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## **The Effect of Metaphorming Teaching Method on Field-Independent/Dependent Learners in Writing Essay**

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### **Abstract**

English writing skill is important for learners' academic performance. However, it is challenged to teach as a second language since several factors possibly affect it. Teaching methods and learners' cognitive styles are among them. The compliance of the teaching method with the learners' cognitive style encourages the learners to develop a well-written essay. This



present study explores the effect of the metaphorming method and cognitive styles on learners' performance in writing an essay. It involved two classes randomly chosen as an experimental group received metaphorming teaching and a control group received discovery teaching. The GEFT test was used to identify the participants' cognitive styles (field-independent or field-dependent), and a five-paragraph essay writing test to measure their writing performance. The data were analyzed using two-way ANOVA with t-test. The findings suggested that the metaphorming teaching method and cognitive style significantly affect the learners' writing performance. Furthermore, the Scheffe test was carried out to investigate which cognitive type learners performed better. The result suggested that field-independent (FI) learners performed better than field-dependent (FD) ones. This study recommends the lecturers to align the teaching method with learners' cognitive styles in promoting the performance in writing an essay.

**Keywords:** *Metaphorming; Essay Writing Skill; GEFT; Cognitive Style; Field-independent/dependent*

## **Introduction**

Writing skill facilitates the academic performance of the students (Zhang, 2013) either as a medium of learning and/or a tool to express and communicate their ideas about what they experienced and develop knowledge and academic field (Coffin et al., 2005). It implies that writing skills not only useful for the academic field but also for social lives. Writing also involves the cognitive process (Nishino & Atkinson, 2015) requiring one to be creative (Nosratinia & Adibifar, 2014) and critical (Smirnov, 2015; Zhang, 2013).

Learners experienced some problems in learning writing English as a foreign language. It is a complex process (Hajan, Castillo-Hajan, & Marasigan, 2019) and the most difficult among the language skills (Flynn & Stainthorp, 2006; Richards & Renandya, 2002; Zhang, 2013). The difficulty involves the content and the target of the information. In addition, it should align with rules applied in the language learned.

It is challenging to teach writing as a foreign language since several factors possibly affect it. The teaching method (Ka-kan-dee & Kaur, 2015; McMullen, 2009) is one of them. Commonly, the writing classes implement a conventional approach, teacher-centered learning, that hampering the students in exploring their idea and knowledge. This practice brings less advantage for students to freely develop their writing based on what they want and understand.



The learning process success involves matching the method the lecturers use and the way the students learn. This association will facilitate students to participate actively and make them interested to learn. As Gojkov, Stojanović, & Babić (2013) found in their study that the students' satisfaction with the method was significantly influenced by the students' cognitive style.

Some scholars have tried to investigate the effective teaching methods encouraging the students to maximally be active and activate their cognitive skills which can promote them to think creatively and critically (Tinajero & Páramo, 1998) and addressed on how to improve the learners' performance in writing by considering the two mentioned factors (McMullen, 2009; Rusyaidi, 2018).

To engage students dominantly participate in the learning process, the student-centered learning approach is possibly suitable to apply. This approach, rooted in the constructivism approach, views students as the central actors and should be provided with plenty opportunities to experience the learning process and explore their knowledge on one hand. On the other hand, lecturers act as facilitators and mentors during learning activities for the class.

Cognitive style is another issue in the writing performance. Some scholars have studied that cognitive style has implications for academic performance. Witkin and other scholars have studied FI-FD as cognitive styles and their implications for educational activities. Their studies reported that FI-FD affects the academic matters (Rayner, 2015; Rezaee & Farahian, 2012; Witkin & Goodenough, 1977). Researches into cognitive styles' effect on academic performance have been also reported by Khodadady & Zeynali (2012) which confirmed that field-independent learners benefit from taking IELTS listening comprehension.

Field-independent (FI) learners are capable to identify and analyze a specific and separated object effortless and are less influenced by the environment surrounding (Richards & Schmidt, 2010; Slavin, 2006). Besides, they have the competence to solve problems related to counting and scientific issues. Contrary, field-dependent learners view an object as a whole and are much influenced by the surrounding.

Based on the discussion above, this study implemented metaphorming method (Siler, 1999) by considering the learners' field-independent/dependent cognitive styles. Considering the above discussion, this present study aims at analyzing and the following research questions:

- 1) Do teaching methods significantly affect the students' essay writing?
- 2) Which type of cognitive styles has a greater effect on students' performance in writing an English essay?



## **Methods**

### ***Respondents***

This research involved two classes consisting of 44 students as participants. One class was an experimental group consisting of 21 learners and another one was a control group consisting of 23 learners. Both classes were selected using a purposive sampling method. Before the treatment, the Group Embedded Figures Test (GEFT) instrument (Witkin, Oltman, Raskin, & Karp, 1971) was administered to the respondents aiming at identifying their cognitive style type.

### ***Design***

This quantitative research implemented an experimental method by a 2 x 2 factorial design. It aimed to analyze the effect of the teaching methods taught to two classes. One received a metaphorming method as the experimental group and one received a discovery method as the control group. Each group consisted of field-independent and field-dependent students and were treated for eight meetings. Upon completing the experiment, a five-paragraph essay writing test was administered with the students.

### ***Instruments***

This research used two instruments, the GEFT and writing essay in English tests. The former is purposed to identify the learners' cognitive styles, whether they were field-independent learners or field-dependent learners. The test challenged the learners to recognize a simple graph embedded in the complex figure. It consists of three sections within 20 minutes. Section one consisted of 7 questions intended for training and adapting the respondents to the test. Section two and three each consisted of 9 questions. One score for the right answer and zero for the false answer. Thus, the participants can gain score ranging from 0-18. The higher the score, the more likely the students identified as FI learners. On the contrary, the lower the score, the more likely the students recognized as FD learners. The latter is used to ask the respondents to write a five-paragraph essay consisting of 250 – 400 words in 100 minutes. The test aims to measure their writing performance. The scoring was based on 5 aspects: content, organization, vocabulary, language use, and mechanics ranging from 1 to 5.

## **Results and Discussion**

Table 1 provides descriptive statistics of the essay score performed by the experimental group treating by the metaphorming method in the learning process. The details are as follows.



**Table 1. Descriptive Statistics**

Dependent Variable: Essay Score

Method	Cognitive Style	Mean	Std. Deviation	N
Metaphorming	Field-Independent	20.64	3.722	11
	Field-Dependent	15.17	4.469	12
	Total	17.78	4,908	23

Table 1 shows that there are 23 respondents consisting of 11 FI students and 12 FD students. FI students' mean score is 20.64 with SD 3.722 and FD students' mean score is 15.17 with SD 4.469. The data suggest that FI students performed higher in writing an essay than FD students.

The assumption of normality and homogeneity were examined since ANOVA analysis requiring the distribution of data to be normal and the variance of data to be homogeny.

### ***Normality testing***

Normality testing used Kolmogorov-Smirnov using *SPSS Ver. 22 for Windows*. The output in Table 2 confirmed that the significance values (Sig) for the four groups of essay scores (0.200) which was higher  $\alpha = 0.05$ . Thus, it is concluded that the data of the research are normally distributed. It implies that the parametric statistical analysis can be carried out.

**Table 2. Tests of Normality**

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Groups		Statistic	df	Sig.	Statistic	df	Sig.
Essay scores	A1B1	.192	11	.200*	.900	11	.185
	A1B2	.154	12	.200*	.961	12	.793
	A2B1	.131	10	.200*	.974	10	.927
	A2B2	.151	14	.200*	.967	14	.838

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### ***Homogeneity testing***

Test of homogeneity was conducted for four groups of data using the Bartlett test. The requirement is the data variance is homogeny if the value is based on mean significance  $> 0.05$  and the data variance is not homogeny if the value is based on mean significance  $< 0.05$ .

Table 3 suggests that the significance value 0.153 was higher than 0.05. Thus, it can be determined that the variance of the data across the groups is homogeny.



**Table 3. Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Essay Scores

F	df1	df2	Sig.
1.849	3	43	.153

Tests the null hypothesis that the error variance of.

a. Design: Intercept + A + B + A \* B

The assumption testing of normality and homogeneity of the data suggested that the data were normally distributed and supported by the homogenous variance. Consequently, the hypothesis testing using ANOVA can be conducted.

#### *Testing of ANOVA*

The hypothesis testing was carried out by using a two-way ANOVA for the main effect and continued with the Scheffe test for the simple effect. ANOVA testing was used to assess the main and interaction effects between teaching methods and cognitive styles on writing essay scores. The test results were presented in Table 4.

#### **Question one:** *Do teaching methods significantly affect the students' essay writing?*

Table 4 presents that the variance of the columns group ( $F_o$ ) 4.740 is higher than ( $F_i$ ) 4.067 at a level of significance  $\alpha = 0.05$ . It suggested that the null hypothesis ( $H_o$ ) was rejected and the alternative ( $H_a$ ) one was accepted. It means that there was a significant difference between the column groups. The mean of students received metaphorming was 17.78 higher than the ones received discovery 15.58.

Table 4 also confirmed that the variance of the row group ( $F_o$ ) 8.292 was higher than ( $F_t$ ) 4.067 at a level of significance  $\alpha = 0.05$  which means that the null hypothesis ( $H_o$ ) was rejected and the alternative ( $H_a$ ) one was accepted. It can be concluded that there was a significant difference between field-independent (FI) learners and field-dependent (FD) learners' mean scores. The mean of FI students was higher than FD students.

**Table 4. Tests of Between-Subjects Effects**

Dependent Variable: Essay Score

Source	Type III Sum	df	Mean	F	Sig.
	of Squares		Square		
Corrected Model	230.227 <sup>a</sup>	3	76.742	6.085	.002
Intercept	13009.674	1	13009.674	1031.512	.000



Method	59.783	1	59.783	4.740*	.035
Cognitive	104.582	1	104.582	8.292*	.006
Method * Cognitive	70.222	1	70.222	5.568*	.023
Error	542.326	43	12.612		
Total	13817.000	47			
Corrected Total	772.553	46			

a. R Squared = .298 (Adjusted R Squared = .249)

\* = significant at  $\alpha = 0.05$

In addition, the interaction effect result suggests that the value of ( $F_o$ ) 4.568 was higher than ( $F_t$ ) 4.067 at a level of significance  $\alpha = 0.05$  which means that the null hypothesis ( $H_o$ ) was rejected and the alternative ( $H_a$ ) one was accepted. It confirms that the teaching method and cognitive style significantly have an interacting effect on students' writing performance. Therefore, the post hoc test using Scheffe (number of samples in each group not equal) was conducted to examine which students perform better in writing an essay whether FI students or FD students for the experimental group treated with metaphorming teaching.

### ***Hypothesis testing***

**Question two:** *Which type of cognitive styles has a greater effect on students' essay writing?*

The result of the Scheffe test proved that ( $t_o$ ) 5.470 is higher than ( $t_t$ ) 4.067 with a significance level  $\alpha = 0.05$  (Table 5). It means that in the group receiving metaphorming teaching FI students performed better in writing an essay than FD students.

**Table 5. Multiple Comparisons**

Dependent Variable: Essay Scores

Scheffe

(I) Group	(J) Group	Mean		Sig.	95% Confidence Interval	
		Difference (I-J)	Std. Error		Lower Bound	Upper Bound
A1B1	A1B2	5.470*	1.482	.008	1.16	9.78
	A2B1	4.736*	1.552	.036	.22	9.25
	A2B2	5.279*	1.431	.008	1.12	9.44

\*. The mean difference is significant at the 0.05 level.

Field-independent students tend to easily study separate information (Witkin et al., 1977; Zhang, 2004). They can identify small parts in a complex pattern. In addition, they are not easily affected by the environment and tend to have high independence. So that they can



solve the problem independently without much help from others, pay less attention to social relations.

On the other hand, FD students are strongly influenced by the environment. They look at things as a whole. They are reliable to work in groups. They also like to establish social relationships so that help from others is needed by them. A thorough explanation of the lecturers will help them understand the subject matter.

Since metaphorming teaching emphasizes how one part is associated with another part requiring the students to activate their cognitive processes, they are freely encouraged to think rationally and creatively. Regarding the ability to write an English essay, FI students get more opportunities to put their ideas and thoughts into writing. With independence characteristics, they benefit more from and easily put their idea into paragraphs when taught by metaphorming learning methods. It also provides the students with more chances to explore their experiences and knowledge as well as practicing their cognitive skills (Siler, 1999; Sutino et al., 2013).

Consequently, the field-independent students scored higher than field-dependent students did. This finding confirms the previous research reports (Limbong, 2018; Lin & Davidson-Shivers, 1996; Luck, 1998; Nosratinia & Adibifar, 2014).

## **Conclusion**

The teaching writing skills aims to develop the students' communicative competence, the metaphorming teaching method is reasonable to apply by the lecturers to promote the students' performance in writing an English essay as well as to develop the students' cognitive competence playing a crucial role in the writing process. The findings confirm that students' performance in writing essay relates to the teaching method and learners' way of receiving, processing, and responding to information. The findings also reveal that the field-independent students benefit more than the field-dependent students when they are taught using metaphorming method. Besides, the ANOVA test showed that the metaphorming method significantly affects the students' writing performance.

## **Pedagogical Implication**

In addition, the current study has pedagogical implications. It contributes to providing one of the effective methods in the teaching writing class. It also encourages the lecturers to engage the students to be more active in the teaching-learning process and the lecturers put the students as the central actors in the classroom. Providing students with more chances to practice



their cognitive competence contributes to developing their skills to organize ideas into a reasonable essay.

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## **The Influence of Self Esteem and Reading Habits on Student's English Essay Writing**

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### **Abstract**

Reading habits will affect the personal development of each individual's social life. Thus, reading habits that are built from an early age will have a positive impact on the social life of each individual. This also relates to the positive self-esteem of each individual, because it has instilled the habit of reading in themselves. Furthermore, reading habits are also correlated with their reading abilities, the more often individuals read books the more information they get and this affects their academic performance. In this correlation study, the effect of self-esteem and reading habits on English essay writing was tested. The significance



of the relationship shown by the results of the F test is 0.005. This value is smaller than the critical value required which is 0.05, so it can be concluded that there is a significant relationship between self-esteem and reading habits on student's English essay writing. However, due to the background of students who in fact read novels or magazines gives low results on the influence of their English essay writing. Based on the results of the correlation test obtained a coefficient of 0.317 where the relationship of self-esteem and reading habits on student's English essay writing is low. So, students need to choose appropriate reading themes of academic books for the level of education at the University.

**Keywords:** *Self Esteem, Reading Habit, English Essay Writing, EFL Students of University*

## **Introduction**

Education is basically to prepare individuals to become independent members of society. In this sense, individuals are expected to be able to think, find, and create something new, see problems and find new ways of thinking that are reasoned and more accountable. Independence as a result of education is formed through the ability to think reason and the ability to think creatively that embodies creativity, in accordance with the principles of managing education namely developing students' creativity in the learning process. The results of the learning process are not only in the form of understanding concepts, but more important are changes in individual character and the application of knowledge applied in everyday life. The application of science applications is closely related to the level of education that is occupied by each individual. The highest level of education is the University level, where individuals experience the emerging adulthood period, that is, individuals experience changes in life and changes in ways of thinking. (Munsey, 2006)

Therefore, students need to adjust to these changes to be able to overcome the problems faced in their academic life. In academic life, students need to prepare themselves to learn well. In the process of preparing themselves students need self-esteem, which is the result of evaluating an individual's self-concept towards himself positively or negatively (Harter in Manning, 2007). Individual self-concept will distinguish one individual from another who later will be difficult to change during his lifetime (Ikhfi and Nurul, 2018). Therefore, parents play an important role in the development of one's self-concept; if the child receives a positive assessment from the parents then he will also judge himself positively while the child who gets negative ratings from parents, he will also assess himself negatively (Jourard and Remy in Pervin and John, 2001).



Every individual need self-esteem to be able to achieve success from others for the achievements he has achieved. This recognition will make the individual feel rewarded which will then be a source of strength, ability, expertise and self-confidence for the individual to be able to achieve his achievements or goals and face everything that happens in his life. Therefore, it does not rule out the possibility that if students have negative self-esteem, they will not be confident in the work and work they have done. Meanwhile, students who have positive self-esteem will find it easier to achieve and achieve success.

So, the success achieved by students must have supporting indicators of the achievement. One indicator of its achievement is lecturer support for the work assignments produced by students. As in academic writing courses, assignments given to students usually require students to produce a writing or product. However, not all students produce the expected writing product. This is because each student has a different reading habit. Students must be accustomed to reading not only to be able to make good writing, but they also need to criticize Elbow (1998).

Moreover, reading habits will affect the personal development of each individual in a social life (Loan, 2012). Reading habits that are built from an early age will have a positive impact on the social life of each individual. This also relates to the positive self-esteem of each individual, because it has instilled the habit of reading in themselves. Furthermore, reading habits also correlate with their reading abilities, the more often individuals read books the more information they get and this affects their academic performance (National Endowment for the Arts, 2007).

Reading as a habitual activity is unfortunately confined to a relatively small segment of adolescents (Ukoha, 2015). Reading habit does not appear to be a prominent feature in adolescents' lives who have different background and life experiences. It caused great impacts on their ability to read. In spite of a small group of adolescents who are curious about many things and are aware of their own need for information are usually eager to read.

How many Indonesian read the daily newspapers or magazines from time to time? It arises as a result of a poor acquisition of reading skills and culture. The shocking and sad truth is that Indonesia was the 60<sup>th</sup> ranked of 61<sup>st</sup> reading interest countries. A number of factors have been blamed for the dying reading culture. Moreover, psychological factors such as lack of enthusiasm and motivation to read are the main factor of reading interest. The attitude and interest of students towards reading has been negative.

Libraries play an important role in the promotion of reading habits. In University of Muhammadiyah Tangerang, the library is non-existent or are very poorly equipped. It is not



sited where it is needed, while other universities are not properly equipped. Libraries are not available to a greater proportion of the population at large, nor in university. Where they exist, many of their materials are outdated. This inhibits the development of a good reading habit for students.

The students need to have reading habits in order to be success in their academic life. In the fifth semester, the students of English Department of University of Muhammadiyah Tangerang will pass the academic writing process, so they have to accustomed in reading academic book to accomplish their study. Therefore, those elements influenced the quality of student's academic writing. Academic writing is designing and criticizing (Whitaker, 2009), it means that by having read many academic books the students have wide knowledge about something, they can criticize their academic writing.

Academic writing for University students will be different in every university, whether it is argumentative writing, scientific writing, or essay but still have the same objective (Whitaker 2009). In this study, the appropriate subject was essay writing for the fifth semester of English Department in University of Muhammadiyah Tangerang.

Based on the possibility correlation among self-esteem, reading habits and essay writing, the researcher tested those variables to determine whether it has low or high correlation.

## **Research Methodology**

This study used a quantitative approach, a survey method with correlational techniques. This method was chosen based on the research objectives designed to obtain information about the research variables. In addition, this method can detect variations in the relationship of one other factor based on correlation coefficient scores, as well as can be presented as a basis for testing hypotheses. Correlation research is often said to be descriptive research because the criteria of each variable are interconnected, but will still be different from other descriptive studies. Because the correlation research will involve two or several quantitative variables that are interconnected which will then be calculated based on the correlation coefficient (Fraenkel and Wallen, 2007).

In accordance with the problem and research objectives, the research data needed in this study includes data about self esteem (X1), data on reading habits (X2), and data on English essay writing (Y). To be able to collect these data requires the instruments that depend on the form of variables. To obtain data on self esteem and reading habits, researchers distributed questionnaires to 103 students of fifth semester . Questionnaire of self esteem was adopted



from Coopersmith (1967) in Dummond and Jones (2010) and reading habits questionnaire was adopted from Gleed (2013). Whereas in order to obtain data on English essay writing skills, a test used was assessed using Brown and Bailey's assessment rubric (2003).

## Research Finding and Discussion

The hypothesis in this study there is a positive relationship of self esteem (X1) and reading habits (X2) with English essay writing. Statistic description will be explained below.

**Tabel 3.1**

**Regression coefficient of X1 and X2 toward Y variable**

Coefficients <sup>a</sup>					
Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	71,312	4,016		17,758	,000
1 Self Esteem	,068	,027	,240	2,501	,014
Reading Habits	,076	,041	,176	1,831	,070

a. Dependent Variable: Essay Writing

Based on the coefficients table, the Unstandardized Coefficients column with sub column B is the coefficient that shows the constant value of a and b. From these two coefficients, the regression equation becomes  $\hat{Y} = 71,312 + 0,068 X_1 + 0,076 X_2$ .

A constant of 71.312 states that when self esteem is zero then the value of English essay writing is 71.312. Furthermore, if each increasing in one point of self esteem, it will improve English essay writing by 0.068 points of English essay writing (because of the + sign) and also every increasing in one point of reading habits will improve English essay writing by 0.076 points of English essay writing (because of the + sign), so it can be concluded that there is a positive two-way correlation. Thus there is a positive relationship of self esteem and reading habits with English essay writing.

Another interpretations of the table above explain that the partial correlation between self esteem (X<sub>1</sub>) on English essay writing (Y) by controlling reading habits (X<sub>2</sub>) shows a significance value of t test of 0.014. This value is smaller than the critical value required, which



is 0.05, so  $H_0$  is rejected and  $H_a$  is accepted. Thus partially there is a significant correlation between self esteem towards English essay writing by controlling reading habits.

Then the interpretation of the relationship between reading habits (X2) partially on English essay writing (Y) by controlling self esteem (X1) shows the significance value of t test of 0.070. This value is greater than the required value of 0.05, so that  $H_0$  is accepted and  $H_a$  is rejected, there is no significant correlation between reading habits on English essay writing by controlling self esteem.

**Tabel 3.2.**

**Anova Prediction Table of Relationship of X1 and X2 toward Y Variable**

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	111,146	2	55,573	5,584	,005 <sup>b</sup>
Residual	995,242	100	9,952		
Total	1106,388	102			
a. Dependent Variable: Essay Writing					
b. Predictors: (Constant), Reading Habits, Self Esteem					

The significance of the relationship shown by the results of the F test (Anova) is 0.005. This value is smaller than the critical value required, which is 0.05, so  $H_0$  is rejected and  $H_a$  is accepted. Thus, there is a significant correlation between self esteem and reading habits with English essay writing.

**Tabel 3.3.**

**Determination Coefficient of X1 and X2 toward Y Variable**

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,317 <sup>a</sup>	,100	,082	3,155	,100	5,584	2	100	,005
a. Predictors: (Constant), Reading Habits, Self Esteem									
b. Dependent Variable: Essay Writing									



In the Model Summary table column R shows the value of correlation coefficient of 0.317. This value means an interpretation of the correlation coefficient is low. Thus, there is a low correlation between self esteem and reading habits with English essay writing. The coefficient of determination is  $D = R^2 \text{ multiply by } 100\%$ . The value of  $R^2$  of self esteem and reading habit is 0.100, the determination coefficient is 100%. This means that 100% of changes in English essay writing can be explained by self esteem and reading habits.

## **Conclusion**

Hypothesis test results state that there is a correlation between self esteem and reading habits with English essay writing. This can also be explained that changes in English essay writing can be explained by self esteem and reading habits. In its development, self esteem is strongly influenced by internal and external factors such as gender, ethnicity, personality, ability to control themselves, health and the income they have (Erol and Orth, 2011). This will affect in determining whether he has high or low self esteem. Personality is one of the determinants of the high and low self esteem that a person has. While personality can be formed through habits that are often done by someone.

Every student who experiences the learning process, his habits will appear to change. According to Burghardt in the Shah, the habit arises because the process of shrinking the tendency of the response by using repeated stimulation (Shah, 2005). It can be understood that the formation of a habit cannot occur in a short time, but the formation is a development process that takes a relatively long time. Like the habit of reading, as well as other habits, forming reading habits also requires a relatively long time. Therefore, in an effort to establish reading habits, two aspects need to be considered, namely, interest (a combination of desire, will and motivation) and reading skills.

In other words, it can be concluded that the correlation between self esteem and one's reading habits is directly related. This has to do with the personality that a person has formed because of a habit. So, it is assumed that someone who has high or positive self esteem is directly familiar with reading activities. Whereas someone who has low or negative self esteem will not be motivated to get used to reading.

Measurement of reading habits in this study is the habit of reading academic books. According to Gleed there are several aspects that can measure the scale of reading habits, one of which is the selection of reading themes (Gleed, 2013). So, students must be accustomed to



reading academic books because they are required not only to produce good writing but they also need to criticize the writing.

The findings of this study provide reaffirmation of the importance of the habit of reading academic books for students to improve their English essay writing skills.

## **Implication and Recommendation**

### *Implication*

The result of the study shows that self-esteem and reading habits influenced student's English essay writing skill, so there are several points need to be considered:

1. The students need to accustom with reading activity, particularly reading academic book in order to improve their essay writing skill.
2. The university library does not support the reading activity for students, so the students can utilize the online library and download or reading the online book for free.

### *Recommendation*

1. Reading habits will affect English writing skills, so students need to read various types of reading resources related to academic writing material. In this case, lecturers are advised to provide the habitual activity of reading academic books for their students before undertaking academic writing assignments in either college material or online journal handouts.
2. One of the supporting factors of student's reading habit is the existence of a library in University. However, the facilities and availability of academic books that are still inadequate to support this. It needs to be considered for university to increase the existence of library by completing the various books that are needed for the teaching and learning process. Moreover, the utilize of electronic / online library need to be maximized considering to the industries 4.0 era.

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## **Impact of Tourism Industry- driven Media Communication in Students' Speaking Ability**

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### **Abstract**

This study aims to determine the cognitive impact for lecturers and students, the affective impact of communication, and social-behavioral impacts. Technological developments in the industrial revolution 4.0 help students construct science in the world of education globally. Various learning media technologies that have emerged have also become



one of the trends that help study references cross the boundaries of regions to countries. Globalization has increased competition in tourism markets. English language among students studying tourism looking at the importance of communication skills (speaking, reading, listening, and writing). Speaking English must be possessed by every student because when in the tourism industry guests who come not only come from residents but also from international tourists who can only speak English. Speaking ability is a very important element of the hospitality industry. Many ways students do to be able to improve its quality as a candidate labor force, one of which is namely debriefing or speaking skills training English. With the ability to speak English, then communication can run smoothly, English plays an important role as a medium of communication global. Technology will form a new culture in which media saves creative potential but also has the potential to be misused. From communication media, students can not only be able to speak according to textbooks but can be broader in honing their speaking skills in the tourism industry, especially in learning pronunciation. In learning English pronunciation is one of the factors that support the success of communication. Pronunciation errors can cause a communication breakdown. This type of research classified as qualitative descriptive with the research approach used in the scientific approach and the media communication approach. The source of data in this study divided into two, namely, the primary data source is data sourced from field research, while secondary data sources are data obtained from the results of documentation and results of the literature review. Data management and analysis techniques are carried out by conducting observations and field interviews. The results of this study indicate online-based media communication students with media specifications and objectives, media strategies, in-class organizations, and lecturer feedback to students. While the impact of media communication is the cognitive impact, the practical result of the interaction, and social-behavioral impacts. The implications of this study expected that media communication would become a beneficial medium in the teaching and learning process.

**Keywords:** Media Communication, Speaking Ability, Tourism Industry

## **Introduction**

Communication is an activity of transferring information both verbally and in writing. Humans are social beings who always interact with each other. Therefore, communication is one of the most important things in human life. The main purpose of communication is to send messages through the media chosen so that the recipient of the message can understand them. Effective communication occurs when something (message) that is communicated by the



communicator can be received properly or equally by the communicant, so there is no misperception. So that communication between humans is effectively intertwined requires the right communication techniques. Communication technique is a method used in conveying information from communicators to communicants with certain media. With this technique, it is expected that everyone can effectively communicate with each other and properly use it.

According to Nurgiyantoro (1995: 276), speaking is the second language activity that humans do in language life, that is, after listening activities. Based on the sounds that are heard, then humans learn to pronounce and finally be skilled at speaking. Speaking is defined as the ability to say sounds of articulation or words to express, express, and convey thoughts, ideas, and feelings (Tarigan, 1997: 15). Every speaking activity carried out by humans always has a purpose, with the main purpose of talking is to communicate.

Jack C. Richard (2002: 201) states that the biggest presentation for students learning languages in the world; they learn English is to develop their speaking skills. English is used as a second language, both in the process of formal and informal activities. The use of foreign languages as an oral communication tool is often found in everyday communication.

Madrazo (2019) Skills tests are measures of acceptance (understanding) and production (speaking/ writing) designed to determine the level of bilingualism and trilingualism of participants. Many factors that make students difficult to communicate include the lack of the role of the lecturer in facilitating students with appropriate learning models and media.

Noon-ura (2008) Less-able students from coping with too many skills because they use very few strategies in language learning. For them, listening and speaking skills seem to be more motivating to acquire because they can use these skills for everyday communication.

In addition to these factors, other factor influence students' speaking abilities include the low mastery of vocabulary, the difficulty of students in composing good sentences, and the inability of students to develop ideas, because of their habit of using mother tongue in communication, both in the school, family, and community.

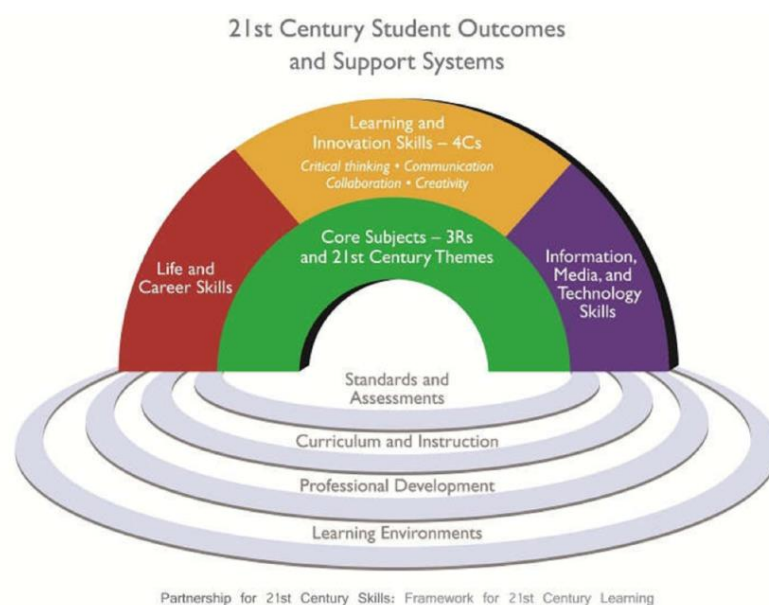
Now entering 2019 is the era of the 4.0 industrial revolution marked by the cyber-physical system. The industrial world began to touch the virtual world, in the form of connectivity between humans, machines, and data. The industrial revolution 4.0 also changed the way of view about education which was carried out not just a way of teaching, but rather a change in perspective on the concept of education itself. The dominance of knowledge in education and learning must be changed so that students can compete with technological intelligence while being able to be wise in using machines for the benefit of them.



In the world of education, social media is one of the media used in learning communication or educational communication. The use of social media in the world of education is increasingly increasing to support learning. This is because social media has the characteristics of learning media or the characteristics of learning media that are easily accessible, interactive, and so on. The use of social media, in general, can have an influence, both for individuals and organizations. Likewise, with the use of social media in the world of education that needs to be considered related to some of the effects of using social media in the world of education that is both positive and negative.

Learning materials must provide a more authentic design to go through challenges where students can collaborate to create solutions to problem-related learning. Problem-solving leads to questions and looks for answers by students who can then find solutions to problems in the context of learning using available information resources (Trilling and Hood, 1999: 21).

Students also need to know the framework described regarding skills, knowledge, and skills that must be mastered so students can be successful in their lives and work:



**Figure 1. 21st Century Learning Framework**

The Ministry of Education and Culture formulates the 21<sup>st</sup>-century learning paradigm, emphasizes the ability of students to find out from various sources, formulate problems, think analytically and collaborate and collaborate in solving problems (Litbang Kemdikbud, 2013).

The explanation of the 21<sup>st</sup>-century learning framework according to (BSNP, 2010) as follows: (a) Critical-Thinking and Problem-Solving Skills, capable of thinking critically, laterally, systemically, especially in the context of problem-solving; (b) The ability to communicate and collaborate skills, able to communicate and collaborate effectively with



various parties; (c) Creativity and Innovation Skills, is able to develop its creativity to produce innovative breakthroughs; (d) Information and communication technology literacy, capable of utilizing information and communication technology to improve performance and daily activities; (e) Contextual Learning Skills, capable of undergoing contextual independent learning activities as part of personal development; and (f) The ability of information and media literacy, able to understand and use various communication media to convey various ideas and carry out collaborative activities and interactions with various parties.

To face learning in the 21<sup>st</sup>-century, everyone must have critical thinking skills, knowledge, and digital literacy skills, information literacy, media literacy, and master information and communication technology (Frydenberg & Andone, 2011). This condition is contrary to the implementation of current education and learning, which is limited by the walls of the classroom that do not allow students to explore the educational environment.

Hermann et al. (2016) added, there are four industrial design principles 4.0. First, interconnection (connection), namely the ability of machines, devices, sensors, and people to connect and communicate with each other through the IoT (Internet of Things) or the IoP (Internet of People). This principle requires collaboration, security, and standards. Second, information transparency is an information system's ability to create virtual copies of the physical world by enriching digital models with sensor data, including data analysis and information provision. Third, technical assistance which includes; (a) the ability of the assistance system to support humans by combining and evaluating information consciously to make the right decisions and solve urgent problems in a short time; (b) the ability of the system to support humans by carrying out various tasks that are unpleasant, too tiring, or unsafe; (c) includes visual and physical assistance. Fourth, decentralized decisions are the ability of the virtual physical system to make their own decisions and carry out their tasks as effectively as possible.

Current education must be able to prepare its students to face three things, namely: a) completing their work faster; b) resolve the problems to be faced, and c) prepare children to be able to use future technology. To be able to face these challenges, there are important requirements that must be met by the world of Education, namely how to prepare qualified teachers' qualifications and competencies.

So that technology-based education must be implemented immediately by utilizing the widest possible technology in teaching and learning activities. Technology that is widely developed in the world Education in the field of electronics such as computers and the Internet. In the use of technology in the education process, it has become a very basic requirement.



Countries with the best education system compete with each other to create and develop technology to support the education process.

Tourism has become the largest industry and shows consistent growth from year to year. The World Tourism Organization estimates that in 2020, there will be a 200% increase in the number of tourists visiting the world today. Today's modern tourism is also accelerated by the process of globalization of the world, causing interconnection between fields, between nations, and between individuals living in this world. The development of information technology has also accelerated the dynamics of the globalization of the world, including the development of the world of entertainment, recreation, and tourism. Humans have made media technology "a window to the world" and can know events far away without us being present directly at the scene (Noegroho, 2010: 4).

The rapid advancement of tourism requires academic graduates as described above, requiring an increase in English language skills for the tourism service industry such as receptionists, waiters, waitresses, ticket sellers, chefs, tour guides, and others. In general, English is very much helping tourism workers to be able to communicate directly to consumers, namely tourists/travelers. To improve language skills/competence, a person's progress can be seen through their way of producing and understanding sentences based on their knowledge.

The ability to speak is the ability to say words to convey or express the intent and purpose of even feelings that are compiled and developed according to the needs of listeners can be understood. Speaking is also a form of conveying information by using words and sentences because communication is built through sentences that are conveyed to show different behavioral differences from different societies.

According to Harris (1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. With the following explanation: a) Comprehension for oral communication it requires a subject to respond, to speech as well as to take the initiative; b) Grammar It is needed for students to organize a correct sentence in a conversation. The function of grammar is also to learn the correct way to obtain competence in a language in written and oral form; c) Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas, both oral and written form; d) Pronunciation is the way for students to produce clearer language when they speak. e) Fluency is the ability to speak, read, or write easily and expressively.

Measuring, scoring, and evaluating, must be done for the three learning domains, namely cognitive, affective, and behavioral. In some educators, some understand that what can be



measured is the cognitive aspect of students because it is easy to do through giving a test and easily given a score. If the educator evaluates only in the cognitive domain, then the process and results of learning can be said to have not been measured comprehensively or comprehensively manner, which ideally should be measured by the three aspects of cognitive, affective, and behavioral of the students.

Aderson (1981) argues that human characteristics include typical ways of thinking, acting, and feeling. Typical feelings related to the affective domain. Eagly & Chaiken (1993) Behavioral is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Santrock (2001: 40) that psychologists discuss child development is a pattern of biological, cognitive, and socio-emotional changes that begin at birth and continue throughout life.

This study aims to determine: (1) cognitive impact for lecturers and students, (2) the affective impact of communication, and (3) social, behavioral impacts.

## **Methods**

This research uses the descriptive qualitative method the research approach used is scientific to the language experience approach and the media communication approach. Satori (2011: 23) reveals that qualitative research is carried out because researchers want to explore phenomena that cannot be quantified that are descriptive, such as work steps, formulas for a recipe, understanding of a concept that is based on the characteristics of an item or service, pictures, styles, procedures for a culture, physical models of artifacts and so on.

Kuncoro (2003) descriptive research includes data collection activities to answer questions about the final status of the research subjects. While descriptive research proposed by Sugiyono (2009) defines that the descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions.

Associated with the effects of mass media, namely messages and media related to the effects of mass media. There will be a change in your mass communication audience. These types of changes include cognitive, affective, and behavioral changes. The source of data in this study is divided into two; namely, the primary data source is data sourced from field research, while secondary data sources are data obtained from the results of documentation and results of the literature review. Data management and analysis techniques are carried out by conducting observations and field interviews.

Observation or observation is a technique carried out by conducting careful observations and systematic recording (Sulistyorini, 2009: 85). In other words, observation can measure or



assess the results and learning processes such as student behavior at the time of learning, student discussion activities, participation. Through observation, it can be seen how the Behavioral and behavior of students, the activities they do, participation in activities, the process of activities they do, the ability, and even the results obtained from their activities Observation must take place during the process of the activity.

Furthermore, interviews can be conducted in a structured and not structured manner and can be done face to face (face to face) or using a telephone (Sugiyono, 2006; 138-140). Interviews are divided into two, namely: 1) Structured Interviews; these interviews are used as data collection techniques. In practice in addition to carrying instruments as interview guides, data collectors can also use tools such as tape recorders, pictures, brochures and other instruments that can assist in interviews; 2) Non-structured Interviews, unstructured interviews are free interviews where researchers do not use interview guidelines that have been systematically and completely structured for data collection. The interview guide used is only in the form of outlines of the problems to be asked.

## Result

Based on the results of observations that the researchers conducted at the Akademi Komunitas Manajemen Perhotelan Indonesia, there are still many students who are very difficult to communicate in this matter to issue what they want to say. Students seem very hesitant to issue ideas or express opinions. Also, the teaching methods applied in class, especially in English subjects, make students less interested in these subjects. Lecturer often uses lecture and audio methods in the learning process in the classroom.

The researcher assessed that aspects of speaking skills, there are six components of speaking to be scored; in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. Scores to be given starting from one score up to five scores.

**Table 1. Aspects of Speaking Skills Assessment Scores**

Aspects	Assessment Criteria	Score
Pronunciation	Equivalent to and fully accepted by an educated native speaker	5
	Errors in pronunciation are quite rare	4
	Errors never interfere with understanding and rarely. The accent may be foreign.	3



	The accent is intelligible though often quite faulty.	2
	Errors in pronunciation but a native speaker can be understood by.	1
Grammar	Equivalent to that of an educated by a native speaker.	5
	Able to use the language accurately. Errors in grammar are quite rare.	4
	Able to speak the language, structural accuracy to participate effectively, control of grammar is good, in a most formal and informal conversation on practical, social, and professional topics.	3
	Can usually handle elementary constructions accurately but does not have confident to control the grammar.	2
	Errors in grammar are frequent, but a native speaker can understand the speaker.	1
Vocabulary	Educated native speakers fully accept speech in all its features.	5
	Can understand in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
	Able to speak the language with adequate vocabulary effectively in most formal and informal conversations on practical, social, and professional topics.	3
	Has speaking vocabulary adequate to express himself simply with some circumlocutions.	2
	Speaking vocabulary to express anything but the most elementary needs.	1



Fluency	Has complete fluency in the language such as educated native speakers fully accept speech.	5
	Able to use the language fluently to professional needs. Can participate in any conversation with experience with a high degree of fluency.	4
	Can discuss the particular interest of competence with reasonable ease. Rarely has to grope for words.	3
	Can handle with confidence but not including introductions and casual conversations.	2
	No specific fluency description. Refer to the other four language areas for the implied level of fluency.	1
Comprehension	Equivalent to that of an educated by a native speaker.	5
	Can understand any conversation with his experience.	4
	Comprehension is complete at a normal rate of speech.	3
	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)	2
	Within the scope of his minimal language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	1

Below is the result of the assessment of the five aspects above using tables so that they are clearer and easier to understand. With the results in the following table:



**Table 2. Rating Result**

<b>N a m e</b>	<b>Pronunc iation</b>	<b>Gra mm ar</b>	<b>Voca bular y</b>	<b>Fl ue nc y</b>	<b>Comprehen sion</b>
P J A	3	3	3	3	3
J M A	4	3	3	3	3
K W	3	3	3	3	3
M S	4	5	4	4	4
N S A	3	3	2	2	2
N F T	3	3	3	3	3
P P	2	2	2	2	2
R A B	3	2	2	2	2
R R	3	3	2	2	2
R Y	2	2	2	2	2



K	2	2	2	2	2
E					
S					
F	2	2	2	2	2
S					
I	3	3	3	2	2
M					
M	3	2	2	2	2
A					
D	2	2	2	2	2
N					
N					

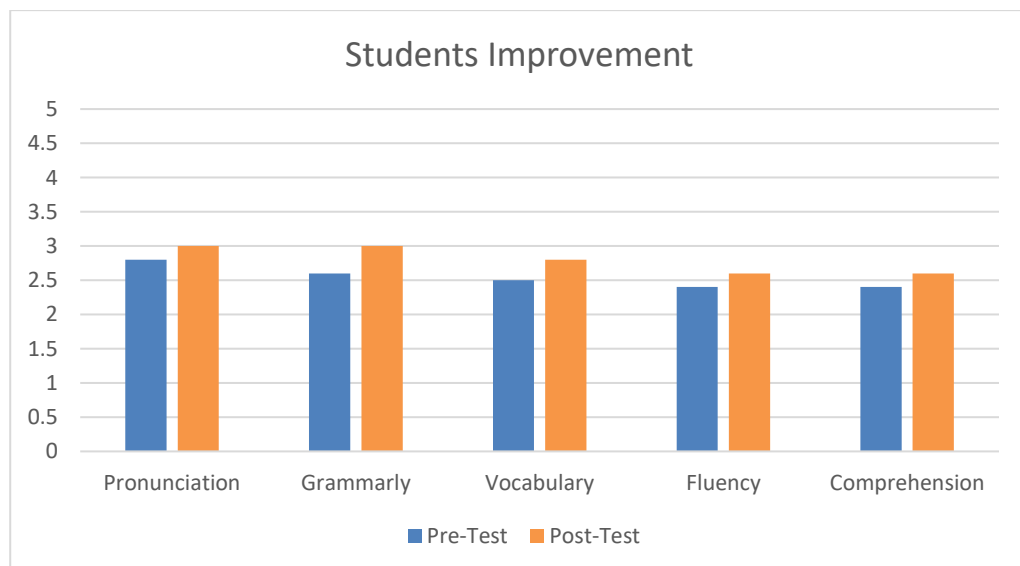
From the table above, the researcher can conclude that of the fifteen Akademi Komunitas Manajemen Perhotelan Indonesia students who were interviewed and asked for presentations using English about the world of hospitality, there were only two people who the researchers considered sufficient to carry out English speaking skills. This shows that the English-speaking ability of the Akademi Komunitas Manajemen Perhotelan Indonesia students is still minimal.

In the implementation of teaching language skills using the language experience approach, there are several advantages and disadvantages to it. Therefore, it would be nice if these weaknesses were overcome first. How to overcome these weaknesses include the following: a) The lecturer must first know the level of students' language skills. After that the lecturer can apply the Language Experience Approach in learning speaking skills; b) Because the Language Experience Approach requires more time than the other methods, the lecturer first makes the right method of learning to speak with the Language Experiences Approach, so that in a relatively short time the learning objectives can be achieved; c) Because learning using the Language Experience Approach involves all language skills such as listening, reading, and writing, as well as a number of vocabulary words, the lecturer must be able to choose the themes according to the child's thinking ability, and when to teach them to students; d) Objectives and Assumptions of the Language Experiences Approach.



Thus, the implementation of speech learning is always preceded by the excavation of children's language experiences that are expressed verbally, then recorded into a written form or in the cassette. These recordings are then used as tools for learning to speak. In principle, the speaking skills test provides an opportunity for students to speak, not write, so the assessment of speaking skills is more emphasized on the practice of speaking. The assessment carried out should be aimed at efforts to improve student performance to foster motivation in the next lesson.

So in this study, the authors offer using the media communication approach such as electronic media and social media as an alternative to teaching English speaking skills. Learning to speak English using communication media was able to improve students speaking skills. Because students can learn many things related to languages in very limited industry tourism given by the lecturer. The process of teaching and learning activities provided is to use aspects of improving the ability to speak English, namely grammar, pronunciation, vocabulary, fluency, and comprehension.



**Figure 2. Students Improvement**

Looking at the diagram above improves students' achievement in speaking after being taught by this method. Students' improvement in speaking can be seen from the result of pre-test and post-test. The results of the tests prove that students' speaking skills are better after using the communication media approach. There is progress in students to improve their ability to speak English, namely grammar, pronunciation, vocabulary, fluency, and comprehension.

Radio, television or film, and social media in various countries have been used as educational media. From the media, it can be found how the impact of media communication



between lecturers and students in achieving learning goals is seen from the cognitive impact for lecturers and students, the affective impact of communication, and the impact of social behavior.

Cognitive means the ability to develop rational abilities (reason). Cognitive can be said to emphasize how the process or effort to optimize the ability of rational aspects that are owned by others. From the aspect of the teaching staff, and educator is required to have cognitive field competencies. That is, a lecturer must have intellectual abilities, mastery of subject matter, knowledge of how to teach, knowledge of how to assess students, and so on.

The cognitive domain includes the ability of students to repeat or restate the concepts/principles that have been learned in the learning process that they have acquired. This process deals with the ability to think, competence in developing knowledge, recognition, understanding, conceptualization, determination, and reasoning. Learning objectives in the cognitive realm are all learning activities with levels to the lowest to highest levels.

In the process of teaching and learning, it takes the right way to get maximum learning outcomes. The following is the application of cognitive learning theory in a learning process:

- 1) Knowledge experience, also called observing understanding. In the learning process, students should have the ability to observe, namely knowing the interrelationships of the elements of an object or event;
- 2) Meaningful learning, in this case, the meaningful elements can support the formation of insight in a learning process. This will help participants in handling a problem. The things learned by students should have clear and logical meaning with the process of life;
- 3) Purposive behavior, the behavior will be directed at the goal. The learning process will run effectively if the students understand the goals they want to achieve. So, the lecturer should help students to understand the direction and purpose;
- 4) Life space, individual behavior has a relationship with the place and environment he is in. So, the material taught must be related to the situation and conditions of the individual's living environment;
- 5) Transfer in learning, namely the process of transferring behavior patterns in certain learning situations to other situations. Learning transfer occurs by releasing the notion of objects from one configuration to another in the right order. Learning transfer will occur if students have captured the basic principles of a problem and found generalizations for later use in solving problems in other situations.

Cognitive effects are the consequences that arise in the communicant who is informative for him. In this cognitive effect, we will discuss how mass media can help students learn useful information. Through mass media, share information about objects, people, or places that we have never visited directly.



Thus, the way of learning in cognitive frames involves three processes simultaneously. First, by getting new information, it means that there is an addition to the information someone has before. Second, information transformation, which means that the method is carried out by someone in applying their new knowledge according to their needs. Third, examine the relevance and accuracy of knowledge.

In addition to cognitive, there is an affective domain of learning outcomes consisting of five categories as follows: 1) Receiving/ attending, namely sensitivity in receiving stimuli (stimulation) from the outside that come to him in the form of problems, situations, symptoms, etc. In this type, including awareness, to receive a stimulus, the desire to control and selection of external stimuli; 2) Responding or answer, namely the reaction given by someone to stimulation that comes from outside. This includes the determination of the reaction, the depth of feeling, satisfaction responding, responsibility in responding to an external stimulus that comes; 3) Valuing about the value or belief in the symptoms or stimulus it receives. In this case it includes the willingness to accept values, background or experience to accept values and agreement with those values; 4) Organizations, namely the development of values into one organizational system, including the relationship of one value with another value, strengthening and prioritizing the values it has; 5) Internalization of values, namely the integration of all the value systems a person has that influence his personality and behavior patterns.

Four types of affective characteristics were found, namely: 1) Attitudes, it is expected that students' attitudes towards subjects, especially speaking in English, must be more positive after students take English lessons compared to before attending learning. This change can be used as an indicator of the success of educators in carrying out the learning process. For this reason, educators must make learning plans including student learning experiences on subjects more positive; 2) Interest, an experience that encourages students to obtain special objects, activities, understanding, and skills for the purpose of attention or achievement; 3) Self-concept, educators evaluate the abilities and weaknesses of students. The target, direction, and intensity of self-concept are basically like the other affective domains; 4) Value, the intensity of value can be said to be high or low depending on the situation and value referred to. Therefore, the education unit must help students find and strengthen meaningful and significant values for students for positive contributions.

Other important affective domains include: a) Honesty, students must learn to respect honesty in interacting with others; b) Integrity, students must attach themselves to the value code, for example, moral and artistic; c) Fair, students must argue that all people receive equal



treatment in obtaining education; d) Freedom, students must be sure that a democratic country gives freedom that is fully responsible to everyone.

Besides affective, there is also the realm of social-behavioral, which is the ability to assess something, how individuals can bring themselves by the assessment. The assessment of something can be indicated by the attitude of accepting, rejecting, or even ignoring it. During the learning process, the attitude of students will determine the results of the learning. Students' understanding of the learning process will bring it to the wrong attitude in learning. The wrong attitude will bring students to feel unconcerned with learning again. The result, there will not be a conducive learning process because student ethics begin to decrease.

The purpose of mass communication not to inform the public to become aware of something; after knowing the information received, the audience is expected to feel it. Behavioral is a person's internal state in the form of tendency or readiness to respond, including cognitive, affection and behavioral towards a stimulus from the surrounding environment, which must be underlined is the behavioral assessment does not stand alone.

Behavioral assessment is integrated with knowledge assessment and skills assessment. Behavioral assessment is very important to do so that the success of learning can be known and adjusted to the graduation standards that have been set in the Minister of Education. The object of behavioral that need to be assessed in the learning process is behavioral toward the subject matter, to the lecturer, to the learning process, to the values and norms related to a subject matter.

Affective assessment includes, character, behavioral of interest and perception can be concluded that behavioral is a person's internal state, in the form of tendency or readiness to respond include cognitive, affection and behavioral towards a stimulus from the surrounding environment, which must be underlined is the behavioral assessment does not stand alone. Behavioral assessment is integrated with knowledge assessment and skills assessment. And there is a social, behavioral effect that is a result that arises in the students in the form of behavior, actions, or activities.

Besides many factors of uncertainty and unsuccessful students in speaking English, such as limited time, students' interest in speaking is low, lack of creativity and innovation from the lecturer. The results of this study indicate online-based media communication between lecturers and students with media specifications and objectives, media strategies, in-class organizations, and lecturer feedback to students. The implications of this study are expected that online media will become a very effective medium in the teaching and learning process.



## Conclusion

It can be concluded that good English language skills must support the ability to speak in English and the participation of students as potential tourism actors outside of the facilities and infrastructure provided as interrelated links without forgetting future opportunities. The more tourists who feel happy and comfortable in carrying out their visits in a country, the tourists will automatically promote the country they visit verbally (word to mouth) to their colleagues.

Students' improvement in speaking can be seen from the result of pre-test and post-test. The results of the tests prove that students speaking skills are better after using the communication media approach. There is progress in students to improve their ability to speak English, namely grammar, pronunciation, vocabulary, fluency, and comprehension. Practicing is the best way to learn speaking skills; it will make them speak more fluently and increase their confidence. The application of this method could improve students speaking ability. The first purpose was accomplished well.

The approach to language experience and the media communication approach carried out in this study. It can mean the starting point or point of view of the learning process or is an overview of the general patterns of teachers and students. In the realization of learning activities, which seek to improve cognitive, affective, and social behavior abilities, students in processing the teaching-learning process.

The development of learning is oriented to students' speaking skills which are developed as an effort to improve the quality of learning and improve the quality of graduates and develop Strengthened learning oriented to students' speaking skills in the era of industrial revolution 4.0.

Therefore, education has an important role in preparing students to be able to think critically in solving problems in daily life. In this case, the support of various related parties is very necessary to be able to prepare the next generation of the nation that can think critically and creatively in facing the challenges of the global era (the era of industrial revolution 4.0).

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## **A New Competency-based Framework for English for Specific Engineering Purposes (ESEP) Practitioners**

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### **Abstract**

The English for Specific Engineering Purposes (ESEP) competencies of ESL practitioners teaching English for Specific Academic Purposes (ESAP) at Malaysian engineering and technical (MTUN) universities is vital in ensuring quality learning and teaching of language and communication skills at those institutions. This study aims to develop a competency framework for ESEP practitioners at MTUN universities. The development of the framework was conducted in two phases using the exploratory sequential mixed methods. The first phase comprises qualitative data gathered from document analyses, related literature and semi-structured interviews. This study is framed by the principles of Malaysian Teacher Standards (MTS), i.e. the Professional Values, Knowledge and Understanding, and Skills of Learning and Teaching. The principles are represented by Walker's Professional ELT Service Standards, Venkatraman and Prema's Competencies for Teachers of English in Engineering Colleges and BALEAP Framework. The second phase comprises quantitative data gathered from three Delphi rounds with 14 ESEP experts and a survey of 101 MTUN ESEP practitioners. Findings from the qualitative inquiry revealed evidence of the three principles in identifying the practitioners' required competency which implicates two types of professional



development training: Formal and informal. The quantitative analyses using SmartPLS software identified the second principle (ESEP Knowledge and Understanding) and ‘patient when learners have difficulties in learning’ as the prevalent principle and competency item for ESEP practitioners. This confirms the importance of ESEP practitioners’ knowledge and understanding in engineering to elevate their status and recognitions, as well as enhance learners’ interest in learning the language. The competency framework for ESEP practitioners was also validated in terms of its reliability and validity based on a measurement model developed from the software. The framework could be a standard for the practitioners’ learning and teaching practices and employed as a standard evaluation for quality enhancement, professional development training and recruitment purposes. The findings also implicate the need for the local quality agencies to specify a standard of competencies as a guideline for ESEP practitioners’ qualifications teaching at MTUN universities.

**Keywords:** English for Specific Engineering Purposes; practitioners; competency; framework; engineering and technical

## **Introduction**

Higher education (HE) pipeline has been responsible in creating a supply of highly skilled human capital. The responsibility has instigated multi-faceted pedagogical skills and multidisciplinary knowledge of university practitioners in generating graduates that meet social and economic imperatives. As a result of this universally accepted market philosophy, the reform in HE institutions has disposed more emphasis on high quality university practitioners. A multiplied number and greater diversity of learners as well as heightened demands on practitioners’ time are the specific impact of the reform (Schwab, 2017). High quality university practitioners should then possess a broad range of competencies that set learners’ learning goal as the utmost priority.

In a parallel note, the crux for most Malaysian ESL engineering learners is that to be successful in the field means acquiring the content knowledge while simultaneously contending with the language difficulties. Much of the literature in this area has largely overlooked HE ESL learners’ challenges in adjusting with the demands of English-medium and instructions (Evans & Morrison 2011; Huang 2013). It is demotivating especially to the less proficient ESL learners and became even more excruciating after years of learning the language. The language learning consists of highly complex set of systems, structures and rules and the process to gain control of this complexity differed from those required in content knowledge (Ramiah, 2008).



ESL engineering learners must show their understanding in the discipline to enable sound engagement and participation in the discipline knowledge community (Wahi, 2013). When these students were unsure of which specific skills they should be learning, they perceive the classroom as the only place to use the language. (Wu & Wu, 2008). These have been a taxing situation for the learners and a challenge to English for Academic Purposes (EAP) or English for Specific Academic Purposes (ESAP) practitioners who are teaching in a specific field.

ESL EAP/ESAP practitioners in a specific field like engineering, need specific competencies for effective learning and facilitation. George (2011) identifies scarce resources and prevailing culture of institutions as two main barriers for HE practitioners' engagement in quality professional developments. First, the scarce resources dedicate to ESEP practitioners' professional development is plausibly caused by the lack of empirical supports. The practitioners' competency needs to be addressed because it involves designing and developing the language courses in the engineering HEIs (Wu & Badger, 2009; Lafford, 2012). Also, ESL practitioners' qualifications as required in the Malaysian Programme Standards: Engineering and Engineering Technology (MQA, 2011) and Engineering Programme Accreditation Manual (EAC, 2012) are too general. It needs to be explicit to the fields and emphasises more on practitioners' experience in research and inventiveness through empirical investigations (Watson-Todd 2003).

In terms of the prevailing culture, firstly, the requirements from engineering faculties are often challenging to accommodate as there are several engineering majors and each with its own programme objectives (PO) and learning outcomes (LO) (Mohamed, 2015). This necessitates ESEP practitioners' competency in accommodating the distinctions and be appropriated with the context (Kaewpet, 2009; Sloan & Porter, 2010). Second, iESEP practitioners are required to conduct NA to understand learners' needs (Brown, 2016) so that it vouches for the practitioners' continuous effort to improve the course and their competency. Finally, it is a serious misconception to rely extensively on general proficiency test scores or evaluation to determine ESEP syllabuses and contents. The scores are inadequate in depicting learners' actual linguistic and cognitive needs in academic contexts (Benesch 2001) which tend to depict general English (GE) lacks.

To sum, the cited barriers have steered the study in investigating two aspects. One, the juxtaposed of ESEP practitioners' sparse resources and burgeoning multifaceted tasks has highlighted the importance of ESEP competencies. The investigation needs to focus on identifying ESEP practitioners' competencies to elicit prolific resources for the practitioners' professional developments. Two, the disparities in the culture has exerted questions on ESEP



practitioners' competency. Instead of "jump onto the staff development bandwagon due to the absence of any standard qualification" (Evans & Abbott 1998: 25), a specific ESEP practitioners' competency framework is reckoned to appropriate professional standards for the practitioners. Hence, this study aims to develop a competency framework for ESEP practitioners teaching the technical and engineering universities in Malaysia.

## **Review of Literature**

### *The ESEP Effects on Language Teaching*

Hyland's (2007) five effects on language teaching are discussed in this study to support the need for ESEP practitioners' specific competency.

#### a. ESEP as a Study of Communication Skills

Recent practices in ESEP view learning materials associated with its social contexts. It means ESEP practitioners now have more communication skills to tackle in facilitating their engineering learners. It requires competencies that are beyond texts and genres to be able to understand how it works meaningfully in that particular field. This directs ESEP practitioners to focus on the specific ways of preparing suitable communicative activities that centre on learners' engineering context and purpose of learning the language.

#### b. The Role of Practitioner as a Researcher

The core of ESEP is the needs analysis (NA) of learners in learning the language for professional, academic and job-related communicative purposes. This signifies the practitioners' role in customising the locality of ESEP design and classroom pedagogies by conducting their own research i.e. through target situation analyses (TSA), present situation analyses (PSA), pedagogic needs analysis, deficiency or lack analysis, strategy analysis or learning needs analysis, means analysis, register, discourse and genre analysis.

#### c. The Importance of Collaborative Pedagogy

The tenet of specificity as a mean to contextualise ESEP course requires ESEP practitioners to work collaboratively with subject specialists. Especially to novice practitioners, working in tandem with those working in engineering fields warrant real communicative practices and true understanding of authentic materials. The knowledge of learners' field hence becomes the context for learning, and the topics, contents and practices of profession become the modes to teaching particular discourses and communicative skills in the ESEP course.

#### d. The Centrality or Importance of Language Variation

Hyland's (2007) argument on the issue of specificity in ESEP lies in the view that each professional and academic discourse has a variety of specific literacies. The variations in



engineering professional discourses are in terms of contents, topics and vocabularies. The variations also differ in the way it relates to learners' schemata i.e. knowledge of prior texts in making meanings to what is appropriate to the field. This informs ESEP practitioners that their learners' language weaknesses may not only be due to their lack of literacy skills; it could be caused by the language variations in engineering related field.

e. The View that Language Represents Broader Social Practices

Language used in ESEP is an indication of a membership of a particular social group. It focuses on communication rather than language and with how texts are created and applied. The frequent use of language in social context is an indicative of broader social connections. This is also to negate the sole dependency on literacy in studying real communicative practices in real contexts.

The Hyland's five effects of EAP/ESAP on ELT underscore the distinctions of ESEP. These distinctions have apparently led to the need for a specific ESEP competency-based framework for ESL practitioners who are teaching in specific content fields. The competencies need to be relevant with the type of language and communication skills that are required in the engineering field.

*The Roles of ESEP Practitioners*

Several researchers have discussed the role of ESAP practitioners. ESAP practitioners play a role as a course designer and material provider. Due to the variation and continuous changes in technical and engineering fields, it is rarely possible to use a published material that meets learners' needs. Dudley Evans and St. John (1998) then, update the list by adding course designers and materials providers, facilitators, collaborators, researchers and evaluators because ESAP practitioners often have to provide the material for the course and evaluate the effectiveness of the materials for learners' learning. ESAP practitioners are expected to be an evaluator because the practitioner is often involved in various types of evaluation such as tests, course evaluation and materials vetting. The roles require a considerable amount of effort and time in selecting, evaluating and adapting materials to support the teaching and facilitate learners' learning.

Savaş (2009) then characterises ESEP practitioners as individuals who have more than pedagogical traits. ESEP practitioners are individuals who are willing to learn, possess some knowledge of content subjects, work well in a team, listen to and motivate learners, and critical in thinking. To add, ESEP practitioners have the responsibilities to keep context and comprehensibility in their instruction, select and adapt authentic materials for lessons, provide



scaffolding for learners' linguistic content learning, and create learner-centred classrooms. The specificity of ESEP, which is in accordance to content field has implicated the needs to differentiate the roles of ESEP and general English (GE) practitioners. EAP/ESAP practitioners' role is also different from EFL educators because ESEP concentrates more on language in context than on grammar and language structures.

Interestingly, after years of studies conducted, employers' expectations in communication have also implicitly influenced EAP/ESAP practitioners' role in preparing their learners for workplaces (Lappalainen, 2009). The expectations do not merely emphasise on the practitioners' knowledge and skills in teaching ESEP, it anticipates the practitioners to integrate some professional values that are required in the workplaces (Abdul Raof, Hamzah, Abdul Aziz, Attan, & Mohd Omar, 2011). Correspondingly, Bracaj (2014) supports the inclusion of attitude or value in the practitioners' roles apart from the ones justified in the literature. The roles of ESEP practitioners include some awareness of class or course objectives, possessing good understanding of course content, flexibility and willingness to cooperate with learners, and keeping some interest in their learners' disciplines.

Mishra (2014) further specifies the values in the roles along with the shift of from pedagogy to andragogy. The continuous expansion of EAP/ESAP has revealed that EAP/ESAP learners are individuals who possess schemata in the language, already in the field of studies and are driven by their need to know. This type of learners requires andragogical approach which has different teaching practices than those prescribed by the pedagogical model (Minter, 2011). Javid (2015) therefore contends it is the diversified nature of EAP/ESAP teaching that has granted the term "practitioners" instead of educators or instructors. In other words, the role emphasises EAP/ESAP pedagogy that requires more than teaching.

### *The Challenges of ESEP Abroad and Local Contexts*

The main challenge for EAP/ESAP practitioners is interdisciplinary of EAP/ESAP with other disciplines (Basturkmen, 2012). The challenge mandates sound knowledge of terminology in engineering and study skills for learners' academic language learning purposes. It is also reported that most communication courses are often lowered to minimal priority by engineering faculties. This is mainly because the courses are often perceived and taught in isolation, detached from the realities of the engineering world (Collins, Li & Cheung, 2000). Moreover, Slater and Mohan (2010) contend that interdisciplinary between language and content knowledge is often impossible to attain and "results in the EAP/ESAP subordination to a more prestigious disciplinary" (Morgan, 2009: p. 87). Furthermore, Borrego and



Newswander (2008) acclaim that they are not trained to work with ESL practitioners. This is why the interdisciplinary of EAP/ESAP with engineering poses a challenge to materialise.

The practitioners are challenged with teaching unfamiliar disciplines and the need to engage with the specialist language of those disciplines. The dealing with content areas has led EAP/ESAP practitioners to face 'subject knowledge dilemma' (Wu & Badger, 2009). The dilemma posits EAP/ESAP practitioners with unpredicted issue related to content knowledge (Woodward-Kron, 2008). Within the practitioners' own community, some EAP/ESAP practitioners face tension in their desire to overcome the inferiority complex in proving that they are 'intellectually capable' of coping with science subjects (Melles, Miller & Morton, 2005). The fact that EAP/ESAP practitioners serve mainly as supporting academic staff is considered relegating and 'deprofessionalise' to most of them.

Another challenge concerns the aspect of specificity of EAP/ESAP curricula (Basturkmen, 2012). Hyland (2002) argues particularly for ESAP, different disciplines have its own ways of communicating which reflect its own ideas or values of the disciplines. Kaewpet (2011) who expounds the specific needs of engineering field recommended ESAP practitioners to at least possess knowledge of technical terms and a general scope of engineering work for a more effective teaching. Local empirical evidences specifically identified in two studies conducted by Ming, Gobel, Mohd Nor, and Suppiah (2011) on learners' attributions and Fei and Ming (2008) on practitioners' perception of the EAP courses, both involving the same university, are local verifications of the need for this study. The study identified several mismatches between instructions and assessments in the EAP/ESAP courses taught (Fei & Ming, 2008). The practitioners were identified adopting a 'touch and go' approach in their teachings and some misconceptions of testing and practice principles. The study has put forward a glaring need for ESL educators to undergo EAP/ESAP training in properly addressing the NA of the target language situation and in synergising a more effective collaboration between the ESL and subject specialists.

The dismissed importance of NA among local ESL practitioners is substantiated by Shing and Sim (2011). The study revealed that most Malaysian HE ESL practitioners overlooked the importance of NA. It was identified that the learners' learning provision was provided on impromptu basis. They identified minimal numbers of local studies with NA which questioned the quality of curriculum offered. Some local ESL practitioners are also influenced by their experience teaching general English at secondary level education for proficiency purposes in teaching EAP/ESAP. The teaching of the language was formerly taught in isolation, with little or unspecific connection to other subjects. The intended outcome generally was to pass national



examinations or improve learners' English proficiency. Consequently, the practitioners resorted to a more general approach such as Communicative Language Teaching (CLT) to compensate the language deficiencies in ESEP course (Felder, Brent & Prince, 2011). The use of CLT has the possibility to cause delays in meeting EAP/ESAP course outcomes because the practitioners feel the necessity to concentrate on learners' basic needs before coming to the core of the syllabus (Felder, Brent & Prince 2011; Alexander 2012).

### *Malaysian Teacher Standards for ESEP Competency Framework*

To begin with, competencies have been interchangeably used with different names and causally linked to performance or as sets of desirable behaviours. Aparicio, Ruiz-Roqueñi and Catalán (2015) assert that there is no unanimous agreement of the true definitions of competency. Boyatzis denotes competency as “an underlying characteristic of a person which results in effective and/or superior performance in a job” (1982: 97). Similarly, Spencer and Spencer (1993) define competency as “an underlying characteristic of an individual that (is) causally related to (causes or predicts) criterion-referenced effective performance in a job or situation” (p. 9), comprising of several types of characteristics. The characteristics are “knowledge, skills, abilities, attitudes and other characteristics that enables a person to perform skilfully ... in complex and uncertain situations” (Passow 2007: 1) in achieving targeted results. ‘Competency’ in this study therefore includes personality traits rather than solely on the overall achievement-oriented behaviour (Matulcikova & Brevenikova, 2015).

As such, developing competency-based standards require involvement from the individuals who are affected by the standards. Tigelaar, Dolmans, Wolfhagen and Vleuten (2004) assert that HE worldwide is becoming more learners centred and for that, the teaching requires vast competency standards. This stipulates an adequate framework of teaching competencies to standardise or benchmark the current teaching practices. However, most of the competency-based standards have been criticised for the lack of says from the practitioners (Huntly 2008). Ingvarson and Rowe (2008) suggest individuals who are affected by the standard must be allowed to reach an agreement on the scope and content of the developed standards. Hence, developing ESEP framework requires agreement from the experts in the fields as well as ESEP practitioners and consists of values, knowledge and skills.

Among the recent national initiatives in ensuring practitioners' quality was the Standard Guru Malaysia or the Malaysian Teacher Standards (MTS) in 2009. The impetus of MTS is to enhance Malaysian practitioners' quality. It is a wave of transformation for Malaysian practitioners, from pre-school to HE practitioners in striving for teaching excellence (Goh,



2012). MTS requires local practitioners to align their practices in accordance to three principles: Professional Values, Knowledge and Understanding and Skills of Teaching and Learning. When the intention is about improving teaching quality, Ingvarson and Rowe (2008) assert that a quality control mechanism through standards must be made available. Teaching standards, in particular, must aim to “articulate sound principles of instructional practice and what [practitioners] should know and be able to do” (2008: 9). Correspondingly, MTS three principles are adopted to reflect the required standard set for this study. Accordingly, values, knowledge and skills are used as the principles to group the adapted competency indicators gathered from the three studies i.e. Walker’s, Venkatraman and Prema’s and BALEAP.

#### Principle I (Professional Values): The Professional ELT Service Standards

The first principle on professional values for ESEP practitioners is adopted from an inventory of expected behaviours and attitudes for New Zealand English ELT professionals by Walker (2011). Walker (2011) develops an inventory of expected behaviours and attitudes for New Zealand English language teaching professionals. It is a framework of ELT professional values that were “vested in the specialised, complex knowledge, training, qualifications and intellectual skills of professional staff and in the client-professional relationship” (p. 308). The framework consists of 50 standards in ten dimensions of attitudes and behaviours that is defined as being professional from the perspective of authorities at the country ELT centres.

#### Principle II (Knowledge and Understanding): The Competencies for Teachers of English in Engineering Colleges

The second principle on knowledge and understanding of ESEP competencies is based on the work by Venkatraman and Prema (2012) for Teachers of English in Engineering Colleges. It was validated as a competency framework for EFL/ESL practitioners at engineering colleges in India in three phases. A specific framework comprising of 65 competencies were categorised in two parts. Part I (General Competencies) had 17 competency statements and 48 competencies for Part II (Subject-Specific Competencies). Part II was grouped in seven domains.

#### Principle III (Skills of Learning and Teaching): British Association of Lecturers in EAP (BALEAP) Competency Framework for EAP Teachers

The learning and teaching skills of ESEP is formulated from British Association of Lecturers in English for Academic Purposes (BALEAP) Competency Framework for Teachers



of English for Academic Purposes (TEAP) (2008) The framework has a description of core competencies as a standardisation of practice for professional EAP practitioners. The framework consists of four core competencies with 11 subdomains of competency statements. The competencies reflect the UK practitioners' understanding in teaching EAP so that a precise measure on recruitment, induction and professional development can be made available especially for novice EAP practitioners.

To sum, the competency indicators gathered from the three studies are outlined in Figure 1. The competency indicators from Walker's, Venkatraman and Prema and BALEAP were adapted to operationalise the three MTS principles.

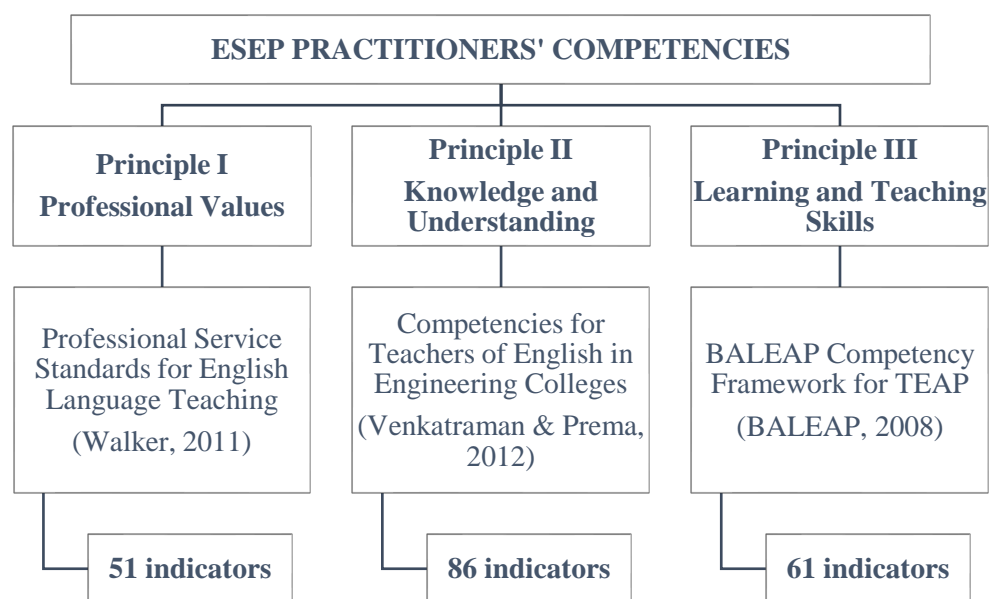


Fig. 1 The Outline for ESEP Practitioners' Competency Framework

## Descriptions of Methodology

### *Research Design*

The study uses an exploratory sequential mixed method design (Figure 2). The design involves collecting, analysing and combining or integrating both quantitative and qualitative data at multiple levels of a research process (Creswell & Clark, 2017). The procedures are relevant because ESEP is a specific area of investigation that requires qualitative explorations. The qualitative findings from the documents, literature and exploration were generalised in a quantitative form of data to develop a valid and reliable competency framework for ESEP practitioners.



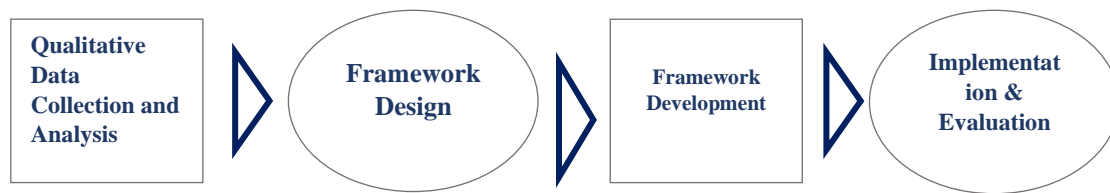


Fig. 2 The Exploratory Sequential Mixed Method (Adapted from Creswell, 2017)

The research design had three phases:

*Phase 1 Design Phase:* Qualitative data collection i.e. document analyses, literature reviews and interviews, and analysis of the first phase;

*Phase 2 Development Phase:* Instrument development and quantitative data collection i.e. a Modified Delphi and survey technique, and analysis of the second phase; and

*Phase 3 Implementation and Evaluation Phase:* Quantitative and qualitative data collections and analyses followed by the interpretation.

### *Respondents*

The study focuses on the competencies for ESEP practitioners at four MTUN universities in Malaysia. 14 experts in the fields and 101 ESL practitioners from the four technological universities were involved in the development of the instruments (interview questions and questionnaire), hence, the frameworks. Several methods were used to ensure the validity and reliability of the instruments. Cohen Kappa Inter-rater reliability analysis was used to check the themes and subthemes of the qualitative data. Cronbach's alpha and Rasch measurement approach analyses were applied on the quantitative data of the study.

### *Data Analyses*

For the data analyses, thematic analysis was used in analysing interviews data with the experts and ESEP practitioners at the first phase of study. Then, percentages and frequencies, median scores and Interquartile Range (IQR) were used in analysing data gathered from three rounds of the modified Delphi at the second phase. Using a set of questionnaires for each round, the three constructs (principles) and 198 indicators (Figure 1) were refined throughout the three rounds. Finally, PLS-SEM was applied to evaluate the measurement model for the developed framework.



## Findings and Discussion

### *Phase I (Analysis and Design Phase)*

The qualitative findings revealed the importance of ESEP practitioners' competencies through the three MTS principles. Using the three MTS principles, the competency indicators for ESEP practitioners were identified and categorised according to the needs in ESEP practices i.e. Principle I (PI) Professional Values within the Teaching of ESEP; Principle II (PII) Knowledge & Understanding of ESEP; and Principle III (PIII) Skills of ESEP Learning & Teaching. In fact, the three principles were suggested to be used in measuring ESEP practitioners because the principles cover the learning domains i.e. affective (professional values), cognitive (knowledge) and psychomotor (skills).

### *Phase 2 (Development Phase)*

This phase reports the quantitative findings from the experts during the three rounds of modified Delphi technique. The analysis of data obtained from the experts was used to investigate the required ESEP competencies for ESL practitioners teaching at MTUN member institutions. Questionnaires on ESEP practitioners' competency (QR1, QR2 and QR3) were developed in the three rounds (R1, R2, and R3) of modified Delphi technique to gauge the experts' views.

Table 1 The Number of Indicators for each Principle Agreed by the Experts

Principle	Competency Indicators/ Rounds (R)						Total Accepted Indicators
	R1		R2		R3		
	Started	Deleted	Started	Deleted	Started	Deleted	
PI	51	10	41	21	20	0	20
PII	86	10	76	16	60	12	48
PIII	61	5	56	21	35	1	34
Total	198	(-) 25	= 173	(-) 58	= 115	(-) 13	102

The modified Delphi rounds with the experts had initially started with 198 indicators (51, 86 and 61 for each principle, respectively) (Table 1). After R3 analysis, the indicators were left with 102 indicators (PI=20, PII=48 and PIII=34, respectively) for the third phase.



### *Phase 3 (Implementation and Evaluation Phase)*

The findings were analysed to evaluate the reliability and validity of ESEP framework PLS-SEM measurement model. These were done using the four tests i.e. internal consistency reliability; indicator reliability; convergent validity; and discriminant validity.

#### Internal Consistency Reliability

Table 2 shows that the CR of each principle for this study ranged from 0.937 to 0.9702 which were above the recommended threshold value of 0.7 (Gefen, Straub & Boudreau 2000; Nunnally & Bernstein 1994). The CA of each principle also indicated satisfactory values which ranged from 0.9252 to 0.9674. This means the indicators had satisfactory level of internal consistency reliability.

Table 2 Results of Internal Consistency Reliability Test

<b>Principle</b>	<b>CR</b>	<b>CA</b>
I (Professional Values)	0.9370	0.9252
II (Knowledge & Understanding)	0.9702	0.9674
III (Skills of Learning & Teaching)	0.9682	0.9650

#### Indicator Reliability

Based on the analysis conducted, most of the indicators in the measurement model exhibited loadings exceeding 0.700 which ranged from a lower bound of 0.7121 to an upper bound of 0.8861. All indicators were significant at the level of 0.001. However, there were four indicators in Principle II with values lower than 0.708 and were therefore, omitted from the questionnaire. This resulted 46 out of 50 indicators demonstrated satisfactory indicator reliability.

#### Convergent Validity

All the principles had AVE values exceeded the recommended threshold value of 0.5 (Table 3). These values indicated that the principles explained more than half of the variance of its indicators (Hair et al. 2014). These values provided evidence that the study measurement model had demonstrated an adequate convergent validity.



Table 3 AVE Value for Each Principle

Principle	AVE
I Professional Values	0.5984
II Knowledge & Understanding	0.6323
III Skills of Learning & Teaching	0.6428

#### Discriminant Validity

The discriminant validity of the measurement model is assessed by using two measures, namely, the Fornell and Larcker's (1981) criterion and cross loading.

#### Fornell-Larcker's Criterion

The highlighted values in Table 4 represent the square roots of the AVE whereas the non-highlighted values represent the inter-correlation values between principles. All the off-diagonal values (non-highlighted) were lower than the square roots of AVE (highlighted on the diagonal). The result confirmed that the ESEP framework met the Fornell and Larcker's criterion in determining the discriminant validity of the measurement model.

Table 4 Results of Inter-correlation Matrix Test (based on Fornell Larcker's Criterion)

Principle	PI	PII	PIII
PI	<b>0.754</b>		
PII	0.687	<b>0.795</b>	
PIII	0.748	0.791	<b>0.794</b>

Note: Square roots of the AVE on the diagonal (highlighted)

#### Cross Loadings

Resultantly, all the measurement indicators for the study loaded higher against their respective intended principle compared to other principles. The table also demonstrates that the loading of each principle was higher than that of any other principle within the same row and column. The cross-loading output confirmed that the second assessment of the measurement model's discriminant validity had been satisfied. The measurement model in this study was found to have established its discriminant validity. Therefore, the tests conducted on the measurement model confirmed that the measurement model for this study to be valid and



reliable. The ESEP practitioners' competency framework was therefore found to be valid and reliable with three principles and 46 indicators.

In overall, all the reliability and validity tests conducted on the measurement model had satisfactory values. All the tests confirmed that the measurement model for this study that had three principles and 46 competency indicators would be valid and reliable for MTUN ESEP practitioners' competency. In other words, the framework would be suitable to be used as a guideline for the practitioners' learning and teaching practices and for them to decide on suitable professional development training in relation to their professionalism.

## **Conclusion**

This study specifically caters to ESEP competencies of ESL practitioners teaching English for Specific Academic Purposes (ESAP) at Malaysian engineering and technical (MTUN) universities. First, it was agreed by the experts that the three MTS principles were useful in identifying the ESEP competency indicators i.e. values, knowledge and skills. The three principles were considered as a complete guideline because they comprised all the learning domains i.e. the psychomotor (skills), cognitive (knowledge and understanding) and affective (values). The three principles were useful in categorising ESEP competency indicators which were agreed by the experts and practitioners. As such, ESEP framework could be adapted as a competency standard for ESEP practitioners because it took into considerations' the view of the individuals who were affected by the standard. The three principles became the structure in ESEP framework to comprehensively cover all the agreed competencies for MTUN ESEP practitioners.

## **Pedagogical Implications**

While there is abundance of research for evaluation of programmes and curricular, the ESL practitioners' perceptions do not seem to get sufficient attention in the literature. Their view has become crucial with the increased priority of professional skills and work integrated curricula in the fields. As such, knowing the voice of practitioners might help to better understand issues and challenges at HE. This would subsequently help to increase the practitioners' teaching quality for a more effectual impact on the engineering learners' learning of the language and communication skills.

Moreover, this study is a continuous effort in informing ESEP practitioners, engineering educators, and those interested in quality HE teaching on the distinctive qualities of interdisciplinary courses and how it has expanded in light of changing demand from learners,



changes in how well students were prepared for HE and the requirements of external stakeholders. Not to mention, looking at today's education trend, an efficient interdisciplinary between English language and engineering could increase practitioners' productivity hence, cost effective to institutions.

The findings from this study is not entirely generalizable; however, they provide insights to the critical issues in ELT at specific fields like the technical and engineering contexts. Notably, the practitioners' perspectives and active involvement in the engineering academic and workplace preparation are as equal important as other subject specialists specifically in improving ESL learners' English and communicative skills. It is hoped that such recognition can positively affect the practitioners' overall work satisfaction and motivation. Hence, it is important to ensure exchange and sharing of ideas and practices among all stakeholders particularly the ESEP practitioners to meet the demands of engineering workforce in the era of global mobility.

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## **Development of Mobile Learning Framework for ESAP for Technical and Engineering Context**

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### **Abstract**

With the upsurge of information and communication technology in 4.0 education, an innovative revolutionary approach towards learning is identified through mobile. As such, a credible mobile learning framework for the context of this study is deemed necessary. This is due to the grey area identified in the present related literature for mobile language learning in terms of specific framework for ESAP. Using Community of Practice theory, this study aims to develop a workable mobile learning framework for ESAP in technical and engineering context termed as *MeLESAP*. The development of the framework adapted type two design and development research method in three phases: Framework Design, Framework Development and Framework Evaluation. The first phase was a review of related literature in which seven constructs and 180 indicators for MeLESAP framework were identified. The seven constructs were also hypotheses formed based on the developed constructs. The second phase was the confirmation of the identified constructs and indicators using Fuzzy Delphi Method (FDM) with 11 experts from respective fields. Using FDM and in the later part filtered by Rasch measurement analysis, the indicators were refined to 133 and then confirmed at 89 respectively.



Finally, an online survey was conducted in the third phase and the data were gathered from 52 ESAP MTUN practitioners via google docs. The phase finalised 67 indicators of seven constructs for MeLESAP framework based on partial least squares structural equation modelling (PLS-SEM) analysis. The measurement model from the PLS-SEM analyses using SmartPLS software version 3.0 verified the validity and reliability of MeLESAP framework. This signified the workability of the framework in developing an effectual mobile application for teaching and learning of ESAP at the targeted context. Resultantly, the findings confirmed that MeLESAP framework embodies the right constructs for ESAP learning via mobile. Interestingly, the hypotheses testing on the seven constructs revealed ‘Evaluation/Assessment and Feedback’ construct as the only one that has positive orientation towards MeLESAP framework. This implicated a weak support on specific framework for a specific discipline or context, despite the various evidences from the identified literature. This apparently confirms the unavailability of explicit framework to cater for such condition; the broad-spectrum approaches sustained by the present mobile learning frameworks seemingly sufficient to be the basis in developing mobile learning application. Such contrast which is against the evidences identified particularly in relation to ESAP literature calls for a more thorough and expansive investigations and involvement from technical, engineering and ESL curriculum developers of other fields to further ascertain hence, contribute to a more robust and valid mobile language learning model and implementation.

**Keywords:** Mobile learning; ESAP; framework, design and development research; technical and engineering

## **Introduction**

The fourth Industrial Revolution (4.0IR) has been envisaged to fundamentally premise 21<sup>st</sup>-century world to revolve around connecting and communicating, resulting in major changes to labour markets. Central to this notion is the 4C’s which refer to communication, collaboration, critical and creative thinking. Inadvertently, 4IR has heightened the importance of communicative ability in English, along with the other 3C’s. The continuous needs for the ability are pertinent for Malaysian graduates in becoming skilled workers because highly skilled workers promise the nation with high income. Specifically, the quest for highly skilled manpower in engineering and technical context would pronounce a greater need for effective language and communication skills. In a macro view of language learning, English for Specific Academic Purposes (ESAP) approach serves this notion entirely.



On the other hand, with the upsurge of information and communication technology in education, an innovative and interesting revolutionary approach towards learning is identified through mobile. The advancement of technology in education field specifically mobile learning has given a promising paradigm to language learning and teaching. Mobile learning encourages learners and educators to move from ‘in-class’ to ‘connected’ and from E-Learning to a more flexible and personalised learning. The shift has led many investigations in developing relevant mobile learning frameworks to optimise English language learning and teaching.

However, a literal examination of existing frameworks has revealed a gap in the required constructs and indicators for a sound pedagogical framework of ESAP learning in an ESL context of technical and engineering. It has been identified that due to the specificity and contextual dependent of ESAP approach, there is yet clear evidence on the attempt to develop a specific framework for a specific field like in this case, ESAP for engineering and technical context. This study therefore deals with the design and development of ESAP mobile learning framework for technical and engineering contexts to optimise a meaningful language learning among ESL engineering learners at Malaysian Technical Universities (MTUN).

## **Literature Review**

### *Situated Learning Theory in Community of Practice (COP)*

Lave and Wenger (1991) argue that communities of practice are formed by people who engage in a process of collective learning in a shared domain of human pursuit. Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger 2010). Members are brought together by joining in common activities and by what they have learned through their mutual engagement in these activities (Wenger 1998). Learning is, therefore, “not seen as the acquisition of knowledge by individuals as much as a process of ‘social participation’” (Wenger 1998: 45). The individuals are known as ‘practitioners’ who develop the practices (including values, norms and relationships) and identities appropriate to that community.

This study adapts the situated learning theory was introduced by Lave and Wenger (1991). The learning theory posits that learning involves a process of social participation rather than knowledge acquisition by individual learners. The theory also regards that the situation in which the learning takes place is a crucial element that impacts the process of learning (Naismith, Lonsdale, Vavoula, & Sharples, 2004). In other words, the situated learning theory claims learning process to exist when learners are involved in interaction with members and participate in shared activities in a community.



The situated learning theory is used in this study because the theory emphasises on learning situation during the learning process. Naismith et al. (2004) indicate that situated learning requires knowledge to be presented in authentic contexts and learners participate within a community of practice. Therefore, the community of practice three crucial elements are adapted in this study to structure the development of the framework as well as to emphasis the learning process that occurs in the context. The three elements are ‘Domain’, ‘Community’ and ‘Practice’. Each of the elements is represented by several constructs and indicators which are associated with the variables of the study i.e. ESAP and mobile language learning.

### *The Teaching and Learning of English for Specific Academic Purposes (ESAP)*

One of the essences of this study is the approach of English for Specific Academic (ESAP) which derives from the English for Academic Purposes (EAP) and English for Specific Purposes (ESP). ESAP emphasises on “higher order skills, learners’ development and authentic texts and features while working within specific epistemological traditions associated with different disciplines” (Carkin, 2005: 85). The learning of academic language through academic tasks, texts and content accords ESAP a highly pragmatic approach (Hyland & Hamp-Lyons, 2002; Gilquin, Granger, & Paquot, 2007) of learning the language. EAP/ESAP entails needs analysis, evaluation, academic skills, disciplinary content and tasks in support of learners learning in HE contexts (Belcher, 2004; Carkin, 2005; Hyland, 2007). Inasmuch, ESAP approach emphasises the aspect of field specificity (Basturkmen, 2012) that lies in the view that each professional and academic discourse has a variety of specific literacies (Hyland, 2007).

The particularity of ESAP approach requires specific attention on its teaching based on relevant SLA theories and in preparing specific materials that match that particular teaching and learning context. The linguistic variation in ESAP is as a result of “increased recognition of new literacies complexities, multiplying number of modular degrees and interdisciplinary courses and rising demand for specific communicative abilities of a particular profession” (Hyland, 2007: 400). The variations in professional discourses, which are espoused by text analysis researches, existed in terms of contents, topics and vocabularies. The variations also differ in the way it relates to learners’ schemata. The difference refers to the extent of shared context between participants i.e. knowledge of prior texts in making meanings to what is appropriate to the targeted field.

Numerous studies conducted in engineering contexts have highlighted the importance of communication skills and the effects on academic and workplace preparation. Abroad, the



emphasis of OBE in ABET requirements compel engineers' effective communication skills, apart from the technical ones (Kaewpet, 2009; Blackmore Compston, Kane, Quinn, & Cropley, 2010; Aditya & Olds, 2011; Felder, Brent & Prince, 2011; Kaewpet, 2011). In Malaysian contexts, ample local studies have indicated a clear necessity of effective English communication skills for practicing engineers. Studies by Nordin (2013); and Mohammed, Mohd Radzuan, Kassim, and Azmat Ali (2014) are some of the specific investigations in the field of academic and professional engineering. These studies underscore the importance of English communication skills particularly in engineering HE academic contexts.

Predictably, ESL learners who experienced difficulty with the language considered learning in engineering programmes as burdensome and uninteresting. Learners' mastery of factual knowledge is hampered by their lack of academic language skills of the content (Ramiah, 2008). The learners' needs in terms of language and literacy should be highlighted. Subsequently, the highlight on learners' meaningful learning has signalled the need for EAP/ESAP and content discipline integration as one of the ways in helping the ESL engineering learners to improve their academic language and communication skills in coping with engineering content. Indirectly, this has led to significant need of flexible learning of EAP/ESAP both inside and outside classroom context in making the learning more meaningful. Hence, by contemplating the challenges and in lieu with specific needs of engineering learners in learning the language (Kaewpet, 2009), the tenet of the study focuses on enhancing the teaching and learning of EAP/ESAP through the integration of mobile so that it increases the teaching quality for a more effectual learners' learning of the language and communication skills.

### *Mobile Learning Frameworks*

Peters (2007) perceives mobile learning as a constructive part of the flexible learning model. Brown (2003) summarized several definitions and terms and identified mobile learning as "an extension of E-learning" (p. 299). Peters (2007) also states that it is a subset of E-learning, a step toward making the educational process "just in time, just enough and just for me" (p. 15). Pea and Maldonado (2006) affirm m-learning as "transformative innovations for learning futures" (p. 437). Mellow (2005) considers mobile learning as a subset of e-learning and mobile learning can employ variations of learning strategies in delivering learning. It also aims to enhance the learning experience seamlessly and not just rely on the use of E-learning (wired) as a key medium to learning. Additionally, mobile learning is perceived as a great method that connects learners to learn especially to learners who have difficulties to stay focus in class and



even attend classes. This is to emphasise that mobile learning is not about the use of variety of portable devices, it is about learning across contexts (Walker 2006). With mobile learning, learners are able to access language learning materials and to communicate in their community i.e. their practitioners and peers at anytime, anywhere.

The emphasis on contexts is also imbedded in the underlying theory that is made as basis for the development of mobile learning entity of this ESAP mobile learning framework. Nevertheless, it is important to note that the theories were not tested in this study. Sharples, Taylor and Vavoula's (2010) theory on the other hand, was considered as the main mobile learning theory without undermining other mobile learning theories that were considered in identifying constructs and indicators for the frameworks in this study.

### *Mobile Learning and ESL Learning*

In language learning, mobile learning is used interchangeably with Mobile-Assisted Language Learning (MALL). Mobile learning or MALL has several studies that examined the use of mobile devices in formal and informal settings of language learning (Burston, 2013). *Stockwell and Hubbard (2013)* describe MALL, which is mediated via handheld devices available for use potentially anytime, anywhere, as a subset of both Mobile Learning (m-learning) and Computer-assisted language learning (CALL) (Fig. 1).

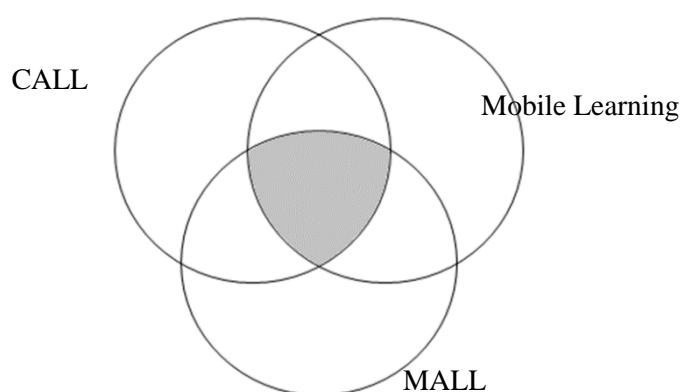


Fig. 1 The relationship of computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and mobile learning (ML)

The shaded area represents the overlap (Stockwell & Hubbard, 2013).

In Figure 1, though MALL has its own features (drawn to have its own 'circle'), the commonality of MALL, CALL and ML is the best way to understand MALL. In other words, the shaded describes MALL as it "has so much in common with CALL" (p.5).



Hence, as this study focuses on developing a flexible ICT integrated language learning framework that not solely focuses on language, mobile learning has a better fit. Utmost, ESAP mobile learning framework has to be adaptable to its technical and engineering context requirements along with the learning of the language. For that, several existing ML, MALL and CALL related frameworks and models are brought in for reviews as a basis for the study to kick-start Phase I. The aim is to identify the prevalent constructs that are available in the referred frameworks and models. The referred frameworks and models and its prevalent constructs are presented in Table 1.

Table 1 The Present e-Learning and Mobile Frameworks and Models Prevalent Constructs

Present Frameworks/Models	Prevalent Constructs			
<ul style="list-style-type: none"><li>● Sharples' (2000) ML Framework:<ul style="list-style-type: none"><li>- Framework for ML Design Requirements (Parsons Ryu, &amp; Cranshaw, 2007)</li><li>- ML Framework for Lifelong Learning (Mohd Nordin Embi, &amp; Md Yunus, 2010)</li></ul></li><li>● ML Framework (Mostakhdemin-Hosseini &amp; Tuimala, 2005)</li><li>● FRAME Model (Koole &amp; Ally, 2006)</li><li>● ML Framework (Liaw, Hatala &amp; Huang, 2010)</li><li>● Khan's (2003) Global E-Learning Framework</li><li>● Palalas' (2012) MELLES</li></ul>	<ul style="list-style-type: none"><li>- Generic Environment</li><li>- ML</li><li>- Education (Context)</li><li>- Device/ Capabilities</li><li>- Device Usability</li><li>- Learner Aspect</li><li>- Social Aspect</li><li>- Tool/Device</li><li>- Subject (Learners)</li><li>- Learning Control</li><li>- Institutional (Context)</li><li>- Pedagogical (Instructor)</li><li>- Technological</li><li>- Language (Content)</li><li>- Artefact (mobile tools)</li></ul>	<ul style="list-style-type: none"><li>Mobile Design</li><li>Context</li><li>Component Network</li><li>Usability</li><li>Aspect</li><li>Device</li><li>Learners</li><li>Control</li><li>(Context)</li><li>(Instructor)</li><li></li><li>(Content)</li><li>(tools)</li></ul>	<ul style="list-style-type: none"><li>- Learning Experience (Goals and Objectives)</li><li>ML Theories</li><li>- Concept Development (Design)</li><li>- Prototyping (Evaluation)</li><li>- Context Learning</li><li>- Social Technology</li><li>- ML Interaction</li><li>- Learning Context</li><li>- Technology</li><li>- Object</li><li>- Management Evaluation</li><li>- Resource Support</li><li>- Ethical</li><li>- Interface Design</li><li>- Context</li><li>- Individual (learner)</li></ul>	



From the reviews, it was identified that there were a number of prevalent or commonly used constructs from the existing frameworks and models, as highlighted in the table. The constructs like ‘Learner’, ‘Content’, ‘Learning Design’, ‘Technology’, and ‘Evaluation’ are commonly found in the frameworks and models reviewed, hence were applied in the proposed framework of the study.

## **Descriptions of Methodology**

### *Research Design*

Aligned with the central aims of this study, the development of the framework adapted Richey and Klein’s (2005) type two design and development research method in three phases. The first phase identified the constructs and indicators for the framework, and formulated hypotheses for testing. The second phase was the confirmation of the constructs and indicators using Fuzzy Delphi Method with experts, and Rasch measurement analysis for refinement. Finally, 52 practitioners finalised MeLESAP framework using partial least squares structural equation modelling (PLS-SEM) analysis.

### *Instrumentation*

The instruments designed and developed in this study are questionnaires namely ESAP Mobile Learning questionnaire for the experts and another one for the MTUN ESL practitioners. The questionnaire for the experts was designed in the first phase and its findings were used to develop the later questionnaire (for the practitioners) in the second phase. Also, several procedures to ensure the validity and reliability of the instruments were conducted including the experts’ reviews, pilot studies, and Rasch Measurement Analysis to refine the collected data (Abdul Rahim, Embi, Hussin, Mohd Nordin, Khamis, & Din 2018).).

### *Respondents*

There were two groups of sample sizes used in this study. The first involved a group of 11 experts in ESAP and mobile learning fields. The experts’ responses were gathered during the FDM technique to obtain the second objectives of the study. The second group comprised 101 MTUN ESL practitioners. The practitioners’ responses were used to verify the findings of the earlier phases.



### *Data Analyses*

The analysis procedures are divided according to the two methods used in this study i.e. Fuzzy Delphi method (FDM) and PLS-SEM analysis on the data gathered from the online survey via google docs.

## **Findings and Discussion**

### *Phase 1 Framework Design*

In this phase, seven constructs and 180 indicators were identified as the required MeLESAP framework constructs based on the present studies on ESAP, mobile learning and e-learning. The constructs and indicators were identified as Learner (LEA), Content (CON), Learning Design (LED), Learning Space (LES), Practitioner (PRA), Technology (TEC) and Evaluation/Assessment and Feedback (EAF). The seven identified constructs represented the three elements of CoP theory (Table 2).

Table 2 The Identified Constructs and Indicators of Phase 1

<b>COP Elements</b>	<b>Construct</b>	<b>No. of Indicator</b>
Community	Learner (LEA)	<b>26</b>
	Practitioner (PRA)	<b>22</b>
	Content (CON)	<b>18</b>
Practice	Learning Design (LED)	<b>26</b>
	Evaluation/ Assessment & Feedback (EAF)	<b>23</b>
Domain	Learning Space (LES)	<b>25</b>
	Technology (TEC)	<b>40</b>
		<b>180</b>

The findings also led to the formation of seven research hypotheses for the study based on the seven constructs for the framework. The seven were used to form seven hypotheses of the study presented as follows.

- H1      Learner orientation is positively related to MeLESAP framework
- H2      Content orientation is positively related to MeLESAP framework
- H3      Learning Space is positively related to MeLESAP framework
- H4      Learning Design is positively related to MeLESAP framework



- H5 Practitioner is positively related to MeLESAP framework
- H6 Technology is positively related to MeLESAP framework
- H7 Evaluation/Assessment & Feedback is positively related to MeLESAP framework

### *Phase 2 Framework Development*

Using FDM, the seven constructs and 180 indicators were analysed based on the 11 experts' agreement. This phase had 47 indicators rejected. There were 133 indicators accepted and three more indicators, under a new construct 'Usability' were recommended by the experts. The summary of the 11 experts' agreement towards the seven constructs with inclusion of 'Usability' construct as proposed during the FDM, as well as the indicators were summarised in Table 3.

Table 3 Summary of the Experts' Agreement on MeLESAP Framework Constructs and Indicators at Phase 2

Construct	Before	After FDM	
	FDM	Rejected	Accepted
1. Learner	26	14	12
2. Content	18	7	11
3. Learning Design	26	4	22
4. Learning Space	25	4	21
5. Practitioner	22	7	15
6. Technology	40	10	30
7. Evaluation/Assessment & Feedback	23	1	22
<b>Total</b>	<b>180</b>	<b>47</b>	<b>133</b>
8. Usability ( <i>suggested by the experts</i> )	-	-	(+3)
<b>Total Number of Indicators</b>			<b>136</b>

Based on the findings, a questionnaire was formed for MTUN Practitioners. This was to gather the ESL practitioners' responses. Prior to actual field work, the 136 indicators were piloted and later 'refined' by Rasch measurement approach analysis. The Refinement of constructs and indicators was based on Rasch standard indexes as well as the required conditions to achieve the validity and reliability for the questionnaire. The decision to omit and



retain some of the indicators were referred to the experts and conducted with careful considerations. As a result, 44 of 136 indicators were deleted from the list.

### *Phase III Framework Evaluation*

Anderson and Gerbing (1988) recommended a two-step approach in discussing PLS-SEM analysis; measurement model and structural model of MeLESAP framework.

### *Measurement Model Assessment*

The validity and reliability of the measurement model for MeLESAP framework were ascertained through a number of required tests on its convergent validity and discriminant validity. The convergent validity of MeLESAP framework had six indicators deleted due to weak loadings which were lesser 0.5. The remaining 86 indicators had loading values greater than 0.5, ranging from a lower bound of 0.502 to an upper bound of 0.919. The CR of each construct ranged from 0.897 to 0.964 which was above the threshold value of 0.7 to suggest high satisfactory internal consistency reliability. The AVE of each construct ranged from 0.5265 to 0.7522 validated the convergent validity of the study's measurement model as adequate and acceptable (Hair, Black, Babin, Anderson, & Tatham, 2006; Henseler, Ringle, & Sinkovics, 2009; Hair Anderson, Babin, & Black, 2010).

The discriminant validity had three tests i.e. Fornell and Larcker's (1981) criterion, cross loading, and Heterotrait-Monotrait Ratio (HTMT). The Fornell and Larker's criterion was met when all MeLESAP framework off-diagonal constructs were lower than square roots of AVE. The second assessment of discriminant validity found 16 indicators with lower loadings against their respective intended latent variable compared to other variables, hence were deleted. The remaining 70 indicators satisfied the measurement model's discriminant validity based on their higher output of cross loading between constructs and indicators that clearly separated each latent variable as theorised in the conceptual model. Finally, the third of discriminant validity, the Heterotrait-Monotrait Ratio (HTMT) values for the seven constructs and 70 indicators did not exceed 0.9. This indicated that the HTMT criteria have been accomplished hence established the discriminant validity of the measurement model. To sum, after 22 of 92 indicators deleted, the reliability and validity of the study measurement model were established as valid and fit to be used to estimate parameters in the structural model.



### *Structural Model Assessment*

MeLESAP framework structural model criteria were gathered in terms of its Variance Inflation Factor (VIF), R<sup>2</sup>, beta ( $\beta$ ), the corresponding t-values via a bootstrapping procedure with a resample of 5,000 and other basic measures namely analyses on the predictive relevance (Q<sup>2</sup>), the effect sizes (f<sup>2</sup>), and path coefficients and hypothesis testing. The first checked was on the issue of multicollinearity. Since the gathered VIF indicated a range of 1.794 and 4.351 which was lower than the offending value of 5 (Diamantopoulos & Siguaw, 2006), hence suggesting that there was no issue with multicollinearity in the study.

The second was on the R<sup>2</sup> value in which the framework was able to explain 51.7% (R<sup>2</sup> = 0.517) of the variance for MeLESAP framework at the moderate level. Then, looking at the Q<sup>2</sup> values (=0.316), the structural model of the study was proven to have high predictive relevance. In terms of the hypotheses testing, hypothesis seven (H7) was identified with effect size greater than 0.02 and fallen under small effect size. This led to the support of H7 on Evaluation/Assessment and Feedback construct, which was directly reflected on MeLESAP framework, in contrast to other hypotheses i.e. H1, H2, H3, H4, H5, and H6. In other words, Learner, Content, Learning Design, Learning Space, Practitioner and Technology constructs were not directly reflected on MeLESAP framework. Therefore, MeLESAP framework was finalised with eight constructs and 70 indicators through PLS-SEM measurement and structural model analyses.

### **Conclusion and Implications**

The findings of this study provide empirical evidence for ESAP learners of technical and engineering context in learning language via mobile. MeLESAP framework framed the key indicators for practitioner to consider when designing or creating mobile learning environment to facilitate their teaching and learning. The eight constructs and 70 indicators that embodies MeLESAP framework substantiated the adaptation of the three elements of Community of Practice theory (COP) as one of the main theories of the study. The three elements i.e. Domain, Practice and Community were used to align the design and development of MeLESAP with the impression that the role and application of mobile learning practice in any educational system, in this case technical and engineering domain must incorporate stakeholders or community's requirement. It is important to note that the absence of frameworks or models could question on whether the studies on mobile learning were merely conducted to replace the traditional method with a more modern one.



Utmost, considering the purpose of this study was to develop a context-specific framework in solving the stated problems of the study, the experts' jurisdiction was vital to further mould the developed MeLESAP framework. The local experts in the fields of e-learning and mobile learning, English language as medium of instruction and being technologist in their learning and teaching helped to custom made MeLESAP. Their insights were aligned with the recent literature but more importantly it was spiced up with local flavour. This in it by itself was alongside the strengths of FDM which was a method used to forecast the future design and trend of mobile language learning.

Interestingly, the positive correlation of 'Evaluation/Assessment and Feedback' construct on MeLESAP framework was a distinctive case. Considering the issues on validity and reliability of evaluation or assessment to be conducted away from the classroom setting, this positive correlation presented a fresh perspective from the practitioners. The predictable perspective has always been the issue by the practitioners as it the yardstick evaluate the outcome of their teaching and learning. It is believed that practitioners are in constant evaluation of their teaching and learning as well as relevancy of their materials.

To sum, MELESAP framework promises potentially effective perimeters for mobile learning practitioners to implement especially in the field of ESAP. The adherence of the framework's nature and constructs to the idea bandied about in the 4IR points to the relevance and potential effectiveness of the framework in real-life usage. As such the framework should be given a shout in considering an effective perimeter to guide teaching and learning in an ESAP mobile environment.

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## **The Effectiveness of Contextual-Based Academic Writing Learning Model**

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## Abstract

Students are challenged by a number of issues in learning academic writing in higher education. This academic writing skill is essential for students to master. Therefore, developing a learning model needs to be carried out to cope with these problems. This study aims to examine the effectiveness of the hypothetical learning model of contextual-based academic writing developed. It applies a *pretest-posttest group*. The test was carried out to 31 students at 3<sup>rd</sup> semester, Faculty of Teacher Training and Education, Batanghari Jambi University. The experimental class was selected using purposive sampling technique. This experimental class is taught the prototype of learning model developed. A pretest of writing a research proposal was administered before the learning process took place, followed by treating with the prototype of the model developed. After that, a posttest of rewriting a research proposal. The pretest and posttest scores were then analyzed using *t-test* statistical formula. Based on the Wilcoxon non-parametric analysis result, it is found that the significance value is 0.000. The significance value  $0.000 < 0.05$  means  $H_0$  is rejected and  $H_a$  is accepted. Therefore, there is a significant difference in the value of students before and after implementing the prototype of the developed model. In other words, the prototype of the model is significantly effective in improving students' skills in writing research proposals on writing skills courses.

**Keywords**—effectiveness, academic writing learning model, contextual teaching learning (CTL)

## Introduction

Academic writing is among the requirements students should pass at university. Rofii et al. (2018) said “University is required to make a scientific work, either produced by the lecturers or the students. This scientific work is developed through academic writing activities.” Writing is one of the important and challenging academic skills the students need to acquire at university (Mubarak, 2017; Bian and Wang, 2016; Ghufon et al., 2016; Oktarina, Emzir, & Rafli, 2018; Hajan et al., 2019; and Saputro, 2017). Similarly, Şenel (2018), Lee (2019), and Nugroho (2017) suggested that writing is the most challenging task and the most difficult language skill. Writing, as a language skill, plays a central part in communicating ideas, feelings, beliefs, and attitudes (Batalla & Vera, 2019). Yundayani, et al. (2018, p. 2) view academic writing skill as language skill performance in delivering messages, ideas or feelings understandable to readers. Academic writing is a competency everyone should have especially



for those who are involved in the education field. Academic writing skill is a must for students to master as it is an integrated part of the scientific activities (Åberg, Ståhle, Engdahl, & Knutes-Nyqvist, 2016, p. 33).

Academic writing skill is required and is advantageous to students. In fact, many students are having difficulty to produce good writing output as evident in the thesis they made. Dalem (2017), Mubarak (2017), and Muhammad & Nair (2017) stated that most students are having difficulty in organizing an understandable and coherent paragraph and most likely to be making grammar errors and fragment mistakes. Khuzaemah & Herawati (2017), Hamouda (2018), Nurhadi (2004), Ángel & Garcia, (2017), Hsiao (2019) also said that most students consider writing as a challenging skill. It has been experienced by students at elementary and secondary schools as well as students at university.

In the teaching of academic writing context, alternative and varied models of teaching are required. Joyce et al. (2009) suggested that a learning model should consist of six components namely: syntax, the social system, principles of reaction, support system, instructional effects, and accompanying effect.

The preliminary research conducted at Indonesian Language and Literature Education Department at Universitas Batanghari Jambi shows that there were some issues related to model of teaching implemented in the academic writing course. *First*, the sequence of teaching was not implemented optimally. Subekti (2014) argued that overlapped learning steps and materials repetition in the process of teaching, result in undesirable impact, for example, low motivation, the boredom of students, and ineffective instruction. *Second*, the social system is related to the tendency of a lecturer to apply a particular method of teaching inflexibly. It excluded the elements of innovation or creativity in the learning process. The teaching, focusing only on the theory writing, will result in passive and uncreative students though they know various techniques of writing (Hasani, 2016, p. 1575). *Third*, the principle of reaction is involved in the way of teaching. The domination of lecturer in learning process prompts the students to be passive during the learning. Mulbar (2013, p. 442) stated that students, accustomed to receiving knowledge passively and teachers' domination in learning are no more relevant to the current teaching-learning needs. *Fourth*, the problem of support system related to the process of teaching was carried out only based on teaching planning (RPS) developed by the lecturers without any support by certain strategies approaches. In addition, the textbook presented were outdated. Harsono (2007, p. 197) mentioned that there will not be a perfect teaching material. It declines the students' motivation to practice writing. Şenel (2018, p. 118) stated that motivated students and teachers make the writing class more fun; academic



performance will increase and the negative factors such as anxiety, fear of failing, or unwilling to write can be prevented.

The findings of the study confirm that the major problem in the teaching of writing is laid in the learning model used. Abidin, Mulyati, & Yunansyah (2017) also suggested that one of the reasons in students' low performance in writing is the unsuitable learning model implemented. This issue requires a serious treatment from various parties (Khuzaemah & Herawati, 2017, p. 149). Furthermore, Satriani et al. (2012, p. 11) argued that the lecturers should find a creative strategy to improve students' interest to practice writing.

Considering the issues discussed in the previous section and attempting to develop innovative learning activities, a design of an academic writing learning model has been developed that meets the students' needs. The learning model of writing scientific paper must encourage students to develop their literacy skill supported by critical and creative thinking skills, as well as the ability to solve problems (Sholeh, 2014, p. 278). Subekti (2014, p. 1080) further said that developing a meaningful teaching model to support the teaching and learning processes is an essential part of the teaching plan recommended for teachers/lecturers. This work aims to improve the students' competence in academic writing and is expected to refer to the models accommodating the students to learn actively and with fun so that they can achieve optimum learning outcomes (Darmuki, Andayani, Nurkamto, & Saddhono, 2018, p. 118). Nario et. al. (2019) argued that the use of contextualization and authentic task learning model is recommended to implement to promote the success of students in learning.

The designed learning model is named contextual-based academic writing learning model. This model modifies the writing procedures proposed by Akhadiyah et al. (1996, p. 3). The modified procedures are: 1) determining topic, 2) determining purpose, 3) determining target, 4) collecting supported information, 5) organizing idea into draft, 6) organizing paragraphs and sentences, 7) selecting words, 8) revising; with seven CTL components, namely: a) *constructivism*, b) *inquiry*, c) *questioning*, d) *learning community*, e) *modeling*, f) *reflection* and g) *authentic assessment*. Aji and Budiyo (2018, p. 60) suggested that contextual teaching and learning is a learning concept that helps teachers connect learning materials to students' real world and encourages students to connect their knowledge to their daily life.

Researches on the development of academic writing learning models have been carried out by several researchers. Rustan (2016) developed learning activities in eleven steps, namely: conditioning, orientation, ideation, incubation, inspiration, synthesis, drafting, responding, revising, editing, and publication. Muslimin (2012, p. 239) developed a model of teaching



writing following seven steps of learning activities, namely: orienting the problem; organizing the study; helping students to solve problems; developing and presenting the results of problem solving; and analyzing and evaluating the process. other research conducted by Akbar (2016) resulted in six steps: *context and text orientation; understanding text; modeling and deconstructing; controlled writing, writing in the group, and writing individually.*

The learning model developed has to be analyzed for its feasibility and effectiveness. The purpose of this research is to analyze the level of effectiveness of the model: a contextual-based academic writing learning model.

## Method

This paper is part of research and development applying a combined approach (qualitative and quantitative). It aims to investigate the level of effectiveness of the hypothetical model developed, a contextual-based academic writing learning model. The test of writing was used as an instrument. The test aims to measure the effect of the model in the actual writing class. It used a *pretest-posttest group design*. This test was carried out to measure the improvement of students' scores before and after implementing the model developed in the sample class. It was supported by Khasanah & Astuti (2018) who suggested that the quasi-experiment with one group design pretest-posttest design is used for limited scale trial. The test was administered to the 31 students of class IIIA. The class was selected using *purposive sampling* technique.

The trial was conducted following some steps. The experimental class was taught using the learning model of contextual-based academic writing. A *pretest* of writing research proposal was administered to students before the class begins. The class, then, was treated by the developed learning model. Upon completing the treatment, the students were asked to write a new research proposal. (*post-test*). The *pretest* and *posttest* were analyzed by t-test statistics analysis.

## Results and discussion

The students' *pretest* and *posttest* scores on academic writing skill on the topic writing research proposal are explained as follow.

**Table 1. The Students' Scores on Academic Writing Skill**

Statistics	<i>Pretest</i>	<i>Posttest</i>
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Number of Sample 31		
Mean	68.7	75.37
Min.	65.67	73
Max.	73.3	81.3

Table 1 presents the scores of the *pretest* and *posttest* of the 31 samples. The mean scores are 68.7 for pretest and 75.37 for the *posttest*. The data show an increase of 6.67 points. 65.67 and 73 are minimum scores for pretest and the *posttest* respectively which means 7.33 points increasing. In addition, the maximum score of the *pretest* is 73.3 and the *posttest* is 81.3 with 8 points increasing. The results showed that there is an improvement in academic writing performance after trying out the treatment.

The *pretest* and *posttest* scores, then, were compared using the *t-test*. A *paired samples t-test* is a parametric analysis requiring the data to be homogenous and normally distributed. If the prerequisites are not fulfilled then nonparametric should be used, *Wilcoxon*. The analysis was explained below.

#### 1) *Paired samples t-test*

##### a) *Normality test*

Normality was tested using the *Kolmogorov Smirnov* test. The data is normally distributed if the value of significance is  $> 0.05$  and not normally distributed when it is  $< 0.05$ . The results of the test using software SPSS version 22 are as follow.

**Table 2. Results of Normality Test**  
**One-Sample Kolmogorov-Smirnov Test**

		Pretest	Posttest
N		31	31
Normal Parameters <sup>a,b</sup>	Mean	68.6882	75,3763
	Std.	1,91279	2.01796
	Deviation		
Most Extreme	Absolute	.117	.114
Differences	Positive	.117	.114
	Negative	-.104	-.090
Test Statistic		.117	.114
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.200 <sup>c,d</sup>



- 
- a. Test distribution is Normal.
  - b. Calculated from data.
  - c. Lilliefors Significance Correction.
  - d. This is a lower bound of the true significance.

The results show that the value of significance of *pretest* is  $0.200 > 0.05$  and *posttest* is  $0.200 > 0.05$ . It is concluded that the *pretest* and *posttest* data were normally distributed.

#### b) Homogeneity test

*Homogeneity of Variance Test* was used to analyze the homogeneity of the data with conditions the data were homogenous if the value of significance is  $> 0.05$  and not homogenous if the value is  $< 0.05$ . The test used software SPSS version 22 with the following result.

**Table 3. Homogeneity Test Results**  
**Test of Homogeneity of Variances**

Posttest score			
Levene			
Statistic	df1	df2	Sig.
3,946	7	15	,012

The homogeneity test presented in Table 3 above showed that the significance value was  $0.012 < 0.05$ . Therefore, it was concluded that *posttest* scores based on the *pretest* data were not homogeneous.

#### 2) Quantitative Analysis

The results of assumption testing for *paired samples t-test* showed that the *posttest* data were not homogenous which means it does not meet the condition. Therefore, the analysis quantitative used nonparametric with the following steps:

##### a. Formulating hypothesis

Ho: there is no significant difference between the scores before and after applying the prototype of the contextual-based academic writing learning model.

Ha: there is a significant difference between the scores before and after applying the prototype of the contextual-based academic writing learning model

##### b. Level of significance 5%

##### c. Criteria for testing

If the value of significance  $> 0.05$ , Ho is accepted



If the value of significance  $< 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted

d. *Wilcoxon* Testing with the SPSS 22 software as the following.

**Table 4. Descriptive Statistics of Wilcoxon Testing**

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Pretest score	31	68,6882	1,91279	65,67	72,33
Posttest score	31	75,3763	2,01796	72,67	81,33

The data in table 4 shows that the mean, minimum, and maximum scores of pretest are 68.68, 65.67, and 72.33 respectively with 1.91 standard deviation. The lower score of the standard deviation compared to the mean score means that the pretest scores of the students are relatively equal. In addition, 75.37, 72.67, 81.33 and 2.01 are respectively for mean, minimum, maximum, and standard deviation of the *posttest* score. The value of standard deviation is lower than the mean score which means that the student posttest scores are relatively equal.

**Table 5. Statistic of Wilcoxon Signed Ranks Test**

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest – Pretest scores	Negative	0 <sup>a</sup>	,00	,00
	Ranks			
	Positive Ranks	31 <sup>b</sup>	16,00	496,00
	Ties	0 <sup>c</sup>		
	Total	31		

a. Posttest score  $<$  Pretest score

b. Posttest score  $>$  Pretest score

c. Posttest score = Pretest score

Table 5 presents that there are no differences between *pretest* and *posttest* in negative value meaning that all data are positive. Furthermore, the mean rank for positive rank is 16 and the sum of positive ranking is 496.



**Table 6. Wilcoxon statistics**

Test Statistics <sup>a</sup>	
	Posttest – Pretest scores
Z	-4,862 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The result of nonparametric analysis of *Wilcoxon* testing presented in table 6 discovers that the significant value was 0.000 or lower than 0.05. Therefore,  $H_0$  was rejected and  $H_a$  was accepted which means that there is a significant difference in students' scores before and after taught by the prototype of contextual-based academic writing learning model.

## Conclusion

The result of *Wilcoxon test* as a nonparametric analysis showed that the significance value is 0.000. It signifies that the values  $0.000 < 0.05$ . As a result,  $H_0$  was rejected and  $H_a$  was accepted which means that there is a significant difference in students' scores between before and after applying the prototype of contextual-based write academic learning model. The analysis of pretest and posttest average scores was carried out to determine the difference. The average score of *posttest* was 75.37 which is higher than the *pretest* 68.7. Consequently, it was concluded that the prototype of the model, contextual-based academic writing learning is effective to improve the student skill in writing research proposal applying in Academic Writing class.

The results of the study imply that the developed model encourages the teaching-learning process in promoting the students' achievement in writing academic text. The model provides the writing class with alternative materials that will engage the students in practicing writing skills.

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## **Developing Teaching Materials on English for Specific Purpose on Tourism Program of HKBP Grade Eleven**

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### **Abstract**

The aims of this ESP research are the following: to develop teaching for vocational school for tourism at grade eleven, to describe the experts view and learners' perception on materials, to describe its result for revision, and to test hypothesis on control and experimental groups. The methodology used is descriptive quantitative and qualitative. Source of data are views from experts, teachers, students, and peers, collected through questionnaires. The



revision of qualitative questionnaires' experts and students is recommended. However the alternative hypothesis is accepted based on the t-test point of view.

**Keywords:** Teaching materials, ESP, Tourism program

## **Introduction**

English is rapidly gaining status as a global language. This is true because the language is not only used in English-speaking countries but also in other countries where businesses flourish through negotiations delivered in English. In this case, English becomes the people's second or foreign language. The communication in English occurs in many contexts, like an advertisement, education and business, and the like. Many students from the basic level up to higher level attend English courses to develop their competence and skill in English. It means that they have various reasons to learn English. Basically, they want to master English actively in spoken and written form. In addition to that, most vacancies are requiring people who know English communicatively, to run their business. The competencies of students in English become an additional value to support their future careers in this globalized era. (Boroujeni & Fard, 2013) state that mastering English can guarantee one's opportunities and success in work, academic and social life. It is one of the reasons for non-native English to learn about English, especially for the learner of the tourism program. Based on this reason, it is important to prepare students with English.

In preparing the materials, the teacher needs to conduct need analysis because every English language learners need English for different purposes. Through need, analysis learning materials are developed indirectly. However, there are some steps to develop these materials. First, a teacher needs to develop the syllabus through learning the learners need, choose item by item from the syllabus then develop the materials. Second, the nature of learning materials and learning principles are something that needs to develop. The nature of learning is dealt with the teacher ability to differentiate between materials (content) and language. Like materials of listening can be chosen from cassette, CD-ROM, video and etc which able to help students to achieve the objective of learning which already formulated by the teacher. Learning principles are dealt with developing the content of materials. According to Tomlinson (1998), the materials should achieve the impact. In addition, He explains that the impact is achieved when the materials have a noticeable effect on learners, that is, when the learners' curiosity, interest, and attention are attracted. The impact of teaching can achieve through novelty.

A doctor should have the ability to explain the patients' health. Engineering needs to understand the vocabulary of engineering term. The ability of correspondence should be taught



to the secretary. A receptionist should be equipped with the ability to welcome speech the foreign guest. The examples of need above are indications that different English purpose must be taught with specific materials. General English (GE) and English for Specific Purposes (ESP) are two kinds of specification in teaching English as a foreign language in Indonesia. However, according to (Harsono, 2007) states that ESP is more demanded than that for GE because the availability of the ESP learning materials in public is very rare.

The differences between GE and ESP are on the need analysis, vocabulary and subject matter. The similarities both of them are placed in the need. Hutchinson and Waters (1989) state that the existence of the need cannot distinguish ESP from GE but the awareness of the need itself. (Far, 2008) states that General English refers to context such as the school in which needs and interest cannot be specified particularly. It means that General English provide a wide range to teach than English for Specific Purposes. The need analysis for English for Specific Purposes plays an important role to design teaching plan and learners' request. According to (Unal, 2014) states that ESP concentrates more on the teaching of meaning than grammar instruction and the basic point is to teach indirect relation with the real worlds of students in terms of content. In line to that, (Hutchinson & Waters, 1987) describes that English for Specific Purposes is an approach in language teaching in which the content and method clearly depend on the learners' needs and interests. GE is learned by the senior high school while ESP is taught for vocational schools, like accounting, secretary, engineering and so forth.

Senior and vocational students learned English for a different subject matter. Vocational students do not have to learn as senior high students' materials and vice versa. The teaching materials of vocational students is based on the demand and the need for job vacancy after they graduate from their school. The specific materials on ESP will help them to get a job. In fact, based on the researcher's observed, the materials of vocational school are still General English. The materials between senior high school and vocational high school are similar. Based on the curriculum of 2013 the materials between senior and vocational high school are almost exactly the same. It means that, less difference in teaching materials point of view between senior high school or GE and vocational school or ESP. In addition to that, Based on the observation and interview with the English teacher of tourism school, the teaching and learning process is occurred conventionally, content-oriented, less practice and text-book oriented.

In addition to that, teaching and learning process still dominated by the ESP teachers. It was to indicate that teacher centre activities occurred in the classrooms. In this case, most students were just writing, sitting and listening. In other words, most of them were passive



since the materials in the ESP textbook for grade eleven on vocational of tourism school. Sometimes the ESP teachers focused on teaching grammar and reading than the other language skills and subskills. In addition to that, the ESP for tourism which can be found in the English textbook were not interesting. The materials are lack of picture, video and song. Based on the existing materials, it's provided with the translating text and the translation from English to Indonesia in the level of vocabulary. Teaching materials play a central role in teaching and learning, and as Garton and Graves (2014) in (Augusto-Navarro, 2015). In this case, the ESP materials are not contextualized to the topic. The materials are not link to the students explicitly. Vocational school of HKBP is closed to Lake Toba as tourism destination however the materials are out of context. It means that the teaching materials are not related to the part of Lake Toba. This case lead to the unmeaningfull teaching since unable to engange, motivate, to find new angle on those topics.

Based on the fact above, the researcher formulates some research objectives, they are 1) to design teaching materials, it plays a central role in teaching and learning ESP. 2) to examine the designing materials on content, media and design of teaching materials, 3) to describe the result of validation by colleague and students, 4) describing the result of the implementation try out. The formulation on objectives above related to the goals of the school. (Gardner., 1983) states the purpose of school should be to develop intelligence and to help people reach vocational and a-vocational goals that are appropriate to the particular spectrum of intelligence. Similar research has been conducted by (Al-khatib, 2005). In his study stated that orientations toward the importance of studying ESP as a means of communication in relation to the group of workers using it and the workplace in which it is used.

## **Literature Review**

### *Teaching Materials*

Tomlinson (1998) stated that materials is anything which is used to help teaching language to the learners. Based on the statement above materials refers to the tool like video, newspaper, workbok and textbook. The researchers would like to declare that teaching materials not only textbook but broader than it. It's a great mistake if educators teach the students based on the textbook only and never used other materials in teaching. Graves (2000) defines that materials development as a planning which is create by the teachers to achieve the goals and objectives of the course. It means that teachers are developers of teaching materials. They are free to add, shorten, modify and lengthen the materials. However, the materials need to evaluate based on principles. The evaluation should be based on theory of learning and



theory of teaching and learning. The evaluation of materials should be based on three types of material evaluation. They are Pre-Use evaluation, Whilst-Use evaluation, and Post-Use evaluation. The first type evaluation is often subjective, unreliable and impressionistic. It measures the potential value of materials. The second type is often objective and reliable than the first type. It measures the value of materials. The last type of evaluation is used to know what has been taught, to know the students skills and etc. This type is used to measure the actual effect. (Tomlison, 1998) describes some criteria of good materials, such as achieve impact, help learners to feel at ease, help learners to feel confidence, relevant and useful to learners. It means that teaching materials should give the outcome or impact to the students.

### *Advantages and Disadvantages of Teacher-Produced Teaching Materials*

In case of designing teaching materials generally for GE and particularly on ESP, the teachers are not allowed for it. Actually there are advantages and disadvantages if the GE and ESP teachers are given the opportunity as materials designer. The advantages are teachers will improve their literacy through teachers-produced materials. They will produce the materials based on context. (Howard & Major, 1995) stated that some teaching contexts will be rich in resources such as coursebooks, supplementary texts, readers, computers, audio-visual equipment and consumables such as paper, pens and so on. It's to indicate the students will get a rich knowledge and have a positive impact. The next advantage is individual need, this approach will overcome the students heterogeneity in the classroom. The ESP teachers will get a focus in designing materials. Personalisation is the next advantage in teacher-produced materials. The ESP teachers feel free to add personal touch based on students' culture, personality and learning styles. (Howard & Major, 1995) stated that in designing teaching materials teacher need to take account of the learning styles of students is likely to increase motivation and engagement in learning. Based on some advantages above, they will avoid the idea of "one-size-fits-all"

There are three disadvantages if the teacher-produced materials. They are organisation, quality and time. Generally, in producing textbooks are organised through principle of identifiable and follow the norm. This regulation is made to avoid incoherence materials overall. Storage of materials and physical organization are the next aspect which are regulated by the organisation. The next disadvantage is about the quality. The content of teacher-produced materials will lead to the poor of constructed, lack of clarity and lack of diction. It occurs since the teachers are lack on experience. The last disadvantage is about time. In producing materials need a passion however many teachers are not viable to allocate their time.



(Howard & Major, 1995) stated that teacher-made materials, and perhaps the key factor inhibiting many teachers from producing their own teaching materials, is time.

### *The Effective Teaching Materials*

According to (Howard & Major, 1995) There are six factors that need to account in designing teaching materials. They are learners, curriculum and the context, resources and facilities, personal confidence and competence, copy right compliance and time. In addition to that (Graves, 2000) proposes fifteen criteria of good activities in designing materials. They are:

1. Activities should draw on what students know and be relevant to them
2. Activities should focus on students' outside of class needs, if appropriate.
3. Activities should build students' confidence
4. Activities should allow students to problem solve, discover, analyze.
5. Activities should help students develop specific skills and strategies.
6. Activities should help students develop specific language and skills they need for authentic communication.
7. Activities should integrate the four skills of speaking, listening, reading, and writing. In this research, the researcher just focus on two skills, they are listening and speaking skills.
8. Activities should enable students to understand how a text is constructed.
9. Activities should enable students to understand cultural context and cultural differences.
10. Activities should enable students to develop social awareness.
11. Activities should be as authentic as possible.
12. Activities should vary the roles and groupings.
13. Activities should be of various types and purposes.
14. Activities should authentic texts or realia when possible.
15. Activities should employ a variety of materials.

Moreover (Hutchinson & Waters, 1987) also propose that good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with. They also state that good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way to maximize the chances of learning. Based on the statements above teacher as a designer of teaching materials need to be aware in constructing materials.



## Method

This study is conducted with the qualitative descriptive and quantitative method. This way is conducted since the data in two forms. The first is in the form of score from questionnaires and experiment study. The second is a form of development from the first draft up to the third draft of teaching materials. Research development in this study applied some steps which are developing by Sugiyono (2008). Based on Sugiyono, there are ten steps in doing development research, however, the writer only used the first steps up to sixth steps, these steps are summarized into three main steps, they are 1). a preliminary study, 2) design, 3) development. The preliminary study consists of three analysis: 1) potentially analysis and problem, 2) need analysis, 3) learning analysis. While in designing steps, it consists of learning and product design. Learning design produced syllabus and lesson plan while product design produced the first draft of the textbook. The last stage in development by 1) testing materials content, media and the first draft of teaching materials from the expert, 2) revision and produced the second draft of teaching materials, 3) peers' and students' validation about the second draft of teaching materials, 4) revision and produce the third draft of teaching materials, 5) the effectiveness or experiment test. The sample of this test consists of two learning experts, five peers of teacher, seven students as validity test about the appropriate product and 30 students as a control group and 30 students as an experimental group.

The instrument of this study is a set of questionnaires. The questionnaires are distributed to the teachers and students. The range of is 1 – 4 for each question. The interval and conversion of quantitative data (questionnaire) can be seen in the following table.

Table 1.

*Questionnaire Conversion*

Score	Interval of the Mean Value	The Other Forms of the Interval	Category
4	$\geq 3.53$	$X \leq 3.53$	Very good
3	3.02- 3.52	$3.02 \leq X \leq 3.52$	Good
2	2.51- 3.01	$2.51 \leq X \leq 3.01$	Poor
1	2.00-2.50	$2.00 \leq X \leq 2.50$	Very Poor

The open and close questionnaires are distributed to the learning expert. The last is to conduct the experimental research between before and after materials development.



## Results and Discussions

The result from the preliminary research shown that students need to learn more about tourism technical term (vocabulary) in the textbook. It can be seen in the following table.

Table 2

### *Sample of Questionnaires*

No	Questionnaires	N	%
1	What activities do you want to learn vocabulary?		
	a. Grouping words	3	5
	b. Completing a blank text with available words	15	25
	c. Finding the synonym/antonym of words	42	70
	d. Identifying the parts of speech	0	0
	e. Spelling the words correctly	0	0
	f. Others....	0	0
2	What is the learning topic that you want in ESP for tourism program?		
	a. The topic related to school environment	2	3,33
	b. The topic related to tourism technical term	58	96,66
	c. The topic related to families	0	0
	d. The topic related to daily activities	0	0
	e. The topic related to nature and environment	0	0
	f. The topic related to technology	0	0

In addition, students need to practice how to book a hotel with the classmate through role play or other collaborative ways. The existence materials need to revise based on the company needed in this case is the tourism business. In designing, the researcher produced syllabus, lesson plan (based on K-2013 revision) printed of material teaching of English for tourism on grade eleven. The printed of teaching materials can be divided into two textbooks, the first textbook is for the third semester and the second book is for the fourth semester. Both textbooks are saved in the CD.

The result on development showed that 1) validation on content from experts states that content is related to correctness level and concord with teaching materials with the score is 94,81%. The uniformity on media based on the expert of teaching media get the score 98%. The experts of teaching materials stated that the score written-systematically on teaching materials is 92%.



Table 3

*Validation on Content from Experts*

No	Designing Materials	%
1	Contents	94,81
2	Uninformity	98
3	Materials	92

Based on the scored on some aspects above, it is to indicate that whole qualification are almost perfect but some revision should be done based on the suggestions of experts. The second draft of teaching materials is produced based suggestions of experts.

Validation test is important to do on the second draft teaching materials. This test is done by the teachers' peer and some students. Each teachers evaluated the second draft of teaching materials description which related to the appropriateness of teaching materials. After revising, the general mean based teachers and other experts are 3,57. It means that the content of materials are very good. It can be seen in the following table.

Table 4

*Experts Judgment on Second Draft of Teaching Materials*

No	Statements	Score				Mean	Category
		4	3	2	1		
Contents of Teaching Materials							
1	The Materials are suitable with English for tourism purpose	3	1	1	0	3.60	Very Good
2	The materials are link to relevant text in their daily life.	3	2	0	0	3.60	Very Good
3	Each units involve related units	4	1	0	0	3,80	Very Good
4	The materials lead to spoken words which relevant to social function.	2	3	0	0	3,40	Good
5	The social function of the text are related to their daily life.	3	1	1	0	3.40	Good
6	The materials have an impact to develop the ability of systematic thinking	4	1	0	0	3.80	Very Good
7	The materials develop the students' ability in communication.	3	2	0	0	3.60	Very Good
8	The vocabularies are related to the technical of tourism.	2	3	0	0	3.40	Good
General Judgment of Content						3,57	Very Good



In addition to that, students also conducted a validation test to some description of the accord and clarity on language, media, and teaching materials. The mean is 3,6. It means that the language accord and clarity in the material is very good. The description can be seen in the following table.

Table 5

*Students Judgment on Second Draft of Teaching Materials*

No	Statements	Score				Mean	Category
		4	3	2	1		
The accord and clarity on language, media, and teaching materials							
1	The language in ESP for tourism materials are suitable with students' cognitive development level.	3	1	1	0	3.40	Good
2	The instruction in the materials are suitable with students' cognitive development level.	4	1	0	0	3.80	Very Good
3	The language used is based on students' socio-emotion.	3	2	0	0	3.60	Very Good
4	The language in the media and materials are clear (not ambigue)	3	1	1	0	3.60	Very Good
5	The language has a high readability	4	1	0	0	3.80	Very Good
6	The language is arranged in correct grammar	3	2	0	0	3.60	Very Good
7	The language difficulty is facilitated explicitly	3	1	1	0	3.40	Good
General Judgment of Content						3,6	Very Good

Based on both result of validation, revision is conducted on the second draft and produce the third draft. The example of revision based on some experts can be seen in the following table.

Table 6.

*Experts Suggestion to Revise of Unit 3*

Parts of unit	Suggestion to revise
Task 1	Revising the instruction
Task 2	Revising the instruction
Task 3	Adding some dialogues and pictures
Task 4	Changing the instruction
Task 5	Revising the instruction
Task 6	Adding some dialogues and pictures



The next stage is to conduct experimental research. The researcher chooses one competence to measure in control and experiment class. The improvement in control class is not significant however in experimental class is significant. The calculation can be seen in the following presentation.

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\
 &= \frac{9,7 - 5,4}{\sqrt{\left(\frac{484,2 + 347,2}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 &= \frac{4,3}{\sqrt{\left(\frac{831,5}{58}\right) \left(\frac{2}{30}\right)}} \\
 &= \frac{4,3}{\sqrt{(14,3)(0,06)}} \\
 &= \frac{4,3}{\sqrt{0,8598}} \\
 &= \frac{4,3}{0,97} \\
 &= 4,43
 \end{aligned}$$

It is obtained that the value of t-observed is 4.43. the distribution of t-observed is used as basis of counting t-critic. In certain degree of freedom (df) the value which was obtained is 58. Based on the calculation above, the result of the research shows the mean score the experimental group (64,1) is higher than control group (45,4). The difference was tested by using t-test formula. The result of the calculation shows that t-observed value (4,43) is higher than t-table value (1,671) where Pr (probability) is 0.05 in two-tails. It can be concluded that there is a significant effect of revision materials than original. In other words, Ha is accepted while Ho is rejected.

## Conclusion

The major findings on this research shown that materials which is developed by the researchers was effective. Research and development research design was used in this study based on sugiono (2008). It involves several steps. The product as findings in this research has met the ideal criteria. Moreover, this product is able to improve the students motivation and achievement on ESP for tourism program. It is recommended to conduct further work on



particular language skills based on the local wisdom. It is suggested since the belief of value in the local area. Indonesia is rich with local value as culture reflection. It means that culture plays a capital role to design strategies of teaching and learning process.

### **Pedagogical Implication**

As the effective learning materials (pedagogical implication) the product of this research met the criteria of effective materials. It can be seen from the students' motivation, desire, expertise and need. Generally speaking (Augusto-Navarro, 2015) stated that material design should consider and try to harmonize situated possibilities with learners' needs and wants. Nunsan (1998) in (Howard & Major, 1995) described that the materials should be contextualised to the curriculum they are intended to address. (Howard & Major, 1995) stated that Materials should also be contextualised to the experiences, realities and first languages of the learners. Teacher as designer of teaching materials should be able to link the students prior knowledge in the syllabus and lesson plan. Technical term which is related on cultural content in the program of tourism need to translated into accurate translation in the target.

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## **Utilizing the Instagram Videos to Enhance the Students' Language Acquisition on Writing Composition**

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### **Abstract**

Writing is considered to be one language skill, which is difficult for students. The students still faced many problems in writing composition, such as organizing ideas, developing ideas, and using correct grammar (Huy, 2015). In acquiring English as a foreign or second language through written form, the students, therefore, need to utilize themselves to achieve their goal to master the English language besides their first language. Today, social media like Facebook, Twitter, Instagram, and WhatsApp play a vital role in determining the quality and the productivity of their users (Kaya & Bicen, 2016). These social media become accessible to students in Indonesia. Those social media, in turn, can be used intelligently to master English (Nazara, 2011). Instagram, for instance, can be used to make its users transmit their ideas, comments, and attitudes by using English. On Instagram, the users also can freely share photos and videos from their Apple IOS, Android, and Windows smartphones (Barbee



and Bradford, 2019). As a mobile tool, Instagram has utilities for personal reasons as well as business ones. Especially for the videos, these tools can be stimulating and provoking to express ideas. The implementation of video materials in the classrooms has plenty of advantages, such as boosting students' autonomy and proactivity (Benmouhoub, L & Maouche, 2018). These videos, then, will persuade them to write where persuasion is essential in internalizing the students' values (Anderson, Rainie, & Caiazza, 2018). This research aims at exploring the effects of Instagram videos on the students in acquiring English as a foreign language, especially in obtaining the writing skill. It was conducted using a quasi-experimental design. The samples of the research were seventy students of Senior High School in Parepare, Indonesia. To collect data, the researchers distributed a written test to measure the progress from pre-test to post-test. The researchers also interviewed the students to know their perception of the use of Instagram videos in acquiring the English language in the classroom setting. The result showed that the students gained the English in the writing form enhanced significantly. The data based on the interviews revealed that the students perceived well the activities of using Instagram videos in the classroom setting.

**Keywords:** Writing ability, videos, Instagram, students perception

## **Introduction**

Writing is one of the four essential skills besides listening, speaking, and reading. Writing skill is one of the productive powers. Farooq & Uzair-ul-hassan (2012) stated that writing is a way of communicating a message to the reader for a purpose. Many people consider writing as easy because people write everything, but in fact, writing seems very difficult (Chemin, 2014). In writing, students also should master several essential aspects of English such as vocabulary, grammar, etc. (Leong & Ahmadi, 2017).

Most of the students still faced many problems and difficulties in writing. Those problems were organizing ideas, developing a concept, using improper grammar. Using improper mechanics, punctuation, capitalization, spelling also often appear in the students' writing. The students who have a good idea in writing are not always express it in the right way (Rass, 2015). According to Whitaker (2009), students' essays frequently consist of only pieces in the list; there are not many details about their topics, so that the results often confusing. They sometimes face a widespread problem for not knowing how to start their writing and how to begin their sentences.

In this modern era, social media like Facebook, Twitter, Path, Line, BBM, WhatsApp, and Instagram increase rapidly (Riadi et al., 2019). The users vary from the young to adult



(Khurshid et al., 2018). Even many students access these social media for making friends and networking. They follow the developments of using social media, which deals with activities that involve socializing and networking online through words, pictures, and videos (Albrechtslund, 2008). Facebook, Twitter, Path, Line, BBM, WhatsApp, and Instagram are the most popular social media. Mansor & Talk (2017), however, claimed that Instagram is successful in being used as a teaching tool to study English as a second language.

This study, therefore, investigated the utilization of the Instagram social media in the classroom. It is to support theories and findings (Nur & Syarifuddin, 2018; Latifa et al., 2018; Badaruddin et al., 2018; etc.) regarding the implementation of technology in Language teaching. Based on the previous explanation, the researchers then assumed that the students could be more talent in writing composition if an interesting tool stimulates them to create. This research hence studies the effect of the Instagram videos on students in acquiring English as a foreign language, especially in obtaining the writing skill.

## **Literature Review**

### **Concept of writing**

Writing is one of the four skills besides reading, listening, and speaking (Al-Saadi, S, H & Moses Sam, 2013). It is also a productive skill besides speaking because writing is an activity where people express their ideas in written form (Fareed & Bilal, 2016). Juli (2018) stated that writing is an instrument of both communication and self-expression. According to (Handayani et al., 2013), writing is a great collector of ideas, a clarifier of thinking, and a significant aspect of learning itself.

Further, (Handayani et al., 2013) stated that writing is a way of communicating a message to a reader for a purpose. The teachers, therefore, have to be innovative to create an environment that will lead to the creativeness of the students (Mansor, 2017). Through these innovations and creativities, they, as writers, know themselves deeply, intimately, or patiently with the process of writing. Besides, they will enjoy the process with no doubt and no fear. In turn, they will learn all the time and experiment uniquely.

Based on the concepts of writing described before, the writers then concludes that writing is a process of expressing ideas and information in a written language which has some rules such as grammar and rhetoric features. Besides, writing itself has the purpose of giving information to the reader. Also, now writing has a great place in teaching-learning procedures in school, and it becomes one of the crucial things in education.



According to the English curriculum (BSNP, 2006) of Senior High School, there are many types of writing as follows:

1) Exposition

Exposition is a kind of rhetorical discourse mode, along with argumentation, description, and narration. The purpose of exposition text is informing the readers about the plot, character, setting, and theme of the essay, story, or motion picture (Maftoon, P & Soroush, 2010).

2) Argumentation

Argumentation is also called persuasion. An argumentation presents work to reach conclusions by logical reasoning. It is based on soundly or not, on-premises, thinking, and argumentation (Hornikx & Hahn, 2012). It studied rules of inference, logic, and procedural rules in both artificial and real-world settings. Argumentation includes debate and negotiation, which are concerned with reaching a mutually acceptable conclusion. It is used in law, for example, in the trial, in preparing an argument to be presented to the court and in testing the validity of certain kinds of evidence.

3) Description

The description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction-writing mode for transmitting a mental image of the particulars of a story (Huy, 2015).

a) Description as a rhetorical mode

The report reproduces a visual presentation of things such as action, place, person, event, or activity so that the reader may picture the things figured. Clark (2014) stated that descriptive writing might be found in the other rhetorical modes

b) Description as a fiction-writing mode

Fiction is a form of narrative, fiction–paper also has distinct forms of expression, or styles, each with its purposes and conventions. Agent and author Even Marshall identifies five fiction-writing modes, action, summary, dialogues feeling/ thoughts, and background (Jandl, et al. 2017)

4) Narration

The narration is some retelling, often in words (though it is possible to mime a story), or something that happened a story (Purba, 2018). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and possibly emphasizing others. The narrative thus shapes history (the scene of events, the story of what happened).

5) Other types of writing



According to Graham, et al. (2016), writing also has many types, including writing narratives, explanations, expository passages, essays, directions, summarizes, critiques, and letter writing as developmental writing skills are advanced.

### **Characteristics of a Good Writing**

Writing has some features. According to (Natanael, et al., 2014), there are three characteristics of composing a good essay or paragraph, namely:

#### **1) Coherence**

An article has a sense when the supporting sentences are ordered according to a principle (Yunhadi, 2016). The sentences are composed in order so that the reader can understand the ideas quickly. The principles for orders depend on the types of the paragraph you are writing. Coherence means to stick together. It is a matter of having part of a piece of writing in the right with the clearance process.

#### **2) Cohesion**

A good paragraph represents cohesion. All the supporting sentences connect, in their support of the topic sentence, when a paragraph has cohesion (Wang & Sui, 2016).

#### **3) Unity**

All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like an organization secure but is smaller in space, so it may be simpler to consider the request as directed (Whitaker, 2009). Thus, the writer should make sure that he/she has composed the sentences and the details in a logical order and good connection (Whitaker, 2009).

The explanation of the characteristic of writing shows that writing has several components, such as coherence, cohesion, and unity. In writing, a writer should do some processes besides implementing those characteristics. Various researchers capture the writing process in similar ways, with some minor differences (Bayat, 2014).

During the drafting stage, a short text is created by choosing among the selected ideas and putting them together. After that, the text is discussed individually or in groups. The writer then revises the text to identify the mistake or improvement. The last readings follow these stages (Badger & White, 2000). According to Flower & Hayes in Bayat and Sekercioğlu (2014), the process of textualizing the generated ideas occurs in three stages: prewriting, drafting, and revising. While all these processes are carried out, the teacher guides the students and tries to increase their capacity.



## Concept of Instagram videos

Video can be used to facilitate the teaching-learning process. Video also is known as audio-visual, which is what people listen to and what people see. According to Çakir (2006), there are many media and styles of visual presentation which are used to the language learner. The audio-visual materials have positive contributions to language learning as long as they are used at the right time in the right place (Nur & Syarifuddin, 2018). In the language learning and teaching process, the learners use their eyes as well as their ears; but their eyes are fundamental in education (Kim, Mady, & Wang, 2014). Furthermore, Çakir (2006) claimed that it contributes to the understanding of another culture by providing indirect contacts with speakers of the language, through both audio and visual means.

A recent large-scale survey reveals that the students like to learn language through the involvement of videos, which are often used to mean quite different things in language teaching Çakir (2006). Moreover, Çakir (2006) claims that video can give students realistic models to imitate for role-playing; can improve awareness of other cultures by teaching appropriateness and suitability. Besides, Çakir (2006) also claims globally total Internet video traffic (business and consumer, combined) will be 77% of the Internet traffics in 2019, up from 59% in 2014.' High-quality videos can be streamed quickly into mobile devices in an educational context. While it took 12.5 minutes to download a song online in 2002, as of 2014 it only took 18 seconds

From the explanations, the authors reveal that the video has already been used to facilitate the teaching-learning process. The video is used to see and listen to get an understanding of the content of the video. When the videos are applied to the learning process, however, the instruction should pay more attention to students' results of writings. The teacher should give correction and feedback to them because feedback and revision are crucial elements of an EFL writing course (Comber, 2019)

Instagram is one of the selected social media used by many people starts from young to adult (Ma, M & Alhabash, 2016). It is one platform of social media where its users can share photos. Start from mid-2013, Instagram's services expanded to sharing a 60-second video. Since that time, the number of people used Instagram increased rapidly. From Instagram, statistics showed that it had attracted more than 150 million active users, with averagely 55 million photos uploaded by users everyday, and more than 16 billion photos shared so far.

Nowadays, Instagram can take many functions. We can create accounts, post content, apply filters, add captions, tag users, add locations, add hashtags, like content, add comments,



browse and follow other accounts, check a feed generated by followed accounts, and explore hashtags/users.

Ali (2014) claimed that Instagram is such a fantastic application and one of the most popular social media applications. What makes it the best use in learning the English language is that its users learn entertainingly and spontaneously. Instagram has a beneficial characteristic as it falls under the category of social networking (Kircaburun & Griffiths, 2018). Instagram is a social media based around sharing pictures and fifteen-second videos that we can post to other social media sites.

One example, an educator could have students review a book. The teacher then ask students to create a video to share it in Instagram. Even better, if the students are learning English, the Instagram can help them develop “academic vocabulary.” Another way is by getting students create photo essays based upon a list of themes or concepts from the curriculum. By using ‘photo prompts,’ the instructor can engage students to write responses based upon the photos or to take pictures of a “step-by-step process” while adding a caption to each photo (Laponsie, 2013). Blair & Serafini (2014) claimed that the way Instagram becomes integrated into course content remains limited by the instructor’s imagination but provides a medium for students to connect and engage with course concepts. Regarding the explanations, the researcher concludes that Instagram is one of the popular social media that allow people to share photos or videos, which has over 200 million users. Teachers can use it as a media in the teaching-learning process.

In general, Instagram has specific features that are commonly used by the user (Handayani, 2017). The features of Instagram are as follows:

1. Instagram profile interface.

This part displays information about user profiles. It includes the biography, circular profile photo, number of posts, and users’ follower/following count. The “+ Follow” option permits users to follow other users and stay updated on the latter’s posted content.

2. Profile content.

It provides viewers to scroll down the profiles. Viewers may see all profile photos appear together. For a closer look, viewers have the option to click on any picture. The photo chosen is displayed clearly.

3. Instagram’s photo/video content.

When the Instagram users click on a photo, it will display a larger version of the picture. Here, viewers can like the photo/video, leave a comment, or read previously posted comments.



In this photo/video content also displays how many people have liked the photo/video, the photo/video caption, and comments appended below the caption.

#### 4. Navigational tools.

There are five icons available at the bottom of each page in the Instagram's screen; they are the home page, explore page, posting page, notification page, and user's profile page. These are the essential navigational tools for Instagram.

Based on the explanation of the Instagram features, the authors conclude that there are several features that available on Instagram, such as Instagram profile interface, profile content, Instagram's photo/video content, and navigational tools for Instagram.

Today is the age of the advanced of technology, that almost everyone has understood and used the technology both for entertainment, business, and other essential things. Nowadays, gadgets like an iPhone and Android are very much enquired by the public, because gadgets are straightforward to carry everywhere and very practical for entertainment, business, etc. It also can be used to access social media in the device; there are many kinds of social media like Instagram, Path, Facebook, and Twitter.

#### **The advantages and disadvantages of Instagram as follows:**

Of course, social media has advantages and disadvantages. The following are the advantages of Instagram.

1. Instagram provides a privacy feature.
2. Instagram has various features for editing photos.
3. Instagram lists users' followers and following.
4. Instagram is more widely used compared to other social media.
5. Instagram can follow people indefinitely.
6. Instagram can become a straightforward promotion.
7. Instagram is easy to use.
8. Instagram provides views of photos of people and artists.
9. Instagram can connect with other social media.

Instagram can also be used to see the newest information around the world that that was happening. It provides many photos and videos that come from any sources. The latest version of Instagram also offers several features like a video call. Its users can greet other people by using the video call feature, although they are from a different region. Instagram also provides a hashtag (#) so people can find related content that mentions the hashtag. The caption in the



Instagram feature allows people to create a note or tell everybody on the picture or video that they post. People are also able to mention their friends to the post that other people uploaded. People even able to send it by using a direct message.

The disadvantages of Instagram are as follows:

- 1) Instagram only has two contents, photos, and videos.
- 2) Use internet connection to access it
- 3) The maximum video duration is only 1 minute.
- 4) Instagram does not display the cover picture. It only shows a profile picture.
- 5) Competition is very tight because many are using this Instagram.

To access the newest version, Instagram must be updated regularly. Instagram can be used in language learning (Mansor & Talk, 2017). There are different activities that teachers can use to implement Instagram in their classes. Xerry & Vassallo (2016) listed some examples of the events during the utilization of Instagram in the classroom setting. They are:

1. utilizing digital storytelling
2. practicing grammar on photo captions
3. doing photojournalism
4. creating photo prompts for themselves
5. finding metaphors within chosen photos
6. creating photo blogs
7. finding and documenting context within photos
8. doing an ethnographic study
9. sharing art, and
10. exercising creative and artistic expression through taking their pictures

Teachers can share exciting pictures/videos in their account. While posting the picture/video, the teacher encourages students by giving questions related to the image. Students are assigned to comment and give their opinion about this picture. Question students about the photo are useful as a prompt for a creative writing task. Students are free to present their ideas from what they see in the pictures. From this activity, the teacher can know the way students develop ideas based on the picture/video given. On another side, the teacher can ask students to share a series of pictures/videos. Students are assigned to write stories based on the pictures/videos by using language structure that the material covered in class. This activity will make the student a chance to practice their writing skills.



## **Method**

This research used a quasi-experimental approach, which applied a non-equivalent control group design. Two groups were participating in the experiment, one in the experimental class and one in the control class. The researchers used Instagram as a media in the experimental class and pictures in the control class. The researchers also applied a descriptive method to explore the students' perceptions of the application of Instagram in the teaching and learning process.

## **Participants**

This research investigated the eleventh-grade students of SMA Negeri 2 Parepare, Indonesia. The population of this research was 179 students of eleventh science grade. The researchers selected the samples by using cluster random sampling technique. The researchers chose the 36 students of XI MIPA 2 as the experimental class, which consisted of 36 students and the 34 students of XI MIPA 1 as the control one.

## **Instrument**

The instruments of the research were the writing test and interview. The researcher applied the writing test to measure the students' capability to write explanation texts. The use of interviews, on the other hand, was intended to assess the students' perception towards the utilization of Instagram in the writing class. The researchers took the writing test from the questions which commonly used for the writing test at senior high schools in Indonesia. The interview about perception, meanwhile, followed the Neag Center for Gifted Education and Talent Development University of Connecticut (2007) ways of measuring perceptions. The judgment was measured by prompting accurate perceptions and distorted perceptions.

Before applying the test, the researchers validated the test by content and construct validations. The topics of the test were Flood, Tsunami, Earthquake, The formulation of Rainbow, Poverty, Corruption, and Bullying. These topics represent the writing materials to teach by using Instagram. Provided 90 minutes allotment, the students conducted the test writing 100 to 200 words of explanation texts.

The researchers also used interviews to assess the students' perceptions of the application of Instagram in learning writing. The interviewers felicitate the students' responses to the use of Instagram by asking some questions. The questions prompted answers dealing with the phenomenon of Instagram, the effects of Instagram, the advantages and disadvantages of the Instagram, utilities of Instagram, the challenging of the Instagram, etc.



## **Procedure**

At the initial phase of the class, the teacher gave a pre-test for both experimental and control classes. The pre-test was conducted before providing treatment to know the students' prior knowledge and understanding of writing. The students wrote an explanation text such as choosing these topics of Flood, Tsunami, Earthquake, The formation of Rainbows, and Corruption. They composed explanation texts with at least 100 words and a maximum of 200 words. The allocation time given to students was 2x45 of learning time (90 minutes/ 1 meeting). Then the researchers supervised the class.

After giving the pre-test, the researchers gave the treatment in 4 meetings. The researchers gave topics of natural and social phenomena in the classroom. The researchers applied standard procedures in the classroom. The teacher greeted the students, checked the attendance list, and then explained the material. In the experimental class, the researchers assigned the students activities by uploading the natural phenomena (e.g., rainfall video, Flood, Tsunami, Earthquake, The formation of Rainbows, and Corruption) in Instagram then instructing the caption related to the video.

Meanwhile, in the control class, the researchers assigned the students with still pictures of rainfall. The students from both types then composed explanation text with minimally 100 words and maximally 200 words. At the final session of the class, the students concluded the material.

After giving the treatment, the researchers applied the post-test. The purpose of the post-test was to find out the students' achievement after giving treatment. The students compose an explanation text of some topics like Poverty, Earthquake, Corruption, Flood, and Bullying at least 100 words and a maximum of 200 words. The allocation time given to students was 2x45 of learning time (90 minutes/ 1 meeting).

## **Results**

### **Pre-test**

The rate of students' scores was obtained through writing tests before giving treatment by using Instagram videos for the experimental class and using pictures for the control class. The rate of the percentage and frequency in experimental and control class were as follows.



Table 1. Frequency and rate percentage of the score of pre-test

No.	Qualifications	Predicate	Score	Experimental		Control	
				F	%	F	%
1	Very good	A	86 – 100	-	-	-	-
2	Good	B	71 – 85	4	11.11	10	29.41
3	Fair	C	56 – 70	13	36.11	7	20.59
4	Poor	D	≤ 55	19	52.78	17	50
<b>5</b>	<b>Total</b>			<b>36</b>	<b>100</b>	<b>34</b>	<b>100</b>

Table 1 described the frequency of students' writing scores in the pre-test. In the pre-test, no student got a very good classification. There were only four students (11.11%) in the experimental class and ten students (29.41%) in the control class who got a good classification. For fair rating, 13 (36.11%) students in the experimental class and 7 (20.59%) students in the control class. Meanwhile, there were 19 (52.78%) students in the experimental class, and 17 (50%) students in the control class classified as inferior.

From the table of frequency of the students' score of the pre-test, the researchers revealed that the students' scores in the pre-test were dominantly in poor classification. The students in the experimental class who got poor ratings were 19 students. Meanwhile, there were 17 students in the control class classified as inferior. It means that the students who got poor classification were higher in experimental class than in the control class even it had a small dispute. The students who got proper ratings were dominated in the control class, where ten students got proper classification but only four students in the experimental category. It means that students who got adequate classification were higher in the control class, although it has a small dispute. These showed that students dominantly get a sparse rating. It means that students' writing ability still needed to be enhanced.

Table 2. Mean score and standard deviation of students in pre-test

Group	Mean Score	Standard Deviation
Experimental Class	55.36	12.80
Control Class	53.35	17.14

The mean score of the pre-test in the experimental class was higher than the pre-test in the control class. However, both classes just got a sparse classification. It indicated that the students' writing ability still needed to be enhanced by giving the treatment. Meanwhile, the standard deviation of students in the experimental class was lower than students in the control



class. It means that the students' writing ability in the control class was more various than students in the experimental category.

### Post-test

The rate of students' scores was obtained through writing tests after giving treatment by using Instagram videos for the experimental class and using pictures for the control class. The rate of the percentage and frequency in experimental and control class were as follows:

Table 3. Frequency and rate percentage of the score of post-test

No.	Qualification	Predicate	Score	<u>Experimental</u>		<u>Control</u>	
				F	%	F	%
1.	Very good	A	86 – 100	-	-	-	-
2.	Good	B	71 – 85	31	86.11	21	61.76
3.	Fair	C	56 – 70	4	11.11	6	17.65
4.	Poor	D	41 – 55	1	2.78	7	20.59
	Total			36	100	34	100

Table 3. shows that the rate percentage in the experimental class was better than the rate percentage in the control class. In the post-test, no student got a very good classification for both experimental and control classes. Meanwhile, 31 (86.11%) students in the experimental class and 21 (61.76%) students in the control class got a proper classification. In fair rating, there were four (11.11%) students in the experimental class and 6 (17.65%) students in the control class. For sparse classification, 1 (2.78%) students in the experimental class and 7(20.59%) students in the control class.

Data on Table 3 revealed that the students' scores in the post-test were dominated in the proper classification. The students' rate in the experimental was higher than in the control class. It means that students who got good rating were more upper in the experimental class than in the control class. The data shows that students dominated as proper classification than *very good, fair, and poor* classifications for both experimental and control classes. It means that students' writing ability was enhanced.

Table 4. Mean score and standard deviation of students in post-test

Group	Mean Score	Standard Deviation
Experimental Class	74.88	5.46
Control Class	70.08	10.91



Table 4 shows that the mean score of the students in the post-test both in the experimental and control class. The average score of the post-test in the experimental class was (74.88) while (53.35) in the control class. The standard deviation in experimental class was (12.80) while (17.14) in the control class

The average score of the post-test in the experimental class was higher than the post-test in the control class. The experimental class a good classification while the control class got a *fair* rating. It indicated that the students' writing ability was enhanced by giving the treatment. Meanwhile, the standard deviation of students in the control class was higher than students in the experimental category. It means that the students' writing ability in the control class was more various than students in the experimental class.

### **The Students' Perception**

After interviewing the students, the researchers revealed that the students perceived very well the implementation of Instagram videos in teaching writing. These are some of their opinion based on their answers during the interviews:

1. The students like studying by using Instagram because Instagram is a new phenomenon.
2. Instagram is fascinating because they can watch some short videos uploaded by the Instagram users
3. They can find some Instagram story, pictures, texts, or videos
4. Acquiring the language which the users utter were challenging because sometimes they are difficult to get points
5. They can create their ideas in Instagram freely even they should utter them in polite expressions
6. They can browse other information from some websites while engaging Instagram on certain occasions.
7. They can directly find correction and revision from the teacher.

In short, the students really enjoyed acquiring the English language, especially the written one, when they were treated by using Instagram.

### **Discussion**

Among the four skills in English learning, the researchers took writing to be researched. The researchers considered that writing skill was more demanded in this era of industrial revolution 4.0. This ability helps people to communicate with other people in many sectors. Handayani et al. (2013) stated that writing is a way of communicating a message to the reader



for a purpose. Some researchers like Rivai et al. (2017), Styati (2016), Handayani (2017), and Listiani (2016) had conducted researches by choosing writing as the skill to be researched. They investigated the use of videos (Rivai et al., 2017), Instagram (Listiani, 2016), YouTube videos, and pictures (Styati, 2016) as well as the appropriate method (Handayani et al., 2013) in teaching writing.

In this research, the researchers applied an experimental research method with a quasi-experimental design of a non-equivalent control group. The experimental study presents a testing hypothesis to establish cause and effect (Gay et al., 2014). Several researchers also applied quasi-experimental design, such as Styati (2016), Hayati (2017), and Listiani (2017), to test the effectiveness of teaching methods or teaching media in teaching writing.

A researcher, as a teacher, in the experimental class, delivered the instruction by utilizing the course with Instagram videos. The teacher started activities by greeting the students, then checked the attendance list, and the researchers gave some questions about the material that was taught. The researchers then uploaded or reposted the video on Instagram related to the topic by providing some notes on the caption. The video natural and social phenomena (video of rain, clash, volcanic eruption, and wildfire). After that, the researcher asked the students to make an explanation text related to the video that the researcher uploaded or reposted, and the explanation must consist of at least 100 words and a maximum of 200 words. The researcher also gave a chance for students to ask when they found a problem. The last the researcher guided the students to conclude the material then documented the learning process. The students seemed natural to write their ideas by watching the video because they directly saw the object made into written form, and that was causing the writing ability of the students' were enhanced. In the same line, Hayati and Rivai et al. (2017) found that students' writing ability was useful and increased after using video.

In the control class, the researcher started activities by greeting the students, then checked the attendance list, and the researcher gave some questions about the material that was taught. Then the researcher used pictures in teaching writing. The researcher gave photos to the students. The photos were also natural and social. After that, the researcher asked the students to make an explanation text related to the picture with at least 100 words and a maximum of 200 words. The researcher also gave a chance for students to ask when they found a problem. The last the researcher guided the students to conclude the material then documented the learning process. The students in the experimental class were taught by using Instagram videos, and the students in the control class were prepared by using pictures.



Before giving treatment, the students' mean score in the experimental class was categorized as *poor* classification. After the treatments, their mean score improved, reaching *good* classification. It indicated that the students' mastery improved after using Instagram videos. Most of the students could build their ideas by watching the videos. They were a little fluent in telling their thoughts in written form. Their sentences also became well because before teaching writing by using Instagram videos, and the researcher taught them the way how to write good sentences. All of these indicated that the use of Instagram videos was able to enhance the students' writing ability.

Regarding the result of the t-test, the data indicated that the null hypothesis (H<sub>0</sub>) was rejected, and the alternative hypothesis (H<sub>1</sub>) was accepted. It means that the use of Instagram videos significantly able to enhance the students' writing ability of the eleventh-grade students of SMA Negeri 2 Parepare. Finally, the researchers inferred that the use of Instagram videos was one of the better ways to enhance the students' writing ability.

This research result confirmed Wright's theory in Çakir (2006) that many media and many styles of visual presentation are used to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, the learner uses his eyes as well as his ears; but his eyes are essential in education.

This research also supported some previous research findings, such as the one by Rivai et al. (2017). Rivai et al. (2017) also conducted research by using video to enhance students' writing ability of descriptive text. They reported that using video is more effective in improving students' ability to learn writing descriptive using video. It shows that using video is more effective in enhancing students' ability to learn writing descriptive using video, and it also has good influences for the students. Similar to Rivai et al. (2017), who used video as a media on their research, the researchers also used video. However, they are different forms. This research used Instagram videos in teaching writing, especially in explanation text material, while Rivai et al. (2017) used video in teaching writing of the descriptive text. This confirmed that video could be used as the media in teaching writing, whether in teaching the descriptive or explanatory text.

This research is also in line with Handayani (2017), whose research dealing with the students' attitudes toward the employment of Instagram in teaching writing. Handayani (2017) reported that Instagram is a kind of tool that can have a beneficial effect on guiding students to write effectively. Similar to Handayani (2017), the researcher also treated students with the utilization of Instagram. However, Handayani (2017) studied the common use of Instagram in



teaching writing while this research specifically focused on Instagram videos in teaching writing. It revealed that Instagram could be useful in various ways, whether Instagram in general or Instagram videos.

This study also supported the research by Listiani (2016), who investigated the effectiveness of Instagram writing compared to teacher-centered writing to teach recount text to students with high and low motivation. Listiani (2016) conducted qualitative while this research mixed quantitative and quantitative analysis. Her findings showed that Instagram promoted a better understanding of students with high and low motivation, which improved the quality of their writing. Listiani (2016) used Instagram then compared it to the students with high and low motivation, and she used recount text in teaching writing while the researcher used Instagram videos to students to enhance the students writing ability and used explanation text in teaching writing.

This research and some previous research findings (Nur & Syarifuddin, 2018; Listiani, 2016; Rivai et al., 2017; Handayani, 2017, etc.) suggested the use of social media in teaching English. Some findings suggested that using Instagram was able to enhance the students' language acquisition in writing composition. Instagram is useful in procedure text, descriptive text, recount text, or even explanation text. The researchers infer that Instagram videos can be an alternative media in teaching and in enhancing the students writing ability. Instagram is easy to be accessed because most of the students have an Instagram account. Its users are free to access it many times. It also provides the newest information so it would be up to date. The video content gives the users in-depth information that helps them to build their ideas in writing. It is an excellent media to combine process. Lastly, it is a compatible material that can create a pleasant atmosphere in the classroom situation.

### **Pedagogical Implication**

This study can give implications to teaching and learning English, especially teaching writing skills. The teachers should make the instructional process enjoyable. One way to make the teaching and learning process more attractive is by applying an excellent method or strategy as well as involving engaging media in the learning process. Social media are nowadays become trends, and the education practitioners may adopt the nuance of social media in the learning and teaching process.

Instagram today is one of the most favored social media in Indonesia. Especially young people, they like using Instagram to share their activities and opinions. Some of them also use Instagram to learn and to train their English skills. They can acquire the language by following



some accounts of the people they follow. The points the researchers reveal are that the learning process should be managed as attractive as possible. The excellent instructors are those who can manage their classrooms as exciting as possible as they can.

## **Conclusion**

Based on the findings, the researchers then conclude that the use of Instagram videos is able to enhance the students' writing ability of the eleventh-grade students of SMA Negeri 2 Parepare. It is proved by the students' improvement writing ability in the experimental class, which got (74.88) in the post-test, while in the pre-test, they only got (55.36), whereas the students in control class got (70.08) in post-test after got (53.35) in the pre-test. Although the students' writing ability in the control class also improved, the improvement was not as significant as in the experimental class. It means that the increase of students who were taught by using Instagram videos and the control classes by using pictures was different.

The use of Instagram videos was able to enhance the students' writing ability of the eleventh-grade students of SMA Negeri 2 Parepare. It is proved by the t-test value (2.347), which is higher than the t-table value (2.000). It means that the use of Instagram videos enhances the students' writing ability.

## **Suggestion**

The researcher gives some ideas for some elements related to this research. Those are for the teachers, students, and the next researcher. For the teachers, teachers should be creative in making and giving material conducting the teaching and learning process. Besides that, the teachers also have to apply various teaching media in order; the students will not feel bored in learning. The teachers can use Instagram videos in teaching English, especially to enhance the students' writing ability. For the students, students should spend a lot of time to practice their writing ability. For the next researcher, it is expected to be useful information to find and develop various ways to enhance the students' proficiency in English, especially in writing. To conduct similar research, the next researcher should pay attention to the condition of the school and the students. Make sure that there should be an internet connection before using it. People know that the durations of Instagram are limited, but it is actually enough for teaching a specific material. The researcher used Instagram in teaching explanation text such as a natural and social phenomenon; it does not need too long duration to prepare this kind of material. The next researcher may find the content suitable to be taught by using this media.



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## **English and Indigenous Mentawai Tradition: The Case of Using English Phatic Communion Spoken by *Ojek* Drivers in Siberut Mentawai, Indonesia**

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### **Abstract**

Foreigners visiting tourist spots of indigenous villages on Siberut island use *ojek*, a motorcycle used for public transportation. *Ojek* drivers use English phatic communion to welcome and greet foreigners. Since the drivers are not English speakers, it is important to study their English phatic communion in order to avoid misunderstanding with the foreigners. Their English phatic communion, however, is not examined yet. This paper studies their phatic communion. The study includes: (a) types of English phatic communion, (b) its functions and intent, (c) its topics, and (e) effect of Indonesian tradition on their English phatic communion. The study applies field research with qualitative and quantitative methods based on phatic theory. The study results in that the drivers use English phatic communion with directive, expressive, commissure, and declarative type of which the function is to establish, maintain, get closer and friendlier, and to break an awkward silence. Their intents are to greet, address, apologize, welcome, reject, agree, and to compliment. Topics of their phatic are dealing with activity, performance, destination, address, job, wish, health, safety, marital status, family, and



weather. Most of the drivers' English PC are affected by Indonesian PC. However, generally their PC do not disturb their communication with foreign tourists.

**Keywords:** English phatic communion, Mentawai tradition, *ojek* drivers

## Introduction

Indigenous villages on Siberut Island, Indonesia are visited by foreign tourists from various countries like Australia, America, Denmark, England, Africa, Philippines, Japan, and New Zealand. Foreigners visiting tourism objects of the indigenous villages use *ojek*, a motorcycle used for public transportation. *Ojek* drivers use English phatic communion to welcome and greet the foreigners. Since the drivers are not derived from English culture, it is important to study their English phatic communion in order to avoid misunderstanding with the foreigners. Study on the phatic, however, is not examined yet. This study examines English phatic communion used by the drivers. Research questions of the study include: (a) types of English phatic communion, (b) functions and intent, (c) topics, and (e) effect of Indonesian tradition on their English phatic communion.

## Methods

**Participants:** *Ojek* drivers as participants consist of 20 drivers who serve foreign tourists visiting tourism objects of indigenous villages on Siberut Island, Mentawai, Indonesia. The drivers are male whose ages range from 15 to 45 years old. They come from various tribes living on the island.

**Materials:** The materials used in the study of the phatic communion are: (a) a list containing phatic communion approach-based instruction for observation and hidden interview is used to determine types of phatic communion, functions and intent, and topics, and (b) questionnaires containing PC in Indonesian tradition which are designed based on Arimi (1998) are used as instrument to determine effect of Indonesian PC on the drivers' English Phatic Communion (PC).

**Research Procedures and Data Analysis:** Research applies field research by which observation and hidden interview are held to collect the data, and then questionnaires are distributed to *Ojek* drivers to be filled by circling one of the five choices. Data are analysed qualitatively based on phatic communion approach to formulate types, functions, topics of English phatic communion used by the drivers. Effect of Indonesian phatic communion on the drivers' English phatic communion is measured using five-point Likert scales and analysed



quantitatively using SEM-PLS with measurement model and structural model (Hair, Hult, Ringle, & Sarstedt, 2013).

## Literature Review

Referring back to Malinowski (1923), phatic communion (PC) is a language form of which the meaning is not important. It is language (utterance) in which social contact among individuals is created and maintained. Malinowski offers that ‘language is not as a countersign of thought, but as itself a purposeful activity’ by which individuals establish a relationship among themselves (Wolf, 1989). Malinowski calls the language as phatic communion, ‘a type of speech in which ties of union are established – the language ‘fulfils a social function and that is its principal aim. In the function, language does not function as a means of transmission of thought (Wolf, 1989). Thus, in phatic communion, language does not function to express meaning, but it is to establish social relationship (Wardhaugh, 1986). Establishing a mood of sociability as interactional goals is more focused rather than maintaining conversational coherence (Galantucci, 2018; Cohen, 2018; Halliday, 1973). Thus establishing and maintaining social relation are function of PC generally. In Indonesian culture, PC has functioned more specifically like to greet, to thank, to welcome, and the like. (Arimi, 1998).

It may be in the form of small talk in the opening phase (Saftoiu, 2012), which is uttered by speakers as icebreaking and silence-filling (Barron, 2014). The speakers use it when they engaged in spontaneous face-to-face talk in which nonsensical sentences are uttered when they are silent (Galantucci, 2018), and it has value in understanding power relations (Jin, 2018). Based on the scholars, language people use can be pictured as follows.

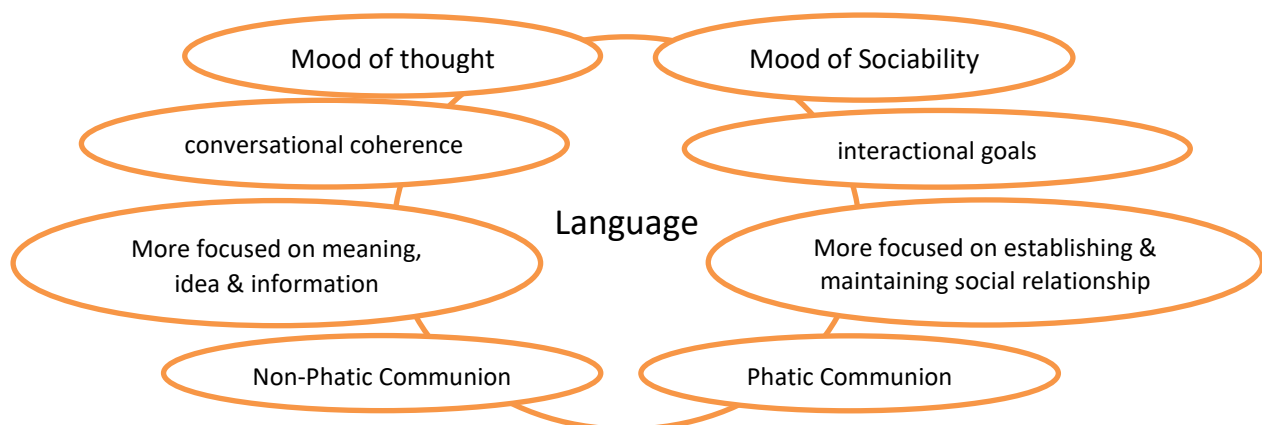


Figure 1. Language Mood



Referring to speaker's purpose to speak, PC utterances can be classified into several **types**; assertive (conveying information), directive (making a request), commissive (making a commitment), declaration (creating a new state of affairs), and expressive (expressing an emotion) (Searle, 1969). Speakers speak utterances based on certain topics which they generally and commonly use in their society (Arimi, 1998; Richard, 1982). Thus, the topics are 'homes' from which PC utterances with various forms, types, and functions are derived.

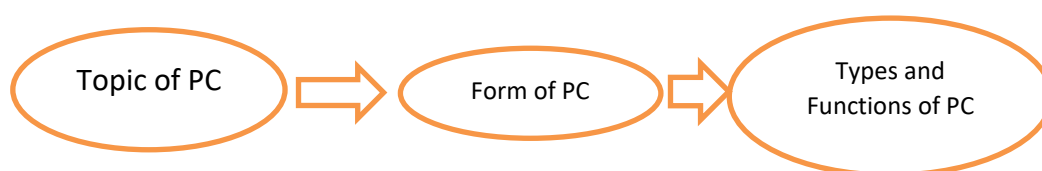


Figure 2. Phatic Communion Flow

In Indonesian culture, PC so-called *Basa-Basi* was widely studied by Arimi (1998). He found that Indonesian speakers use PC utterances in four types; directive, commissive, expressive, and declaration. The utterances have a number of topics from which the utterance are developed the speakers. The topics include health, safety, physical performance, family, marriage, wishes, time, activity, destination, address, and job. The speakers use PC utterances with the intent of greeting, welcoming, welcoming, addressing, rejecting, agreeing, complimenting, and apologising. According to Arimi (1998), most of Indonesian PC topics are different from those of English. English has PC topics which deal with weather like “*Hot, isn’t it?, Cold weather, isn’t it?*” (Brown and Levinson, 1978; Wardhough, 1976; Leech, 1974; Geikhman, 2019). English people use topics PC like weather, current news, sports entertainment (Geikhman, 2019; Poelzleitner, 2010). The menu is included as a topic of PC in English tradition like in PC utterance “*What do you like to drink?*” (Wright, 2018). English also has topics on health ‘how are you?’, self-introduction ‘how do you do?’ (Wardhough, 1976).

## Findings

### Types of Phatic Communion

The *Ojek* drivers as indicated by the following Table 1, use four types of phatic communion (PC) in serving foreign tourists. They use directing, committing, expressing, and declaring-type. Four samples of utterances of PC forms in the Table reflect the four types of PC which are used by the drivers in various contexts of conversation. Forms of PC with asterisk mark (\*) are those unacceptable in English tradition.



Table 1. Types of Phatic Communion

No	Some Forms of Phatic Communion	Types
1	<i>Don't be busy!*</i>	Directing
2	<i>Please sleep at my house!*</i>	Committing
3	<i>Thank you</i>	Expressing
4	<i>Long not to meet*</i>	Declaring

### Function of Phatic Communion

Forms of PC utterances used by the drivers has several functions. The PC utterances are uttered to welcome and to greet foreign tourists, to welcome tourist, to address the tourists, to reject an offering by the tourists, to compliment tourists' activity, and to apologize for breaking promise, being late, and for unsatisfying and uncomfortable infrastructure or facility. As shown in Table 2, PC has functions as greeting, welcoming, welcoming, addressing, rejecting, agreeing, complimenting, and apology. The functions are expressed through forms of PC (Table 2). The asterisked PC forms are not accepted as PC in English tradition (culture).

Table 2. Functions of Phatic Communion

No	Functions	Forms of Phatic Communion
1	Greeting	<i>Hello!</i>
2	Welcoming	<i>Nice to meet you</i>
3	Addressing	<i>Morning Sir*</i>
4	Rejecting	<i>Thank you *</i>
5	Agreeing	<i>Yes, I agree!</i>
6	Complimentin g	<i>You are brave, Sir!*</i>
7	Apology	<i>I am sorry*</i>

### Topic of Phatic Communion

Forms of PC which are uttered by the drivers contain topics like health, safety, physical performance, family, marriage, wishes, time, activity, destination, address, job, and weather (see Table 3). Most of PC forms (utterances) which are asterisked are natural in English,



meaning that they are not utterances of mood of sociability in English tradition, but considered as mood of thought.

Table 3. Topics of Phatic Communion

No	Topics	Some Forms of Phatic Communion
1	Health	<i>How are you?</i>
2	Safety	<i>Good afternoon</i>
3	Performance	<i>You look fresh today*</i>
4	Family	<i>How's wife and kids?*</i>
5	Marriage	<i>Are you married?*</i>
6	Family	<i>Do you have children?*</i>
7	Wishes	<i>Good luck.</i>
8	Time	<i>Please wait a moment Sir!*</i>
9	Activity	<i>You just arrive in this island?*</i>
10	Destination	<i>Where are you going?*</i>
11	Address	<i>Where do you live?*</i>
12	Job	<i>What is your job?*</i>
13	Weather	<i>Cool isn't it, Madam?</i>

### Relationship of The Drivers' English PC with Indonesian PC

Drivers' English PC and Indonesian PC are related in form of effect of Indonesian PC on the drivers' English PC. Analysis applying the following measurement models with SEM-PLS results in that the drivers' English PC is affected by PC in Indonesian tradition. Of the three Indonesian PC elements (topic, type, and function), it is found that topics of PC in Indonesian tradition have effect on types of the drivers' English PC. The following quantitative analysis with the measurement shows that all values of measurement indicate the effect.

### Measurement model

Result of Measurement Model Assessment (Table 4) shows that validity of all constructs. The validity is indicated by value of Outer Loading (OL), Cronbach alpha (CA), Composite Reliability (CR) and AVE. Construct of The drivers' English PC type (eng\_tpc) and Indonesian PC topic (indo\_tpc) has outer loading values which are greater than cut-off 0.6 (1.000, 0.956, and 0.958 > 0.6). CA and CR as test of internal consistency (1.000, 0.908, 1.000,



and 0.956) is also greater than cut-value (0.7). To know the construct convergent validity and its value, AVE used has values 1.000 and 0.916 greater than cut-off value 0.5.

Table 4. Measurement Model Assessment

Convergent validity					
Construct	Items	Outer loading	Cronbach's Alpha	Composite Reliability	AVE
eng_tpc	eng_tpc4	1.000	1.000	1.000	1.000
indo_tpc	indo_tpc4	0.956	0.908	0.956	0.916
	indo_tpc5	0.958			

The following Table 5 shows validity of relationship between the Indonesian PC topic (ind\_TPC) with the drivers' English PC type (eng\_tpc) based on Fornel-Lacker criterion (Fornell & Larcker, 1981) which measures it through discriminant validity. The criterion built by square root of AVE for each construct shows that AVE for indo\_tpc for example is 0.916 and its square root is 1.000. The root value is greater than coefficient correlation of ind\_tpc and Eng\_TYP (0.541). It shows the construct of ind\_tpc with a better discriminant validity.

Table 5. Measurement Model Assessment  
Discriminant validity-Fornell-Lacker Criterion

Construct	ENG_TYPC	INDO_TPC
ENG_TYPC	<b>1.000</b>	
INDO_TPC	0.541	<b>0.957</b>

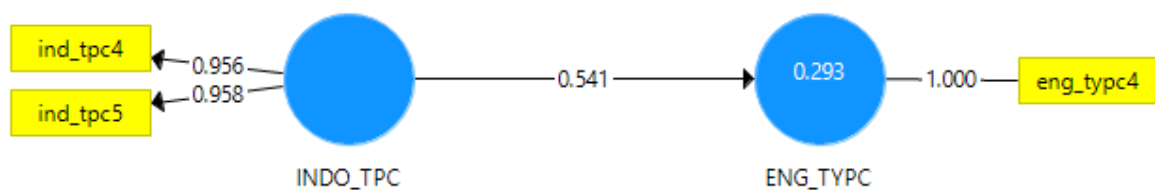


Figure 3. Measurement model



## Structural model

Structural Model Assessment is a model of assessment which has criteria of predictive power and predictive relevance. As presented by the following Table 6, predictive power has R-square with the value of 0.293 for eng\_tpc. Q-square for the construct has value (0.226) greater than 0. It indicates that the model is fit.

Table 6. Structural Model Assessment

endogenous construct	Q square	decision	R	
			square	Decision
eng_tpc	0.226	Large	0.293	Weak
relationship	path coef	t statistic	p value	Decision
indo_tpc -> eng_tpc	0.541	3.399	0.001	Supported

The decision by the Structural Model Assessment (Table 6) supports that Indonesian phatic communion topic (indo\_tpc) effects the *ojek* drivers's phatic communion (eng\_tpc).

The measurement shows that Indonesian phatic communion topic (indo\_tpc) is significantly related to the *ojek* drivers' phatic communion (eng\_tpc). It is indicated by t value of this variable is greater than 1.96 and the path coefficient is 0.541. The following Figure 4 pictures the structural model.

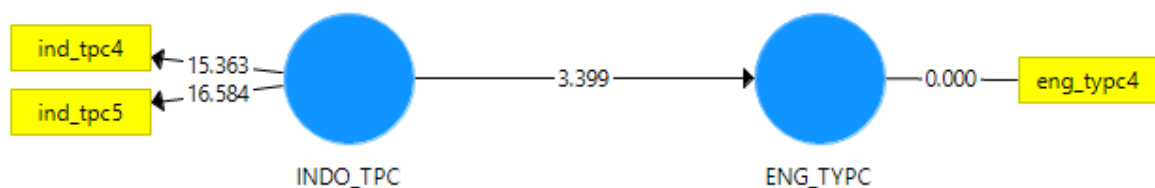


Figure 4. Structural model

## Discussion

The drivers use topics like greeting, welcoming, family, marriage, service, behavior, time, activity, destination, address, and job as topics of their phatic communion. The drivers' PC utterances are based on the topics. PC utterances based on certain topics generally and commonly used by a group of society (Arimi, 1998; Richard, 1982). It means that the topics are 'homes' from which PC utterances with various forms, types, and functions are derived. Generally, the drivers use the topics in two phases of PC. The first one is phase where they



utter PC utterances of which the topics starting from greeting, welcoming, activity, destination to address. It is the phase in which they newly meet and acquaint with foreign tourists; their relationship with the tourists is not close yet. In the second phase in which they are getting closer; they use PC topics of family, marriage, service, behavior, and time. As also observed by Ocha (2016) and Arimi (1998), family is PC topic commonly used by Indonesian people in small talk for hospitable and friendly interaction. Generally the topics develop to be PC utterances with several types in the phases.

Most of the topics like activity, destination, address, family, marriage, service, behavior, and time are not those of English, but Indonesian. Most of PC utterances used by the drivers are created based on the topics of Indonesian PC. English has PC topics which deal with weather (Brown and Levinson, 1978; Wardhough, 1976; Leech, 1974; Geikhman, 2019), sports entertainment (Geikhman, 2019; Poelzleitner, 2010), menu (Wright, 2018), health and self-introduction (Wardhough, 1976). Thus, the drivers' topics of English PC are not included in the English PC. Some of Indonesian people speak English PC based on Indonesian tradition (Arimi, 1998). Their English is affected by their mother tongue, Indonesian (Elfiondri, 2019). As a result, the Indonesian topics-based PC utterances (the asterisked forms in Table 1-3) are not accepted in English tradition. The utterances like *"Are you married?, Where are you going?, What is your job?, You've just arrived in this island?"* are derived from topics on marriage, destination, job, and time respectively which are not uttered by English speakers as mood sociability, but as mood of thought. The English-unaccepted PC utterances are derived from Indonesian PC utterances translated literally into English by Indonesian people (Cf. Arimi, 1998).

As indicated by Table 1, the drivers' PC utterances uttered by consist of four types; directing-type of PC like *"Don't be busy"* which is uttered in context in which they are served by foreign tourist. They very politely direct the tourist in order not to make the tourist busy in serving them. However, it is not really forbidding – it is a small talk (PC) to respect the tourist. Tourist's response on the PC *"It doesn't make me busy"* shows that the PC is not PC in English culture. The utterance *"Please sleep at my house"* is also categorized as PC of committing type due to that the drivers offers tourist to sleep at his house. They feel impolite unless they do not offer visitor or guest who visits their house in the evening or in the case the guest does not book hotel. It is Indonesian culture which highly respects guests or visitors. Another PC *"long not to meet you"* is a declaring-type uttered to tourist having been recognized, but they have not met each other for a period of time. Even though they have not meet for a short period of time, the utterance is *'long time not to meet'* to state his great missing-feeling. The PC contains happy



feeling to meet the tourist. Arimi (1998) also found that the utterances and the types used by are those generally used by Indonesian people.

Functionally, the drivers' PC has function to establish and maintain social relationship between the drivers and foreign tourists. They have PC to open a conversation (Cf. Barron, 2014), to break awkward silence with tourist (Cf. Saftoiu, 2012), to easily introduce to the tourist as someone new, in order to seem friendlier, in order to behave and sound more like the tourist as a native speaker, and to become closer (Cf. Geikhman, 2019). The drivers' intent or purpose (Table 2) is to welcome, to greet, to address, to reject, to agree, to compliment, and to apologize. They use "*hello*" to greet and "*nice to meet you*" to welcome tourists. The two forms of PC are also used by English speakers (Yuliasri, 2016). In Indonesia, people use utterance of which the topic is safety to greet people (known and unknown persons) like "*selamat pagi*" (good morning)", "*Assamulaikum*" (peace be with you) (Arimi, 1998), followed by welcoming-utterance "*apa kabarmu?*" (how are you?), and then they usually continue their PC utterance asking destination from where (Adistin, 2016). Utterance of greeting "*selamat pagi*" may also be used as addressing by placing addressing-form "*Pak*" (Sir), "*Buk*" (madam). It is uttered "*selamat pagi Pak!*" (good morning Sir!).

The next specific function of PC is an apology. In line with function of PC stated by Holmes (1990), the drivers use apology in order to make tourists return to be happy because of an offence by the drivers. The drivers' apology may be classified into permission like '*maaf kami ingin pergi*' (please apologize us we want to go), mistake like '*maaf itu kesalahan saya*' (I apologize for my mistake), and promise like '*maaf saya tidak bisa datang malam nanti*' (Sorry I cannot come this evening). PC is also used to compliment tourists as reflected by utterance '*anda berani!*' (you are brave!) which is spoken by the drivers when they watch tourists are surfing on high wave in the sea. Utterance containing agreement like '*saya setuju dengan rencana itu*' (I agree with the plan) is also used when they have discussion with tourists.

The forms of PC uttered by the drivers can be understood by tourists; they do not disturb their communication between the drivers and tourists, even though most of the utterances do not contain mood sociability in English tradition. A form of PC utterance which disturbs their communication is utterance "*terima kasih*" (thank you) to reject tourists' offer. In English tradition, '*thank you*' means accepting the offer; 'no thank you' is to reject the offer. However, in Indonesia culture, '*thank you*' can mean 'rejecting' and 'accepting' depending on context, but generally '*ya terima kasih*' (yes, thank you) is to accept an offer (Arimi, 1998).

As previously discussed, the English-unaccepted PC forms used by the drivers are derived and developed from PC topics in Indonesian tradition. As also quantitatively indicated



by the result of the Models of Measurement above, it shows that the Indonesian tradition-based topics affect the forms of the drivers' English PC. English of Indonesian people are still affected by their mother-tongue, Indonesian language (Elfiondri, 2019). PC Topics of Indonesian and English are different due to different culture. However, both contain politeness in communion; each language has its own form of politeness based on its culture (Song, 2017).

## **Conclusion and Recommendation**

The study results in that the drivers use types of phatic communion (PC) including directive, expressive, commissive, and declaration. As mood of sociability, PC is functionally uttered foreign tourists to establish, maintain, get closer and friendlier, and to break an awkward silence. The drivers' purposes to use PC are to greet, address, apologize, welcome, reject, agree, and to compliment. Their PC utterances contain topics on activity, performance, destination, address, job, wish, health, safety, marital status, family, and weather. Almost of the topics, except 'weather' are those of Indonesian PC which shape the drivers' English PC. Quantitative measurement also shows that most of the drivers' PC utterances are derived from Indonesian PC. Thus, Indonesian PC affects the drivers' English PC.

In English culture, the drivers' English PC utterances derived from Indonesian PC are not mood of sociability, but mood of thought. They are not PC in English so that the drivers' PC utterances fail to express the drivers' mood of sociability to the tourists. It means that their intents to use PC and PC function are not expressed by PC. It suggests that the drivers and those serving foreign tourists in English should use English included PC based on English culture. Unless their English may fail to deliver message to tourists, or even it may cause misunderstanding and conflict.

In pedagogy is that teaching English to students should include English culture. English and its culture are closely related. English culture influences and shapes English. English reflects its culture so that using English means also using its culture. They cannot be separated in using English mainly in speaking. In teaching English speaking like teaching English PC for example, both English grammar and culture related to PC should be taught in order that the students can deliver their message to English speakers. Besides that, since mother tongue has negative effect on English, differences between mother tongue and English should also be included in teaching English in order that the students avoid the negative effect.

Due to that English is part of its culture, it is highly recommended that teaching English to Indonesia students should include English grammar, its culture and contrastive study on Indonesian (mother tongue) and English. On research, it is suggested for the next study to



discuss effect of the Indonesian-based English PC and English of tourism guides on foreign tourist psychologically or behaviorally. The study is important to establish and maintain a positive memorable tourism experience in Mentawai.

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## **The Effectiveness of Independent Learning Method on Students' Speaking Achievement at Christian University of Indonesia Jakarta**

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### **Abstract**

This study is about the effectiveness of independent learning method on students' speaking achievement, and it was done to know whether independent learning method is effective on improving students' speaking achievement. The method of this study was classroom action research, and it was done at the Christian University of Indonesia located on Jl. Mayjen Sutoyo No. 2 Cawang, East Jakarta. The subject of this study was the fourth-semester students of English Department. Speaking test, documentation using an audiovisual recorder, diary note, and observation sheet were used as instruments of this study. The data taken were qualitatively and quantitatively analyzed. The results of the study show that there is an improvement on students' speaking achievement (51.07%), it means that independent learning method is effective in improving students' speaking achievement. Then it is concluded the students' speaking ability improved when they were taught using independent learning method, so it is suggested that teachers should apply independent learning as one of the strategies to improve students' speaking skill.

**Keywords:** speaking skill, independent learning method



## Introduction

Speaking skill is an essential productive skill in learning English, and it is so because speaking is done to share information verbally. Besides, speaking is helpful for the students to learn a language because through speaking, they are provided many advantages such as; improving their capability on grammatical mastery, putting correct diction and idiom, and speaking will also enrich their' ability in language use. Through speaking, students will be encouraged to express the ideas they have in their mind. Harmer (2004) said that speaking is a vital skill for English language learner as much as for everyone using their first language. To be able to speak, of course, students should have learned first the language whether it is formally or informally. In this process of learning, of course, there should be someone who facilitates them, they are usually is called a teacher, tutor or lecturer.

Process of teaching and learning is generally considered as an important thing to be well mastered by an English teacher, therefore the teacher just needs to know the approaches and methods used in teaching speaking. Finding the more appropriate approaches and methods in teaching speaking has been focused to be found by the researcher trough research and conferences, and then the result of the research and conferences are documented in the form of audios, videos, and books which are used as teaching media and teaching sources (Dawes et al, 2005).

Lately, the English speaking ability is very important, this is because the use of English is now in various aspects of life. This is what drives all countries to compete in mastering English. But in Indonesia, on the contrary, when other countries have updated themselves in the mastery of English, Indonesia still has not established an attitude that encourages its people to be able to communicate in English. Graves (2008) emphasizes learning the English language to broaden one's horizons or horizons as well as to enhance or develop one's economic prospects, due to the sources of information in the world of education or non-education are mostly written in English. Besides, a person's English language skills will also help him to be more competent in developing the business or work he does so that it can help him improve his economy.

Therefore, English language skills are very important to be mastered by those who study English. However, despite several studies were done to help students mastering English language skills, a lot of EFL learners are still find it difficult to master (Hinkel, 2005). Research, in this case, is also still not done so much, as for some research that has been done, namely research on the perspective of students about learning to speak in EFL classes. To prove it. Small-scale observations have been made at school by researchers. The results found through



these observations are that there are still many students who have problems in speaking, this happens because of the following factors: a) vocabulary mastery is still small (8%); b) students find it difficult to make ideas correctly (16%); c) students have limited knowledge of a particular topic (20%); d) students do not have the motivation or are motivated to speak (20%); e) and students have confidence in speaking with grammar skills that are still lacking (36%). With the results of these observations, it can be said that the English teacher still has a big responsibility to fix the problems mentioned earlier. The English teacher must be able to determine, choose, implement and even evaluate the right teaching method or strategy so that the problems faced by students can be overcome properly. That is, whatever and however the conditions of the class, the English teacher should be able to implement the appropriate strategies in teaching. This is what encourages experts to more intensely explore and research so that recently many experts try hard to find what strategies are possible to apply in class.

From all of the theories about teaching strategies and methods ranging from good to less good, then after reading several theories about teaching the speaking method, researcher is very interested in applying a method to overcome the students' problem in speaking, namely "independent learning". The reason why the method is said to be good is that some researchers have also conducted research using the method in the speaking class and the results are quite satisfying. As for the researchers who have applied the method in class as follows: Meyer and Faraday (2008), found that independent learning is a significant method to be implemented in improving students' speaking ability. This means that this method can be applied to be applied in the speaking class. The second researcher is Zumbrun et al (2011), they encourage their students to learn to speak by using independent learning and the results are satisfying.

This is what drives the researcher to conduct a research, entitled "Improving Students' Speaking Ability through Independent Learning Methods at Indonesian Christian University". The problem examined in this study is "can independent learning improve students' speaking skills?", where the purpose of conducting the research is finding out that the independent learning method improves the English ability of the student in speaking.

## **Theoretical Review**

Through speaking activities, the information that a person wishes to convey is received and understood and responded to by the other person. Speaking is the production of systematic verbal that convey meaning (Nunan, 2003; Benito, 2019). The ability to speak is not only limited to being able to express to others, but the ideas or ideas conveyed must be systematic and not violate the rules of grammar that have been set. Whereas Torky (2006) says that



speaking is a motor perception skill which is produced by auditory. It means that speaking can cause stimulation to the listener, so he can respond to the message conveyed by the preacher. Howarth (2001) said that is a process of communicating the ideas, informations or feelings in a two-way direction. That is, in every conversation, there must always be a speaker and listener who respond to each other's utterances spoken during the conversion process.

Speaking is a cooperative processed and a multi-sensory activity which is based on the contributions, the assumptions, the expectations, and the interpretations of the involving participants. This means that the content of each conversation must complement each other (Thornbury, 2005). That is, that in speaking, there are several organs of the human body that function to be able to produce sounds or utterances that come out of the mouth, and the sounds or utterances are utterances that have been arranged so that they can be understood by the listener. These definitions conclude that speaking is a mental motor skill, consisting of voice coordination, mechanism, which is produced by our muscles and also has a mental aspect. It is a skill in managing meaningful words and sounds.

Viewed from the conditions when it happens, speaking usually occurs two or several people face to face (Van, 1989), which makes it very interactional and social. Speaking skills are a skill in thinking, an expert in speaking can be sure to have good skills in thinking. Based on the explanation above, then to measure students' speaking ability, which consists of five competencies such as; pronunciation as sound production, grammar as a determination of good or bad language (Chung and Pullum, 2010), vocabulary as a word list (Igbaria, 2011), fluency as the use of language without hesitation (Binder et al, 2002), and self-confidence.

There are several facts found in speaking, such as a) Speaking is a face-to-face activity, as it allows the participants involved and interlocutor to make a direct response from the interlocutors; b) talking is interactive (Cornbleet & Carter, 2001); c) Speaking is taken place in real-time condition (Foster et al., 2000).

In teaching languages (Richards & Rodgers 2007; Larsen, 2000), a teacher must be familiar with a variety of teaching methods. Thornbury (2002) says that there are several methods used in language teaching such as a) grammar translation method; b) direct method; c) audio-lingual method; d) total physical response; e) the silent way; f) suggestopedia; g) community language learning; h) independent learning. This research is focused on one of the language teaching methods, it is independent learning.

Independent learning is part of cognitive learning theory which states that the behavior, motivation, and aspects of the learning environment affect a student's achievement. Independent learning is a method in learning where the students were given a chance to control



themselves during the teaching-learning. Students who have been able to do independent learning will be reflected in their ability to actively participate in learning both in terms of metacognitive, motivational and seriousness of behavior in achieving learning goals (Mayer et al., 2008).

An independent learning strategy is a learning strategy that aims to build individual initiative, independence, and self-improvement. Independent learning can also be done with friends or as part of a small group. The independent learning strategy is strongly built by the students' learning motivation. Therefore, the teachers should be able to foster the students' intentions, besides, the teachers also have to be well performed in the study field and the strategies in teaching. The independent learning strategy allows students to learn independently from printed, broadcast and recorded material that has been prepared in advance, the term independent emphasizes that learning control, as well as the flexibility of time, and place of learning, lies with learners who learn. Thus, independent learning as a strategy can be defined as a learner who positions the learner as the person in charge, the holder of control, the decision-maker or the initiative in fulfilling and achieving his learning success with or without help from others. The most important part of the concept of an independent learning strategy is that each student must be able to identify sources of information because identification of this source of information is needed to facilitate the learning activities of a student when the student needs help or support (Weiss, 2004; Piaget, 2001; Bullock dan Muschamp, 2006; Bishop, 2006). Due to the independent learning concept, then students are expected to: a) Realizing that the relationship between the teacher and him still exists, but the relationship is represented by teaching materials or learning media; b) Knowing the concept of independent learning; c) Knowing when he should ask for help, when he needs help or support; d) Know who and from where he can or should get help/support (Birenbaum, 2002; Taggart et al, .2005 dan Weiss, 2004; Paris, 2001; Neber & Schommer-Aikins, 2002; Hinds, 2007).

While independent learning several steps will be carried out by the learner, either one person or group, namely: a) setting goals - Learners choose or participate in choosing, to work for an important purpose, both visible and invisible, that is meaningful to themselves and others. The goal is not the end of everything. That goal will provide an opportunity to apply academic professional expertise to everyday life. When learners achieve meaningful goals in daily life, the process helps them achieve high academic standards; b) making a plan - Learners set the steps to achieve their goals. Planning here involves looking further ahead and deciding how to succeed. The plan students decide depends on whether they want to solve the problem, determine the problem, or create a project. A plan made by someone depends on its purpose.



Both goals involve solving the problem, solving the problem, all of which require taking action, asking questions, making choices, gathering and analyzing information, and thinking critically. The ability to do these things enables the success of independent learning; c) following the plan and measure your progress - From the beginning, learners must not only realize their goals, but they must also be aware of the academic expertise. Besides, the students must evaluate how well their plans are going; d) producing the final results - Learners get an outcome both visible and invisible to them. There are thousands of ways to display the results of independent learning. The most obvious is that a group might produce a portfolio, and can also provide information using graphs, or appear to present their learning outcomes and be ready to be commented on by other learners; e) demonstrating skills through authentic assessment - Learners demonstrate skills especially in independent and authentic assignments. By using standard values and assessment markers to assess learners' portfolios, journals, presentations, and performances, teachers can estimate their level of academic achievement. Besides, the authentic assessment shows how deep the learning process that students may get by implementing the independent learning method in learning. The effectiveness of Independent learning is depended not only on the knowledge and dedication of the students, but also the dedication and expertise of the teacher.

### **Research Methodology**

This study was classroom action research (Naibaho in Robertson, Adamson, & Guzman, 2016). The location of the research was at the Christian University of Indonesia at Jl. Mayjen Sutoyo, No. 2 Cawang, East Jakarta. The subjects of the study were the fourth-semester students of the speaking class. The number of subjects was 38 students. It was done in two cycles. Besides, each cycle was done based on the research plan, and in conducting the action research, four steps were included such as; planning, action, observation, and reflection. Speaking test was used as the instrument, besides the speaking test, the writer also used an interview, questionnaire sheet, diary note, and observation sheet. The technique of data analysis used in this study was qualitative and quantitative analysis. The qualitative data were used to describe the situation during the teaching process through interview sheet, questionnaire sheet, observation sheet, and diary note and the students' speaking test was analyzed quantitatively.

### **Findings and Discussion**



The quantitative data were taken from the test result which had been carried out in two cycles and each cycle consists of 6 times meeting. The result of the tests was presented as follows: Here is the score taken from the students' speaking test result in the cycle one.

**Table 1. Pre-test and Post-test Result in Cycle One**

Students' Pre-test score	Students' Post-test score
40, 59, 55, 66, 67, 54, 47, 56, 55, 53, 65, 51, 61, 60, 67, 67, 69, 61, 62, 69, 54, 60, 54, 52, 49, 49, 49, 51, 49, 47, 48, 48, 45, 51, 66, 67, 59, 54, 56, 60, 61, 63, 63, 51, 51, 51, 55, 47, 61, 50, 48, 51, 50, 48, 48, 60, 67, 64, 58, 69, 60, 57, 60, 66, 56, 67, 50, 53, 50, 48, 64.	60, 63, 61, 63, 68.

At the first cycle, the students were tested twice, and from both the result of the test, it is concluded that there is an improvement on the students' score. It can be seen from the percentage of improvement in each test, it can be seen as follows.

The mean of Pre-test

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

$$\bar{X} = \frac{1991}{38}$$

$$\bar{X} = 51$$

The mean of Post-test in cycle one

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

$$\bar{X} = \frac{2331}{38}$$

$$\bar{X} = 60$$

So the percentages of improvement are as follows:

To see the improvement of both test in the first cycle, so the mean of Post-test is deduced to the mean of Pre-test, as follows:

Mean of Post-test of cycle one - Mean of pre-test of cycle one

$$= 60 - 51$$

$$= 9$$

$$= 17\%$$



**Table 2. Distribution of Frequency in the Cycle One**

Range	Frequency	$\Sigma$	Percentage
91-100	0	0	0%
81-90	0	0	0%
71-80	0	0	0%
61-70	21	1364	61%
51-60	17	967	39%
40-50	0	0	0%

The above table shows that there were still some of the students could not achieve good achievement (by achieving the excellence score 70-80 and 90-100). It means that the students did not make a good improvement. Due to this achievement, a reflection was done to steps and process which had been done during the cycle one. It was done to know the weaknesses which were found during conducting the cycle one and those weaknesses were given solution when the cycle two were conducted. Things which were done to check out those weaknesses were: a) checking the diary note; and b) checking the observation sheet. After checking the diary note and the observation sheet, it was found that during the teaching-learning process, there were some of the students who did not pay good attention during the teaching-learning. Therefore, at the beginning of the cycle two, the students were motivated and manipulated the teaching technique in delivering the content of the learning. After doing the reflection and found the weaknesses and solution to the weaknesses, then it was decided to continue the research into the cycle two.

In conducting the cycle two, the teaching strategy used by the teacher was changed and improved to make a more comfortable situation then the students find it more enthusiastic learning to improve their ability speaking in order to get a very good criteria in speaking namely by getting score above of 80 for the speaking test.

After the cycle two was done, then the test speaking test was conducted. This test was the post-test of the research, and the result of the post-test is written the form of score as follows:

**Table 3. Post-test in Cycle One and Post-test Result in Cycle Two**

Students' Post-test score in Cycle one	Students' Post-test score in Cycle two
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51, 61, 60, 67, 67, 69, 61, 62, 69, 54, 60, 51, 79, 77, 76, 83, 83, 92, 77, 78, 94, 77, 76, 78, 66, 67, 59, 54, 56, 60, 61, 63, 63, 51, 60, 67, 82, 81, 79, 79, 76, 76, 77, 79, 79, 75, 80, 77, 64, 58, 69, 60, 57, 60, 66, 56, 67, 60, 63, 61, 80, 75, 85, 76, 78, 76, 82, 75, 82, 76, 79, 77, 63, 68. 79, 84.

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The mean of the post-test in the cycle two.

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

$$\bar{X} = \frac{3008}{38}$$

$$\bar{X} = 79$$

To see the improvement of the post-test on the cycle one into Post-test so the mean of Post-test on the cycle two and the mean of Pre-test at the cycle two were deduced, the calculation can be seen as follows:

Mean of Post-test in the cycle two - Mean of post-test at the cycle one

$$= 79 - 61$$

$$= 8$$

$$= 29\%$$

Base on the table above could be described the distribution of the students' score was as described as follows.

**Table 2. Distribution of Frequency in the Cycle two**

Range	Frequency	$\Sigma$	Percentage
91-100	2	93	3%
81-90	10	832	25%
71-80	26	2009	72%
61-70	0	0	0%
51-60	0	0	0%
40-50	0	0	0%

The table shows that the improvement made by the students was very good, it is shown by their achievements on the score gained at the post-test in the cycle two. This could be attained because at the cycle two, the students were encouraged to be more enthusiast in learning and by adapting the teaching strategy made the teachers. It means that the problems



that occurred during the cycle one that made the students could not achieve good performance in speaking were solved, where two students got the excellent score, 25% students got a very good score, and 72% got a good score.

**Table 3. The Percentages of the Students' Speaking Test Progression**

Test	Percentage
pre-test – to post-test 1 <sup>st</sup> cycle	17%
to post-test 1 <sup>st</sup> cycle - post-test 2 <sup>nd</sup> Cycle	29%

The total percentage of the improvement from the pre-test into post-test was gained by deducing the mean of post-test in cycle one to the mean of pre-test, it is shown as follows:

$$= 79 - 52$$

$$= 27$$

$$= 51\%$$

From the analysis above, it can be seen that the total improvement made by the students indicated that the ability of speaking passed the “good” criteria.

The qualitative (diary notes, interview, and observation sheet) indicates learning independent is an interesting method to be implemented in speaking class, it is proven through improvement made in each test, where the score gained kept increasing. The result of the data taken through interview showed that speaking class is much more interesting when it is taught using independent learning. While the data taken through observation sheet also showed that at first, the students find it uninteresting to learn speaking, but when the teaching strategy is adopted and manipulated by the teachers and students were remotivated, then there is a huge difference and improvement on their desire to learn speaking.

From all of the analysis and discussion, it is concluded that the students' ability in speaking is improved when it was taught using independent learning. It is proven by the achievement made by the students: a) the mean of the score made by the students in the Pre-test was 51; the mean made by the students for Post-test in cycle one was 60; and the mean of Post-test made by the students in cycle two is 79. It means that there was improvement made by the students during the test conducted to them as their achievement. Besides, the total percentage improvement from the Pre-test to Post-test in cycle two also showed a great improvement. It is about 51%. This conclusion is also supported by the data taken through interview, diary note, and observation sheet that shows a great interest on the implementation



of independent learning in speaking class it means that the students find it more interesting to learn speaking if it was taught by independent.

## **Conclusion**

The conclusion of this research is that independent learning is a very good method to be implemented in teaching speaking and it improves the students' English ability (The mean of the test score improves from 51 to 60 and from 60 to 79) and the percentage improvement from Pre-test to Post-test in cycle two is 51%. This conclusion is also supported by the result of qualitative data analysis that is the students find it more interesting to learn speaking if it was taught by independent.

## **Pedagogical Implication**

This finding of this research has some pedagogical implications, they are: a) the finding of this study develops the theory of English teaching strategies which has been scientifically proven through research; b) academic English instructor can make use the finding of this research to help them enlarging their knowledge on teaching strategies which is applicable in speaking class; and c) academic writing instructor also can use the finding of this research to help researcher improve the writing ability on publication might be in terms of article's structure and sentence composition.

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## **Women in TESOL Leadership Roles in Japanese Higher Education**

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### **Bio-Profile:**

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### **Abstract**

Globally, there are few female leaders in higher education and the situation is particularly dire in Japan which reports some of the lowest representation in the developed world (Shiobara, 2016). Japan is now in the process of internationalizing its higher education system (MEXT, 2016) and is trying to recruit more foreign staff and students. Japan is also currently trying to increase the number of women participating in the workforce. In this local context, both women and foreign people have become an important subject for research. This paper reports on the career paths of foreign women leaders in TESOL in higher education in Japan, the barriers they have faced in this context, and the mentorship they accessed in order to overcome difficulties. In recent years, there has been a narrative shift in the field that seeks to align TESOL with social justice (Hastings & Jacob, 2016). The purpose of this research aims at creating a measure of social justice within TESOL and the findings may be internationally applicable to an SLA audience that is gradually turning its attention to the development of more equitable and representative workplaces.

### **Introduction**

In her article on women working in higher education, Shiobara (2016) notes that one of the lowest rates of female participation is reported in Japan, a mere 12%. Foreign teachers comprise an even smaller percentage of participation in Japanese higher education, a mere



3.8% (MEXT, 2012). A quarter of the positions held by non-Japanese are occupied by those teaching English, 20% of whom are women (MEXT, 2012). This is in contrast to the international scene where the majority of those in language education are women (Appleby, 2013). These numbers seem to indicate an environment that is less than welcoming to foreign women teaching English in Japanese tertiary-level institutions. However, there are a number of women who have managed not only to secure positions teaching English in Japanese universities but who also play leading roles in the country's TESOL departments. This paper will explore the career trajectories of foreign women who have attained leadership positions in TESOL. Because no previous scholarship has examined foreign women in leadership in roles in TESOL in Japanese higher education, the literature review below will take a global focus on women in leadership roles in higher education, the challenges they face, and their means of overcoming difficulties.

## **Literature Review**

This literature review explores two strands of research investigating the career trajectories of women in higher education. The first strand is the problems aspiring women leaders face as they attempt to gain access to higher-level positions in academia and the second strand focuses on the vital role mentors play in helping women achieve their goals.

### **Problems**

The most prominent issue in the literature is the problems women face when trying to gain access to leadership roles in higher education. These include gender stereotyping and a lack of training that leads to a non-linear career trajectory.

### **Gender Stereotypes**

Women in higher education have to contend with a number of stereotypes that include their being portrayed as weak, ill-suited for leadership, and primarily caregivers who belong in the private sphere (Ahad & Gunter, 2017; Alsubaie & Jones, 2017; Morley, 2014; Nguyen, 2013; Parker, 2015). In this literature, the ideal worker is described as a man who has a full-time caregiver at home for himself and his children, who is the sole breadwinner that will be dedicated to the university because his partner does not earn an income, and who will follow the traditional trajectory, be mobile when the need arises, and be fully committed to pursuing research over teaching (Burkinshaw & White, 2017; Ford, 2016). When men are cast as the ideal worker, women are often cast as the opposite (Burkinshaw & White, 2017). Women either need to attempt to conform to this ideal worker image or face the negative consequences of challenging it.



The gender stereotype of the ideal male worker is connected with the notion that men are naturally suited to leadership roles (Ahad & Gunter, 2017; Morley, 2013; Nguyen, 2013). Men are expected to be more aggressive and more decisive, qualities that are favored among the current leaders in higher education (Morley, 2013). Men are also considered to be more appropriate leaders of universities that are steeped in the neoliberal ethos of accountability and competition (Morley, 2013; Zhao & Jones, 2017). Taken together, this portrait of a leader as decisive, aggressive, and competitive is more in keeping with stereotypes of traditional masculinity (Ahad & Gunter, 2017).

In contrast to men, women are often stereotyped as caregivers who work primarily in the inner sphere of the home with children and extended family members (Ahad & Gunter, 2017; Alsubaie & Jones, 2017; Morley, 2014; Nguyen, 2013; Parker, 2015). This is a stereotype that is reflected and reproduced in a number of English language textbooks used in higher education in Japan (Otlowski, 2003). Due to pervasive, gendered images of women, they are often cast in supporting roles in the university. They spend more time teaching than researching, and more time on service with students and on pastoral care of students to ensure their personal and emotional well-being. Additionally, if women are promoted to a leadership role, that role often involves student support rather than research (Cotterill & Letherby, 2005; Dunn et al., 2014; Gallant, 2014). While the literature does not suggest that this focus on students is an inherently negative phenomenon, it has been argued that in the current climate of neoliberalism, teaching and pastoral care have been reduced in prestige and research is the key to continued advancement (Cotterill & Letherby, 2005; Dunn et al., 2014; Gallant, 2014).

### **Lack of Training and Non-Linear Career Paths**

Pervasive gender stereotyping seems to be in the way of women attaining the qualifications they need to pursue leadership roles in higher education and cause women to follow non-linear career trajectories that are often frowned upon by university administrators. Women state that in order to attain a tenure-track position, they need a doctorate degree, something that is usually taken for granted in the Western world. However, access to this level of education is not always as straightforward in developing countries. Ahad and Gunter (2017) report that women in Bangladesh who work in the academy get their terminal degrees later than their male counterparts due to life obligations and the gender stereotypes that cast men as more worthy of investing in when it comes to university-level education. Nguyen (2013) also



discusses similar problems in the Vietnamese context. Alsubaie and Jones (2017) concur that achieving a terminal degree can also be a challenge for women in Saudi Arabia.

Although the situation in Western countries is less challenging than in countries like Bangladesh, Vietnam, or Saudi Arabia, women's paths to terminal degrees are not as linear as men's (Moodly & Toni, 2017; Vicary & Jones, 2017; Woollen, 2016). Many women report the need to take time off during doctoral studies or complete their terminal degrees while working because they have more responsibilities to take care of in the home than men (Moodly & Toni, 2017). Once their degrees are completed, they are somewhat behind the game compared to their male counterparts and begin to feel less confident (Moodly & Toni, 2017). Because of increased responsibilities on the home-front, women have less time for academic work like publishing research and making conference presentations, which is often completed outside regular hours (Vicary & Jones, 2017). Oftentimes, having a long list of publications and presentations is the only way for women to access official leadership opportunities. However, many women feel they do not have the time to pursue research because of life obligations on the home front and because of a disproportionate amount of work with students compared to their male counterparts (Moodly & Toni, 2017; Vicary & Jones, 2017; Woollen, 2016).

## **Mentorship**

While the problems faced by women in higher education seem to be grave, there is one powerful tool that can be accessed to mitigate the problems. The single most important facilitating factor to a successful career in higher education leadership is having a good mentor (Alsubaie & Jones, 2017; Block & Tietjen-Smith, 2016; Davis & Maldonado, 2015; Gallant, 2014; McDade, Nooks, King, Sloma-Williams, Chuang, Richman, & Morahan, 2008; Morley, 2014; Nguyen, 2013; Ramsay, McGregor, & McCarthy, 2014; Tolar, 2012). According to the literature, mentorship is accompanied by a host of benefits including increased opportunities for leadership, increased loyalty to the organization, higher salaries, a greater number of publications in high-impact journals, more research funding, and increased aspirations for leadership (Block & Tietjen-Smith, 2016). Women themselves have identified mentorship as a key to success in academia and advocate for more programs that foster positive relationships between mentors and proteges (McDade et al., 2008; Morley, 2014; Ramsay et al., 2014). Common themes in the current literature are for women to lament the lack of mentors that are similar to them and the need for women to "pay-it-forward" once they have attained a leadership position in higher education (Gallant, 2014).



While the benefits of mentorship have been well-established by the research (Alsubaie & Jones, 2017; Block & Tietjen-Smith, 2016; Davis & Maldonado, 2015; Gallant, 2014; McDade et al., 2008; Morley, 2014; Nguyen, 2013; Ramsay et al., 2014; Tolar, 2012) and women know the importance of having a good mentor (Block & Tietjen-Smith, 2016), there remain some issues that need to be addressed in order to improve the mentorship system. For example, studies that investigated the experiences of high-achieving women with their mentors highlighted that mentorship can also be a hindrance when there is a lack of time on the parts of both the mentor and the protege to establish a positive work relationship, when there is poor planning of support activities, when there is a lack of expertise on the part of the mentor, and when there is a poor match made between mentor and protege in formal mentorship programs. Before mentorship can be considered a “magic bullet” for women aspiring to leadership roles in higher education, there needs to be more formal research done to add to and improve this facilitating phenomenon. Some issues for future research include how to move on from a mentor, how to set appropriate boundaries between mentor and protege, and how to cope with outpacing a mentor. Proteges also need support when it comes to asking their mentors to provide them with more challenges (Block & Tietjen-Smith, 2016; Tolar, 2012).

The focus of this literature review has been on the problems aspiring women leaders face and the key facilitating factor that eases women into leadership roles: mentorship. It is clear that while there are universal problems and solutions, there are also benefits to country-specific and region-specific examinations in order to uncover issues that vary depending on context. This is particularly true in the Japanese context. While the majority of literature indicates the universal nature of the problems women in higher education face (Peterson, 2016), a plethora of country-specific studies also demonstrates the importance of focusing on the local context (Ahad & Gunter, 2017; Alsubaie & Jones, 2017, Morley, 2013; Morley, 2014). Because only one study has been published that focuses only in part on Japanese women in leadership roles in higher education (Morley, 2014), more research is needed to develop a context-specific understanding non-Japanese women in Japanese higher education experience on their career paths.

## **Methodology**

### **Research Question**

The central research question of this narrative study was: How do foreign women describe their experiences ascending to and occupying a leadership role in higher education in TESOL in Japan? This exploration was rooted in previous research, particularly Morley’s



(2014) investigation of female leaders in Asian contexts and Simon-Maeda's (2004) work examining the lived experiences of foreign women teaching English in Japan. The question is of significance because no previous studies have been conducted that examine foreign women in leadership in higher education in Japan.

## Participants

This study included in-person interviews with four foreign women in TESOL who were identified by the researcher as playing an important leadership role in higher education in Japan. All participants were Caucasian and had been working in Japan for over a decade. All were in formal leadership roles including professors and department heads. Additionally, all participants are well-known and active in the TESOL community in Japan. Interviews lasted one hour and were audio-recorded. Audio-recordings were subsequently transcribed and participants verified the accuracy of the transcripts. After verification, transcripts were coded thematically and were then used to create a case-narrative for each participant. Once the coding and case-narratives were completed, participants again checked the themes that emerged from the coding and the theme-based case-narratives for accuracy.

TABLE 1: Participant demographics and professional background.

Pseudonym	Age Range	Race	Family Status	Job Title	Time in Japan
Renata	50s	Caucasian	Married to a foreigner, two children	Professor	20+ years
Leslie	50s	Caucasian	Married to a foreigner	Department Head	15+ years
Faye	60s	Caucasian	Married to a Japanese, two children	Professor	30+ years



Anne	40s	Caucasian	Single	Department Head	15+ years
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## Findings

The focus of this study was to examine how four women leaders in TESOL in Japanese higher education experienced their career trajectories. The findings are structured around the literature review and address the gendered experiences of the participants, the non-linearity of their career trajectories, and the mentorship that benefitted them.

### Gendered Experiences

Participants' stories indicated an acute awareness of the struggles that many women face in higher education in Japan, particularly in TESOL. Findings indicate that all participants experienced some gender bias during their careers but when the women recounted these stories, it was with a measure of balance, a sense of determination, and, in some cases, humor.

**Anne.** Although relatively fortunate because she does not feel she experienced direct gender discrimination in TESOL circles in Japan, Anne recounted a story of gender bias from when she was a member on a hiring committee. She relayed in the interview that,

It has amazed me being on hiring committees now because finally I actually get to be a part of decision making, gets a job. And I found it baffling that I in our most recent round of job hiring, we were looking to add one new candidate to the Center for English Communication. The center for English Communication right now has eight teachers, two women and six men. And the hiring committee, it was me and a bunch of guys and they immediately start looking for people that look like them...all of the studies that we read and that we quote, people want to look at people who look similar to them. But I don't think it was at all intentional.

Anne's story is remarkable for a number of reasons. First, she does not accuse her male colleagues on the hiring committee of intentionally trying to hire other men that have a similar background to them. Second, she recounted later in the story that when she suggested the other members of the committee that they should consider more equal representation on staff, she said they felt "embarrassed" and they were willing to interview candidates, including those they had previously rejected even though they had more qualifications than the male candidates they had originally selected for interviews.



**Faye.** Like Anne, Faye reported having experienced relatively little direct gender discrimination during her career and when she has, it seems as if her sense of humor and positive attitude have kept her resilient. For example, when at the start of her career she was passed over for a full time position because it was assumed a male teacher would be “more reliable”, she did not let that dampen her resolve and she laughed during the interview as she recounted that part of her story. However, like Anne, she also realizes that just because she has not personally experienced much gender discrimination, she is aware that it does occur, as the following passage highlights,

I've never felt disadvantaged and I think because there were so few working mothers and few working women, they were so accommodating, like if my kids were sick or whatever. I can remember proctoring an entrance exam once and an official from the school came into the room and took me aside and said the daycare called and you must go back and I will take your place here. But I can't see that happening now.

**Renata.** Renata's story paints a similar picture of relatively little gender discrimination on the surface and when there have been issues, Renata is not quick to attribute them to gender alone. For example, when there was a tenured position open at her school, Renata was passed over for the job in favor of a man with similar qualifications. She said that it “might have been a gender issue” but she has also considered that it might have been that his PhD topic of computer-assisted language learning was more attractive to the university than hers of teacher identity.

When her male colleague who had been awarded tenure became “negative” and left the university rather abruptly, Renata thought she would be a good candidate for the position he had vacated. However, she said that when she expressed her interest in the job, the program director “sort of slapped her down really rudely”. When asked if she attributed this to gender discrimination, she again showed balanced consideration. She said it “might have been” and supported this with a comment the director had previously made that she “could not use her family obligations as an excuse for not working during the summer”.

Despite Renata's balanced response to what she experienced during her quest for tenure, the most telling part of Renata's story about gender is not her own story at all but that of her husband. His experience seems to stand out in contrast to hers and offers a clear cut example of the difference in career paths between many men and women in academia. Her husband completed all his degrees in succession and was then offered a two-year job which quickly morphed into a tenured position where he remained for his entire career, where he felt “comfortable”, and where was not required to publish or to learn Japanese. Renata, in contrast,



worked part-time after having her first child, took time off to have a second child, returned home with her young children to start a PhD, finished her PhD while teaching full time, learned Japanese, and worked in the field for more than a decade, publishing and presenting her work, before being awarded tenure.

**Leslie.** Similar to Renata, Leslie's husband was afforded a great deal more privilege in the TESOL field in Japan. Before arriving in Japan, Leslie experienced some clear discrimination. In discussing her first job offer in Japan, she recounted,

It was quite funny. The job was supposed to be for a university position, but it turned out there was one for the junior college and one for the university and, of course, my husband got the one from the university and I got the one for the junior college even though I was the ambitious one.

When asked further about this, Leslie added,

It's funny because I'm the career one, you know, he's a really serious academic, but he's not ambitious in the same way. And we laughed about it because it just happened the whole time. We had the same jobs, but he got paid more than me even though we had the exact same qualifications.

Similar to the contrasts that appear when comparing the careers of Renata and her husband, juxtaposing Leslie's career with that of her husband shows a pattern of gender discrimination. The fact that Leslie's husband automatically got the job at the university while Leslie was relegated to the women's junior college and the fact that she was consistently given a lower salary indicate a level of gender discrimination that neither Faye nor Anne would have been exposed to unless they were working in the same field in tandem with a male partner. However, what is particularly interesting is the way that Leslie copes with this. Rather than getting angry, Leslie said twice that the situation was "funny" and that she and her husband "laughed about it". While it is not to be suggested that gender discrimination is a laughing matter, her attitude seems to be a coping mechanism for Leslie.

When in her second position in Japan, an official leadership role, Leslie faced more gender discrimination but dealt with it by minimizing contact with certain staff, focusing on the task at hand, and forging a new path for herself and her team by splitting off from the main department. The following story highlights both the difficulties she experienced as well as Leslie's resilience, focus, determination, and resourcefulness.

It was painful at the time and I didn't know whether to stick it out. Like for years I was thinking I just need to leave leadership and be a normal academic but I felt I had so much to offer. I think, looking back, it was a bit of sexism but also lack of respect for



my area of expertise...There was one person who was very difficult and others sort of followed him so I was completely sidelined. I felt I had to fight and justify every single thing I was suggesting whereas everyone else, maybe because they were men or they were friends, it was just automatically accepted. But I saw that happening with other females in university as well...they were just ignored. The constant battle, it's just tiring. So I ended up just focusing on what I could do and I just decided to minimize the contact and just focus on what I could achieve. Then one day...I was trying to be positive because the team, they were working so hard and I just said, "Look, shall we suggest we split from the department?" and everyone said, "Yes, please!" So we put together a proposal and it was easy to achieve because they just wanted to be rid of us.

Leslie has been successful in her position and she is deeply appreciated by the administration at the university who see her value. However, when asked in the interview about how she manages to juggle her full time job with her international travel, work on the two journals she founded, and the publishing company she has opened, she simply responded, "Well, I don't have children and I have a husband who treats me like an equal partner. I mean I don't do anything at home. I pay someone to clean and my husband cooks so I can do it." Leslie's attributing her success in this way serves to highlight the ingrained expectation that women are often required to do the majority of housework and childrearing and are not usually treated as "an equal partner".

### **Children, Qualifications, and Non-Linear Career Trajectories**

Two of the women participating in this study are mothers. As a result, their career trajectories were not as linear as those of their husbands. However, because they both arrived in Japan in the 1990's, when there was less competition for jobs and therefore more flexibility, this non-linear career path was not detrimental as it is for other women. Additionally, the women in this study did not feel they needed to pursue further qualifications primarily in order to climb the career ladder. Instead, they said they completed further degrees so they could better serve the needs of their students.

**Faye:** Faye needed to take two breaks from work in order to give birth to her children. During her maternity leave, Faye pursued additional qualifications and her decision to do so came from a love of teaching rather than an instrumental purpose like getting a better job or a promotion. She recounted,

I only had a BA but I liked teaching English as a second language, so I applied to a Masters program at UCLA and I got accepted in like 1980. But in '81, I got pregnant



with my son and I was just like, oh wow, that's the end of that. So I was always interested in going to graduate school. I like teaching, I wanted to know more about it. So when I was on maternity leave I thought, okay, I can't go to Temple University. Temple Japan, had just opened up at that point. So I did a course through a correspondence university.

Apparent in this anecdote is Faye's ability to find a way to make things work. Although she was on maternity leave and could not go to UCLA or Temple as a result, she found a school with a curriculum and a delivery mode that suited her circumstances and she managed to complete her Masters degree over five years, partly while on leave and partly after returning to work. Her motives for studying are illustrated when she states, "I liked teaching" and "I wanted to know more about it." Faye did not need a Masters degree and could have stayed comfortably in her position with a BA. Later on in her career, Faye would begin a PhD and she explained her motivation for pursuing a terminal degree in the following way,

Things were changing at the university and I had to supervise graduate students and I really didn't have a clue what I was doing and I felt really uncomfortable. I don't think the other teachers had much of a clue either...they just had a BA. And so I didn't feel comfortable supervising PhD students.

It seems from Faye's story that other teachers were not particularly bothered by the fact that they were supervising PhD students despite having only a BA. It appears that Faye could have easily avoided pursuing a PhD but she did not do so because, in her words, she "felt really uncomfortable". This seems to indicate the responsibility she felt for her students and the drive she had to give them the support they required. In fact, Faye's determination to prioritize the needs of her students is demonstrated particularly well by the fact that she had to hide her PhD studies from the university as she was not supposed to be a student while being employed full time. She stated that, "When I joined the PhD program I did it secretly at first because I had a feeling that if I asked permission, I'd be denied."

**Renata:** Upon arrival in Japan, Renata had both a Bachelors and a Masters degree but neither were in areas connected to language teaching. Despite lacking this background, Renata chose to pursue a PhD in Applied Linguistics, which she started while on maternity leave. She stated in the interview,

I was really so unprepared to do a PhD. I didn't have any background in Applied Linguistics...so I was really just kind of reading and finding out. I didn't have very much teaching experience either, so I was really a newbie in all kinds of ways, but I did start doing some kind of mini studies and presenting them.



Renata's lack of background was a significant barrier that needed to be overcome and with perseverance, she managed to do so. She cites the main reason for pursuing the PhD degree was the "new direction" her career had taken and her lack of experience with "classroom teaching". Like Faye, Renata did not need further degrees to keep working. Rather, her comments indicate a discomfort with her lack of knowledge of Applied Linguistics and her limited teaching experience. A desire to professionalize and better serve her students seems to be at the core of Renata's decision to do a PhD.

### **Support Systems**

The women in the study were quick to highlight the fact that they received a great deal of support from mentors, colleagues, and family members. On occasion, the support they received was vital to keeping them in the academic "game", as Faye put it. However, what is also clear from the women's stories is that getting support is a two-way street. The participants were open and receptive to the help they received, a key element contributing to their success, and showed their appreciation through continued hard work.

**Anne.** Perhaps the story that Anne shared best serves to highlight the importance of support systems in academia. Anne recounted that while she worked on contract for ten years at a well-known national university, she was shocked to discover that her PhD supervisor had plagiarized some of the dissertation she was working on and she explained how mentors and colleagues came to her aid.

I found this out when I was home out on a summer break and went into shock and called my boss in Japan who is a super awesome man. And he's like, you disenroll right now and we will supervise you and you will get your degree through our PhD program. This is the dean of my program and his wife ended up being my supervisor. They're just super special people and I will forever be grateful. I had a committee of three people, three of my colleagues helped me on it for the next year and a half to revamp and to go in a bit of a different direction and it ended up being a stronger thesis. I was really, really pleased with it. And then, unbeknownst to me, behind my back, once I had the PhD in hand, they did all of the paperwork involved in getting me a promotion without telling me and then they're like "Surprise!", you got your associate professorship.

This story is remarkable not only for the level of support Anne received with her thesis but also because of the extra push made to get her a promotion. At a time when Anne was considering leaving academia because of having been exploited by someone who was meant to serve as a mentor, the support she received from her bosses and colleagues was vital.



**Faye.** Faye had a “kind of mentor” when she started working at the national university where she is still employed today. She explained that,

One teacher really kind of like told me, “This is what you have to do. I’ll write papers with you.” So the first few papers that we wrote for our university journal, I wrote together with her. She kind of got me in the game with building up my knowledge that you’ve got to be productive with things, which I hadn’t been, and she mentored me on the things that I had to do.

Faye’s story indicates her lack of understanding of what was expected of her in a national university and the support she needed to start publishing. Because many of the foreigners in academia in Japan are brought into the system to teach English and they often lack a background in the field, they compensate by studying and pursuing other means of professional development while they are on the job. As such, mentorship at work is important but, as participant stories show, it is not particularly formal or organized. Although Faye already had tenure at the university, she states that she was uncertain of what her role as an academic should be and therefore the mentorship she did receive, although informal, was vital to pushing her further development. Of course, Faye could have rejected her mentor’s suggestions and comfortably occupied her position but she was receptive and wanted to professionalize.

**Renata.** Similar to Faye, Renata was still relatively inexperienced in doing research even after her PhD and she recounted that the head of the graduate school where she did her tertiary studies was “enormously supportive” of her and helped her gain access to research sites that she would not have been able to access on her own. She said that this woman has since “kept me in the loop” “kept me informed” and “invited me along to things”. Renata partially credits this woman with her success at the early stages of her post PhD career when she was becoming more active in research and making presentations.

She also said that amongst colleagues in her current position, “there is a closeness and a bond” that she has not experienced elsewhere. When contrasting this picture of collegiality to her previous position where she was “slapped down” by the department head and swept up by the “negativity” of some of her co-workers, the importance of individual support along with a supportive working environment becomes apparent.

**Leslie.** Like the other participants, Leslie recognizes the value of the support she has received from her colleagues and considers it to be an important ingredient in her professional development. In the interview, she recounted,



In my first two years, two of my colleagues gave me a hard time and I deserved it and they were often questioning and suggesting things but in a very professional way, you know. I don't blame them at all. It was totally appropriate and I'm really grateful for it. They have really listened to me and I've really tried to listen to them. I'm so lucky.

Leslie's comments highlight the two-way street that is necessary for support that is offered to fully take root. Not only do colleagues have to be dedicated enough to provide guidance and constructive criticism but the recipients also need to be open to listening and trying to apply what they have learned from mentors and other support people.

## **Discussion**

The purpose of this narrative study was to gain a deeper understanding of the career-path experiences of foreign women who currently occupy leadership roles in TESOL in higher education in Japan. A significant amount of the extant literature explores the barriers women face when attempting to achieve leadership positions in higher education and the methods they use to overcome them. As such, the focus of this research was a further examination of the problems experienced in this context and the ways in which foreign women in TESOL leadership roles in Japan, a population not yet studied, managed to overcome barriers.

## **Gender Stereotypes**

Participants in this study discussed what they perceived to be some of the negative impacts of gender on their way to occupying TESOL leadership roles in Japanese higher education. For example, one felt as if she was positioned as an outsider because of being female and another felt that she may have been rejected for jobs because she is a woman. This lends support to the extant literature that indicates men act as gatekeepers of the academic club who hesitate to allow access to others who may pose a threat to the status quo (Morley, 2014; White, 2003). Some participants in this study also reported the privilege their husbands had been afforded in this context in that they got higher ranking jobs with better pay despite having similar qualifications to their wives. These findings corroborate the findings of previous studies that show men are often promoted before women and are awarded higher salaries (Alsubaie & Jones, 2017).

However, the women in this study did not report being penalized for following less than linear career trajectories, as some women do (Moodly & Toni, 2017), nor did they report feeling that they were stereotyped primarily as caregivers and thus not suitable for leadership, as in some of the other literature (Ahad & Gunter, 2017; Alsubaie & Jones, 2017; Morley, 2014;



Nguyen, 2013; Parker, 2015). It is reasonable to assume, as the participants did, that being White and from a developed country helped to offset the barriers the gender discrimination the women may have faced if they had been in their home countries. Additionally, while women in this study reported feeling less gender discrimination than in much of the literature, another factor that may have offset this was the family support they received. The majority of participants in this study credited their partners with being extremely supportive of their careers and this is also a theme found in the published literature (Ahad & Gunter, 2017; Davis & Maldonado, 2015; Nguyen, 2013; Shahtalebi et al., 2011). While findings of this study show that White women from developed countries seem to be afforded a certain amount of privilege in TESOL the Japanese context, they still did face some discrimination based on gender. The support they received from their families can in part explain how they were able to overcome some of the barriers. However, family support was not the only facilitating factor found in this study. The participants primarily gave credit to mentors for helping them to develop professionally and get promoted.

### **Mentorship**

Women were supported by mentors while they pursued further formal qualifications, began their careers as researchers, and developed their leadership skills. This finding lends further support to the wide-ranging literature that emphasizes the importance of mentorship on the path to a leadership role in higher education (Alsubaie & Jones, 2017; Block & Tietjen-Smith, 2016; Davis & Maldonado, 2015; Gallant, 2014; McDade et al., 2008; Morley, 2014; Nguyen, 2013; Ramsay et al., 2014; Tolar, 2012). However, similar to many of the women discussed in the literature, the participants in this study were not able to avail themselves of the support of formal mentors and instead had to depend on the willingness of people who did not occupy official mentorship roles (Gallant, 2014). Oftentimes, support came from male mentors. This is primarily because men occupy the majority of positions in universities in Japan and it highlights how women need male support on their way to leadership roles. However, women in the literature describe the need to have mentors who are similar to them (Gallant, 2014) and while the participants in this study did not express a desire for female mentors in particular, they do seem to be especially concerned with supporting and mentoring other women who currently aspire to careers in academia. They mentioned supporting other women to get hired for positions and for ensuring that women can take maternity leave without being penalized. These leadership behaviors are also found in the literature that highlights women in leadership roles tend to focus on the creation of a more inclusive and flexible environment (Dunn et al.,



2014; Jacobs & Witt, 2006; McDade et al., 2008; Sader et al., 2005; Taylor & Stein, 2014; Woollen, 2016).

## Conclusion

The objective of this study was to shed light on women's experience in the TESOL field in higher education in Japan. The women selected as participants are current occupiers of official leadership positions and were interviewed about their career trajectories. The women reported experiencing gender stereotypes and non-linear career paths on their way to leadership but they were able to overcome difficulties primarily due to the support of mentors. Because mentorship is discussed in the literature as the most important factor in attaining a leadership role in higher education and because the women in this study did not have access to formal mentors, it may be good practice to foster formal mentorship programs in higher education in Japanese universities, particularly for under-represented minorities like women.

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## **The Efficacy of Using Spelling Bee Game in Teaching Vocabulary to Indonesian English as Foreign Language (EFL) Students**

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### **Abstract**

This research aims at finding out the efficacy of using Spelling Bee Game (SBG) in teaching vocabulary to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of Spelling Bee Game effective in teaching vocabulary to Indonesian EFL students?. The significances of the research are (1) this study can be an addition in the persisting teaching vocabulary by using games. (2) the result of the study will also can contribute to curricular designers to use games for teaching and learning vocabulary to Indonesian EFL students. This research had been conducted at the seventh grade of Islamic Junior High School Al Hafidz Palopo, South Sulawesi Province, an Indonesian Junior High School. There were 16 students as sample of this research. The research applied a pre-experimental method by using pre-test and post-test design. The previous students' ability in vocabulary were measured through the pretest while the improvement of students' vocabulary after conducting the treatment by using using Spelling Bee Game. The findings show that using Spelling Bee Game is effective in teaching vocabulary to Indonesian EFL students. The result of significance test through SPSS 20 program shows that P was 0.00. Therefore, it is highly recommended to use Spelling Bee Game in developing vocabulary of Indonesian EFL students.



**Keywords:** Spelling Bee Game, Indonesian EFL students, teaching vocabulary

## **Introduction**

Indonesian students need vocabulary development. It takes a big role in enriching the basic skills in English (Richards and Renandya, 2002). In addition, vocabulary is considered as an important skill which is needed by the students to master all of the skills in English, included both of receptive skill namely listening and reading and productive skill namely speaking and writing skills. Related to vocabulary competence, Indonesia's School Based Curriculum (or SBC) 2004 requires that the 7<sup>th</sup> grade students should have about 500-1000 words in the English subject (Depdiknas, 2004). In addition, Riahipour & Saba (2012) state that learning a foreign language has a significant relationship with the vocabulary knowledge.

The observations and interviews results at the SMP IT Al hafiz, Palopo, South Sulawesi Indonesia, found that they still have many difficulties and challenges in teaching. Students are lack of Vocabulary. They sometimes get troubles when they want to expressing their ideas in both spoken and written expression. In addition, it was found that the 7<sup>th</sup> students of the school still had problem in developing their vocabulary. In completing their writing tasks, the students could not write since they were lack of vocabulary. In addition, the students got problem in expressing their ideas into good writing. Furthermore, when they were completing speaking task, they were in trouble when they express their ideas since they don't have enough vocabulary in English.

Related to the students' problem in vocabulary, spelling bee game is of the solution to solve the problem since it can enrich the students' vocabulary. The principle of children in acquiring mother tongue has similarity when they play games while learning English as a foreign language. They are not in stressful condition which can cause them can easily understand and learn English more. Students will get a fresh situation during the learning process through a game which at first makes them feel uncomfortable (Mei and Jing, 2000). In addition, symbols of the alphabet are very useful aspect in pronouncing a word in both spoken and written forms (McPhearson, 1984). The use of spelling activities is very helpful in developing the students' vocabulary in English (O'Sullivan & Thomas, 2007).

Spelling Bee Game (SBG) is adopted from the Spelling Bee Competition. In this game, the participants are required to have a good ability in spelling words and it can be applied at any levels of school (Sebba, 2009). In the implementation of spelling bee game, there are some



parts involving Students as participants, Pronouncer, Teacher as judges, feedback. Nowadays, the spelling bee is not just special for the participants at the contests but it is also for the English language itself (William, 2008).

In the *Spelling Bee Handbook* (2012), mentions that it gives helps to the children to overcome their problems in spelling words being learnt in the English classroom. Three important aspects are used in implementing SBG namely: (1) participants, (2) judges, they are needed to take control of the competition, and finally (3) teachers as the pronouncers. In addition, SBG is an educational strategy for English teaching since it can contribute in creating a strong foundation in learning how to spell and enriching vocabulary (Payra & Cardona, 2016).

There have been some researchers have been working on the use of game in developing students' vocabulary. Sekarini (2013), Rahayu (2009), Inayatullah (2012) and Ovaningtyas (2016) have found that SBG to be effective in improving the students' English vocabulary in the English classrooms. Considering the benefits of SBG and to help the 7<sup>th</sup> grade students in the school under this study, thus, this game is proposed. Based on that case, the research question is: Is the use of Spelling Bee Game effective in teaching vocabulary to Indonesian EFL students? The significances of this can study are: (1) this study can give a new addition in the persisting teaching vocabulary by using games. (2) this study is also expected to give new contribution to curricular designers to integrate games for teaching and learning vocabulary to Indonesian EFL students. The scope of the research was the efficacy of implementing the Spelling Bee Game in Teaching Vocabulary to Indonesian English as Foreign Language (EFL) students.

## **Methods**

This research had been conducted at the seventh grade of Islamic Junior High School Al Hafidz Palopo, South Sulawesi Province, an Indonesian Junior High School. This research was a pre experimental research. This research is aiming at finding out the efficacy of the implementation of Spelling Bee Game in Teaching Vocabulary to Indonesian English as Foreign Language (EFL) students. The students in the academic year 2018/2019 as the subject of this research which the total numbers of participants was 16 people. There were three steps of this research namely (a) pre-test, (b) treatments and (c) post-test. In the pre-test, the student' previous ability was measured. Then in the post-test, the researcher measured the students'



vocabulary competence after conducting the treatment for 10 meetings through the use of Spelling Bee Game (SBE).

In the pre test of the spelling bee game experiment program, the students' vocabulary abilities were observed by researcher through the use of the some various questions forms. The vocabulary test evaluation instruments used in evaluating the vocabulary consisted of three main parts. There were fifty items of questions in those three parts.

In addition, there were 10 meetings in the treatment of this study namely using the Spelling Bee Game vocabulary class. In the process of spelling bee game class, there were some main steps as follows: 1. The teacher asked students to read the text 2. The teacher distributed the table which consisted of part of speech group (noun, adjective and verb) that they got from the text. 3. The students were divided into two teams. Both of the teams were team X and team O. The team consisted of 8 students. 4. The teacher chose one team to come forward in front of the class. 5. The representative of team consisted of 2 students to play the game. 6. The two students got 1 word that they should spell at once. 7. The words were pronounced by the teacher and the students were asked to discuss in pair before they spelt the word. 8. The teacher gave instruction to start spelling by counting 1, 2 ,3. 9. If both students spelt the word correctly, then they got 1 point but if one of them was wrong in spelling a word then no point. 10. Both teams took turn to play the game. There were two rounds for each section of the SBG. 11. The team that had collected many points was considered as the winner. Finally, At the post test, the students again were asked to answer the vocabulary test. The vocabulary test was consisted of three main parts with 50 items. It showed the students' vocabulary ability after the implementation of SBG in teaching vocabulary.

In analyzing the data, the quantitative data was analyzed through the application of paired-sample t-test using SPSS 20. The researcher used the statistic testing result to answer the research question of this research namely the efficacy of using the Spelling Bee Game in teaching vocabulary.

## **Results**

The data analysis result shows that the vocabulary ability of the students was improved. There was an improvement of students' ability in vocabulary after conducting the 10 meetings treatments by implementing the spelling bee game (SBG). The scores of the students' vocabulary test in the pretest and in the posttest is shown as follows:



Table 1. *Students' mean score of vocabulary test in Pretest and Posttest*

Pre-test	30.60
Post-test	55.53

Table 1 shows that competence of the students in vocabulary was improved after the treatment by applying SBG. The students can reduce their weaknesses their vocabulary mastery in the post-test. Furthermore, the hypothesis testing by using SPSS 20 shows that P value was 0.00. This indicates that the treatment by using SBG is effective in improving the students' vocabulary ability.

## Discussion

In relation to the data analysis result, the researcher found out that using spelling bee game can be an effective way in developing students' vocabulary at the junior high school in Indonesia. The result of statistical test supports the power of SBG as the P value was 0.00. The researcher then recommends the use of spelling bee game in developing vocabulary of Indonesian EFL students.

The result of this study shows the similarity with the previous researchers' findings such as Rahayu (2009) and Inayatullah (2012) who have proven that Spelling Bee Game (SBG) had an important effect in developing the vocabulary of the students. The application of SBG can enrich the students' vocabulary, improve their competence in spelling, and it can create an enjoyable atmosphere in process of the learning. Furthermore, SBG develops the vocabulary of students since it can facilitate the students to be easier in remembering, repeating, spelling and understanding the meaning of the words all at once.

In this research, the SBG was beneficial since through the competitive system and collaboration among the students could develop their spirit in spelling and understanding the vocabulary given during the SBG application. The students compete in the group X and group O. They tried to be the winner for each section of competition. This research is in line with Astuti (2019) findings that collaborative game can give positive contribution to the development of students' character building include in learning process. Furthermore, It is reported by Nguyen and Nga (2003) that a game can facilitate learners to enjoy the fun atmosphere, the spirit of competition, the great increasing of motivation. In addition, they could grasp the material quickly in an very supportive environment. The students liked all the activities with games and it is a real motivated program in teaching process.



Another thing that makes this research successfully conducted is the students were enjoyable and they can increase their spelling ability. This fact is supported by Yunisrina Qismullah Yusuf Arsal (2017) who states that the implementation of SBG in teaching vocabulary could facilitate students to develop their vocabulary, enrich the ability in spelling, and support a fun learning. SBG create an excellent result in the mastering vocabulary. Furthermore, as indicated by On the subject of SBG, the *Spelling Bee Handbook*, published by Macmillan (2012), explains that it is a way to help children to overcome their difficulties in spelling words being learnt in the classroom.

During this research, there are some weaknesses of students in vocabulary have been improved such as they still lack spelling ability and low ability in pronouncing English words. Related to this fact, Supian (2019) suggested that game base language learning is suggested as one of the vocabulary learning strategies in the classroom. In addition, Masruddin (2019) state that it is a required for the candidate of English teachers to be able to support the students with creative and effective way to develop the students' interest and to get the focus of the students in the process of learning included through a game base learning strategies. Furthermore, Lewis (1999) finds a game as a facility for children to support the practice activities, discovery learning techniques, and to stimulate the interaction of the students with their environment. That is why games support the learners to do the language exposure in various language aspects, such as spelling, grammar and vocabulary. In addition, it is suggested by Tyson (2000) that a sportive competition should be applied, the interest and the involvement of the students should be shown and prepare opportunity to get new lesson, practical experiences, or review the targeted language material. This is supported by Krashen and Terrell's (1983) that in acquiring a new language, all human need to have a good motivation to learn the new language and they also need enough language exposure in the new language environment.

## **Conclusion**

The spelling bee game is an effective game in developing the vocabulary of Indonesian EFL students. The result of significance test supports with the effective P value namely 0.00. Therefore, the researcher recommends the use spelling bee game in developing vocabulary of Indonesian EFL students.



## **Pedagogical Implication**

Spelling bee game can be used to enhance the vocabulary of the students. The students can learn new vocabulary in the process of the spelling bee game. The students can understand the how spell a word correctly. In addition, the activity in spelling bee game can increase the students' vocabulary unconsciously because of the fun situation. Furthermore, the spelling bee game can be an alternative to reduce the students' stress and worry in the classroom about the English subject difficulties. In addition, this kind of game can be an ice breaker activity in English class.

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## WhatsApp Audio and Video Chat-Based in Stimulating Students' Self-Confidence and Motivation to Speak English

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### Abstract

This era of 4.0 industrial revolutions, lecturers, especially English lecturers have to be aware with the technology particularly mobile technology that can enhance their students' English skills in utilizing social media such as WhatsApp to improve students' English



speaking ability in order that they can show high self-confidence and motivation to learn this international language. This research aimed at describing students' day to day English speaking skills via WhatsApp group set as a platform for audio and video chat-based for a semester period. Through these chat-based, students were expected to solve problems in terms of self-confidence and motivation to speak English. Data was gathered in the form of group WhatsApp day to day observation and close-ended questionnaire with 27 participants selected purposively. These data were analyzed descriptively. The results showed that students felt very confidence and were encouraged to speak through WhatsApp group by audio and video recording chat-based from day to day speaking habit. WhatsApp as a social media has much potential for students to improve their speaking skill through audio and video recording. Therefore, the passive students were also engaged actively when there was a stimulus set by the lecturer and rest members in the WhatsApp group.

**Keywords:** WhatsApp, audio and video recording chat-based, social media, self-confidence, motivation

## **Introduction**

The ability to speak English in this era 4.0 industrial revolution using mobile technologies is essential to follow the development around the globe. Mobile technologies offer new educational opportunities more choice for students to access course content, as well as interact with the lecturer and student colleagues wherever and whenever (Beckmann, 2010; Husbye & Elsener, 2014; Andrews et al. 2015; Bocconi & Trentin, 2015; Ma, 2017). The interactions are more accessible by using mobile technologies in the form of social media that allow communication and enhance EFL learning (Rodriguez, 2011). One of the most popular social media used today is WhatsApp (Awada & Wang, 2016; Afful & Akrong, 2019; Andujar & Salaberri-Ramiro, 2019)). Since all participants of this study had WhatsApp application in their mobile phones, mobile instant messaging in the form of audio and video chat-based support in this study is solely referred to utilize WhatsApp as social media in day to day learning speaking English to engage students more active with high self-confidence and motivation. Maming (2018) stated that social media is able to motivate students to develop their language skills particularly in reading skills in natural way during the interaction (p. 210). It is in line with Sakkir (2018) who said that students showed high interest in using social media



in writing skills. In learning speaking, motivation is one crucial aspect to influence students to speak English (Tài, 2016, p. 177-182).

Some studies using WhatsApp in EFL teaching and learning conducted, for instance, language learning (Zhang, Song, & Burstson, 2011) writing proficiency and perceptions (Awada & Wang, 2016), academic performance (Afful & Akrong, 2019), international distance education (Madge, et al. 2019), peer tutoring (Timmis, 2012; Campbell, 2019) and more. However, there is little applied research into how WhatsApp used at the university level via a chat-based that support students' day to day speaking performance to stimulate self-confidence and motivation.

This study was to explore the use of WhatsApp recording chat-based in EFL teaching and learning result a contribution to the effective implementation of mobile learning for increasing students' self-confidence and motivation in higher education. The intention of this study was not to conduct the entire speaking course within the WhatsApp. Instead, face-to-face lectures supplemented with the delivery of activities and instructional materials uploaded, learned, and discussed via audio and video recording through WhatsApp outside of the class hours, which observed day to day in a semester. WhatsApp used to strengthen the concept of teaching and to learn in the class and provided students with a real connection, collaboration, and communication between lecturer and classmates. The primary research questions of this study were, "How are students' self-confidence and motivation in day to day speaking English performances in a semester using WhatsApp?"

## **Literature Review**

This study centers on the use of WhatsApp chat-based as a day to day oral communication platform for engaging students' self-confidence and motivation to speak English. Relevant literature presented as follows: (a) mobile learning, (b) related studies on WhatsApp in EFL teaching and learning, and (c) related studies on self-confidence and motivation with mobile learning integration.

### **2.1 Mobile learning**

Mobile learning can make a concept of learning wherever and whenever into a reality. Mobile learning promises to transform the world of learning and leads to solve the narrow limits of the classroom to achieve ubiquitous learning (Simone & Cosimo, 2016). Boyinbode, Bagula, & Ngambi (2011) stated that mobile devices enable learning to be carried out in a spontaneous, pervasive, and ubiquitous education process. EFL learning also benefits from



such opportunities. EFL students get more opportunities to practice their English skills such as listening, speaking, reading, and writing, as well as other sub-skills, for instance, vocabulary and pronunciation (Stockwell, 2010; Sweeney & Moore, 2012; Fuente, 2014). According to Godwin-Jones (2017) discovered that mobile learning might be a potential motivator; for instance, Zou & Yan (2014) found that students in other areas of their research have high motivation, and some others have low motivation due to the relative economic development in different cities. Despite, Kim et al. (2013) argued that mobile technologies enable to motivate innovation in English learning and assist educators to realize their pedagogical goals for teaching more effectively. These authors also said that mobile devices functioned as entertainment and communication. A social communication app used in the smartphones found to increase students' positive attitudes towards learning and teachers' feedback that the purpose is for communicative purposes in foreign language learning (Xu & Peng, 2017). Mobile learning is, however, not an opportunity to replace classroom teaching but an additional learning aid that students can use to enhance their learning.

## **2.2 Studies on WhatsApp in EFL teaching and learning**

Based on the number of monthly active users (in millions), WhatsApp is the most popular global mobile messenger apps today (Statista, 2019). WhatsApp is considered as a potential medium to support teaching and learning. Also, the familiarity of the use of WhatsApp attracted some researchers to research the use of WhatsApp in EFL teaching and learning.

A study conducted in South African university by Rambe and Bere (2013) did a case study and explored the use of WhatsApp among the undergraduates and reported that WhatsApp has the potential to create a dialogic situation for students' engagement to collaborate as well as to transform teaching and learning. Awada & Wang (2016) found that the use of WhatsApp in teaching and learning writing was more effective than the regular instruction, and students were motivated to study. Similarly, a study conducted at a university in the central-north of Saudi Arabia by Alshammari et al. (2016) who stated that WhatsApp in EFL instruction encourage autonomously and peer learning and develop learning communities. WhatsApp can support spontaneous communication, the exchange of images, and the sharing of captured video clips in teaching and learning activities. The mobile connectivity and instantaneous services provide an opportunity to offer new ways of teaching and learning that can ultimately improve performance. On-demand access to media content is beneficial to busy and independent learners.



Plana et al. (2013) reported that students received WhatsApp positively in particular with high levels of satisfaction with language activities using this application, as well as high levels of motivation to participate in activities that exploit WhatsApp's collaborative potential (Castrillo et al., 2014). Importantly, engaging students in WhatsApp mediated language activities also has a positive impact on their confidence, increasing their reading habits, and willingness to read more in English (Plana, et al., 2013). By allowing learners to select their needed learning materials, this can cultivate a responsive pedagogy for individual differences. WhatsApp is a suitable tool to facilitate this form of learning. WhatsApp allows the teacher to deliver learning materials in small chunks. This method of presenting information is less overwhelming for the learners and makes it easier for their learning. It can also be well-suited for students with a busy lifestyle. WhatsApp also retains the chat history chronologically. The stored Bite-sized materials were in the learner's device for easy access. Learners can conveniently revisit these materials at their own pace and time.

Almost all study-findings supported using WhatsApp to enhance students learning and enthusiasm, using WhatsApp helped students to develop English skills, enriched their vocabulary, and learn from their mates' mistakes (Hamad, 2017). However, little research did on how students day to day interaction, connection, and collaboration using WhatsApp recording chat-based to solve their problem in the aspect of self-confidence and motivation to speak English.

### **2.3 Studies on self-confidence and motivation with mobile learning integration**

Li et al. (2018) showed that students were relatively had a high motivation for performing tasks using mobile learning. Also, students showed better performance, and specifically, their intrinsic motivation enhanced after practicing the learning. Comparing the effectiveness of mobile learning tools with conventional learning tools, mobile devices used was reported that the convenient functions could create more interesting learning environments and promote students' motivation (Huang, Yang, Chiang, and Su, 2016). It needs a serious effort to engage students with learning activities in integrating mobile learning in EFL teaching and learning, especially for improving students' self-confidence and motivation. Intrinsic and extrinsic motivation were possible factors to consider to improve. In relation to integrating mobile learning to stimulate students' self-confidence and motivation in learning, Barger and Karabenik (2011) and Shia (2014) pointed out that self-confidence refers to the ability of someone in self-monitoring and self-evaluating, while, motivation is divided into two aspects namely intrinsic and extrinsic. Intrinsic motivation covers the aspect of mastery goal, need for



achievement, and fear. Further, extrinsic motivation includes authority expectations both to peers and the lecturer.

## **Research Method**

### **3.1 Research Design**

The goal of this research was to explore students' day to day performances in speaking English through WhatsApp audio and video chat-based. A mixed-method approach was selected to explore the implementation of every day WhatsApp chat-based (Johnson, Onwuegbuzie, & Turner, 2007). Qualitative analysis implemented was in natural daily observation, which was summed up weekly for a semester of teaching and learning that was screenshots in the WhatsApp group, as well as a detailed analysis of connection, communication, and collaboration that occurred in speaking chat-based. Quantitative data examined was in the form of a Google Form survey of using WhatsApp to enhance self-confidence and motivation.

Talk Time of Everyday English Conversation Book 1 used purposively as the primary material uploaded in the WhatsApp group in order that students were able to access anytime and anywhere they would like to practice conversations assigned. This book also was chosen as topics in line with the Basic Speaking syllabus of the English Department, as well as English conversation designed for pre-intermediate for the university level. Besides, activities designed met the affordances that WhatsApp had for audio and video chat-based. Therefore, students could improve their speaking skills with and without lecturer instructions to record their voice and video recording for feedback from WhatsApp group members.

### **3.2 Participant**

Participants were students of the English Department at one of Islamic University in eastern Indonesia. Students were recruited from one class of Basic Speaking class in the second semester of a four-year program in the academic year 2018-2019. Participation was voluntary in this study. Students signed a form and told that they could withdraw from the study at any time without penalty. These students had full time learning to enroll a semester for Basic Speaking lesson. The participant was chosen purposively, which consisted of 25 students aged from 18 to 20 years in which 22 students were Indonesian, and three students were Thai. The majority of the participant in this study was female.



**Table 1***Participant*

No	Information	Answer	Frequency	Percentage
1	Age	18	4	16
		19	13	52
		20	8	32
2	Gender	Male	1	4
		Female	23	96
3	Nationality	Indonesia	22	88
		Thailand	3	12

### 3.3 Research Instrument

Students' self-confidence and motivation were categorized as very poor (1), poor (2), good (3), and very good (4). Every day speaking activities in the WhatsApp was also screenshots. In addition, validated 31 Likert scale items questionnaire adopted from Barger and Karabenik (2011) and Shia (2014) contained in surveying students' motivation and self-confidence in speaking English using WhatsApp chat-based were used. Cronbach's alpha of questionnaire validity was 0.94, which was a high degree level, and it indicated that the adapted questionnaire was suitable to use in this study. Twenty-three items measuring motivation; 17 items intrinsic motivation (mastery goal, need for achievement, and fear) and six items extrinsic motivation (authority expectation both to peers and lecturer). The other eight items were measuring self-confidence (self-monitoring and self-evaluation).

### 3.4 Data collection and Analysis

The observation was conducted to figure out students' day to day interaction of daily conversation in the WhatsApp via recording chat-based, an observation was conducted. There were five (5) college hours from Monday to Friday observation through WhatsApp conducted beyond the class hours. Students were told to record as much as possible their voice and could upload video recordings to support the evidence. The topic of the week was based on the syllabus of the semester lesson — responses given by WhatsApp group members. Students' audio and video recording chat-based were counted and were assessed based on the ability to self-monitoring and self-evaluation. Speaking components and aspects such as pronunciation, intonation, gesture, eye contact in audio and video recording chat-based were considered. In relation with motivation, the number of audio and video recording produced every day were counted to measure students' intention to speak English and to confirmed that they master the



topic and need a speaking improvement as well as fear of not following the conversation. These observations were triangulated with a questionnaire on the google Form distributed. Students filled out the questionnaire by clicking the link shared in the WhatsApp group of Basic Speaking. Data of the questionnaire were automatically displayed in the form of frequencies and percentages.

## Findings and Discussion

### 4.1 Observation

Observation through WhatsApp started from meeting one of the lessons until the last meeting consisted of 14 meetings, excluded mid-term tests, and final-term tests. A semester observation consisted of four months of the academic period. WhatsApp group was created, and students were told to record their voice and video record as well as to respond to each other every day.

#### Figure 1

*WhatsApp group*

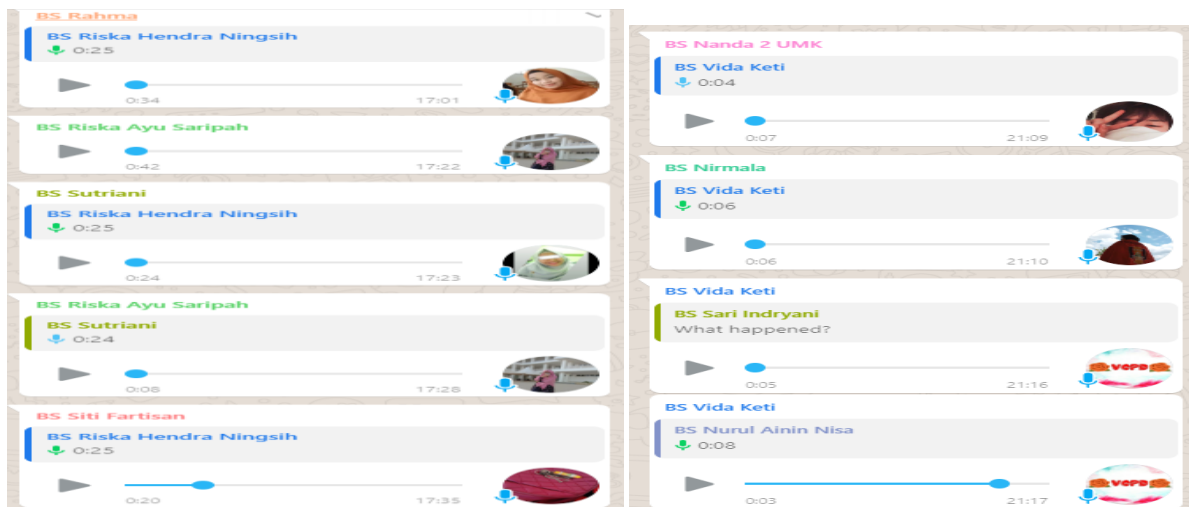


Students showed intensive ways of stating their thoughts. It seemed from the first week of giving the task to record their voice and video record themselves to show a new way of the idea for the rest WhatsApp members to give responses. Some pauses and short statements were also uttered in the first to three weeks. Then, they tried to lengthen the sentences and actively responding to the topic assigned of the week.



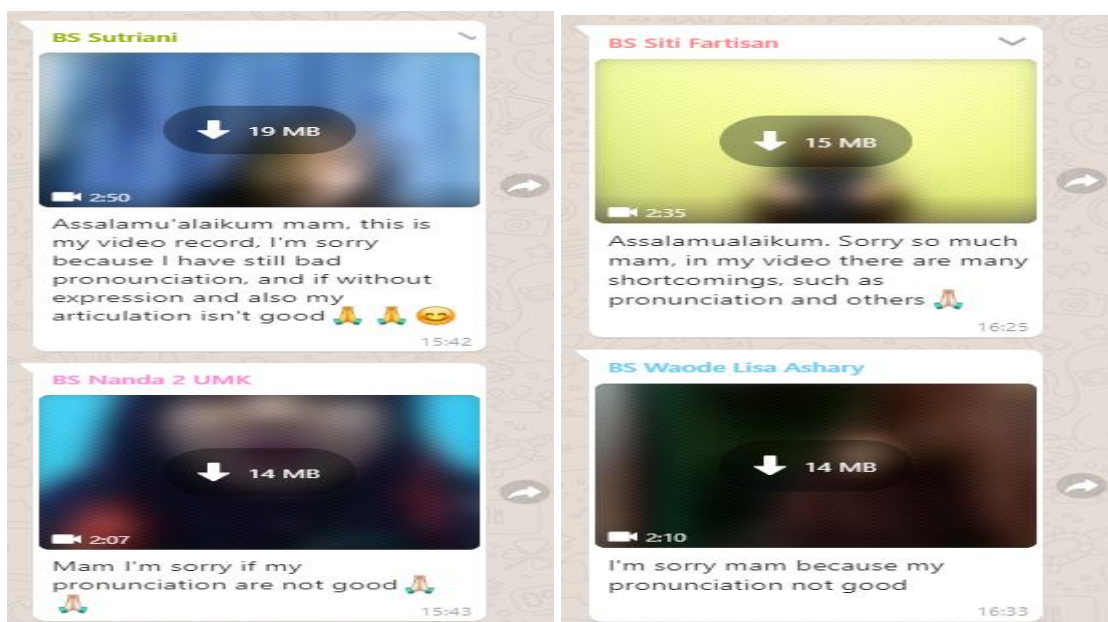
**Figure 2**

*Audio recording chat-based*



**Figure 2**

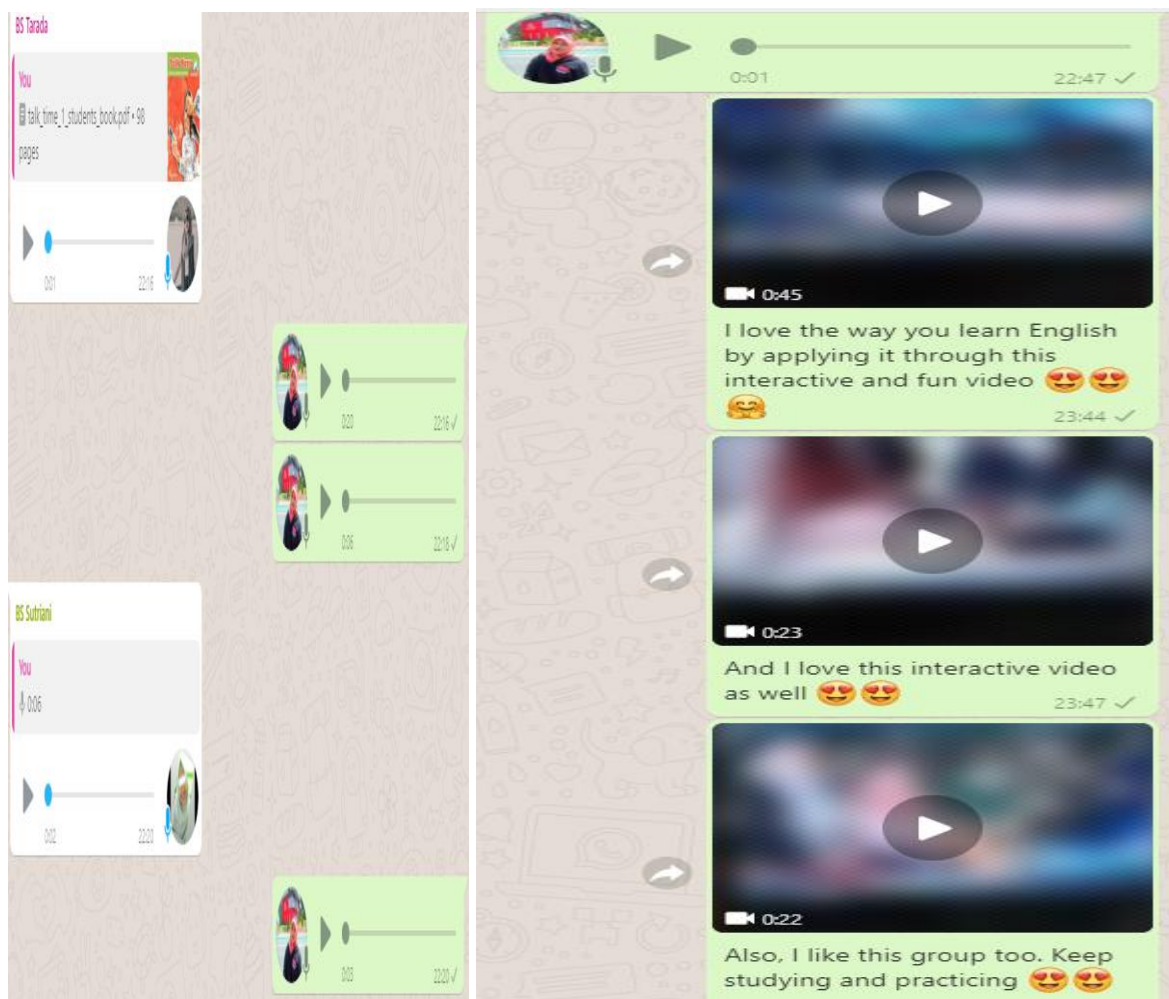
*Video recording chat-based*



Week one, until week three, students realized that they made some mistakes in terms of mispronouncing words, flat in expressing statements and responses. As a result, they found themselves with no gestures and lack of eye contact in front of their smartphone camera. They further realized and tried to do self-correction, and finally, they made significant progress in doing everyday communication in the WhatsApp group.



**Figure 3**  
*Lecturer feedback*



Lecturer, as well as a part of the WhatsApp group member, showed the role of motivator, facilitator, and self-confidence builder. Lecturer allowed more chances for students to get in touch actively in daily conversation. Therefore, students felt no doubt about speaking.



**Chart 1**

*Self-confidence*

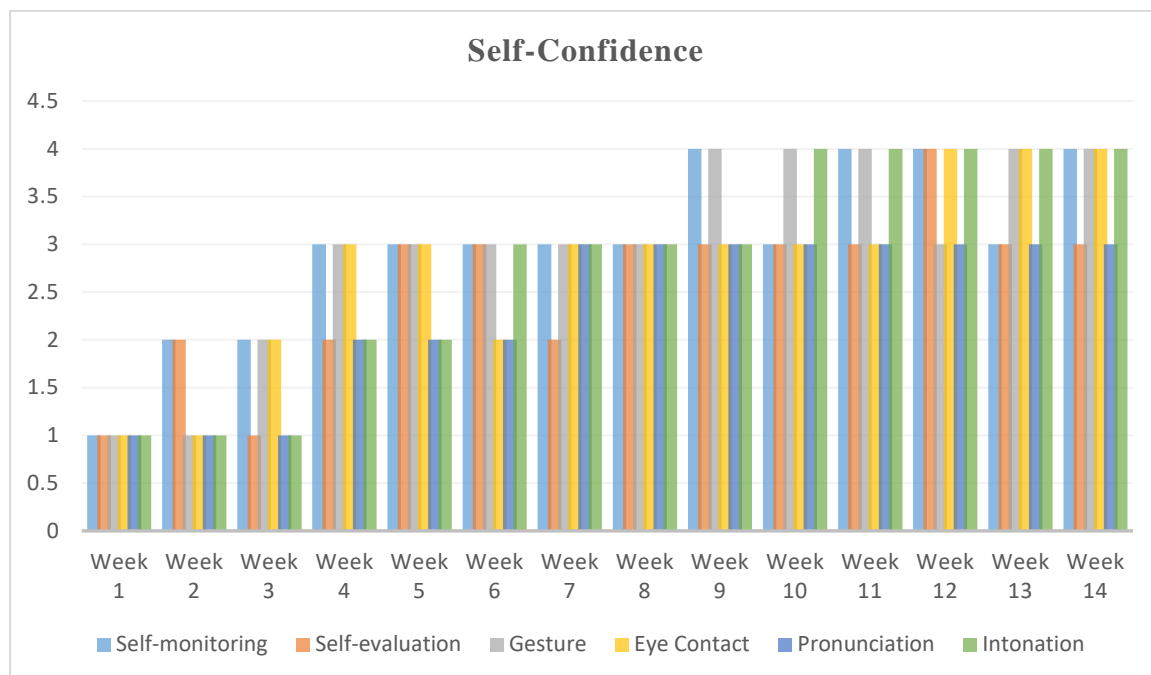
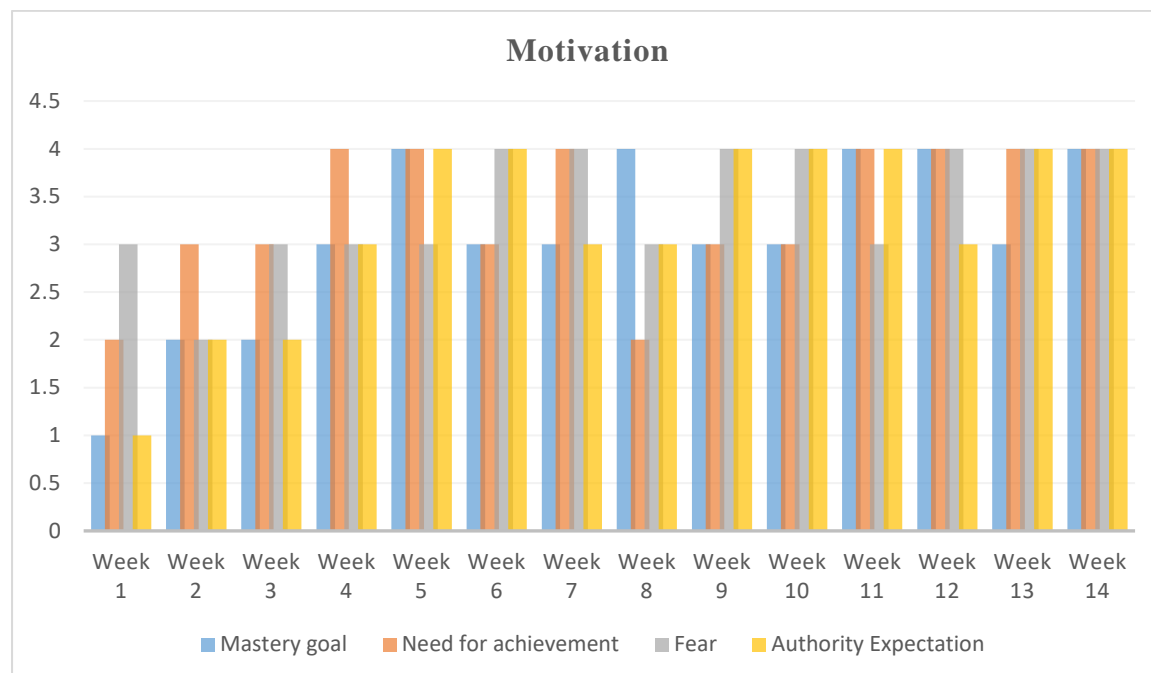


Chart 1 demonstrates students' self-confidence in speaking English through WhatsApp chat-based from week one until week 14. Six aspects of self-confidence were measured weekly. It can be seen that the self-monitoring aspect was relatively low from week 1 to week 3. However, students started to figure out the importance of the ability to monitor their own speaking performance in week four until week eight as well as they tended to show high self-monitoring in week nine until week 14. Besides, from the aspect of self-evaluation, students were not really able to evaluate their speaking strengths and weaknesses in the first week, but they started to notice on how to maximize their ability to correct the mistakes such as in choosing word choice and grammar during communicating in the WhatsApp group in week 5 until week 14. The other four aspects, such as gesture, pronunciation, eye contact, and intonation, were roughly similar in progress from week 1 to week 14. In summary, students found themselves more confidence in asking and responding to a discussion in WhatsApp chat-based.



**Chart 2***Motivation*

Students' motivation were assessed based on their everyday number of audio and video recording they produced in the WhatsApp group. Intrinsic motivation covers three aspects measured, such as mastery goal, need for achievement, and fear. Besides, extrinsic motivation covers one aspect, namely authority expectation towards peers and lecturer in speaking daily conversation in the WhatsApp. As showed in everyday log observation, both students' intrinsic and extrinsic motivation increased weekly.

**4.2 Questionnaire**

Data in this questionnaire supported the observation.

**Table 2***Motivation (Need)*

No	Information	Answer	Frequency	Percentage
1	I feel good when speaking English through audio and video recording in the WhatsApp group	Strongly agree	8	32
		Agree	16	64
		Neutral	1	4
2	I need to practice speaking English as much as possible everyday by audio	Strongly agree	12	48
		Agree	10	40
		Neutral	3	12



No	Information	Answer	Frequency	Percentage
	and video recording to get responses from peers and lecturer in the WhatsApp group			
3	I have high expectation to myself when doing the audio and video recording through WhatsApp group	Strongly agree	9	36
		Agree	14	56
		Neutral	2	8
4	The WhatsApp group set is for preparing me improving my speaking skills today and future time	Strongly agree	14	56
		Agree	7	28
		Neutral	4	16
5	I work best in a WhatsApp group for English speaking environment	Strongly agree	5	20
		Agree	12	48
		Neutral	5	20
		Disagree	3	12
6	I speak whatever I want to say in English either through audio recording my voice or video recording in the WhatsApp group	Strongly agree	2	8
		Agree	15	60
		Neutral	8	32

Table 2 shows that students agreed and realized the importance of WhatsApp as the platform to practice speaking using audio and video recording. The sixth item of statement related to the intrinsic motivation of the need aspect. The highest percentage of asking their motivation was on the scale of agree. Students need a platform where they could interact, such in a natural way. This is in line with Awada & Wang (2016) that the most important benefits of the WhatsApp application are its ability to improve communication within a group. Through audio and video recording, students felt free to express and respond to ideas from peers and lecturers in the WhatsApp group.



**Table 3***Motivation (Mastery Goal)*

No	Information	Answer	Frequency	Percentage
1	No matter how much I like and dislike the class and the rule set for only speaking English is allowed in the WhatsApp group, I still try to record my voice both audio and video recording	Strongly agree	8	32
		Agree	10	40
		Neutral	6	24
		Disagree	1	4
2	I feel that challenging assignments in the WhatsApp group can be a great speaking learning experience	Strongly agree	17	68
		Agree	8	32
3	My friends help me to gain valuable knowledge in the WhatsApp group speaking learning environment	Strongly agree	11	44
		Agree	10	40
		Neutral	3	12
		Disagree	1	4
4	My speaking quality performance both audio and video recording in the WhatsApp group is independent	Strongly agree	6	24
		Agree	10	40
		Neutral	9	36
5	I do more than I have to for a speaking assignment assigned in the WhatsApp group to help me understand the speaking materials, instructions, and activities better	Strongly agree	9	36
		Agree	11	44
		Neutral	4	16
		Disagree	1	4
6	I enjoy learning daily conversation through WhatsApp group by audio and video recording my voice and get responses	Strongly agree	12	48
		Agree	10	40
		Neutral	3	12



No	Information	Answer	Frequency	Percentage
	from the group members			
7	I try to do my best when I was assigned to audio and video recording my voice in the form of small interview with my pair, group work, role play, short demonstration, and individual speaking tasks in the WhatsApp group	Strongly agree	15	60
		Agree	7	28
		Neutral	3	12

Table 3 describes that students were some strongly disagree, and some others agree in the aspect of mastery goal of intrinsic motivation. They showed their inner motivation in order to achieve something they enjoy to do, for instance, do some recording to speak daily conversation to get responses from the WhatsApp group members. Lecturer also took apart to strengthen stimulating students' motivation to speak actively, for example, assigned students with challenging tasks like video recording their cooking demonstration and sharing the video for feedback and responses from WhatsApp group members. Afful and Akrong (2019) argue that the creation of a user group on WhatsApp to provide a platform for lecturers to share lecture materials, other digital information, and alert services related to academics. They considered that the use of WhatsApp has a positive effect on the academic performance of students so long as the dominant use is to study-related purposes.

**Table 4**

*Motivation (Fear)*

No	Information	Answer	Frequency	Percentage
1	I feel no worries in speaking English in the WhatsApp group	Strongly agree	8	32
		Agree	6	24
		Neutral	10	40
		Disagree	1	4
2	I enjoy challenging tasks for audio and video recording in the WhatsApp group such	Strongly agree	13	52
		Agree	9	36
		Neutral	3	12



No	Information	Answer	Frequency	Percentage
	as small interview with friends, role plays, demonstration activities, group work, and individual assignment			
3	I am not nervous when doing audio and video recording in the WhatsApp group	Strongly agree	3	12
		Agree	9	36
		Neutral	9	36
		Disagree	4	16
4	I feel ashamed when my lecturer gives correction on my audio and video recording in the WhatsApp group	Strongly agree	1	4
		Agree	7	28
		Neutral	8	32
		Disagree	5	20
		Strongly disagree	4	16

Fourth items of the statement described most of the students in this study agreed that they felt no doubt to speak English since they enjoyed speaking tasks given for every week, such as did a short interview, pair work, and group work. In addition, they felt not nervous and ashamed for audio and video recording to get connected and interacted with their peers and lecturer within the college hours and at home throughout the WhatsApp group. This is in line with Beckman (2010), who stated that mobile technologies offer chances to continue access education from distance that can be pursued off-campus and transnationally with the same peer-centered approaches available on-campus, engaging authenticity of both content and context as well as offer discussion spaces.

**Table 5**

*Motivation (Authority Expectation)*

No	Information	Answer	Frequency	Percentage
1	I feel that I should be recognized when I audio and video recording in the WhatsApp group	Strongly agree	4	16
		Agree	9	36
		Neutral	11	44
		Disagree	1	4
2	I try to live up my presence to what my lecturer expects me in	Strongly agree	9	37.5
		Agree	9	37.5
		Neutral	6	25



No	Information	Answer	Frequency	Percentage
3	the classroom and in the WhatsApp group When I make mistakes in the aspects of pronunciation, grammar, vocabulary, fluency, and accuracy in audio and video recording in the WhatsApp group, I feel that I let my lecturer down	Strongly agree Agree Neutral Disagree Strongly disagree	3 13 1 5 2	12.5 54.2 1.4 20.8 8.3
4	It is important to speak day to day English speaking through WhatsApp group such the way my Basic speaking lecturer wants	Strongly agree Agree Neutral	12 11 1	50 45.8 4.2
5	I have no problem telling my peers and lecturer in the WhatsApp group that I made some mistakes in English speaking	Strongly agree Agree Neutral Disagree Strongly disagree	7 10 5 1 1	29.2 41.7 20.8 4.2 4.2
6	I can speak English by audio and video recording in the WhatsApp group from day to day in the semester period and I finally I find myself is able to speak English well	Strongly agree Agree Neutral Disagree	5 7 11 1	20.8 29.2 45.8 4.2

Table 5 describes extrinsic motivation in the aspect of authority expectation to peers and lecturer in the WhatsApp group for speaking connection, collaboration, and communication for daily conversation. Students mostly strongly agreed and agreed that they really paid attention and appreciated the role of their lecturer and peers in supporting them to be able to speak English in a semester. It is in relation to the study conducted by Bouhnik and Deshen (2014) that they asserted that the WhatsApp group the learners used improved



interaction, promoted the social atmosphere, fostered dialog, increased sharing among learners, and created an enjoyable atmosphere and a profound collaboration with peers.

**Table 6**

*Self-confidence*

No	Information	Answer	Frequency	Percentage
1	Speaking English via audio and video recording in the WhatsApp group is easy and fun	Strongly agree	10	41.7
		Agree	10	41.7
		Neutral	4	16.7
2	I can tell in English whatever I want to tell to my friends and my lecturer by audio and video recording in the WhatsApp group without any worries of speaking mistakes	Strongly agree	5	20.8
		Agree	5	20.8
		Neutral	11	45.8
		Disagree	3	12.5
3	I feel excited learning daily conversation in the WhatsApp group by audio and video recording	Strongly agree	11	45.8
		Agree	9	37.5
		Neutral	4	16.7
4	I feel satisfied with my speaking performance in the form of role play, small interview, and individual tasks during a semester period of teaching and learning via WhatsApp help as the media to practice speaking English	Strongly agree	10	41.7
		Agree	8	33.3
		Neutral	6	25
5	I feel satisfied with my English vocabularies improvement when speaking from day to day audio and video	Strongly agree	9	37.5
		Agree	7	29.2
		Neutral	8	33.3



No	Information	Answer	Frequency	Percentage
	recording in the WhatsApp group			
6	I can pronounce English words better from day to day audio and video recording in the WhatsApp group	Strongly agree	6	24
		Agree	12	48
		Neutral	6	24
		Disagree	1	4
7	I feel my grammar in speaking English via day to day audio and video recording in the WhatsApp group is in the well-ordered	Strongly agree	1	4
		Agree	10	49
		Neutral	9	36
		Disagree	5	20

Table 6 describes how students perceived that they agreed and showed ability from day to day to speak confidently using audio and video recording in the WhatsApp group. They felt themselves in a semester from not confident enough to high confidence. They could correct their own mistakes in pronouncing daily English words, grammar, and were satisfied with the progress they performed in a semester.

## Conclusion

This paper highlights the potential that WhatsApp recording chat-based in stimulating students' self-confidence and motivation in speaking daily conversation in order to familiarize own self producing English sentences. It demonstrates the importance of applying mobile learning to support and engage the teaching and learning attractively and enjoyably. The results revealed that students showed progress from day to day, speaking through WhatsApp. They also took advantage of this implementation as a habit. Besides, there was no fear of making mistakes and felt encouraged as a daily connection, collaboration, and communication need. Students with low self-confidence and motivation were also engaged with the help and inspiration coming from peers and lecturer as WhatsApp group members. This kind of mobile learning is best to be leveraged to supplement conventional teaching and learning. Therefore, the results contribute to advancing mobile research in refining both theory and implementation for more stimulation in motivating and increasing self-confidence.



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