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Foreword

Instructional Materials and Teaching Methodologies in ESP

Ramon Medriano, Jr.

TESOL Asia

We often overlook at the potential of instructional materials and teaching methodologies in the success of any ESP learning and teaching process. In this issue of AESP (Volume 14, Issue 5), we will talk about the different instructional materials and teaching methodologies that we can integrate in an ESP classroom to promote better learning and acquisition of skills and knowledge.

The importance of vocabulary in communication should not just focus on acquisition of words but also the acquisition of idioms. To foster better intercultural understanding, idiomatic competence should also be taken into consideration. Tong Mei Ling and Melor Md Yunus in their study, Idiom Maniac: A Tool to Foster Idiom Learning among ESL Learners investigated the effectiveness of using Idiom Maniac in enhancing learners’ learning of English idioms and results revealed a significant improvement in students’ mastery of idioms after using this learning tool.

In “Bimbel” as an Educational Trend in Indonesia, Desak Gede Chandra Widayanthi claimed that Bimbel enhanced students’ academic achievement, encouraged better learning habits and significantly reduced students’ anxiety before examination in Indonesia.

In bilingual classrooms, the use of electronic dictionaries and translators are advised to speed up the level of vocabulary understanding of students. Fadilla Oktaviana in her study, Comparison of Translation Result from Google-Translator and Bing-Translator (Error Analysis of Translation Result From Indonesian Text Into English Text) investigated the accuracy of Google Translator and Bing Translator and analyzed the most common error of these tools in translating Bahasa Indonesia to English.
Jovila de Vera and Presley de Vera in *Oral Communication Skills in English among Grade 11 Humanities and Social Sciences (HUMSS) Students* analyzed the oral communication skills of Grade 11 HUMMS students. The study specifically examined the speaking and listening skills of students and how their socio-demographic variables and language-learning profile affect these macro skills.

Khusnul Khotimah in her research, *Video Project in ESP Classroom: A Way to Promote Autonomous Learning in a Big Class* claimed that the incorporation of video project helps in developing students’ autonomous learning in an ESP classroom. The study revealed that video project can be used as a medium in improving pronunciation, grammar and writing skills.

The maximization of the use of technology in the teaching and learning process sees the use of mobile phones in the study of English. Moses Kurniawan and Radius Tanone in *Mobile Learning in TESOL: A Golden Bridge for Enhancement of Grammar Awareness and Vocabulary Mastery?* said that the concept of mobile learning or m-learning can be used in the classroom to improve grammar and vocabulary. It was further revealed in the study that m-learning is a positive habit builder.

In *The Effectiveness of using Mindomo as a Pre-Writing Tool in Improving Writing Scores among ESL students*, Nurhuda Mohamad Nazri, Melor Md Yunus and Diyanatul Mardhiah Abdul Shukor investigated the effectiveness of Mindomo, an interactive and online-based mind-mapping tool, in improving writing scores of 60 ESL students at a private university in Malaysia. The study revealed that Mindomo improved students’ writing achievement.
Idiom Maniac: A Tool to Foster Idiom Learning among ESL Learners

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Abstract

This paper presented a small-scale research in using Idiom Maniac board game; a tool to foster idiom learning among English as a Second Language (ESL) learners. This study aimed to examine the effectiveness of utilising Idiom Maniac in enhancing learners’ learning of English idioms. The research was conducted in a rural secondary school in Sarawak, East Malaysia and 32 participants were selected using purposive sampling. Findings demonstrated that there was a significant improvement in students’ mastery of idioms knowledge after employing Idiom Maniac as their learning tool.

Keywords: Idioms learning, Idiom Maniac, English as a Second Language (ESL) learner, learning tool, board game
Introduction

Learning idioms is one of the problems faced by students globally. In Malaysia, English is taught as the second language and learners can earn merit points if they use relevant and appropriate idioms in Malaysian public examinations. However, many secondary school students have minimal exposure and understanding of English idioms. The teaching of idioms is not outlined specifically in the Curriculum Specifications, which is a detailed description of the content in the English language curriculum that every English teacher should follow. This is in line with the previous studies done by Vasiljevic (2011) and Tran (2012), stating that idiom teaching has not been emphasised in the foreign language teaching contexts. Hence, this study aims to examine the effectiveness of utilising Idiom Maniac, an innovative board game learning tool as a complimentary approach to idioms learning inside classrooms. Board games are considered as one of the activities that could fascinate children outside the online virtual world (Kozak & Dvorak, 2011).

Literature Review

Importance of Learning Idioms

Idioms are commonly used in the English language. According to De Caro (2009), the language would be lacking in its variety and humour in both speaking and writing if idioms are not introduced. Learning idioms allows learners to study about one’s culture and engage in real world as the use of idioms has been considered natural and conversational in English (Agar, 1991; Gluckberg, 2001). Therefore, using idioms frequently can help learners to achieve native-like competence and the mastery of idioms knowledge leads to a higher level of L2 fluency (Schmitt, 2000).

Games as Alternative Learning Tool

One of the key elements of 21st century classroom involves active participation and engagement from the learners (Kolk, 2011). Games are capable of turning a difficult or boring subject to something exciting to engage learners in their learning process (Petsche, 2011). Educational gaming is an excellent platform for learning if it is manipulated accordingly (Yunus et. al., 2012). According to Virvou & Papadimitriou (2014), utilizing board games could arouse learners’ curiosity and anticipation in learning, motivate them in acquiring the English language. Students’ achievement level would also increase due to their active roles in
checking their own learning progress and gaining instant feedback to reinforce the knowledge learned (Yampinij et. al., 2010).

Methodology

Research Design

A quasi experimental research design was employed and the research had been carried out to test the effectiveness of using *Idiom Maniac* board game as a tool to foster idiom learning among learners. There were altogether five English learning sessions (200 minutes) and students learned English idioms using *Idiom Maniac*. Students were exposed to idioms before, however through the conventional method of learning idioms.

Sample

A secondary school located in the rural area of Sarawak, East Malaysia was selected and the researcher used purposive sampling in the selection of participants. 32 Form 4 students participated and they were ranged from intermediate to weak level of English proficiency.

Data Collection Procedures

Pre-test

All the participants were given a pre-test before the board game was introduced to them. In the pre-test, students were given a set of 20 questions regarding English idioms.

Intervention: Utilizing *Idiom Maniac* board game as a learning tool

The *Idiom Maniac* board game was introduced to the students and they learned English idioms by trying out the game. It was colour-coded and the idioms were characterised into different categories and level of difficulties. The game could be played up to five people. Questions and answers were provided on the playing cards and students referred to the Idiom List given to find out the appropriate idiom. Marks were awarded according to the colours and level of difficulties.

Post-test

The intervention was followed by a post test in which a similar set of test paper was given to the participants to compare and evaluate their progress of learning. The post-test should not be postponed too long in their educational experience to avoid low commitment in giving their best effort for the test.

Data analysis

The pre-test and post-test were analysed using paired samples t-test, run by SPSS version 21, to perform descriptive statistical analysis.
Findings And Discussion

Table 1: The Mean Score and Standard Deviation of the Students’ Pre-test and Post-test

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>PRE</th>
<th>.0000</th>
<th>32</th>
<th>.00000</th>
<th>.00000</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST</td>
<td>27.3438</td>
<td>32</td>
<td>16.21351</td>
<td>2.86617</td>
<td></td>
</tr>
</tbody>
</table>

The analysis of the pre-test scores in Table 1 shows that the mean score of students’ performances in idioms knowledge is 0. However, the mean score for the post test after the intervention of *Idiom Maniac* has been greatly escalated to 27.55. This implies that learners could improve their English language proficiency and achieve mastery through *Idiom Maniac*, a gamification platform which excitingly engages learners with the lesson (Yampinij et. al, 2010; Yunus et. al., 2012).

Table 2: The Result of Paired Samples t-test

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>PRE - POST</th>
<th>27.34375</th>
<th>16.21351</th>
<th>2.86617</th>
<th>-33.18935</th>
<th>-21.49815</th>
<th>-9.540</th>
<th>31</th>
<th>.000</th>
</tr>
</thead>
</table>

Table 2 indicates that the research finding is significant (*t* = -9.739, df =31, p<.05). It reveals that there is a difference in the mastery of idioms knowledge among the students before and after the implementation of *Idiom Maniac* board game. This is in line with Petsche’s study (2011), saying that games could grab learners’ interest to actively participate in the learning process, motivating them in acquiring the target language (Virvou & Papadimitriou, 2014). The use of *Idiom Maniac* has greatly helped learners in understanding idioms, changing the perception that learning idioms is difficult.
Conclusion
The use of *Idiom Maniac* board game is proven to be effective in promoting idioms learning among the learners. The results revealed a significant improvement in students’ mastery of idioms knowledge after using *Idiom Maniac* as their learning tool. Hence, teachers should innovate their teaching and games can be supplemented as a supplementary lesson to enhance language learning in ESL classroom. Students could learn in a more meaningful and lively learning environment if more language games are incorporated in classrooms.

References

“Bimbel” as an Educational Trend in Indonesia

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Abstract

The objective of this study was to analyze the impacts brought by the trend of Bimbingan Belajar (Bimbel) as non-formal education in Indonesia. This study was a library research. As the result, it was concluded that (1) Bimbel was positively enhance students’ academic achievement, encourage learning habit, and reducing students’ anxiety before examination; (2) Bimbel brought negative impacts due to the cheating done to boost students’ examination scores, the use of conventional teaching method which lead to content based and test-based learning.

Keywords: Bimbingan Belajar, Bimbel, tutoring, non-formal education

Introduction

In Indonesia, Non-Formal Education is legally regulated through Undang-Undang Nomor 20 Tahun 2003 about National Education System. Based on this regulation, it is stated that any kinds of non-formal education should be established to develop the skills, abilities, and competencies of the participants through sustainable education programs.

Based on Bank Indonesia (2011), the early growth of Bimbel as business was begun in the 1970’s by providing services to students who needed assistance on preparing university entrance test. Thus, Bimbel was intended for the ninth grade students as their customers.
However, from 1980’s it did not limit their programs only to university entrance test preparation, but also for general tutoring for students at any grades. According to Direktorat Pembinaan Kursus dan Pelatihan Indonesia (an Indonesia government organization that concern in non-formal education establishment) as stated in Tobing (2013), it is recorded that there were 13,446 tutoring agencies in Indonesia, of which 11,207 of them have had legal permission. Bank Indonesia (2011) predicted that this number may increase by 10 – 20% per year.

This rapid growth may be influenced by the high number of demand. Tobing (2013) stated that the reason behind the high demand on services provided by Bimbel is the gap between what is taught in school and what is tested in National Examination and university entrance test.

**Methodology**

This study is a library research, which is the data are taken from library resources, such as books, journals, documents, newspapers, and other related materials.

**Discussion**

**Definition of Bimbingan Belajar**

Lembaga Bimbingan Belajar or shortly called Bimbel (i.e. Tutoring Agency, in English) is defined as non-formal educational institution which gives helps to ones who need it to decide on something and to solve problems through providing competent tutor (or advisory teacher) (Jones, 2011 in Rahman, 2012). While Bank Indonesia (Indonesia State Bank) (2011) refers Bimbel as a business that provides effort to support students’ learning program and materials which has been given in schools thus the students may achieve the goals set for their academic purposes.

**Bimbel as Non-Formal Education**

As a big growing business that is being a trend nowadays in Indonesia, Bimbel brings impacts, both in positive and negative ways. As its advantages, Bimbel encourages improvement to academic achievement of the students. Several studies have been conducted relating to this issue. Miftahillah (2014), Suprapto (2012) and Sarasweni (2012), based on their studies concluded that Bimbel brings significant improvement on students’ academic achievement. Suprapto (2012) on his study on twelfth grades students of SMA Negeri 4 Purwokerto (a Public high school in Purwokerto, Indonesia) found that the students’ intensive participation on tutoring enhance their score in Geography subject. While, Sarasweni (2012)
found that Bimbel has significant effect on improving students’ achievement on Mathematics subject, as the result of the study which were conducted to students of fifth grade.

As an addition, Bimbel also promotes habit of learning by providing positive after-school activities. Novandhika (2014) found that Bimbel forms habit of the students to continue studying after school-hours. The routine which follows fixed schedule helps students to make more definite studying pattern.

Furthermore, Bimbel is effective in reducing students’ anxiety. Roselind (2012) found that Bimbel that provides additional teacher support outside school plays significant role on reducing students’ anxiety before examination. This finding is also supported by Hidayat and Sunyoto (2013) that found Bimbel has significant effect on reducing students’ anxiety before facing national examination.

In contrast, there are several negative impacts of Bimbel. First, there were cases that Bimbel providing leaked answer of tests. As it was reported by Indrawan in DetikNews (2016) (Indonesian online news portal), there was a report that a tutoring agency had offered leaked answer of national examination to its students. Thus, Minister of Culture and Education of Indonesia stated a warning. To confirm the news, Kompas (another trusted news portal in Indonesia) published similar news on its website.

Second, Bimbel uses conventional learning media and promotes score-oriented learning. According to Nusantari & Budiyanto (2012) students has negative perception on the learning media uses by Bimbel. Bimbel only uses conventional media such as whiteboard and marker. Bimbel also uses single conventional method which offers shortcut strategies on finishing test problems, from which can be concluded that it promotes score-oriented learning.

Third, Bimbel may replace the role of parents on educating children outside school. According to the survey conducted by Widodo in Kompas (2015), 62% from 144 parents who were involved as respondents stated that they send their children to Bimbel after their school-hours, instead of educating them at home.

**Conclusions**

It can be concluded that (1) Bimbel was positively enhance students’ academic achievement, encourage learning habit, and reducing students’ anxiety before examination; (2) Bimbel brought negative impacts due to the cheating done to boost students’ examination scores, the use of conventional teaching method which lead to content based and test-based learning.
References


Comparison of Translation Result from Google-Translator and Bing-Translator

(Error Analysis of Translation Result From Indonesian Text Into English Text)
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Abstract

Translation of Google-Translator from Indonesian text into English text found that the most errors occurred in morphology, and then followed by an error in the syntax, semantics and orthography. While the translation through Bing-Translator, the most errors occurred in syntax, and then followed by an error in the morphology and semantics. For the orthography, it is not found error. Therefore, when compared to the results of the translation, Bing-Translator is a bit better than Google-Translator. As a machine translator, translated by Google-Translator and Bing-Translator have not been said to be perfect. The results of two new translation engines worth is said to be pre-translation. Because the results of translation from a machine translation of this kind still has many flaws and do not produce an accurate translation, therefore it still needs to be perfected by its users. Although, the translation result of Google-Translator and Bing-Translator can be used to understand a text globally.

Keywords: Google-translator, Bing-translator, error analysis, Indonesian text, english text
**Introduction**

The development of information and communication technology is now very rapidly. These developments affect the patterns of human life and way of communicating. One of the notable developments in information and communication technology known as the internet. The Internet is a collection or an existing computer networks around the world. In this case the former stand-alone computers can be connected directly to the host or other computers. With its ability to connect one computer with another computer, create the internet can be used to access or transfer the data/information from one computer to the other computer online.

By using the internet everyone can search and obtain the needed information quickly without having to leave his seat. In the past a lot more communication is done in person (face to face), while the current face-to-face personal contact slowly has been replaced with the ease of communicating through the internet and cell phones. Schonherr (1998:674) mention the internet with all the goodies like a giant library, which can be accessed by anyone. But to trace the "virtual library" that effectively is not easy. People will be able to easily "get lost". One of the easiest ways to help us find information quickly is by using search engines (search engine). One of the most popular search engines is Google, which first developed by Larry Page and Sergey Brin in 1996.

In the process, Google is not just a search engine that helps internet users find a link to a web page, but also provide a machine translator. The developers of Google is clearly aware that the existing information in a web page can appear in a variety of languages. The various languages that exist in the world can be a barrier for a person to discover and understand the important information they want. Machine translation attached to Google will help translate a text or web pages from one language to another automatically, so that the reader is helped when trying to understand the content of a web page.

Och (2006) said that "because we want to provide everyone with access to all the world's information, including information in every language, one of the exciting projects at Google Research is machine translation. Machine translation attached to Google could be classified on machine translation terminology which is abbreviated to MT. MT is to computerised system responsible for the production of translations with or without human assistance. (Hutchins, 1995). Machine translation from Google is currently able to translate into more than 50 languages, one of which is from English into Indonesia. The results of machine translation need to be examined further to see mainly linguistic errors, because many people who doubt the quality. So is bing.com which provides the facilities as a machine
translation of a variety of languages. In this paper will compare the results of the English translation of the text into English by Google translator with Bing translator.

**Literature review**

*The Analysis of Linguistic Error*

Error analysis is a field of study within the umbrella of applied linguistics. This study is not a new thing for teachers of language, because the results of the application of error analysis is utilized to improve the teaching and learning of languages, both to correct the mistakes made the learners as well as teachers to help devise appropriate learning strategies.

Brown (via Sanal, 2008) defines an analysis error (error analysis) as "the fact that learners do make errors and these errors can be observed, analysed and classified to reveal something of the system operating within the learner led to a surge of study of learners ‘errors called ’ error analysis". Were thus Ruru and Ruru (via Pateda, 1989) argues that error analysis is a technique to identify, classify and interpret the systematic errors made by the well-educated who are learning a foreign language or second language by using theories and procedures based on linguistics. The error is usually determined based on the size of the currency from the perspective of native speakers. From both of these opinions can be drawn the conclusion that the systematic error analysis is a procedure based on linguistics to find and classify an error that cannot be accepted (justified) according to the rules of the target language, created by the (foreign) language learners.

Error analysis in the study of errors can be classified into 2 kinds i.e. error (error) and errors (mistakes). The fallacy associated inability to produce the utterance of speaking in unintentional; confusion is not a result of lack of language competence which belonged to the learners. The confusion no systematic nature, so when language learners realize the mistake can immediately fix it. Otherwise an error (error) is a mistake made by language learners are systematically caused due to not having a sufficient language competence. Corder (via Sanal, 2008) says:

Errors are deviances that are due to deficient competence (i. e "knowledge" of the language, which may or may not be conscious). The U.S. are due to deficient competence the tend to be systematic and not self-correctable. Whereas "mistakes" or "lapses" that are due to performance deficiencies and arise from lack of attention, slips of memory, anxiety possibly caused by pressure of time etc. They are not systematic and readily self-identifiable and correctable.

The competency in question here is the ability of the speaker or writer to deliver the language in accordance with the rules of the language used. Because the language of the
generated form words, sentences and meaning, then it is an error that needs to be analysed include in phonology, morphology, syntax and semantics. (Pateda, 1989:34).

In this study analysed the translation result of Indonesia language into English from google translator and Bing-translator. Because of the existence of the objects of study in the form of discourse, then that will be analysed include landscape orthography, morphology, syntax and semantics.

**Google-Translator dan Bing-Translator**

Google in early discovery is a tool or machine that helps internet Explorer to quickly find the information or website. This search engine is very useful given the number of web pages in cyberspace could amount to millions, while the ability of the human brain to remember the address of a web page is very limited. Google was first developed in 1996 by two students in the United States, namely Larry Page and Sergey Brin. Currently Google became the world's most popular search engine.

The Google search engine in its development provides many facilities do not merely seek a web address. Facilities that include image search, videos, books, research, scholarships and a translator called Google translator or Google-translate. This facility was first developed by Google in 2007 using a system called SYSTRAN. Google translator engine usage is very easy. Open the Page www.google.co.id, when the page is opened then there will appear the options panel "translation" as in the following image

![Figure 1. Translator box in google-translator](image-url)
Furthermore if the translator has filled and had determined the direction of the original, then the user click "translation" to obtain the desired translation results. In Figure 2 are shown samples of the translation of the text into English Indonesia language.

![Google Translator](image1)

**Figure 2.** Translation result from Indonesia into English by using google-translator

So also at the Bing translation is facilitated by the page www.bing.com has a way of working which is not much different with google – translator. The following image as follows

![Bing Translator](image2)

**Figure 3.** Translator Box of Bing-translator

Then, in the figure 4 is displayed the example of translation result of Indonesia into English by using bing-translator.
Methodology

This research is used qualitative method by using content analysis in term of linguistic analysis of translation result Indonesian text into English text by using Google translator and Bing translator. And then the result of comparison result is compared to find the better one of translator machines.

Finding and Result

The Error Analysis of Translation Result by using Google-Translator

Linguistic error analysis presented in this paper is a small study analyzing the text taken from the old online news www.detik.com on July 14, 2014. The text has been translated by a machine translator on Google.com and Bing.com. A comparison between the original text with the google-translator translation results can be seen in table 1 below

<table>
<thead>
<tr>
<th>Indonesian Text</th>
<th>The translation result (google translator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lionel Messi Pemain Terbaik Piala Dunia 2014</td>
<td>Lionel Messi Player of the 2014 World Cup</td>
</tr>
<tr>
<td>Doni Wahyudi - detikSport</td>
<td>Doni Wahyudi - detikSport</td>
</tr>
<tr>
<td>Senin, 14/07/2014 05:56 WIB</td>
<td>Monday, 07/14/2014 05:56 pm</td>
</tr>
</tbody>
</table>

Messi mengalahkan beberapa rekannya di timnas Argentina dan juga rivalnya di skuat Jerman yang masih dalam daftar kandidat peraih penghargaan Pemain Terbaik (Golden Ball). Di Jerman mereka yang sebelumnya jadi pesaing Messi adalah Thomas Mueller, Toni Kroos, Mats Hummels, dan Philipp Lahm, sementara di Argentina ada Angel Di Maria dan Javier Mascherano.

Messi dianggap menjadi sosok yang punya peran besar mengantar Argentina lolos dari fase grup dan kemudian melangkah ke final. Selain empat gol dan satu assist, raihan besarnya di turnamen ini adalah status man of the match yang dia dapat empat kali.

Malang buat Messi, status pemain terbaik turnamen gagal dia sempurnakan dengan menjadi juara dunia. Argentina kalah 0-1 atas Jerman dalam laga final di Maracana. Gol tunggal De Mannschaft dilesakkan Mario Goetze di babak kedua perpanjangan waktu.

Ini adalah kali kelima secara beruntun peraih status pemain terbaik jatuh ke tim yang bukan juara. Pemain yang sebelumnya dapat Golden Ball adalah Ronaldo, Oliver Kahn, Zinedine Zidane dan Diego Forlan.

From the result above, the translation result of English to Indonesia by the Google machine translation (google translator) analyses the word per word, the context of the sentence is often overlooked. This aspect becomes a major weakness of the translation result obtained through
Google translator engine. Therefore, users who want to translate a text should do the refinement of the text translation. In order to be better translated by Google translator.

Table 2. Data Recapitulation of Error Analysis of Translation Result of Google Translator

<table>
<thead>
<tr>
<th>Translator Machine</th>
<th>Error</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Translator</td>
<td>Orthography</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Morphology</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Semantic</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Syntaxes</td>
<td>9</td>
</tr>
</tbody>
</table>

Based on the data in Table 2 see that error in the aspects of morphology, as much as 15. Some examples of mistakes in landscape morphology can be seen at the beginning of the first paragraph of the news on www.detik.com. The word "player" translates to "player". There is the adjective "best" meant, it is certainly not in keeping with the text of the source language and should be translated as "the best player", adding "the" to indicate the noun or referred to as a determiner. Other examples of errors in the morphology of the second looked at the end of the page still paragraph www.detik.com words so (being) translated as "so". When the right should "become", so google translator in addition to not seeing the context in translating well just translate the word per word only. This is certainly not in keeping with its meaning TBSa TBSu.

Semantic errors appear in the news in www.detik.com, where the engine Google Translator to translate the phrase "a big role" into a "big role". "A big role" is a figure of speech that means strategic role, so that the more appropriate word is translated into "strategic role". Similarly, the word "action" in the final paragraph to four more precisely is meant as "final", so that a more appropriate parallel is the "final game" instead of "final match. From both these examples seem that Google translator engine difficulties in translating the words that meant figuratively. So there is no appropriate between the TBSu and the resulting TBSa.

A very prominent errors are errors in syntax, because the Google machine translation is not able to produce the correct sentence appropriate grammar rule language English. There are nine sentences that are not exactly original. In the last paragraph of the news written In Germany "second they previously so competitors Messi was Thomas Mueller, Toni Kroos, Mats Hummels, and Philipp Lahm, while in Argentina there is Angel Di Maria and Javier Mascherano;" and translates to "In Germany they were previously so competitors Messi is
Thomas Mueller, Toni Kroos, Mats Hummels, and Philipp Lahm, while in Argentina there is Angel Di Maria and Javier Mascherano. The sentence contains an error in the placement of the order and the use of the word "be" inappropriate, should use "were (past tense of are) and on to the next sentence gaffe also lies in the use of be is wrong. Form a more accurate translation of the sentence is: In Germany they were previously became Messi's competitors were Thomas Mueller, Toni Kroos, Mats Hummels, and Philipp Lahm, while in Argentina there were Angel Di Maria and Javier Mascherano.

Errors in orthography are also found in the text of the translation is generated by the Google machine translation, even though the numbers are relatively very little, that is just one. Orthographic mistakes found on the word "unfortunate". In the www.detik.com page, the "poor" is not the name of a State is one of the cities in Indonesia, but machine translation Google write it anyway with the word "unfortunate" that should be translated "unfortunate or unfortunately"

On the basis of the studies that have been done, looks clearly that output from the engine Google Translator contains many errors. Hutchins (1995) says that the results of the translation machine translation still needs to be edited, because it really only provides a translation of the results that can be referred to as a translation. These results are more or less the same when a translating a text into another language for the first time. He next will edit again the translation results to get a good translation result.

The Linguistic Error Analysis of Translation Result by using Bing-Translator

The second linguistic error analysis takes from online news www.detik.com by using bing-translator. The comparison between original texts with the translated text by using Bing-translator can be seen in table 3, as follows

<table>
<thead>
<tr>
<th>Teks bahasa Indonesia</th>
<th>Teks terjemahan kedalam bahasa inggris (bing translator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lionel Messi Pemain Terbaik Piala Dunia 2014</td>
<td>Lionel Messi is the best player of the World Cup 2014</td>
</tr>
<tr>
<td>Doni Wahyudi - detikSport Senin, 14/07/2014 05:56 WIB</td>
<td>Doni Wahyudi-detikSport Mon, 14/07/2014 05:56 GMT</td>
</tr>
</tbody>
</table>
Messi is considered to be a figure who had a role of usher Argentina qualify from the group phase and then stepped into the final. In addition to the four goals and one assist, scoring big in this tournament was the man of the match status that he can be four times.

Unfortunate for Messi, the best player of the tournament status failed him fine-tune by becoming world champion. Argentina lost 0-1 over Germany in the final game at Maracana. A single goal from Mario Goetze Mannschaft De second half extra time.

This is the fifth time consecutively winning the best players fall to the status of a team that's not winning. Players can be the Golden Ball is Oliver Kahn, Ronaldo, Zinedine Zidane and Diego Forlan.

From the result above, can be analysed that the text language translation result from Indonesia into English by using bing translator. It is almost the same with google translator i.e. translate words per word, the context of the sentence is often overlooked. This aspect is also becoming a major weakness of the translation result obtained through the Bing translator engine. Thus, users who want to translate a text should do the refinement of the text translation. In order to be better translated by Bing translator.
Table 4. Data recapitulation of error analysis from Bing-translator

<table>
<thead>
<tr>
<th>Translator Machine</th>
<th>Error</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bing Translator</td>
<td>Orthography</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Morphology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Semantic</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Syntaxes</td>
<td>6</td>
</tr>
</tbody>
</table>

Based on the data in table 4 to see that errors in the aspects of morphology, not as much aspects of syntax, that is just as much as 5 pieces, far less than Google translator. Some examples of mistakes in landscape morphology can be seen on the second sentence in the first paragraph of the news on www.detik.com. The word "personal" is translated into "in person". In fact the meaning not much different, just less precise, then a more appropriate translation is "personally". Other examples of errors in the same morphology with the results of a google translation-translator IE looks at the end of the second paragraph still from the page www.detik.com. Said so (being) translated as "so". When the right should "become", so google translator in addition to not seeing the context in translating well just translate the word per word only.

Semantic errors appear in the news on www.detik.com, where Bing translator machine translate the phrase "a major role" to "role of usher". "A big role" is a figure of speech that means strategic role, so that the more appropriate word is translated into "strategic role". Similarly, the word "fall" on the last paragraph more precisely is meant as the "sign in/join", so that a more appropriate parallel is the "join/joined" instead of "falls". From both these examples seem that Google translator engine difficulties in translating the words that meant figuratively. So that happened between TBSu and disharmony resulting TBSa.

A very prominent mistakes are mistakes of syntax though not as much as on the google-translator, bing translator only has syntax errors as much as six sentences. This is because Bing translator machines are still not able to produce the correct sentence appropriate grammar rule language English. In the last paragraph of the news of a second written "single goal De Mannschaft from Mario Goetze in the second half extra time" and translates to "A single goal from Mario Goetze Mannschaft De second half extra time" such Sentences contain errors because it has no verb. In English, the Language the verb is the main requirement in making a sentence. Form a more accurate translation of the sentence is: "A single goal is scored by Mario Goetze De Mannschaft in second-half extra time"
Another thing that the analysis in this paper namely orthography. In the results of google translation-translator found one orthographic errors, but the results from Bing translation-translator is not an orthographic error not found. On the basis of the studies that have been done, the output of the machine translator Bing still contain lots of errors.

**Comparison Result of Indonesia Text into English by using Google-Translator dan Bing-Translator**

Google-bing-translator and translator, both of machine translation is facilitated by the page www.google.com and www.bing.com that the original can only be done online. This facility provides very easy for many in the audience to translate the source language text (TBSu) to a target language text (TBSa) which consists of a variety of languages. From the study of two of machine translation, google-translator has a fault analysis more than bing translator. In the aspects of morphology, google translator has 15 errors, while bing-translator only 5 errors. On the syntactic aspect, google-translator has 9 errors, while bing-translator has 6 errors, on the orthography, the google-translator has 1 error, while bing-translator has no mistakes on this aspect, and the final aspect of the semantics, bing-translator has error more than 4 errors, while google-translator only 3. From the results of the analysis, it can be inferred that the Bing translation engine-translator has a better translation quality and flexible when compared to google's machine translation-translator.

**Conclusion**

Error analysis of the results of a Google translation-translator of Indonesia into the language of English found that most errors occur in landscape morphology, then followed by an error in the syntax, semantics and orthography. While the translation through bing-translator of most errors occur in syntax, then followed by an error in the morphology and semantics. As for the orthography, Bing Translator is not found error. Therefore, when compared the translation results of Bing translator is better than the results of the translation from google-translator.

However, the results of two new translation engines worth is said to be pre-translation. Because the results of translation from a machine translation of this kind still has many flaws and do not produce an accurate translation so it still needs to be perfected by its users. Even so, the results of the translation from Google-Translator and Bing- Translator can be used to understand a text.
References


Oral Communication Skills in English among Grade 11 Humanities and Social Sciences (HUMSS) Students

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Abstract

This study employed descriptive and inferential methods to determine, characterize and analyze the oral communication skills in English of Grade 11 HUMSS (Humanities and Social Sciences) students. The students' level of performance along the said skills is measured using two indicators, i.e. "listening skills" and "speaking skills." The students were profiled regarding their socio-demographics and learner-related characteristics to constitute an independent set of variables that were statistically correlated to their performance in oral communication skills. Data were retrieved using researcher-developed instruments that are theory-informed and subjected to content validation by field experts.
As to the students’ performance in the listening skills test as a component-indicator of oral communication skills, the majority of them registered “good” performance level. As to their performance in the speaking skills test as the other component-indicator of oral communication skills, the majority of them registered within the bracket of “good” performance level.

On the statistical computations that determined whether or not the students’ socio-demographic variables are significantly different from their levels of performance along the two indicators of oral communication skills, the findings indicate that none of the variables differentiated the students’ level of performance along listening skills. Although, "mother's educational attainment" was found to be a differentiating variable in the students' level of performance along speaking skills.

On the statistical computations that determined any significance of the relationship between the students’ academic and language-learning variables and their level of performance along the two indicators of oral communication skills, “academic performance in English subject” was found to be associated with the level of performance in listening skills. Likewise, "academic performance in English subject” and “exposure to mass media types” were found to be significantly related to speaking skills.

Based on the research findings, several recommendations were offered to improve instructional efficiency and strategies that can enhance students' performance in English oral communications skills, which involve the initiative and cooperation among the concerned English language teachers, the School management, the students, their parents and instructional material designers. Recommendations were also addressed to future researchers to continue their scholarly investigation of the phenomenon of oral communication skills and the pursuit to establish conditions related to such qualifications as a basis to improve pedagogy and in formulating intervention strategies.

**Keywords:** oral communication, communication skills, HUMSS, English language

**Introduction**

The Department of Education in the Philippines ideates to establish a system of education that, indeed inculcates the youth with the skills they need to pursue their dreams (https://www.coursehero.com/file/p6oge3h/Amen-Page-6-of-68-ADMISSION-AND-REGISTRATION-Students-admitted-to-LPU-have-to/). One of its goals is to develop in learners the skills, competencies, work ethics, and values relevant to continuing further
education and/or joining the world of work. In whatever choices the students will have after taking Senior High School, the Department of Education intends to equip students with all the necessary knowledge, skills, and experiences that they can use to make themselves more capable and competent in their chosen paths or careers.

Meanwhile, HUMSS (initials for "Humanities and Social Sciences") is a strand in Senior High School Curriculum (SHSC) meant for those who aim to take up journalism, communication arts, liberal arts, education, and other social sciences – related courses in college. This strand revolves around improving the students' written and oral communication and discourse skills. It is in this strand that these mentioned skills are honed in them to establish effective communication with people whom they will be working. As such, most of the subjects involved in this strand focus on communication, language, and speech. Students who are taking up HUMSS are, thereby, expected to be "great speakers," thus, their oral communication skills, especially in using the English language, is essential to be developed.

About communication skills that are central to the HUMSS strand, Evans (2015) stated that oral communication skills are meaningful to the development of literacy and essential for thinking and learning. It is the glue that puts all the components of a language together. Through talk, students do not only communicate information but also explore and come to understand ideas and concepts, identify and solve problems, organize their experience and knowledge, and express and clarify their thoughts, feelings, and opinions. Also, Rahman (2002 in Alam and Uddin, 2013), said that English language gives social prestige to one who can speak it, thus, empowering the elite and keeps the power within it. Undoubtedly, therefore, the ability to logically present one's ideas using English is integral to success in almost any area of life.

In a survey made by the National Association of Colleges and Employers in 2016, communication skills, both written and oral, ranked as the most important personal quality that employers seek in an employee. In today's global society, people often use English as an international language of communication. The ability to use English in the workplace has some benefits including helping one's company to succeed, building trust with colleagues and clients, building and improving international relationships, enhancing skill-set and commanding a higher salary, and enhancing international relations through cultural understanding.

The study of Morreale & Pearson (2008) provides a rationale for the claim that communication instruction is crucial to students' future personal and professional success. Their research proved the centrality of communication skills in developing the whole person – making him/her a responsible social and cultural participant in the world, successful regarding career and business, efficient organizational processes and organizational life.
Several previous studies have categorically shown that the Philippines is known to be an excellent English-speaking country. After all, English is treated as a second language in the country. Filipinos widely use English in their daily communication and transactions. In schools, from primary education up to college, the English language is being taught, and almost everywhere in the country, the English language can be heard. Almost all types of people regardless of race and educational attainment, know the language (Benasing, 2013). The company "Education First" (EF) recently published on their official website the English Proficiency Index (EPI) report as of 2017. Accordingly, Malaysia, Philippines, and Singapore all rank in the upper quartile of this year’s index.

Moreover, Claro’s (2012) article in PhilStar Global states that:

"If there's one trait Filipinos are proud of as a people, they can speak a foreign language. Speaking fluent English is our country's strategic edge that has attracted foreign investors to set up companies and outsource labor." (Claro, 2012)

Another report by Cabigon (2015) of the British Council-Philippines assumed that proficiency in the English language is already one of our country's strengths that have driven our economy to boost up and made us surpassed other neighboring countries. However, Cabigon opined that in a recent roundtable organized by British Council Philippines, key stakeholders from the government, academe, private, and nongovernment sectors acknowledged that even if the country were doing fine regarding English competency, concerns on how much of a competitive advantage it still is here were raised. Cabigon (2015) explained that the stakeholders believed that the country needs to intensify its efforts in developing the teaching and learning of English in our country, developing it as a vital skill of the workforce because it is an action that can potentially reinforce the country's distinct advantage in this part of the world. He also added that according to Rosario Alonzo, the University of the Philippines College of Education, "Our future teachers should ensure that English is a means of communication, rather than a set of facts to be learned."

With all the aforecited positive insights regarding Filipinos’ proficiency in English during the previous years, it cannot be denied that there are still vast of challenges that the
current educational system is facing at the moment, especially when it comes to the speaking abilities in using the English language by the students in today’s generation.

Rapoza (in Hernandez, 2015) in an article entitled "Countries with the Best Business English," published in the Forbes magazine, cited a McKinsey & Company study showing that only 13 percent of graduates from emerging countries are suited for employment in global companies and that the primary reason is lack of English skills. Hernandez (2015) then signified to the report of "IT & Business Process Association of the Philippines (Ibpap)" that reveals a hiring hit rate of 8-10%, closely resembling the McKinsey & Company study, mostly for the same reason (i.e., lack of proficiency in Business English). Furthermore, the Department of Science and Technology's (DOST) competency mapping of 20,000 new college graduates vis-à-vis 3,000 new hires using Ibpap's industry-grade Global Competency Assessment Tool concluded that the broadest competency gap between what the IT-business process management industry needs and what our graduates have are in English proficiency (29%). The necessary skills of the top 25% of students are only 9% higher than the average demand of the IT-BPM sector. Thus, employers still turn away many of our youth because their English skills are below par, despite the Philippines being a country where the English language is deeply entrenched in the local culture.

In a synthesis of the above, this researcher has also noted from her cumulative observations and informal surveys on the language learning capabilities of the Grade 11 students of Basista National High School, particularly the Humanities and Social Sciences (HUMSS) students in the Senior High School. As observed, the students seem to have poor performance in English, precisely highlighted by their difficulties in expressing themselves in front of a class or in different speaking activities, to think that they are expected to deal with communication-related tasks and performances in their future chosen career paths. These localized observations vividly concur with the reports and findings noted by the researcher from her extensive readings of pertinent literature and previous studies conducted. All the more, the researcher felt challenged and inspired to account for concrete evidence in the context of her institutional affiliation to formally substantiate her speculations and hypotheses. These have taken the rigorous effort to establish the data that characterizes the oral communication skills in English of the students and to identify probable factors or triggers or associated conditions that influence these skills. This valuable information can be utilized subsequently in the formulation of school-mediated intervention measures that will address the absolute need of the students to develop, master, and improve their communication skills. At the further end, the researcher hopes that this will adjacently contribute in realizing the vision of the different
schools in the Municipality of Basista, i.e., to produce promising and globally competitive future workers and professionals.

**Literature Review**

*On the Phenomenon of Oral Communication*

Generally speaking, oral communication is the process of expressing information or ideas by word of mouth (http://study.com/academy/lesson/oral-communication-definition-types-advantages.html). It includes the abilities to speak and listen effectively for the purposes of informing, persuading, and relating (Morreale et al., 1998). Students engage in these abilities in different types of interactions, including public speaking (e.g., formal presentations), small groups, and one-on-one conversations.

As to the practical benefits of being equipped with oral communication skills, proficient oral communication has been emphasized in several studies as necessary for academic and professional success (Rubin and Morreale, 1996).

According to Mead and Rubin (1985), there is a tendency to define oral communication narrowly, i.e., merely focusing on speaking and listening skills separately. Traditionally, people describe speaking skills in a context of public speaking. Recently, however, Brown (1981) said that definitions of speaking had been expanded. One trend has been to focus on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems. A third trend has been to focus on essential competencies needed for everyday life -- for example, giving directions, asking for information, or providing necessary information in an emergency situation. Many of these broader views stress that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components.

*On the Components / Sub-Skills of Oral Communication: Listening and Speaking Skills*

From a linguistic point of view, the overall skills of oral communications can be dichotomized into its component-skills namely, listening skills and speaking skills. These two skills can stand independently in their respective significance as macro skills of English. However, they are viewed in this study as the indicators of oral communication skills. The two skills are discussed below their roles in oral communication.
Listening Skills. To listen, according to Nichols & Lewis (https://www.academia.edu/603612/What_is_listening), is to attach “meaning to the aural symbols perceived”. Steinberg (2007) also said that listening is more complicated than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. Similarly, Morreale et al. (1998) defined listening as the ability to receive, construct meaning from, and respond to spoken and non-verbal messages. Active listening involves literal and critical comprehension of the ideas and information being communicated orally.

Listening is a vital component of the oral communication or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non-verbal component. It means that the ability of a person to communicate effectively depends on his listening skills. De Vera (2005) said that an active listener responds appropriately to what is said and fosters a productive exchange.

In an explanation by Rost (1994), he drew a particular list of components to master when dealing with listening skills. They are as follows: (a) discriminating between sounds; (b) recognizing words; (c) identifying stressed words and grouping of words; (d) identifying functions (such as apologizing) in conversations; (e) connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning; (f) using background knowledge and context to predict and then to confirm meaning; (g) recalling essential words, topics and ideas; (h) giving appropriate feedback to the speaker; and (i) reformulate what the speaker has said (http://thesis.univ-biskra.dz/1696/11/chapterII.pdf).

Furthermore, Stepanovienė (2012) on his book, “Barrier to Academic Listening: Research Perspectives”, stated that the most difficult obstacle to listening comprehension was the lack of knowledge of legal English vocabulary while the least difficult factor was sequencing of information in a legal text. The pointed out most difficult reason which is poor vocabulary is in relation with Kutlu, O. & A.E. Aslanoglu (2009)’s findings that “number of juvenile books at home”, “number of books at home”, “time spent reading books”, “time spent reading newspaper” and “time spent listening to radio” have significant effects on students’ success in their listening performance for it is expected that through exposure to the said media platforms, students can develop wider range of English vocabulary.

Speaking Skills. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its forms and meanings are dependent on the context in which it occurs, including the
participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). Finally, speech has its skills, structures, and conventions different from a written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Duzer (1997) mentioned that a speaker's skills and speech habits have an impact on the success of any exchange. Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). It is necessary that a learner must know the usual pattern used in interaction and access his knowledge as the exchange progresses. He must also choose the correct vocabulary, rephrase or emphasize words for clarification, and use appropriate facial expressions. Other skills and knowledge that instruction might address include the following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language; using grammar structures accurately; assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994) (http://area.dge.mec.pt/gramatica/whatspeaking_is.htm).

On the Factors and Variables Associated to Oral Communication Performance

Many of the previous studies that dealt with oral communication offered insights as to the different factors or variables that have been associated with the performance of ESL learners regarding oral communication. Some of these variables are discussed as follows.

Personality Types (Extroversion - Introversion) and Oral Communication Skills. Sheir et al., in their study, affirmed the growing emphasis on the learner and the renewed interest in the role of personality traits in the acquisition of foreign language. Accordingly,
several types of research found a relationship between personality traits and foreign language proficiency. Zahibi (2011) and Fazeli (2011) proved a significant relationship between personality traits and FL proficiency as well as achievement scores. Likewise, according to Ahmadian and Yadgari (2011), the personality trait: extroversion-introversion is one of the significant factors which has been claimed to influence the learners’ speaking performance. Meanwhile, Weber (2015) stated that listening skills may be different between introverts and extroverts but not with regard to their listening performance level and in the type of listening skills they activate.

Boroujeni et al. (2015) cited that extraversion and introversion dichotomy deals with the way people prefer to attain energy and focus their attention. Extroverts prefer to get energy from outside sources or the outer world, but introverts prefer solitary activities and the inner world of ideas as the source of their energy (Eysenck & Chan, 1982). It is the first dimension of Jung’s system identified a person's general orientation toward life (Jensen and Ditiberio, 1984). Extroverts mainly focus their energy outward and tend to interact with people and things. Outer experience (i.e., talking and acting) is so profoundly crucial for them that they often begin performing tasks with little planning, then rely on trial and error to complete the task. Since they spend more time dealing with outer experience rather than inner experience (i.e., reflecting and observing), they think most clearly and develop more ideas in action or conversation. On the contrary, introverts mostly focus their energy inward; they tend to consider and contemplate.

Figure 1 demonstrates the continuum between introversion and extroversion, as well as the different traits of these personality types.
Communication Apprehension and Oral Communication Skills. Regardless of the context, practical instruction in oral communication needs to address not only what students can do, but also their motivation for communicating and what they know about effective communication. Motivation or the desire to speak is influenced by both apprehension and willingness to initiate a communication (Morreale, 2007). Apprehension and willingness may vary with the type of communication involved; some people may be reluctant to engage in public speaking but feel entirely comfortable in small groups.

According to McCroskey (2001), communication apprehension is the broad term that refers to an individual’s “fear or anxiety associated with either real or anticipated communication with another person or persons”. As McCroskey further describes this phenomenon:

“Communication apprehension [is] the fear or anxiety people experience at the thought of being evaluated by others and some anxiety is a normal part of the communication process. The psychological threat individuals perceive in the communication situation prompts physiological changes designed to help the body respond and these physical reactions to stress create the uncomfortable feelings of unease called speech anxiety and may include sweaty palms, shaking, butterflies in the stomach, and dry mouth. A great deal of conventional advice for managing stage fright is misleading, including suggestions that speech anxiety is neurotic, that telling a joke is a good opening, that imagining the audience naked is helpful, that any mistake is fatal to an effective speech, that memorizing a script is useful, that audiences are out to get you, and that your audience sees how nervous you really are.” (McCroskey, 2001)

For speaking as one of the oral communication skills, a study of Juhana (2012) found out psychological factors that hinder students from speaking and the causes of the factors as well as the possible solutions to overcome the factors. It was revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. The possible solution to overcome those psychological factors, most students believed that motivating them to be
more confident to speak English is worth considering. This finding suggests that the teachers should be more aware of their students’ hindrance to speak in English class (http://www.iiste.org/Journals/index.php/JEP/article/view/2887).

**Sex and Oral Communication Skills.** The relationship between sex and oral communication skills have been discussed somewhat indirectly in literature and studies that dealt with this theme. One such indirect treatment of the theme is the sex-aggregated analysis of communication apprehension as accounted for by male and female students. The primary cause of apprehension or anxiety in the community is because of a lack of confidence that one has adequate skills to communicate. As such, students who are not confident in their communication skills know it as a result of self-assessment and could be a reliable reference on the actual status of their oral communication skills.

Based on the above discussion, specific studies have, indeed, revealed that male and female students significantly differ as to how they report their level of communication apprehension. This claim implies that male and female students may, in fact, significantly differ too in their communication skills (Rafeka et al., 2014). Also, some researchers have looked into the correlation between gender and second and foreign language anxiety. McLean & Anderson (2009) also indicate that female have greater fear and have high possibility to develop anxiety as compared to men. However, findings on the relationship between learner’s difference in gender with their performance, anxiety level and understandings in learning L2 and FL remain inconclusive and debatable. According to Rosenfeld & Berko (1990), different gender does not affect the communication apprehension as they claimed that ‘gender is not significant in communication anxiety.’ Although males tend to be shyer while females tend to have more public speaking anxiety, there seem to be a few consistent differences between the genders. However, a study by Wicks-Nelson & Israel (2006) found that naturally, female feel more anxious than male. It is due to many factors such as confidence, proficiency, security, and superiority. Under certain circumstances, females tend to feel easily vulnerable and therefore lead to the feeling of anxious and worried while male, on the other hand, does obtain more self-control and ability to detach themselves from unpleasant feelings. On a similar vein, from a study conducted by Machida (2001), she examined FL Japanese language class anxiety based on gender differences, and the findings reflected that female learners are more anxious than the male counterparts.

Additionally, a study conducted by Mejias et al. (1991) on the oral communication apprehension among Mexican American students in Texas found that Mexican American females in their study consistently produced higher communication score than the Mexican
American males. On the contrary, Kitano (2001), in his research in the context of English as a foreign language found that in comparison to female students, male students tend to be more anxious while learning a second language. The data shows that male students are found to be more apprehensive in speaking as they perceive their speech to be less competent than that of the females.

**Methodology**

This study employed the descriptive and inferential methods of research to characterize the students’ performance in oral communication using the English language, as well as to analyze what learner-innate variables possibly differentiate the students’ performance or what conditions relate to their performance.

The descriptive survey looks with full accuracy at the phenomena of the moment and precisely describes what is being seen, observed, or perceived (Cole, 2018). The conventional instrument used in recording data from observations or perceptions is the questionnaire, although this study employed a specialized content-validated test to gauge the students' level of performance in oral communication, as indicated by their listening skills and speaking skills.

Inferential statistics are used to examine the relationships between variables within a sample, and then make generalizations or predictions about how those variables will relate within a larger population (Cole, 2018).

**Respondents of the Study**

The dataset in this study is sourced from the self-reports and the ratings obtained by a total of forty (40) student respondents. Due to the difficulty of documenting and evaluating speech samples from several possible respondents of the study, the researcher limited the number of her respondents to forty. All respondents are enrolled as Grade 11 under the HUMSS strand in the school year 2017-2018 at the time the study was conducted. The research population draws from the combined number of Grade 11 students from two Basic Education Institutions (BEIs) located in the Municipality of Basista, Pangasinan (research locale). To enable fair representation, the two BEIs included one public institution, i.e., Basista National High School, and one private institution, i.e., Mary Help of Christians Catholic School.

The raw combined population of Grade 11 HUMSS students in the schools above total to 156. Stratified random sampling was further applied to identify the sampling population, which was eventually reduced to 40. Table 1 shows the breakdown of the research population and the distribution of the student respondents into the two schools where they were extracted.
The table shows that students were taken from all the three sections of Grade 11 HUMSS students in Basista National High School. The private school has only one part. Majority of the respondents were drawn from Basista National High School (31), overshadowing the number of students taken from the Mary Help of Christians Catholic School (9). The imbalance is naturally explained by the fact that the raw population in the public school is much larger than in the private school.

Findings and Discussion

Performance along Listening Skills

The students' performance in listening skills is based on the ratings they obtained in the performance test administered to them by the researcher. The students were tested along different micro skills subsumed under the macro skill, i.e., "listening". Data treatment no longer includes the description and presentation of the ratings of each student's performance in each micro skill. The latter scores were immediately synthesized to generate their overall performance rating along listening skills.

The findings of this study seem to oppose the claims of Stepanoviene (2012) as stated in her study, "Barriers to Academic Listening: Research Perspectives". He claims that among the macros skills in English, learners accounted for the lest level of performance regarding listening skills (Stepanoviene, 2012). He also quoted parallel findings in other studies (e.g., Kavaliauskiene, 2008; Alam, 2009; Abedin, 2010; and Velička, 2007 in Stepanoviene, 2012). Contrary to the claims and findings in these studies, the present study found that the students generally performed well along listening skills as previously qualified. However, the aforecited studies may have employed a more rigorous, highly accurate, or more challenging instrument to test the accounts of their respondents along listening skills.

Performance tests along listening skills usually integrate a comprehensive array of sub-skills (i.e., micro skills in listening). Some of the sub-skills presuppose the ability of a learner to struggle against listening challenges associated with: (a) rate of delivery; (b) phonological reduction; (c) vocabulary; (d) syntactic reduction; (e) cross-cultural elements; (f) sequencing of information; (g) breaking down speech into words or group of words; (h) lack of knowledge of English idioms; (i) lack of redundancy; and (j) rhythm (Stepanoviene, 2012). The performance test employed in this study was delimited to consider only a few of these criteria.
Performance along Speaking Skills

The students' performance in speaking skills is based on the ratings they obtained in a separate performance test administered to them by the researcher. The students were tested along different micro skills subsumed under the macro skill, i.e., "speaking". Data treatment no longer includes the description and presentation of the ratings of each student's performance in each micro skill. The latter scores were immediately synthesized to generate their overall performance rating along listening skills.

Indeed, a "good level of performance" under listening skills is equal in rank with "good level of performance" when it comes to speaking skills. Likewise, the previously quoted findings of Tuan & Mai (2015) categorically confirmed that poor listening ability is indeed one of the prominent factors to students' poor speaking performance. This current study, however, makes no further attempt to correlate the results of the students' performance in listening and speaking skills. However, on a prima facie glance over the data, it cannot be denied that the respective mean scores obtained by the students in the listening test and speaking test have equivalent rank in the qualitative description of the score range. As previously mentioned, a "good performance level" in listening skills is equal in rank with a "good performance level" in speaking skills. Thereby, this study's findings provide further support for the research claim of Tuan & Mai. As the latter researchers have pointed out that having poor listening ability can significantly result to having poor speaking performance, then this causal relationship could explain why this current study's respondents generally obtained a performance level in speaking skills that are equal to their performance level in listening skills.

SIGNIFICANT DIFFERENCE IN THE ENGLISH ORAL COMMUNICATION PERFORMANCE OF GRADE 11 HUMMS STUDENTS ACROSS THEIR SOCIODEMOGRAPHIC PROFILE

Listening Skills and Socio-demographic Variables

Findings show that there is no significant difference in the students’ performance along listening skills despite variations in their “sex, age, parents’ educational attainment, range of family income, and personality type”. The quantities reflected in the table shows that the variables did not pass within the threshold of the established level of significance at 0.05. These results indicate that the students’ level of performance along listening skills is intact regardless of their “sex, age, parents’ educational attainment, range of family income, and personality type”.
The above findings concur with those in the study of Gruber & Gaebelin (1979) which also found no difference in the listening skills between men and women. However, the researchers employed graduate and college students as respondents. The findings of this study extend the exploration and applicability of Gruber & Gaebelin's conclusions even to the case of younger learners, i.e., Grade 11 students. Moreover, the study of Gruber & Gaebelin tested the respondents' listening skills by their ability to "accurately recall information listened to". Both male and female respondents fared equally in such ability. However, the researchers' investigation further explored on the judgment rendered by male and female respondents as to the quality of information listened to. While it may have been established that male and female students listened in relatively equal level, male students were more appreciative of information listened from women but not the other way around. The design of this study does not enable such investigation since the respondents were not rated of their listening performance relative to the sex of who they listen to.

On the contrary, the findings in the study of Zenger (2015) diverge from this study's findings. The research is entitled "Age, Gender, and Ability to Listen". Zenger's respondents for the study involved a magnitude of almost five thousand respondents based in different countries across Asia, Canada, Europe, South America, and the United States. The study boasted strongly conclusive findings proving that females are significantly better listeners than males, and females also demonstrate a substantially stronger preference for listening than males. Likewise, Zenger's study also showed that age is related considerably to listening skills which run counter to the findings of this study. Zenger gives further qualification to his conclusion that differences in listening skills across different age also depend on sex. In the case of men, their listening skills progress along with aging, but in the case of women, their listening skills are nearly the same across different age.

With regard, the finding that personality type (extrovert-introvert) is not significantly related to listening skills, Weber (2015) states that listening skills may vary between introverts and extroverts but not regarding listening performance level but in the type of listening skills they activate or operate. However, Weber also welcomed the idea that introverts tend to have highly developed language receptive skills, like listening and reading, compared to extroverts. On the contrary, the usable data in this study that was subjected to statistical computation has apparent limitations since no one among the respondents was found to have an introvert personality. Thus, there is no way for this study to analyze characteristics in the listening skills of introvert learners.
**Speaking skills and Socio-demographic Variables**

Data reveals that significant difference on the students’ speaking skills existed on their mothers’ highest educational attainment as shown by the obtained significance which is below the prescribed value (.05), and partial eta squared of 27.6 percent. The findings were confirmed by the probability of rejecting the null hypothesis which exceeded more than 70 percent (72.4 percent).

On the other hand, the variables “sex, age, father’s educational attainment, range of family income, and personality type” did not pass within the threshold of the established level of significance at 0.05. It means that, in the case of these other variables, the students’ level of performance along speaking skills is intact regardless of whatever variations they may have along these variables.

On the extent of the researcher’s readings of studies and literature, there is so far no accessible research-generated data linking parental education to students’ speaking skills. Thus, the significant finding of this study is a contribution to academic literature, which may be subject to further confirmation or verification in future research.

Based on the literature accessed by the researcher, the most that were found are studies that relate parental education to students’ listening skills but not to speaking skills. For instance, the study of Kutlu & Aslanoglu (2009) concluded that the father's educational attainment, and not that of the mother, signifies the students' listening comprehension skills. Their study entitled, "Factors Affecting the Listening Skill" employed complex statistical tools and research design which do not merely involve the inferential method. The study aimed to establish the factors to listening skill and not just variables associated with it. Accordingly, Kutlu & Aslanoglu posited that students' performance along listening comprehension skills decreases along with higher educational attainment of their fathers.

With the research positing this as one of the factors of listening skill, it means that students who have fathers with low educational attainment are likely to condition them to have higher performance along listening comprehension. However, aside from the mere employment of statistical computations, Kutlu & Aslanoglu do not provide any further discussion to explain the conceptual link between the students' listening comprehension skills and their father's educational attainment.

In as far as this study's findings are concerned; the students' performance along speaking skills can be significantly differentiated given the different status of the educational attainment of their mothers. Reviewing the reference data used in the statistical computation, it appears that the Grade 11 students who have mothers with higher educational attainment also...
exhibited higher levels of performance along speaking skills. Conversely, students who exhibited lower levels of performance along speaking skills were those whose mothers have relatively lower educational attainment. Since available literature does not explain the conceptual link between maternal educational attainment and students' speaking skills, this research posits that the close association between the variables may be explainable on the basis that students whose mothers have attained higher levels of education are likely to have more significant and more communication opportunities using English.

This, however, goes with the assumption that their mothers communicate with them in English, which renders the opportunity for the students to talk back in English as well. If this assumption is at all credible, then it means that the mothers are instrumental in exposing the students (their children) to better communication opportunities. Such communication opportunities trigger students to engage in productive language skills, such as speaking.

Another assumption underlying the researcher explains that the students must have higher frequencies of communication with their mothers than their fathers because it is their mothers who provide the more significant contribution to communication opportunities which the students seem to access more and thus trigger their ability to speak under such situations.

**SIGNIFICANT RELATIONSHIP BETWEEN THE ENGLISH ORAL COMMUNICATION PERFORMANCE OF GRADE 11 HUMMS STUDENTS AND THEIR ACADEMIC AND LANGUAGE-LEARNING PROFILE**

*Listening Skills and Academic and Language-learning Variables*

Findings show that there is only one among the variables found to be significantly related to listening skills, i.e., the students' "academic performance in English subject". The variables "exposure to mass media types; communication apprehension; access to communication opportunities; and ESL learning attitude" did not pass the threshold of the established level of significance at 0.05. It means that, in the case of these other variables, they do not significantly coincide with the students' level of performance along listening skills.

The above-stated findings can be signified by the conclusions of Juha (1986) that investigated the "Academic Demands Related to Listening Skills". Powers' research surveyed teachers as to their perception of the importance and impact of listening skills to the academic success and performance of students. The study hypothesized on the probable causal relationship between listening skills and academic performance, wherein the former is posited as the cause and the latter as the effect. From Powers' findings, he concluded that:
"[...] Faculty perceived some listening skills as more important than others for academic success. These included nine skills in particular that were related primarily to various aspects of lecture content (e.g., identifying major ideas and relationships among them). As might be expected, faculty perceived that non-native students experience more difficulty than native students with all listening activities, and that non-native students have disproportionately greater difficulty with some activities, such as following lectures given at different speeds and comprehending or deducing the meaning of important vocabulary." (Powers, 1986)

Considering the above research conclusion by Powers, this study's findings, indeed, empirically substantiate and to complement his findings. Teachers' perception of the causal relationship of listening skills to academic performance can only be weighed as a theoretical construct until proven empirical using evidence showing that students with high academic performance are the ones who have good listening skills. Concerning that, this study gives evidence to such an account, although this study's association between listening skills and academic performance was merely analyzed using inferential (specifically correlational) statistics, and thus cannot account for a certain theory of a causal relationship between the variables. The extent of this study's findings only accounts that the two variables are associated. If this may cue on a causal relationship, it remains to be further explored which variable serves as cause to the other. The answer to this is beyond what this study can prove. It is also possible that the two variables are mutually supportive or reinforcing each other, and in such case, there is no causal phenomenon to speak of.

However, given that Powers’ research-based theory is reliable, then this study and that of Powers can complement to reinforce the theory that listening skills indeed has a causal impact on students' academic performance. The statistical results in Table 11 indicate that significance in relationship was not only established but that the relationship between listening skills and academic performance is "moderately strong". On a careful review of the reference data for the statistical computation, it is clear that the students with relatively higher levels of academic performance are also those students with higher levels of performance along listening skills.
**Speaking Skills and Academic and Language-learning Variables**

Similar to the statistical treatment in the preceding discussion, Spearman's Rho Correlation was also used to statistically correlate the students’ speaking skills and their profile along academic and language-learning variables. The results of the statistical computation are reflected in Table 13.

Findings show that only two (2) of the variables, i.e., "academic performance in English subject" and "Exposure to mass media types" were found to be significantly related to speaking skills. The variables "communication apprehension; access to communication opportunities; and ESL learning attitude" did not pass the threshold of the established level of significance at 0.05. It means that, in the case of these other variables, they do not significantly coincide with the students’ level of performance along speaking skills.

The above-stated findings reinforce the prior discussed finding that academic performance is related to listening skills. This section proves that it is also related to speaking skills. The reference data subjected to statistical computation, indeed, show that the students with relatively high levels of academic performance are the same students with higher levels of performance along speaking skills. These findings again corroborate with the research conclusions of Powers (1986) discussed in the preceding section. Underlying Power's hypothesis is that specific macro skills in English have a causal impact on students' academic performance, wherein his study focused on the macro skill of listening. However, since listening skills are complementary to speaking skills (Alonso, 2012), then Powers' hypothesis can be magnified to cover the significance of speaking skills, as well, its causal impact to students' academic skills.

With regard the finding that "exposure to mass media types is significantly related to speaking skills", this concurs with an almost similar finding in the study of Albayrak & Yanar (2014) entitled "Effects of Mass Media Tools on Speaking Skills and Teaching maritime English". The researchers also found that students' access to mass media rendered positive impacts on their speaking skills in English. However, the research gave some qualifications to their findings that it is specifically the "authentic mass media" which proved to be more helpful in the students' speaking skills. They identified authentic mass media materials as "television, radio, internet, social networking platforms, etc." (Albayrak & Yanar, 2014).
Conclusion

Based on the merits of the findings, the following conclusions are drawn:

1. Grade 11 HUMMS students are slightly more female than male populated. Their ages differ from 15 to 20 years old. Their parents are differentiated in educational attainment, ranging from College graduate (maximum) to Elementary School graduate (minimum). They belong to families with differentiated monthly incomes described "Very Low", "Average", and "Very High". Their personality types range from "High Extroversion", "Moderate Extroversion" and "Midway between the Introversion-Extroversion Continuum". They are exposed to different media types and in a different duration of exposure, among which include "Viewing Media", "Reading Media" and "Listening Media". Their experience of "communication apprehension" range from "High" to "Low" levels. Finally, their academic performance in English range from "Outstanding" (maximum) to "Fairly Satisfactory" (minimum).

2. Their listening and speaking skills indicate grade 11 students' oral communication performance. Their typical level of performance in listening skills is "good", while their typical performance along speaking skills is also "good".

3. Students’ sex, age, parents’ educational attainment, range of family income, and personality type” do not differentiate their level of performance along listening skills. However, their “mother’s educational attainment” was found to be a differentiating variable in the students’ level of performance along speaking skills.

4. Students’ “academic performance in English subject” is significantly associated to their listening skills, while “academic performance in English subject” and “exposure to mass media types” are significantly associated to their speaking skills.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby presented:

1. On account of the students’ profile which differentiated their levels of exposure in different types of media, it is highly recommended for teachers to design learning activities that will induce students’ balanced exposure to “viewing media, listening media, and reading media”. Moreover, the high level of communication apprehension of several students should be a catalyst for the school to organize learning activities and venues that reduce learning anxiety and which will promote greater communication opportunities among students.
2. On account of the students’ relatively average levels of performance along listening and speaking skills, it cues to the school management that there is much room for the students to improve and advance towards higher levels. This vision should inspire teachers and the school management to pave for projects that aim to improve students' oral communication skills, being an essential set of skills indicated by listening and speaking skills.

3. On account of the finding that almost all the profile variables were not found to differentiate students’ performance along listening and speaking skills, it is highly recommended for future research to be resourceful in hypothesizing an alternative set of variables aside from the ones used in this study that have the power to differentiate students’ speaking and listening skills. This level of investigation shall continue in line with the pursuit to understand more the nature of speaking and listening skills to inspire more effective intervention strategies that can help modify students' skills towards advancement.

4. On account of the finding that "academic performance in English" and "exposure to mass media types" significantly relate to listening and speaking skills, thereby, it is recommended that greater instructional efforts be paved to improve students' performance in English subjects prior to their entry into Grade 11 because the skills learned in these subjects seem to serve well as preparation or a training ground for their enhancement of oral communication skills by the time they step into Grade 11. Likewise, the school must pave ways and means to improve students' exposure to as many varied types of mass media, since such disclosure is proven to affect the development of their oral communication skills in English.

References

Books


**Theses and Dissertations**


Video Project in ESP Classroom: A Way to Promote Autonomous Learning in a Big Class

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Abstract

Teaching English in a big class is very challenging, especially, in the class who are not majoring in English (English is taught for specific purposes only). The teacher should train the student to be more autonomous in English learning. This study investigates how video project can be incorporated in ESP classroom, specifically, how video project helps students in promoting their autonomous learning and what their perceptions towards video project. Forty two EFL students participated in this case study. They were taught English about 4 months (1semester) and assigned to make video projects. The content of the video and students participations in the project were analyzed to meet the research objectives. At the last meeting, a set of questionnaire containing close and open ended questions was distributed to get the dipper data. The findings indicate that video project can be used as the media to promote students’ autonomous learning in initiating, monitoring, and evaluating process. In terms of students, most of them responded positively to this video project and perceived improvement in their pronunciation, vocabulary, grammar, and writing.

Keywords: video project, autonomous learning, students’ perception,
Introduction

Today’s teaching requires the integration of technology as the media to overcome such instructional problems. In this paper, the use of technology in the form of video recorder to promote autonomous learning in a big or large class is obviously described. Specifically, this paper reports on a study which explore how video project helps students in large class in promoting their autonomous learning. Besides, it also highlights students’ perceptions towards this project.

Literature Review

Big class or large class is closely related to the number of students in certain class. However, the exact number on defining a big or large class is diverse among teachers and scholars. Hess (2001) defined that a class is considered big if it contains 30 students or more. In the other hand, Brown (2001) assumed that the proper class should not more than 12 students. Different from Hess and Brown, several scholars such as Ur (1996) and Mulryan-Kyne (2010) do not determine the big class based on the number of students, but more to the teachers’ perception that see the class as too large for effective teaching and learning to exist. In relation to the effect of the big class to the English teaching learning process, Bahanshal (2013) found several disadvantages of big class, such as: the teacher focuses more on behaving students and doesn’t have sufficient time to do assessment, it puts too much pressures on to the teacher, students get less individual attention and have less chance to effectively participate in class and use the target language. Moreover, the large class will easily trigger some kinds of problems related to classroom management such as students tend to be noisy, etc.

In response to these hindrances, the researcher used video project as the alternative way to promote a more effective teaching atmosphere since it serves many benefits. In this case, many scholars previously found some advantages of equipping this technique, such as: allowing self-evaluation, increasing self-confidence, improving speaking skill (Savas, 2012 and Huang, 2015), and enhancing inquiry-based learning (Nikitina, 2011).

Previous studies have focused more to the effect of video project in the direction of students’ language competence with different proficiency levels, motivation, and students’ confidence. This study elaborated more on the impact of video project towards students’ autonomous learning in initiating, monitoring, and evaluating process (Dang, 2012)
Methodology

This mini case study involved forty two EFL students of Public Relation Program of Mataram University who attended the course about four months (one semester). They were taught English for Specific Purpose and assigned to make video projects. The first project required them to work in pair while the second to perform individually.

The content of the video and students’ participations in the project were analyzed to meet the research objectives. At the last meeting, a set of questionnaire containing close and open ended questions was distributed to get the deeper data.

Finding and Discussion

How does video project help students in big class in promoting their autonomous learning?

Producing appealing video requires several processes from script writing, shooting, and post production (Forester & Meyer, 2015). These base characteristics facilitate students to be more aware on autonomous learning. They have to invest more time out of formal class to prepare, produce, and evaluate. In relation to this, the researcher attempted to dig the deeper data on how this video project helped students to be more autonomous means to find out their activities in initiating, monitoring, and evaluating process of autonomous learning.

In initiating process, 35 out of 42 students reported that they had several activities in preparing the video such as: deciding the topic, making the script and preparing the properties, and looking for references in term of language use. While the rest of them stated that they only made preparation in term of scenario. For the monitoring process, a big number of them (38 students) claimed that they had collaborated with other students in the process of shooting and recording and selecting the best strategy to perform. And for the last process on what so-called evaluating process, they acknowledged that they did evaluation by reshooting or rerecording.
A big number (79%) of them confessed that they had already made the video more than 3 times. It indicates that students have ample awareness on evaluating their tasks. Above mentioned data suggest that although in not very sophisticated way, video project had already help students to be more autonomous in learning English.

**What are their perceptions towards video project?**

Students’ perception towards video project were elaborated from close and open ended questionnaire.

Based on self-reported process in the form of questionnaire and interview, students perceived well about video project in which based on chart 2, more than a half of them stated that they like even extremely like the project. However, 16 % of them didn’t like and extremely didn’t like the project since they say that the project was too exhausting.
None of students perceived negatively on the role of video project in improving their English competence. Most of them believed that video project has improved their English competence, especially in term of pronunciation, grammar, vocabulary and writing.

Based on open ended question on other benefits of video project, the students claimed that this video project has already improved their confidence and creativity. In the other hands, despite those advantages, some little obstacles such as lack of properties and technological competence have made a bit problem in finishing their project.

**Conclusion**

In a problematic big class, video project can be used to facilitate students to be more autonomous in English learning in which it has potency that can facilitate students to be more autonomous in English learning by investing more time and effort out of formal class. In addition, this case study suggests that most of the students perceived well towards this project. They acknowledged that video project was very motivating and helped them increase their English competence.

However, this study covers limitation in which a self-reported information only informing more on what students think rather than what students do. Therefore, the result should be attested by conducting the similar study with different instrument such as observation or conducting longitudinal investigation.
References
Mobile Learning in TESOL: A Golden Bridge for Enhancement of Grammar Awareness and Vocabulary Mastery?

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Abstract

The objective of this research is to know what if mobile phone is used in TESOL by revealing the concept of mobile learning (m-learning) and the role of m-learning in TESOL to improve English grammar awareness and vocabulary mastery. This research employed a case study design. There were six participants involved in FGD and 11 college students sharing their perspectives on an open-ended questionnaire. The data was analysed descriptively and presented in a form of substantial framework description. The result of this research showed that m-learning enhanced English grammar and vocabulary learning as: 1) Attention catcher in term of easy-to-use media, and 2) Media shaping students’ learning habit.

Keywords: Mobile Learning, TESOL, Grammar Awareness, Vocabulary Mastery
Introduction

The development of Information and Communication Technology (ICT) rises the demand of ICT integration toward almost every occupations. One of them is mobile phone which starts to shift the function of the other ICT products and accomodates them within one simple thing whose size is not bigger than a book. One area who gets the impact of ICT development is English language education especially in the field of Teaching English to Speaker of Other Language (TESOL).

In learning English, vocabulary and grammar are important parts since those have been the foundation. Students may feel that learning English vocabulary and grammar particularly in conventional way by using paper or whiteboard written by so many words is so boring and reducing their motivation (Huang, Yang, Chiang & Su, 2015) and comprehension due to different cognitive styles (Taki & Khazaei, 2011). Then, there appears one idea about what if mobile phone is used in TESOL -grammar and vocabulary- to get the best result. Hence, this journal aims to provide the concept of m-learning including challenges faced by students and the role of m-learning in TESOL to improve English grammar awareness and vocabulary mastery.

Literature Review

Mobile learning concept

Mobile learning known as m-learning is a teaching and learning methodology (Pilar, Jorge & Cristina, 2013) where the learners take the advantage of using easy going device in improving teaching learning process. M-learning supports learning to be personalized, ubiquitous, efficient, usable and flexible based on the learners’ needs (Miangah & Nezarat, 2012). Learning through mobile technology enables learners to have their education wherever and whenever they are (Huang et al, 2016). In language learning, especially TESOL, there are some areas of mobile-based language learning like vocabulary, reading, speaking, grammar, phonetics, etc. Those areas were entrusted taking the benefits of m-learning method though there are also challenges.

Challenges in learning vocabulary and grammar

Vocabulary, according to Hatch and Brown (in Rohmatillah, 2014), refers to a a list of words that language speakers might use for a particular language. Besides, grammar is meant by a syntactical system which decides the order of words (Thornbury, in Elturki, 2014) and
governs how sentences in a certain language are formed (Close, 1982 in Elturki, 2014). It believed as the most difficult aspect in learning language especially English.

There are challenges in learning English vocabulary. First, there are a large amount of vocabulary to learn causing difficulties (Saengpakdeejit, 2014). Second, vocabulary mastery is not limited to only know or match the word(s) in the second language to the meaning in the first language (Oxford & Croocal, in Saengpakdeejit, 2014) but the relation among words (Rohmatillah, 2014). Third, language speakers have their own ways to learn vocabulary like speak out, silent way, write down words but the others may use annotations. Students might also face problems in learning grammar related to idiosyncratic-regular and irregular form- (Rohmatillah, 2014). Those obstacles become worse for those who have weakness in memorization and in hard-to-put attention situation (Thornbury, 2000 in Elturki, 2014).

**Benefits of using m-learning in TESOL**

Based on those conditions, here comes the idea of using m-learning as a teaching learning strategy that benefits students in case of learning English vocabulary and grammar. Mayer (2005) who developed Cognitive Theory of Multimedia Learning (CTML) stated that learning word or a string of words will be easier if it is linked with pictorial and verbal annotation. Students are able to memorize vocabularies well when they have picture in mind representing the new English word(s). To have a complete memorization and comprehension in learning vocabulary and grammar, students are also offered by verbal annotation (Miangah & Nezarat, 2012). For grammar, the challenge of idiosyncratic might be reduced by integrating mobile technology since it provide a clear picture that differenciate one grammar rule and the others.

**Methodology**

This research used data gathered from Focused-Group Discussion (FGD) and open-ended questionnaire conducted in Satya Wacana Christian University, Indonesia. There were six participants of FGD come from different background and eleven college students joining English class who participate in filling out the questionnaire. The data gathered was analyzed to get the whole perspective toward the concept of m-learning including challenges and the role of m-learning in TESOL to improve English grammar awareness and vocabulary mastery.

**Findings & Discussion**

*M-learning as an attention catcher*
Based on the data, m-learning method really catch students’ attention. Almost all participants in this research chose to use m-learning method in English course. The frequency of m-learning was around three up to four days a week. They could develop their individual learning since m-learning gave them flexibility and creativity in understanding English vocabulary and grammar through making sentence while chatting to their friends. The intelligent algorithms within mobile technology might correct miss-type words so it was really helpful in learning second language. The others also shared that m-learning gave a psychological attraction so that students’ motivation and willingness to learn English, particularly vocabulary and grammar, might be improved consciously or unconsciously by online mode as well as easiness and portability by offline mode. It was proven by eight out of eleven college students showed their positive attitudes.

**M-learning as a habituation**

Six students stated that by using mobile technology in learning English, they are accustomed to check everything they found difficult without waiting for anything and get the material prior to the teaching learning process. Some of them also changed their old habit of printing every material given by the lecturer into a new habit of accessing material directly personally from their own gadget. They could also learn new English patterns through ‘LINE’ program. This habituation brought students to the improvement of their linguistic competence especially in vocabulary mastery and grammar awareness. As often as they access learning material using their mobile technology, they unconsciously learn through English-related applications and/or conversation. It will stimulate their awareness of English grammar and mastery of vocabulary.

**Conclusions**

As the conclusion, this research proposed some key points. First, students found that m-learning is really helpful in learning vocabulary and grammar since they put their attention to access learning material continuously repeatedly. Though there are some challenges in learning English vocabulary and grammar, students are able to cope up with them by this method. Second, m-learning becomes a positive habit builder. Students as well as lecturers found that this method could make students accustomed with continuous and repeated language learning so every time they face problems, they are able to handle and overcome them by using their personal mobile gadget. Hopefully, this research broadens the paradigm and become the grounding of further research in the field of TESOL.
References


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The Effectiveness of using Mindomo as a Pre-Writing Tool in Improving Writing Scores among ESL students

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Abstract

Most research on mind-mapping concentrates on the conventional method which requires the use of pen and paper as a medium. Little research considers the use of digital mind-
maps and their potentials that can greatly benefit ESL students in writing. One-group quasi-experimental method is employed to investigate the effectiveness of Mindomo, which is an interactive and online-based mind-mapping tool, in improving writing scores of 60 ESL students at a private university in Selangor, who enrolled in Competency English Course. Pre-test and post-test design are employed whereby Paired t-test is used to analyze the data quantitatively in order to measure the difference in mean scores before and after the intervention of Mindomo as a pre-writing tool. The findings show that there was statistically significant differences in the writing achievement mean scores of ESL students that can be attributed to the use of Mindomo as a pre-writing tool with t value equals to -2.315 and sig value equals to 0.037 (p<0.05). Therefore, it can be concluded that Mindomo improves students’ writing achievement.

Keywords: Mindomo, online mind-mapping technique, English as a Second Language.

Introduction

Writing requires a very complex skill and it could be a hindrance to some English as Second Language (ESL) learners. Writing can possibly be a challenging task as the ideas should be integrated well with all language elements in order to produce a piece of good writing. To become a good writer, one must possess thinking skills which encourage the production of creative and effective thoughts. One needs to be able to sequence the ideas logically and produce a coherent text by using appropriate cohesive devices such as logical connectors and sequence markers. Pre-writing is the first stage in the writing process that can take forms in a number of techniques. One of the best ways to encourage the generation of ideas is through mind-mapping. Mind-mapping is the method to visualize thinking through organizing the ideas in the form of a map. It is the manifestation of thoughts and infinite thinking process. It also reflects the fact that the thinking is substantially capable of generations. Alamsyah (2009) described that mind-map works well for the students as the visual design and interface enable them to see the relationship between ideas and encourage them to group certain ideas together as they proceed.

Even though most ESL learners in Malaysia are aware of this method, they do not seem to be able to express their thoughts well. This can be reflected by the poor score from their writing tests. One of the possible causes for this issue is the conventional way of executing the mind-map. Mind-mapping in a conventional way is usually demotivating to some learners as
it is boring and does not cater to the students need for self-expression. Given the nature of the Y-generation students today are computer literate, an online-based tool to encourage mind-mapping process should be engaging and interesting for them. Hence, the study is carried out to investigate the effectiveness of using Mindomo as a pre-writing tool in improving writing scores among ESL learners.

**Literature Review**

*The efficacy of mind-map on writing skills*

Mind-mapping is one of the most effective techniques proven to help students to write well. It allows students to improve the way they brainstorm for ideas and elaborate them in a manner that enhances creative treatment to the topic. Melor, Hadi and Chen (2012) suggested that using brainstorming strategy not only helps students store ideas for writing, but also improves their creative thinking skills. Wai Ling (2004) revealed that students’ writing showed a gradual improvement after the mind-mapping exercise. His findings suggested that the use of mind-map would be an effective pre-writing planning strategy for students to embrace. Mind-maps are interesting, engaging and motivating because they allow students to be creative and expressive at the same time (Goodnough and Woods, 2002). The respondents in their study claimed that mind-maps provide an effective approach in promoting better understanding in the topic. Another research by D’Antoni and Pinto Zipp (2005) revealed that 10 out of 14 respondents agreed that mind-mapping technique enabled them to organize their ideas better and integrated patterns well.

*ICT and Mind Mapping*

The advent of the personal computer and tablet has revolutionized the way people think and do certain things. The attractiveness of using a computer to mind-map is undeniably true. According to Melor and Hadi (2012), much investment has been made into incorporating the advanced technologies into the existing learning environments as an effort to revolutionize the teaching and learning process. Al-Jarf, R. (2009) has carried out her study involving 86 English as Foreign Language (EFL) female students. It was designed to investigate the effectiveness of using mind-map software as a way to improve writing skills. Her results showed that the intervention group, those who adopt mind-mapping strategy, made higher gains in writing. The students showed to deliver more relevant details with better organizational skills compared to the students who utilized the textbook to produce a conventional mind-maps in their writings. The group also mentioned about the software has been very helpful for them to generate and
organize key points, and enjoyed personalizing the maps based on their interests, resulting in them being able to construct meaningful relationships between ideas in a visual way.

**Mindomo for enhancing students’ writing skills**

Mindomo is a Web 2.0 mind mapping tool and service that offers the perfect platform to develop ideas and brainstorm interactively. Mindomo provides great user interface, fresh look and sophisticated key functions that will empower its users in mind-mapping process. Multimedia such as videos, images, icons and hyperlinks to websites can be linked to each node to help the students learn extra information about the topic and also act as stimuli to generate more thoughts. Furthermore, images convey much more information than just a keyword or a phrase. According to Margulies (1991), children visualize pictures on their minds before they formally learn a language. Another substantial research to highlight the significance of visual imagery in stimulating associations and creativity was carried out by Dr. Roger Sperry. His findings confirmed that mind-mapping does not only practice and exercise the fundamental memory powers and information processing, but it also exploits the entire range of cortical skills and maximizes human brain’s potential. Another fascinating feature of Mindomo is its flexibility. Editing all aspects of the mind-map is done effortlessly. It also has the auto-saved function to avoid any lost on the information thus empowering information retrieval process. Stimulating colors can be added to words or branches to highlight associations. Connections between the nodes are shown with easily generated links or arrows.
Figure 1: A photo of the sample Mindomo mind-map.
Taken from: www.mindomo.com

Figure 2: A photo of the minimalist features and functions of Mindomo.
Taken from: www.mindomo.com
Methodology

Sample

The sampling method used was purposive sampling in which the sample represents the variety of English language proficiency among ESL learners. The purpose of having mixed proficiency students in this study enabled the transparency of the findings as to whether or not Mindomo brought positive impacts towards students’ writing performance regardless of differences in proficiency levels. This indirectly established the validity of the study. The present study involved sixty (60) ESL students enrolled in Competency English Course at a private university in Selangor.

Instrumentation

A pre-test and a post-test were given to students to measure their writing achievements. Each one of the tests consisted of ten different elective topics elicited from their MUET textbook. As the syllabus of Competency English course mirrors Malaysian University English Test (MUET), therefore all writing topics used in this study were taken directly from MUET textbook which are comparable to the real MUET writing questions. Both tests were marked based on MUET scoring scale. This scale covered two major areas which were content and language with 30 marks allocated respectively. A score was assigned to content section based on further classifications which were task, ideas, viewpoints and maturity. For language section, the writing will be assessed for grammar, meaning, sentence structure, vocabulary, linking ideas, planning and paragraphing. The sum of these sub-grades compromised the total score of 60 for each student on both writing tests (the pre-test and the post-test). To process and analyze the data quantitatively, SPSS Statistics 17.0 software was used and Paired T-test was chosen as a method. A paired samples t-test is more appropriate than an independent samples t-test because each pre-test writing score was paired with the post-test writing score of the same student.

Research procedures

Phase One

A pre-test was run by giving the students liberty to choose an essay topic from the textbook entitled “Ace ahead: MUET”, by Oxford Fajar (2015). However, it is important to note that the questions were all at an equal level of difficulty as they comply with MUET writing standards. This fact is important to ensure the reliability of the instrument used. The students were given the opportunity to choose their preferred topic from the selection to allow
them write comfortably and confidently, without any stressors. The students were then given one hour to prepare their conventional mind-map (paper-and-pencil) and write the essays in five paragraphs consisting of more than 350 words. The mind-maps were collected together with the essays and scored.

Phase Two
All students involved in this study were assigned to treatment of the experimental group. During the treatment phase, the researcher introduced the mind-mapping technique using Mindomo. The researcher explained the features and provided step-by-step tutorials to its application as a prewriting activity in essay writing. The students were given a week to familiar themselves with the tool.

Phase Three
After the intervention period, the post-test was administered whereby all participants were assigned to write another essay. Using the same textbook they took the liberty to choose their preferred topic, but it must not be of the same topic they chose in the pre-test. Using a computer, they were asked to draw a mind-map using Mindomo as a pre-writing activity and were given one hour to complete their essays. Once again, their papers were collected together with the printed Mindomo mind-maps, and the essays were scored accordingly.

Phase Four
The scores were analyzed using paired T-test.

Findings
The collected data was analyzed quantitatively through descriptive method (mean and standard deviation) and inferential statistics (T-test). The paired t-test assumed that the differences between both tests were normally distributed, possessed homogeneity of variances and carried out under independent observation. For the first assumption which was the normal distribution, the results can be interpreted in the table below:
In this study, since the respondents were only 60, the Shapiro-Wilk test was used. From the table, the p-value is 0.211. The alternative hypothesis can be rejected and the data can be concluded to originate from a normal distribution.

Table 2 exhibited the means for both pre and post-tests. For pre-test, the mean score was 43.45 with standard deviation of 4.663, while the mean for post-test recorded 44.70 with standard deviation of 3.110. The results illustrated post-test scores were higher than pre-test scores which meant the students’ scores were improved after the intervention of Mindomo in the pre-writing stage. 95% confidence interval of the difference of means was between -2.420 to -0.080.

Table 3 presented that there was statistically significant differences in the mean scores of writing achievement among ESL students that can be attributed to the use of Mindomo as a pre-writing tool with t value equals to -2.315 and sig value equals to 0.037 (p<0.05). The results affirmed that research hypothesis was accepted.
Discussion of findings

The results of using Paired T-test revealed statistically significant differences in the students’ achievement mean scores on the writing post-tests due to the introduction of Mindomo as a pre-writing tool. Those differences were in favour of the post-test whereby the students were opting for Mindomo as a brainstorming strategy, compared to the conventional method used in the pre-test. The Mindomo mind-mapping tool introduced minimalist, interactive and attractive features for the students such as colours, images, videos, hyperlinks, and icons. The brainstorming stage using Mindomo have helped students to generate ideas and successfully develop the ideas in the assessments. This, in turn, provided students with learning opportunities which resulted in a significant improvement of their writing achievement.

From the results, the students showed better control of the brainstorming phase with the use of Mindomo compared to conventional pen and paper method. This finding revealed that the students strategize their brainstorming technique by organizing and summarizing information which produced more transformations of ideas in their essays. The students’ ability to transfer meaning to write essays improved significantly as they were able to write more complete and well-organized essays after the intervention. Using the functions and interactive features, the mind-map was enriched with the use of visual imagery and supporting multimedia such as images, videos and hyperlinks, which then led to more production and development of ideas. This might explain why these students outperformed their latter assessment as they focus more on the content of the essay as well as the mechanics such as spelling, punctuation and sentence structure.

In short, exposing students to the Mindomo as a pre-writing strategy may have helped developed them as better writers. The findings of the present study revealed that the use of Mindomo as a pre-writing tool improved students’ writing scores. This finding was paralleled with the findings discovered by Al-Jarf (2009) where she revealed that the written work produced by using mind-map increased the students’ performance as they became more efficient in generating and organizing ideas for their writing. Melor et al. (2013) revealed that using ICT in teaching ESL writing skills attracts students’ attention, helps them in the learning process, develop their vocabulary and ultimately, promotes meaningful learning.

Implications

Realizing the importance to embrace the use of ICT and internet in the teaching and learning process, this study is crucial to determine whether the use of online mind-map can assist ESL students to produce better writing skills. By conducting this study, the researcher
intends to explore the use of online-based mind-mapping program called Mindomo as well as to investigate its effectiveness in improving writing test scores among ESL students. The findings of this study are also aimed to enlighten ESL students on the use of Mindomo in the pre-writing stage and shed some light to other language instructors to venture into online-based mind-mapping tool with their students. This study has significant implications to language instructors and ESL students to explore on the use of Mindomo as a pre-writing tool. Upcoming studies should explore more on other online mind-mapping tools and software in order to find out the potentials of such applications in assisting the students.

References
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