely</i> , those were survivors	most likely
5	I <i>think</i> it took a while	think

Table 5. Heteroglossic - Expansion – Entertain (HEE)

At last, presented below is the attribute – acknowledge without distance, for it is not realized in any clauses of transcribed report text.

No.	Clause	Realization
1	and should <i>really</i> determine	really
2	<i>it is also very obvious</i> to me	it also very obvious
3	<i>in fact</i> , we have been cooperating	in fact
4	it's <i>just a matter of time</i> before terrorist spring up	just a matter of time
5	<i>it's clear that</i> what it takes to people to be returned	it's clear that

Table 6. Heteroglossic - Expansion – Attribute - Acknowledge (HEAA)

Afterward the whole transcribed text is categorized based on its heteroglossic backdrop and found its realization, thus, the frequencies of occurrences are thoroughly and systematically counted, as presented;

Heteroglossic Resource					
Contraction	Disclaim		Proclaim		
	HCDD	HCDC	HCPC	HCPP	HCPE
Number	36	55	28	14	0
Amount	91		42		
Total	133				
Percentage	63%				
Expansion	Entertain		Attribute		
	HEE		HEAA		HEAD
Number	53		25		0
Amount	53		25		
Total	78				
Percentage	37%				

Table 7. Table of frequency of heteroglossic resources distribution

It is obtained that the heteroglossic resources construe in the text for 211 realizations, with account of 133 contractions locutions and 78 expansion locutions. Contraction is dominated by disclaim – counter, with account of 55 locutions. Meanwhile, entertain value dominates the expansion meanings with 53 locutions. Therefore, contraction exceeds the expansion for 63% occurrences in the transcribed text uttered by Grandi, while the expansion gives a small percentage in his report for only 37%.

Moreover, it is found here that in his press conference release, Grandi takes his stance by heteroglossic resource with predominant contract (63%) - disclaim dialogic position and counter authorial voice. Hence, through the vast number of contraction found, also can be construed that in his report, Filippo Grandi, closes down the space for dialogic alternative, or in other words related to engagement system definition of dialogic contraction, he acts to challenge, fend off or restrict the scope of such propositions and utterances. What can be inferred here as well is that Grandi contracts the chance for another open dialog of the Rohingya refugee crisis in the Bangladesh camp shelter. It implies that what he experiences in person while visiting that camp site appears to be the only source of

information that needs to be trusted and unquestioned by the audiences. Yet, the analysis also figures out that the contraction dialogic position is majorly dominated by disclaim voice, not the proclaim one. Take a glance at disclaim definition related to engagement system as the textual voice positions as rejecting, replacing, holding unsustainability and holding not to apply such propositions, construes that Grandi takes stances as most likely to stand across certain propositions of this crisis. The propositions, he stands across of, can be found in the marked transcript of his related press conference release, this study reveals.

The most predominant authorial voice found is the counter one. Counter deals with a proposition which would have been expected in its place (Martin and White, 2005). In a clause uttered:

“I was actually in New York at the General Assembly *but* I cut short my visit.”

That Grandi cut short his visit in New York is presented as defeating his normal activity whose existence necessary needed particularly at the General Assembly required him to be in New York for a few longer time. Another clause of disclaim – counter is uttered as followings;

“*But*, clearly you know if *only* the people with papers can go back.”

The audiences expect that the Head Commissioner could do something to return the refugees with nationalities to Myanmar, but Grandi stands across that expectation as he emphasizes that only the refugees with papers (official nationality identification license) who could return back to Myanmar. Besides emphasizing the GoM regulation of refugee to the audience, Grandi also, throughout this statement tells the audience that he couldn't do any further favor to help the refugee who doesn't have official papers.

“I spoke to many children that with *shockingly* absence of almost emotions, because they were so traumatized.”

The clause above shows that counter takes role as a set of comment adjuncts/ adverbials. It is commonly and normally believed that children are the creatures who have variety of emotions and is expected to have pleasant experience in their childhood, as this kind of experience may form their complex emotions which also may form their personal characteristic. But, Grandi's observation speaks oppositely toward that expectation. He finds out through his observation, the emotional condition of the children of Rohingya are totally different from normal expectation. It causes a shocking impact to the reality which happens in the middle of the refugees' camp shelter. The children there are severely traumatized with any violence they witness, for instance, they witness their mothers and sisters being raped, their house burnt down, and their fathers killed by the military of GoM. Thus, countering clauses found reflects the real belief and value of crisis Grandi intends to inform to his audiences the most. Disclaim – counter is also realized in such utterance:

“And the flow has declined although the information we got from various governmental agencies in Bangladesh was that there are displaced people *still* inside Myanmar, some of whom maybe trying to find their way across the border into Bangladesh.”

The still in the clause above construes Grandi expectation that the refugee flow are not inside Myanmar anymore, but somehow it counters the expectation that there are refugee flows still inside Myanmar. Grandi expects that those displaced people could flee from Myanmar to seek for shelter by crossing the border into Bangladesh. He tries to share his expectation towards it to his audiences.

Thus, by seeing the evaluative results of engagement found in Grandi's press conference release, he tends to share the information about the Rohingya refugee with rather countering position. He presents the report with expected propositions as well as presenting it with the real propositions happen. He tries to tell the world that what they expect to happen in the Bangladesh' camp shelter may not happen and what the world doesn't expect to happen there happens.

Nevertheless, there is still a big number of authorial voice in this study, expansion – entertain takes the second position and occurs for 53 realizations. Entertain makes dialogic space for the possibilities. The authorial voice entertains those dialogic alternatives (Martin and White, 2005). Take a look at the clause below which is presenting the entertain realization.

“And the government has made available, as you *probably* have read, an area of two thousand takers that is going to be destined to professional accommodations for the refugees, and many are already moving there. *It is suggestion* to an existing camp that has been managed by UNICEF for many years.”

Grandi employs *probably* in the prior clause in order to mark that there may be some audiences who don't share the same viewpoint as his on this accommodation for refugee. Before stating that there will be professional accommodation for the refugees, Grandi makes an anticipating position or making space between him and the audiences, in order that the audiences could give him a chance to explain his viewpoints further later on. Then, *it is suggestion* is such locution which perhaps, may entertain the audiences, regarding that the real situation may cause inconvenience feelings to the audiences. There Grandi also employs entertaining voice in which he gives constructive suggestion to the stakeholder of existing camp, which may not do so before. Throughout this entertain voice, Grandi tries to imply that there are a lot of possibilities remain can happen at the refugee camp shelter in Bangladesh, whether the good ones or even not.

The engagement system is quite appropriate to apply in this study, as it concerns with the dialogic perspective. The press conference release reported by Filippo Grandi has taken the audiences to sorts of assumptions and thoughts. People may assume differently in responding to every single clause the Head Commissioner has uttered, but perhaps it affects the audiences with the good effect instead. Related to interpersonal style, engagement system may present one proposition with quite a lot of spoken style, for people with different background and under certain conditions may produce different viewpoint toward it. Therefore, evaluating the language is evidently a field which ultimately interesting to be discussed. It has always taken parts in any era, as long as people communicate. People's interpretation and assumption toward the finding of the study may also differ. Nonetheless, it is very resourceful entity to enrich the study of language, particularly for language of evaluation field. Though, in this study, the engagement system is being the only domain evaluated, it is still open for doing so for another rest domains, attitude and graduation. This source of appraisal also can be expanded to any other form, such as, printed/ online media, news article, oral/ written speech, presentation, debate or discussion text, artistic masterpiece like, plays and movie script or song lyric, and so forth. This study, by no means, avoids the writers' personal assumptions and viewpoints about the Rohingya crisis and Grandi's report on it. The writers have tried their best to put themselves into such a fair and neutral position in evaluating the content of the press release. They also have used the Language of Evaluation (Martin & White, 2005) book as the guidance in evaluating the interpersonal style and engagement system in this study. Therefore, the writers expect that this study's findings, hopefully, will not cause any offend to any sides. The way of evaluation is also excluded from any political ideology and political intervention and moreover is purely for the language object use. Therefore, to sum up this evaluation, it can be stated that the results of evaluation may vary due to the objects of evaluation, appraisal system domains which is used, certain conditions the objects of propositions are made of, the interpersonal style of the addresser and the addressee in viewing a particular, the social and personal background of the addresser and the addressee, and so forth.

IV CONCLUSION

The findings show that within the appraisal theory developed by Martin & White in 2005, under subsumed of engagement system domain, the press conference release on Rohingya Refugee Crisis in Bangladesh (2017) reported by Filippo Grandi – the Head Commissioner of UNHCR encodes a predominant heteroglossic backdrop called, dialogic contraction. This dialogic contraction is construed by a predominantly disclaim value position, in which it is subtyped into deny and counter. Yet, the counter authorial voice has confronted to be the most realization found, for 55 locutions. Therefore, it can be inferred that heteroglossic – contraction backdrop implies Grandi to close down the space for dialogic alternative in his report. Related to disclaim value position, it implies that Grandi takes stance for him to stand across certain propositions or conditions of the crisis situation in Bangladesh camp shelter. The stances he stands at are realized in the report he utters which convey the counter authorial voice. It reflects the realest crisis condition which Grandi truly intends to inform the audiences. He reports the fact that may be audiences' expectation, in any other clauses; he describes the situation which can reform audiences' different viewpoints toward the crisis. This study, perhaps, may attract other linguists to conduct evaluation of language on many kinds of language form. In which, it is expected to shape the new pattern or even theory for certain propositions, particularly in language as communication

medium. Yet, humanitarian workers are also expected to involve in language research, as the humanitarian work is not only focusing on humanitarian issue, but also, later on, may be focusing on language use issue.

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IMPROVING GRAMMAR MASTERY THROUGH MOVIE SEGMENT FOR THE FOURTH SEMESTER OF ENGLISH STUDENTS ACADEMIC YEAR 2018/2019 AT MADURA ISLAMIC UNIVERSITY

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Abstract

Grammar learning in the class is not delivered attractively so that it can cause students to have low enthusiasm for learning. Besides, monotonous learning makes students easily get bored. After understanding the importance of grammar in learning English, it is needed to have learning media that can solve students' problems in class. Researchers offer instructional media in the form of authentic material that is a movie segment to be applied in learning grammar. The purpose of this research is to find out how the movie segment can improve the grammar mastery of fourth-semester students. The use of authentic material in the classroom can create a pleasant atmosphere because it can reduce anxiety levels and provide examples of English applications in the real world. Movie Segment is one type of authentic material in the form of video clips that are used to teach grammar. It is also equipped with worksheets, exercises, and answer keys so that it can facilitate the teacher to use the appropriate material and create a pleasant atmosphere in the classroom. The research design used is Classroom Action Research. Meanwhile, The criterion for success in this study is 75% of students achieve 75 in learning Grammar (Simple Past tense). The results of this study indicate that the mean value on the pre-test was 65.2 and the average value of the post-test in cycle 1 increased to 72.8. Then, the post-test mean score in cycle 2 increased to 78.8. The percentage of students who reached above or equal to KKM is 75 increased from 32% to 60% in cycle 1 and 80% in cycle 2. Therefore, this study proves that the use of movie segments can improve grammar understanding and can be used as one of alternative techniques in teaching grammar (past tense).

Keywords: *Movie segmen, authentic material, past tense*

I INTRODUCTION

Learning English must pay attention to the components of language, including pronunciation and grammar. Grammar is one of the important components that can help students to speak and write accurately. Unfortunately, Grammar Learning in schools are not delivered attractively so students have low enthusiasm for learning. Furthermore, monotonous learning can make students get bored. Learning grammar is not easy because students should think like a native speaker.

Looking at the importance of grammar in learning English, learning media is needed to solve students' problems in class. Researchers offer instructional media in the form of authentic material, it is a movie segment. Authentic material can create a learning atmosphere that not only pays attention to the affective side of students but also pays attention to the cognitive side. The language used in authentic material can be used as an example of the use of language in daily life. This is the same as the goal of learning that students can use English to communicate. This is supported by the expert. Kurniasih and Umamah (2013: 414), said that marrying the student's effective side and the positive effects of authentic materials would be a great combination to achieve successful grammar mastery. The movie segment is a piece of short duration film that is used to teach certain grammar points that are equipped with worksheets about the film being played. The movie segment can create a pleasant atmosphere because students have unconsciously learned grammar.

II MATERIALS AND METHOD

Authentic materials are materials that had been designed by English speakers and are not used for classroom learning. Kilickaya (2004) revealed that authentic material provides an example of how language is used in everyday life ". This statement is supported by Herod (2002) that "authentic learning materials and activities are designed to imitate the real world situations". As explained above that authentic material basically can be used in the classroom even though the initial purpose is not for learning, this is in line with Carter & Nunan (2001) who said that authentic materials are "ordinary texts are not produced specifically for language teaching purposes". Understanding above, Herrington and Oliver (2000) suggest a new pedagogical term called "authentic learning." This term refers to students' lives and prepares them to deal with situations in real life.

Peacock (1997) explains that some of the benefits of using authentic materials in the learning process, such as authentic materials can show the use of language in the real world so that they are able to understand and communicate well, becoming an effective learning process because it suits with their needs, improving learning motivation, making lecturers more creative in choosing effective methods, and helping students learn culture through the language being studied.

Gebhard (1996) classifies authentic materials into three, namely 1). Authentic material in the form of audio, such as: news, cartoons, TV talk shows, songs and so on. 2). Authentic material in the form of visual material such as magazines, pictures, guides, and others. 3). Authentic Material in the form of print such as newspapers, menu listings, tickets, and others.

The movie segment is a piece of film used to teach certain language grammar such as present tense, past tense, continuous tense, and others. The movie segment is also equipped with worksheets, exercises, and answer keys to make it easier for the teacher/lecturer to apply them in the classroom. Azevedo is a teacher from Brazil who has implemented the use of movie segments in learning grammar. Azevedo always sends material about the movie segment on his blog on <http://moviesegmentstoassessgrammargoa.blogspot.com/>. His last video and material was sent on April 2018. Besides, Azevedo also believes that using film is one of the interesting, challenging and livelier ways to classify the classroom. Azevedo believes that "teaching grammar by using the movie segment is more inspirational and rich in motivation". Azevedo also made lesson plans, questions, and answers as well as some suggestions to the teacher to improve students' grammar knowledge in his blog. For example, Azevedo uses the film "Shaun the Sheep" to teach the present tense. In this piece of film, Azevedo provides three types of exercises based on the pieces of film used, namely adjusting existing activities in the film with characters, rewriting activities carried out by characters with positive sentences using the present tense formula, and rewriting activities which is not done by characters with negative sentences using the present tense formula.

The first research has been conducted by Carol Herron, Holly York and Cathleen Corrie (2006) with the title "A Comparison Study of the Effects of a Story-based Video Instructional Package Versus a Text-based Instructional Package in the Intermediate-level Foreign Language Classroom". This study aims to attract, carry out the storyline and pattern of language targets that create student attention to enrich in linguistics. In this study, there were 27 French students from 2 institutions who had participated. Data from the results of the study were conducted using pre-test and post-test. On the grammar score, according to the significant statistical data obtained that $F(1,25) = 50.79$, $p = .000$, eta squared = .67. There was a significant comparison with treatment interactions, $F(1,25) = 7.00$, $p = .014$, eta squared = .22. The results of this study prove that students can significantly improve their grammar knowledge and increase the average grade higher for group videos.

In the second study has been conducted by Mustaq, H & Zehra, T (2016) who tested how various components of English grammar can be taught through animated films. This study shows the use of gerunds in a sentence in the animated film Tangled. The data is taken by displaying various video clips of a film consisting of dialogue and music, then students are told to identify the use of gerunds, then students are given a worksheet containing gerund questions in a sentence. The results of this study indicate that students are very responsive during the class and learn effectively the use of gerunds. Besides, they can distinguish gerunds and past participles.

The research design in this study is Classroom Action Research (CAR). Arikunto (2011: 105) suggests that Classroom Action Research needs to be done to solve problems that occur in the teaching and learning process and to bring changes in learning in a better direction.

This research was conducted at the Islamic University of Madura faculty of teacher training and education in English language courses semester 4 of the academic year 2018/2019, under the span of 2 months. In 2 months, students will take part in the implementation of class actions.

The success and failure of students in carrying out activities are measured by referring to the success criteria. Meanwhile, the success criterion in this study is 75% of students have achieved a score of 75.

III RESULTS AND DISCUSSION

The pre-test was conducted on Saturday 27 April 2019. It was started at 08.00 WIB and finished at 09.20 WIB. Students were given an assignment sheet (test) that contains grammar questions.

Based on the pre-test results, the data showed that the pre-test mean score was 65.2. There were only 8 students who got above the criteria of success, while 17 other students were below that criterion. From the data above, the percentage of classes that reached 75 of completeness criteria out of 25

students was 32%. The lowest score obtained was 35. From this analysis, it can be seen that the students' grammar mastery ability is still low.

When doing a pre-test, researchers also make observations. Based on observations, researchers found that students were still less enthusiastic about participating in the learning process. Students did not pay attention to the material being explained, and they were less active in understanding the material.

3.1 FINDINGS OF CYCLE 1

The first cycle was conducted in 2 days, on April 29-30, 2019. The teaching and learning process of meeting 1 in class as follows:

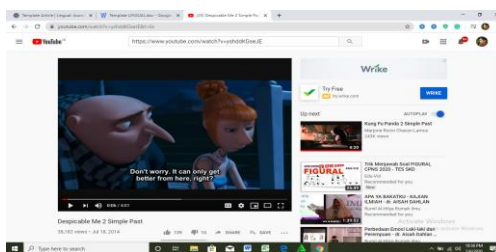
3.1.1 PLANNING

In this phase, researchers make plans for action based on problems faced by students on grammar abilities. In this case, the researcher determines the selected movie segment and exercises into the lecture program (SAP) using the movie segment media. The researcher also prepared an observation sheet to observe student activities in the teaching and learning process whether it was suitable with the learning plan that had been made previously. Researchers also prepared post-test 1 to collect data to find out whether there was an increase in scores of some students from pre-test to post-test.

3.1.2 ACTIONS

The action in cycle 1 (cycle 1) is carried out on April 29, 2019. It starts. The researcher applies the teaching and learning process based on the learning plan that has been made, in the first meeting of the first cycle, the researcher begins by giving leading questions to students, then playing the video movie segment taken from <https://www.youtube.com/watch?v=z4B43IIq-Sg> (Kungfu Panda), the researcher asks students to analyze the grammar in the video, then explain the grammar (past tense) material. At the end of the cycle 1 meeting 1, researchers reinforce the material (grammar) in theory and practice contained in the movie segment.

At the second meeting in cycle 1, the researcher began the learning process by recalling the previous material, then playing the video movie segment taken from <https://www.youtube.com/watch?v=yshddKGseJE> (Despicable Me).



Picture 1. Despicable Me

The researcher asks students to analyze the grammar used in the video. After that, students are given a test question sheet to determine the ability of grammar (past tense) students after using the movie segment.

3.1.3 OBSERVATION

Researchers observed student activities during the teaching and learning process. Based on the observations above, it can be concluded that students still do not follow the process of teaching and learning in class enthusiastically. To measure the grammar ability of each student, researchers conduct tests in the form of questions.

From the above analysis, it is clear that the average student test results from the first cycle are 72.8. Meanwhile, the number of students who get the same grade or above the completeness criteria is 15 students, so the researcher decides to do the next cycle and is intended to provide a better situation.

3.1.4 REFLECTION

After analyzing and evaluating the results of the first cycle, the researcher concluded that the class action research had not met the success criteria. So the researcher must continue the class action research into cycle 2 with several revisions, such as giving more explanations about the material intensively,

displaying a movie segment that is more interesting and much liked and understood by students, giving students more practice related to the material, evaluating seriously weaknesses in the first cycle.

3.2 FINDINGS OF CYCLE 2

The findings in cycle 2 are the same as in cycle 1, it is about the activities of students in the classroom and the results of the post-test understanding grammar mastery (past-tense) after using movie segment in teaching and learning. The second cycle is held on May 6 & 7, 2019.

3.2.1 PLANNING

Planning cycle 2 is applied into the lesson plan. In this case, the researcher modified the previous lesson plan based on the results of the reflection phase in cycle I. The learning plan used is still related to the movie segment technique for teaching grammar. There is no significant difference from the previous lesson plan. There are some modifications to cycle II; it is that researchers need to provide films that are more interesting and in accordance with the wishes of students. In addition, researchers also still prepare observation tables to check activities in the classroom, and also prepare post-test 2 to collect data.

3.2.2 ACTION

The action in cycle 2 of the first meeting was conducted on May 6, 2019. Researchers began by giving leading questions to students, recalling the video played in cycle 1, then recalling the discussion of grammar in the previous video. In second cycle (meeting 1), the researcher played different video movie segments (revised results) that are in line with the wishes of students and are more attractive to students. The movie segment in the second cycle of the first meeting was taken from <https://www.youtube.com/watch?v=711tLPOAOyE> (Elizabethtown). The researcher asks students to analyze the grammar in the video, and then the researcher explains again the grammar material (past tense). For the second meeting held on May 7, 2019, researchers began the learning process by recalling the previous material, then playing another video movie segment. The video played was taken from <https://www.youtube.com/watch?v=BLwGIxWKZG0> (friends) and https://www.youtube.com/watch?v=Cr8veeRYrxk&list=PLZjM720VN_RDNxNUMZfE-LWo4zA4gO309. At the end of the second cycle meeting 2, the researcher reinforces the material (grammar) in theory and practice contained in the movie segment. The researcher asks students to analyze the grammar (past tense) used in the video. After that, students are given a test question sheet to determine the ability of grammar (past tense) students.

3.2.3 OBSERVATION

In cycle 2, generally, the classroom conditions in the learning process are better than the previous cycle. It can be seen from the observation that students can focus and pay attention to explanations and when they take grammar lessons, they enjoy the films that are displayed, doing the exercises. Then, most students were enthusiastic to discuss grammar contained in the movie segment. Related to the state of students in the class, on average students enjoy learning grammar using movie segments. Furthermore, when researchers provide exercises (assignments), students look enthusiastic about doing assignments. Students also seem to understand easily.

In the second act of cycle 2, the researcher also conducted a post-test 2 regarding grammar ability. Based on the results of the post-test 2, the grade average score in the grammar test rose by 78.8 where 20 students passed the Minimum Criteria which was a score of 75 (seventy-five).

3.2.4 REFLECTION

The researcher was satisfied that the efforts of the researchers to improve their grammar mastery ability had been realized. The results of post-test 2 showed that 80% of students received scores equal to or above the Completion Criteria. So that it has met the success criteria that 75% of students must score above the Completion Criteria. Therefore, the researcher decided to stop Classroom Action Research (CAR) because it was successful.

Based on the results of the evaluation, researchers can assume that the implementation of Classroom Action Research (CAR) in improving students' grammar through the film segment, especially for past tense material is in line with the planning that was discussed by the previous researcher.

The result of this finding can be seen in the diagram bellows:

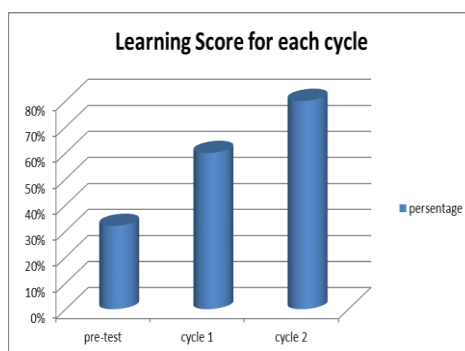


Table 1. Learning Score for each Cycle

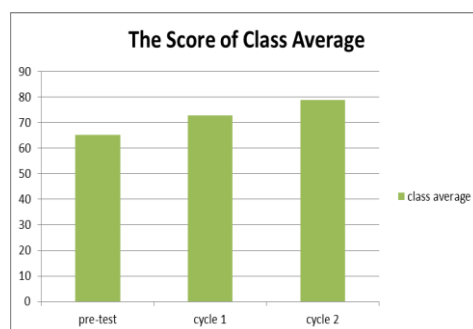


Table 2. The Score of Class Average

IV CONCLUSION

Based on the results of the research and discussion described in the previous chapter, the following conclusions can be drawn:

Movie segment has been proven effectively to be implemented in the teaching and learning process, especially for grammar courses. This can be proven by the results of observations and student scores in the post-test in the two cycles that have been done showed a better improvement. Second, The observations also showed a better improvement than students in terms of student involvement in the teaching and learning process at each meeting in both cycle 1 and cycle 2. Meanwhile, the mean score in the pre-test was 65.2 and the mean score average post-test in cycle 1 increased to 72.8. Then, the post-test mean value in cycle 2 increased to 78.8. The percentage of students who scored above or equal to KKM is 75 increased from 32% to 60% in cycle 1 and 80% in cycle 2.

Therefore, the use of movie segment can increase the understanding of grammar mastery of fourth semester students of English study programs at Madura Islamic University. Students easily understand grammar rules, use them in everyday contexts, then change positive sentences into negative sentences, and vice versa. Then, the use of movie segments can also increase student interest in learning grammar, student enthusiasm also increases. Students are more interested and active in every activity or learning process. Many of the students were enthusiastic and were actively involved in the teaching and learning process, in discussions and questions, while doing the exercises and also during the test.

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THE RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGIES AND VOCATIONAL LEARNERS' EFL PROFICIENCY

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Abstract

Language learning strategies (LLS) are perceived as tools for teacher to educate the learners behave self-directed learning. It also known, improving language proficient. In the case of vocational college students, they practically use self-directed learning in learning English outside classroom since they should pass the TOEFL test after the internship as the requirement of graduation. Hereby, this study identifies: (1) the frequently language learning strategy used by vocational college learners, (2) the relationship between language learning strategy and English proficiency, (3) the strategy used by learners which could predict learners proficient. The participant is 52 students of Politeknik Kota Malang in 2016- 2017 academic year which done the TOEFL test and willing to complete the Strategy Inventory of Language Learning (SILL). This study employed quantitative approach and correlational research as the research design to identify the relationship between variables. There are six strategies of language learning strategies by Oxford (1990) as the independent variables (predictors) and English proficiency (criterion) as the dependent variable. Therefore, multiple regression analysis employed in this study. The result showed that metacognitive strategy reported highly used by learners. While compensation, cognitive, social strategies reported medium used by learners. The low strategy used was affective and memory strategies. Although, language learning strategy cannot simultaneously predict the English proficiency there is one strategy that can be used to predict English proficiency, namely compensation strategy.

Keywords: *Language Learning Strategies, EFL Learners, English Proficiency*

I INTRODUCTION

English language learning in the university experienced paradigm from teacher centered learning to students centered learning. Therefore, the teacher leads learners to build self-directed learning. Self-directed learning itself reflects learners' ability or skill to get the initiative in setting their own learning goals and arranging the English learning (Min and Pey, 2010). It is important for the teacher to guide learners to exercise their self-directed learning. The tool used by learners in practicing their self-directed learning is language learning strategy (Min and Pey, 2010).

Language learning strategies implemented and applied by the teacher for students can give an impact to the effectiveness of teaching and learning a language in class and obtain learners' achievement in English proficiency. Hao and Nai (2015) stated that the instructor should provide the language learning strategies to fulfill the learners' needs since the learners precede information in different ways and different learning goals. The study about the challenge for learners and teachers in English for Specific Purpose (ESP) course by Saliu (2013) also stated that the teacher should be aware to the learner's needs in the English course. Therefore, there should be a harmony between the learner strategy in learning a language with the instruction and content or materials from the teacher. The process of building the language learning's material and the material development should start with an investigation on the learner's language learning strategies in order to designate learner-centered learning (Dabaghi and Akvan, 2014). Hereby, learners should determine their priority needs in learn English and the teacher should investigate the learners' strategy in learning a language.

In investigating the learners' strategy in language learning, this investigation could be assessed using certain instrument which measures language learning strategies. This is in line with Murcia (2015, p. 49) confirming the standard instruments to be used by English for Specific Purposes (ESP) practitioners to determine learners' language learning approaches. There are some assessments of language learning strategies based on the taxonomy by O'Malley's (1985), Rubin (1987), Oxford (1990) and Stern (1992). Among four taxonomy language learning strategy, the classification by Oxford (1990) is the most comprehensive (Ellis, 1994; Harya, 2017; Rachmawati, 2013). Oxford's (1990) taxonomy of language learning strategies is classified into six strategies: memory, cognitive, compensation, metacognitive, affective and social strategies. Based on such taxonomy, Oxford (1990) developed the instrument to assess the language learning strategy known as Strategy Inventory of Language Learning (SILL).

This taxonomy or the instrument has been broadly used in many researches since language learning strategy itself is an appropriate strategy and as a tool of self-directed learners in learning language. Min and Pey (2010) and Oxford (1990) also stated that language learning strategies is important since it could improve language proficiency and develop communicative competence.

Research on the relationship between LLS and English proficiency in outside Indonesia or abroad involved various participants with different majors or study programs, and it is different from the research conducted in Indonesia. Dai (2016) investigated students of the Tianjin Sino-German vocational-technical college China. Hao & Nai (2015) investigate the learners from Tzu Chi College of Technology. Meanwhile, research in Indonesia focused more in English department and management department. Rismayana (2017) and Rachmawaty et. al (2018) examined English department's students, and Hayati (2015) investigated the management department student of STIENAS Samarinda. Therefore, the present study investigated LLS and English proficiency for vocational college students

In this context, the objectives of this study are: first, the language learning strategies used by the EFL learner of vocational college in learning the English subject outside the classroom during the internship. Second, examine the relationship between language learning strategies and English proficiency. The last, examine the strategy which could predict the English proficiency by EFL learners.

II MATERIALS AND METHOD

This study is aimed to find the correlation between language learning strategies and Indonesian learners' EFL proficiency. There is more than one independent variable in this study which consisted of six language learning strategies by Oxford (1990). The variables are 1) memory strategies (X1), 2) cognitive strategies (X2), 3) compensation strategies (X3), 4) metacognitive strategies (X4), 5) affective strategies (X5), and 6) social strategies (X6). The dependent variable of this study is the English proficiency which is denoted as letter Y.

The present study involved the 52 students who met the criteria as set out as follows: the students are required to complete the English course, be voluntarily participated in this study by completing SILL questionnaire, and have done the TOEFL test. Thus

Oxford's (1990) SILL questionnaire has been translated into Bahasa Indonesia to minimize the problem in the participant's understanding of each question. Therefore, the Indonesian version of SILL in this study was adopted from Rachmawati (2015) as it showed high reliability of the data with the score above 0.9.

However, the items of SILL instruments were valid since there were no items deleted and the significant of all the items were under 0.05. According to Silalahi (2015), the table of instrument measurement by Cronbach's Alpha showed that the reliability data in the range of 0.6 until 0.7 can be accepted, and if it is in the range of 0.7 - 0.9 over, it showed a good reliable data. In this research, the reliability of the SILL was Cronbach's Alpha was .96. This demonstrated that the instrument used in this study had high reliability and the results of this study can be trusted and reliable.

In terms of TOEFL test, the test was done and organized by the test center at POLTEKOM, while the researcher collected the test scores from the test administrator. The TOEFL test was assumed to be reliable as it has been widely used as instrument in other previous studies. TOEFL also the standard of English measurement used by the company, government institution and included as an English learning program in Indonesia.

The data collection of the main study was conducted in some steps: first, the researcher asked permission to the participants for an agreement to fill the questionnaire. Second, the researcher explained about the purpose of the survey and gave the due date for students to accomplish the questionnaires. The researcher used Google form as the media for the participants to fill in the questionnaire. This is aimed to make the participants have much time and easier to fill the questionnaire since the Google form can be accessed from smartphone. After that, the researcher collected the TOEFL score and continued to the next step of the research, that is conducting the data analysis

The procedures of analysis are descriptive statistic and inferential statistic. In descriptive statistics, the mean score of SILL questionnaire result was computed in order to determine language learning strategies used by all participants. Furthermore, in inferential statistic, the researcher examines the correlation between variables being investigated. The researcher determined the classic assumption before doing regression analysis. Based on Silalahi (2015) a model of regression analysis should theoretically fulfill requirements: Normal distribution, the variables are non-multicollinearity and the data is homoscedasticity.

First, the data were all normally distributed as assessed through the values. Based on Field (2009), the data normally distributed if the value were not greater than 1.96 or 2.58. Second, the data were fulfilled the assumption of non-multicollinearity since the VIF value is less than 10. Based on the Field (2009) that if VIF are below 10 can be concludes that there is non-multicollinearity within the data. Third, the data were fulfilled the assumption of homoscedasticity since there is no significant value which there is no homoscedasticity in residual, based on Field (2009) that the residuals at every predictors should have the same variance or homoscedasticity ($\text{Sig.} > \alpha = 0.05$). Thus, the data of this research are fulfilled, and the classic statistical assumptions were met so that the parametric test in this study as further multiple regression analyses could be run.

III RESULTS AND DISCUSSION

3.1 THE DESCRIPTION STATISTIC OF LANGUAGE LEARNING STRATEGY CATEGORIZATION ACROSS VOCATIONAL COLLEGE'S EFL LEARNERS

Based on table 1, there were six kinds of LLS use employed by EFL learners. Generally, the third most LLS used by the high proficient learners were metacognitive strategies, compensation strategies and cognitive strategies. Social strategies, affective strategies, and memory strategies were the least used strategies in this context.

Category of language learning strategies	Rank	Mean	SD
Metacognitive strategies	1	3.36	0.78
Compensation strategies	2	3.30	0.75
Cognitive strategies	3	3.37	0.56
Social strategies	4	3.24	0.89
Affective strategies	5	3.23	0.86
Memory strategies	6	3.19	0.73

Table 1 The Descriptive Statistic of Language Learning Strategy across Vocational College's EFL Learners

The compensation strategy and cognitive strategies are classified in direct strategy while metacognitive strategy is included in indirect strategy. In this situation, EFL learners used the use of metacognitive strategies reflected the tendency for these learners to overview the known material of language, plan the language task and evaluate their own learning. Meanwhile, the compensation strategy is used by guessing the linguistics clues and switching into second language with gesture or using synonymy. The last, high proficient learners used cognitive strategies in which they were practicing by repeats and recombines the language materials; and creating structure input and output by taking notes, summarize, highlight and translate the written text across language.

3.2 THE RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGY AND ENGLISH PROFICIENCY ACROSS PARTICIPANTS

The table 2 showed that the correlation coefficient R value was 0.429 indicating that the degree of simultaneous correlation between LLS and English. Thus, it was found that there was a positive moderate correlation between language learning strategies (LLS) and English proficiency.

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.429 ^a	.184	.076	47.366	.184	1.695	6	45	.132

Table 2 The Summary of Linier Regression Analysis of TOEFL Score as Criterion Variable and Language Learning Strategy as Predictor Variable

Meanwhile, the distribution R² (0.184) demonstrated that the result of coefficient determination is 18.4%. In other words, LLS accounted for 18.4% of TOEFL score. While the rest 81,6% is explained by other variables which are not included in this research.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22811.457	6	3801.909	1.695	.144 ^b
	Residual	100958.601	45	2243.524		
	Total	123770.058	51			

a. Dependent Variable: TOEFL

b. Predictors: (Constant), Social, Compensation, Memory, Cognitive, Affective, Metacognitive

Table 3 The ANOVA Test Result of Multiple Regression Analysis between LLS and English Proficiency

The table 3 showed the distribution pvalue $0.144 > 0.05$ in which this leads to the acceptance of null hypothesis. Regarding to the result, it means that there was no significant correlation between overall LLS and the English proficiency. In other words, LLS cannot be used simultaneously to predict the learner's TOEFL score.

3.3 THE PARTIAL PREDICTION OF SIX LANGUAGE LEARNING STRATEGY AND ENGLISH PROFICIENCY

The researcher determined the partial prediction of LLS (memory, cognitive, compensation, metacognitive, affective and social strategy) toward English proficiency of the EFL learners. The compensation strategy with pvalue = $0.020 < 0.05$. In other words, compensation strategy can be used to predict the TOEFL score.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	424.917	42.687		9.954	.000
	Memory	-1.487	1.636	-.180	-.909	.368
	Cognitive	-.275	1.399	-.044	-.197	.845
	Compensation	4.745	1.963	.432	2.417	.020
	Metacognitive	.057	1.822	.008	.031	.975
	Affective	-3.066	2.232	-.319	-1.374	.176
	Social	2.310	2.055	.236	1.124	.267

a. Dependent Variable: TOEFL

Table 4 Coefficients Test Result of Multiple Regression Analysis between six Language Learning Strategy and English Proficiency

Table 4 demonstrating that the compensation strategy is the only strategy showed the significant correlation with the TOEFL score. It is in line with the tvalue in the table 4 which the compensation strategies are the only strategies that have contribution to the TOEFL score while the other strategies have no contribution to the TOEFL score. In this strategy, the learners have tendency to use linguistic or other thing as a clue to guess the meaning of a vocabulary, switch into second language use gesture, coining the words and using synonym, and choose the topic that they have sufficient vocabulary or grammar in order to make direct communication using L2.

3.4 DISCUSSION

The third most LLS used by the high proficient learners were metacognitive strategies, compensation strategies and cognitive strategies. This is in line with Rustam, Hamra and Weda (2015) that students of merchant marine studies polytechnics use metacognitive as the most frequently used, followed with compensation. In line with Jaradat and Bakrin (2016) that the strategy with highly used is metacognitive and cognitive. In line with Balci and Uguten (2018) that metacognitive and compensation were the most two strategies used by students of English preparatory class program at Necmettin Erbakan University in turkey. Goal setting strategy by identify the background content knowledge, preparing the vocabulary, structure and pronunciation (phaiboonnugulkij, 2008)

The discussion of this study is provided to make the interpretation of the findings. The discussion part discusses the relationship between six language learning strategies and English proficiency. The main finding is that LLS is not significantly correlated with English proficiency across and between proficiency levels. The present research is in line with previous study by Vertogen (2015) demonstrating that there was no correlation between language learning strategies and English grammar test scores. The LLS is the variable that can predict the achievement with the score less than 50%, the value higher than the one found in this study where LLS can explain 18% of English proficiency variance. The value reported here is also lower than the one reported in Uslu, Sahin & Odemis's (2016) study that LLS can predict achievement 23%.

In this study, the five language learning strategies showed no significant correlation with English proficiency as in contrast with some previous studies. This present study is contrasted with Balci & Uguten (2017) finding out that LLS can affect language learning in positive way and increase achievement and the research by Dai (2016) that there is positive correlation between LLS and learning achievement. Based on Rismayana (2017) there is correlation between language learning strategies and proficiency level in the moderate level, and this is similar to the one reported in this study ($r = .429$). However, in Rismayana's (2017) study positive correlation was found between achievement score and the use of cognitive, compensation and metacognitive. This is in line with present study demonstrating significant correlation between

This study also found that compensation strategy is the only strategy which has significant correlation with English proficiency across participants. Based on research by Shabankareh and Hadizadeh (2011) that proficiency level affected the use of compensation, cognitive, metacognitive, and social strategies, but such effect was not observed in the use of memory and affective strategies. Dai (2016) also stated that affective strategy had no significant relationship with English proficiency, providing similar patterns as found in this study.

IV CONCLUSION

This present study revealed that all the EFL learners used strategies directly and indirectly. The most dominantly used strategies by EFL learners of vocational college are metacognitive strategy, followed by compensation strategy, and cognitive strategy. This study also revealed that LLS cannot simultaneously predict English proficiency. Therefore, it cannot confirm that LLS is able to enhance the student's language proficiency based on the identification of the relationship between LLS and the English proficiency through statistical significance. However, among six learning strategies, compensation strategy is the one that has significant correlation with English proficiency. Hereby, it is essential for EFL learners have tendency to use compensation strategies in which the learners guess the meaning when the learners do not understand the meaning rather than employing metacognitive strategies in which it generally needs much time in terms of planning, identifying and evaluating their own learning.

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ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) PORTRAYED IN ROBIN ROE'S NOVEL *A LIST OF CAGES*

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Abstract

This thesis discussed about the symptoms Attention Deficit Hyperactivity Disorder (ADHD) in the novel *A List of Cages* by Robin Roe. This thesis aimed to find out how the symptoms of ADHD are described through the leading character in the novel. This thesis used to describe the core symptoms of ADHD, namely: Attention, Impulsivity, and Hyperactivity. There are symptoms of ADHD that Adam has, namely: Attention symptom is easily bored; Impulsivity symptom is agitated; and the Hyperactivity symptom is: do excessive motor activities. This thesis used Russell Barkley's theory to analyze the symptoms in a novel using Literary Psychology. In analyzing this thesis, the writer used a qualitative descriptive method that presents all data in the form of words and sentences and uses library research as a way to collect data by reading and selecting quotations from the novel *A List of Cages*. From this research it is found that the leading character in the novel experienced all the three core symptoms of ADHD.

Keywords: *ADHD, literature, attention, impulsivity, hyperactivity*

I INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder of behavior that causes sufferers unable to concentrate and become hyperactive. This disorder generally affects children and can even continue into adulthood. This condition can also affect the lives of sufferers both in their environment and social relationships.

Attention Deficit Hyperactivity Disorder (ADHD) is also a neuro-biological disorder in a child's brain. ADHD symptoms in adolescents are different from children. It can be found that actually not a few who experience ADHD from children continue into adulthood. ADHD is a chronic disease which begins in childhood with an estimated worldwide prevalence rate for children and adolescents of 5% and 3% in adults. The symptoms of ADHD often tend to last from adolescence into adulthood and until old age. This has been confirmed in long-term follow-up studies which have demonstrated the persistence of symptoms in many adults diagnosed with ADHD in childhood (WADA, 2017:1).

The symptoms of ADHD in male and female adolescents are different. ADHD usually experienced by male adolescents will give a picture of behavior such as difficulty sitting still in a chair. They will sit in an unusual position such as rocking a chair or kicking their legs to make a noise. Conversely, adolescent girls with ADHD do not necessarily do that too. Even though they did not survive sitting long in the chair, young women could channel their desire to move by going around or moving from one table to another without disturbing others, and so on. The symptoms of ADHD consist of three parts, they are: attention, impulsivity, and hyperactivity. Attention in ADHD symptoms refers to the difficulty to focus attention such as lack of concentration, easy to switch attention, difficult to organize, forgetful, etc. Impulsivity refers to the difficulty of delaying the response because there is an impulse based on conscious or unconscious wishes such as impatience, reactive, often acting without thinking, making careless mistakes, etc. Hyperactivity refers to a behavior that is excessive or incompatible with development, both motor and vocal activity. This hyperactivity behavior is characterized by behaviors that cannot be silent, such as talking a lot, cannot be calm / silent, etc.

An example of ADHD phenomenon that can be seen in life is Adam Levine. He is a world musician who turns out to have suffered from ADHD as a child. In an interview on a television program, Adam told how he had struggled to overcome ADHD since he was a child. Thanks to his tenacity, Adam has now become one of the most influential musicians in the world. He also proved that this is not really a bad thing, much less inhibiting the achievement. Those who suffer from ADHD should not feel different from others, instead making motivation to be better. Based on the phenomena, the author is interested in bringing up the topic of ADHD to be the thesis title taken from the novel *A List of Cages* because even a famous figure has had ADHD.

A literary work can be analyzed in several ways; one of them is through the approach of literary psychology. Psychology Literature is an approach that considers the psychological aspects and concerns

the inner human, because literature and psychology are studying the psychological state of others. Wellek and Warren (1949: 81) said in their book *Theory of Literature* "Psychology can enter to literature by studying the psychology of the writer, psychology of the character, and also psychology of the reader." Based on what Wellek and Warren said, it can be concluded that psychology and literature are related to each other. Psychology can enter literature because the author uses his feeling and emotion in creating work as happens in novel.

Robin Roe is an American writer of a novel *A List of Cages*. The story line of her novel is searingly personal to Roe, who grew up in Denison amid what she describes as rough circumstances. Then, as a teenager, Roe and her mother took over raising three of her nephews. One of her nephew suffers from ADHD. Thus, she was inspired to write the novel *A List of Cages* because it comes from her own experienced. This is becoming the background and reason for the writer interested in discussing ADHD because Robin Roe has references to ADHD from the experience of his own nephew who has ADHD and this is depicted in her novel, so the writer believes that Roe described ADHD according to the experience she saw directly.

A List of Cages tells the story of an eighteen year old boy named Adam Blake who suffered from ADHD since childhood. Adam is a high school student. He has many friends and also liked by his friends and teachers. Adam is a character who is kind and has deep empathy towards others, so he makes people around him feel comfortable. Besides that, Adam had to live side by side with his ADHD, which often gave rise to excessive behaviors unlike normal children as it should be, such as being unable to be quiet, disturbing / nosy towards his friends, often running and jumping at will even stumbling over his own feet. He also feels bored quickly so that he cannot last a long time in an activity. Even though Adam's behavior seemed abnormal, the ADHD he suffered did not make him into a bad teenager but rather a person who liked by many people.

This study aimed to discover the psychological elements, which portrayed as Attention Deficit Hyperactivity Disorder (ADHD) in Robin Roe's novel. Knowing what is ADHD and its symptoms will give a good benefit in social life because when the symptoms are experienced / found, people who have knowledge about ADHD will be more sensitive to this disorder. This study hoped that it will give some knowledge about ADHD described in the novel as a social life reflection.

II MATERIALS AND METHODS

In this study, the writer uses a library research and descriptive – qualitative research. It analyzes all the data are in the form of words and sentences. The analysis involves the description of ADHD symptoms as portrayed in the novel. First, the writer reads the novels, *A List of Cages*, and then finds out the problems that the main characters have to face in the story. The second is to collect the materials and classify the symptoms of ADHD as portrayed in Robin Roe's *A List of Cages*. The sources of data are divided into two parts, they are primary data and secondary data. The primary data can be derived from the novel which will be the main data. The secondary data can be derived from the books, the articles of journals or other source of materials that related to the topic of Psychology Literature and the concept of ADHD.

To determine the symptoms of ADHD of the leading character in the novel, first step is read the whole story of the novel, as the data source in this thesis to get the comprehension deeply. The second step is the writer chooses and finds the problems in the novel to discuss in the analysis as the research. After that, the writer selects and picks the data, which are the quotations of the words, phrases, sentences, and paragraphs in the novel that relate to the problem. Then, the writer finds some information in books, journals, electronic book, and articles that related to psychology literature and ADHD. Lastly, the writer makes interpretation based on the novel which already read before.

Data analysis is applied when all the data from the novel is collected and selected. The data from the novel is in a form of written text, which concern about the symptoms of ADHD. After that, the writer will make interpretation based on the data which already taken before. The writer will analyze the data focusing on the leading character's symptoms of ADHD those are Attention, Impulsivity, and Hyperactivity in novel *A List of Cages* by Robin Roe.

III RESULTS AND DISCUSSION

The writer found that there are three symptoms of ADHD experienced by Adam Blake in *A List of Cages* novel, they are: Attention, Impulsivity, and Hyperactivity. Attention symptom of Adam is easily bored. The feeling of boredom is present because he cannot focus his attention on one activity

appropriately. In the second symptom, the impulsivity symptom is easily agitated. The symptom appears based on doing something without thinking about the consequences of what will happen in the future. Hyperactivity symptom of Adam is doing excessive motor activities that is jumping and running. The symptom is present because he fails to regulate or control activities according to the situation. Jumping and running occurs because of Adam's inability to control himself to try something based on his curiosity.

3.1 ATTENTION

Attention refers to a disorder of difficulty maintaining attention and focus on a particular activity. The difficulties experienced by adolescents with ADHD are caused by stimuli that approach their attention so that their concentration is easily disturbed. These disturbing stimuli can be present through what they hear, see, feel, and smell. This disorder can occur in various situations such as in the academic and social fields. Thus, adolescents who suffer from ADHD will spend a lot of energy to be able to maintain their attention to certain things.

Difficulties in concentrating the attention that ADHD adolescents experience naturally also make it easy for them to switch from one activity to another. This condition is most often seen when they are carrying out work that is boring or less attractive to them both school work and homework. Like when they are in school, they are not only listening to the teacher, but they will also be distracted by hearing sounds such as the sound of moving cars, the sound of birds, and even they also like to see pictures on the wall, imagining, and so on. In essence, they have difficulty pushing stimuli that come away from their consciousness. In the novel *A List of Cages*, Adam has symptom of Attention that is easily bored.

ADHD is portrayed on Adam Blake as the main character in this novel. Adam is described as having Attention symptoms from ADHD, which is quickly or easily bored. Boredom is a common thing that is felt by everyone. Generally, it is a condition where someone feels uninterested in the surroundings because nothing can be done. Boredom can occur due to many things. It could be because of doing a monotonous activity, meeting the same people continuously; doing something that is not liked, and so on. Those with ADHD quickly become bored with something because they can't stand in certain situations, so that they feel confined within themselves. When they try to focus and maintain attention to something, they will need a lot of energy. In addition, activities that take too much of their attention also cause them to get bored quickly, so they are easily distracted in any other activities such as waiting, doing school assignments, doing repetitive activities, and so on.

He doesn't look convinced, but he steps back enough to let me jump through the narrow passageway. When I make it, Julian's wearing this hopeful smile, so I say, "This is cool." But it's not cool. It's practically a closet, one that was burned and rebuilt but still smells like it's rotting. "You eat lunch here every day?" He nods. That's even more depressing than this room. We've been up here for less than two minutes, but already *I'm feeling bored* and caged. I pace the floors, look out the little window, then pace some more and end up stubbing my foot on something—a stack of composition notebooks stuffed into the corner. (Robin Roe, 2017:110)

In the quotation above, Adam feels a feeling of being bored in a room that he first visited. The room is the usual place for Julian to eat lunch which in fact the place looks unfit to live in, because it looks like a closet that had been rebuilt. People who are bored tend to do other things to get rid of their boredom. In this case Adam did so. The feeling of boredom experienced by Adam made him feel caged so he does activities to divert his boredom by pacing and looking out the small window. In addition, someone generally feels bored because they are already in a long enough situation or condition to cause discomfort in him which ultimately forces himself to do a new activity. In the quotation above, Adam does not act like a normal person, he feels bored being in the room for a period of two minutes which is actually a very short time to make someone feel bored quickly. It should be strange to immediately feel bored within two minutes. This proves that ADHD suffered by Adam affects the feeling of being easily bored because he cannot focus his attention properly on an activity.

3.2 IMPULSIVITY

Impulsivity refers to the difficulty to delay the response due to impulse which is based on conscious desire or unconsciousness which is marked as acting without thinking. This condition is called

also occurs when someone gets the urge to take an action without thinking of the consequences first. Adolescents with ADHD are usually very impulsive. They will do something based on their will and what comes to mind. They don't even care if it brings good or bad. This is because it is difficult for them to regulate their own behavior, because their control system is different from other normal adolescents.

Impulsivity symptoms can be in the form of uncontrolled behaviors so that they tend not to be able to delay the response. Their inability to control themselves can appear on many occasions, both from trivial things to big things. Adolescents ADHD with impulsivity can say or do something that is inappropriate and then regret it. In essence, they often make mistakes that should not have happened, and when they are asked what the reason of doing it, they tend not to know the reason. Impulsivity has three parts of symptoms, namely; behaviorally, cognitively, and emotionally. Adam experienced the symptoms of behaviorally that agitated.

Adam in this novel has symptoms of emotional impulsivity which is easily agitated. Agitated is something that describes if a person is not calm in his heart or actions not calm in behaving, impatient or in anxiety. Agitated can also be interpreted as worry or fear. It is also related to frustrating problems, which by definition can be mentioned, that someone experiences frustration because what is desired is not achieved. In general, someone who is restless will show behavior or movements such as walking back and forth, moving the body, pensive, and so forth. They tend to behave this way because they feel uncomfortable or not calm against a certain condition. The following is a quote that says Adam felt agitated:

The play is as awful as they ever were, so about five minutes in, *I'm fidgeting*. Charlie stomps on my foot. "Asshole." I wince, but this just seems to make him happy. Five seconds later, I'm squirming again, not intentionally trying to piss him off, but it's a nice side effect. As each terribly executed scene drags on, *I get a little more agitated*. I can't stop thinking about what Ms. Cross said, how she didn't want Julian to publicly humiliate himself. Maybe I made a mistake in pushing him. If it doesn't go well, who the hell knows what'll happen?

(Robin Roe, 2017:109)

In the quotation above, Adam felt anxious when the show started. He is nervous about the role that will be played by Julian. Anxiety through Julian was based on his unwillingness that Julian embarrassed himself at the show. So he thought too much that Julian might fail in playing his role. His anxiety was shown by showing gestures, namely stretching his body, which made his friend Charlie felt unhappy because it bothered him to enjoy watching the show. However, this cannot be avoided by Adam because his inability to control the response that comes as Charlie's response to anger does not reduce Adam's anxiety. His anxiety also stemmed from his actions which urged Julian to take part in the show so he had regretted urging Julian who in fact was aiming to make Julian aware that he was actually able to play that role.

3.3 HYPERACTIVITY

Hyperactivity refers to a behavior that is very excessive or not in accordance with the level of one's development both in the form of motor and vocal activity. This condition is also marked when a person becomes more active than usual. Symptoms of hyperactivity in adolescents that are often encountered such as unable to sit quietly not stop talking, hands and feet always moving, running around or climbing too much in an improper situation, and so on. Adolescents with hyperactivity generally can experience other problems as a result of the difficulties experienced. This certainly can cause difficulties for them in activities at school or home, and can even affect their relationships with family and friends.

Adolescents with ADHD must have spent a lot of energy in activities because they tend to behave excessively. The hyperactivity behavior that is often seen is showing excessive anxiety even though the situation is relatively calm, unable to be still, the body thoroughly moves, and also does not stop talking. Those behaviors often occur without purpose, which means it is not in accordance with the task or situation that existed at that time. This indicates that ADHD adolescents with hyperactivity symptoms fail to regulate or control activities according to the situation. In the novel *A List of Cages*, Adam experiences symptoms of hyperactivity they are; nonstop talking, do excessive motor activities, and disturbing other people.

At the age of adolescents generally can control their motoric activities. Motoric activity is the behavior of movements carried out by the human body that is why often jump and run is part of motoric

activities. For adolescents who suffer from ADHD, controlling their motoric activities becomes a difficulty because of the symptoms of hyperactivity that can be felt without being prevented to behave following their instincts. Adam has symptoms of hyperactivity in the form of jumping and running. He did it repeatedly even though he already knew what the consequences would be come if he continued to do so.

In this case, Adam shows the symptom of doing excessive motor activities by jumping and running. Jumping and running is a movement involving members of the body. As we know, running and jumping is done by toddlers who do it because they want to explore what they see. Adam who was an adolescent did this to complete his curiosity. This then became the difficulty and failure of Adam as an adolescent of ADHD to organize activities according to the situation.

“ I burst out laughing. “You’re funny.” I eye the brick wall, wondering if I could do that thing where you run up a wall and backflip.

“I won’t get in trouble. She said we could just hangout.

” I take a leap and end up falling on my ass.

“Ow.” I lie here while Julian cautiously sits on the wooden bench. “What are you doing later?”

(Robin Roe, 2017:51)

From the quotation above, Adam intends to do an abnormal thing which is to run up the brick wall and turn upside down. This is certainly not going to be done by normal adolescents considering there are no benefits at all to do that, but exceptions for those who suffer from ADHD. They will think it is a challenge that is worth to try without caring about the consequences that will be obtained. The thought of Adam who wanted to run and climb a wall came from his ADHD which he could not control, so he considered that if he did it, it was not a problem. But in the end, everything that was done must have risked the same thing as Adam who finally fell because climbing a brick wall. Even though he fell, it did not make Adam feel sorry for doing it because he did not care about the risks and most importantly his curiosity about whether he could run up the brick wall and turn upside down he could do, as evidenced by the response he just made and then lying down, because if someone else might immediately regret doing that.

IV CONCLUSION

Knowing the symptoms of ADHD in adolescents is not easy because the symptoms look like normal adolescents if they are not carefully studied. An adolescent is said to have ADHD if he / she has three types of symptoms, namely Attention, Impulsivity, and Hyperactivity. Based on the results of analysis and findings on ADHD symptoms of Adam Blake, the writer draws some conclusions in this thesis after having analysis from the leading character’s ADHD symptoms of novel *A List of Cages* by Robin Roe. Attention, impulsivity, and hyperactivity are indeed three symptoms of ADHD. ADHD which generally occurs since children are also portrayed in the novel *A List of Cages* by Adam Blake. Robin Roe wrote this novel in a very epic way with extraordinary delivery so that it can be understood and the knowledge conveyed can be useful for the community as well. This novel tells how and what the symptoms of ADHD are actually seen which are very common as children behave in a known manner. Therefore, this novel is very good to be read by anyone, especially those who want to see the symptoms of ADHD.

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