

Full Galley: <https://doi.org/10.31327/jee.v3i1>

ONLINE ISSN: 2502-6909

PRINT ISSN: 2502-9207

Journal of English Education

Volume 3, No. 1, May 2018



Published by USN Scientific Journal, Indonesia
<http://www.usnsj.com/>

Editorial Board

Person in Charge

Roslina, S.S., M.Hum.

Editor in Chief

Fernandes Arung, S.Pd., M.Pd.

Editors

La Ode Muh. Idrus H.B., S.Pd., M.Pd.

Zakaria, S.S., M.A

Kadaruddin, S.Pd., M.Pd.

Netty Husniati Andas, S.Pd., M.Hum.

Lina Anisah, S.S., M.Pd.

Karman, S.Pd. M.Pd.

Dian Resty Pratiwi, S.Pd., M.Pd.

Hariadi Syam, S.Pd., M.Pd.

Ria Resky Ilham, S.Pd., M.Pd.

Reviewers

Prof. James T. Collins, Ph.D

Iskandar Abdul Samad, Ph.D

Dra. Nasmilah Yunus, Ph.D

Endri Shqerra, M.A.

Administrative staff

Nasmah Riyani, S.Pd., M.Pd.

Graphic designer

Agus, S.Pd.

Photographer

Muardin, S.Pd.

Translators

Dr. Karimuddin, S.Pd., M.Pd.

Wa Ode Nur Maulid, S.Pd., M.Pd.

Rais Abin, S.Pd., M.Pd.

Bimas Reskiawan, S.Pd., M.Pd.

Hardcopy Provider

USN Scientific Journal

Affiliated with the Universitas Sembilanbelas November Kolaka

Jl. Pemuda, No. 339 Kolaka – 93517

Southeast Sulawesi

Indonesia

Website: www.usnsj.com

Email: info@usnsj.com

All papers in this book are available by online and meet the minimum requirements of the **USN Scientific Journal**.

Dilarang mengutip sebagian atau seluruh isi buku ini dengan cara apapun serta memperjualbelikannya tanpa mendapat izin tertulis dari Penerbit.

No part of this book may be reproduced in any form, by print, photo print, microfilm, or any other means without written permission from the publisher.

The Journal of English Education (JEE) is indexed at Google Scholar, PKP Index, Indonesian Publication Index (IPI - Portal Garuda), and Indonesian Scientific Journal Database (ISJD-Neo).

UU No. 19 Tahun 2002 Tentang Hak Cipta

Fungsi dan Sifat hak Cipta Pasal 2

Hak Cipta merupakan hak eksklusif bagi pencipta atau pemegang Hak Cipta untuk mengumumkan atau memperbanyak ciptaannya, yang timbul secara otomatis setelah suatu ciptaan dilahirkan tanpa mengurangi pembatasan menurut peraturan perundang-undangan yang berlaku.

Hak Terkait Pasal 49

Pelaku memiliki hak eksklusif untuk memberikan izin atau melarang pihak lain yang tanpa persetujuannya membuat, memperbanyak, atau menyiarkan rekaman suara dan/atau gambar pertunjukannya.

Sanksi Pelanggaran Pasal 72

Barangsiapa dengan sengaja dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam pasal 2 ayat (1) atau pasal 49 ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp 5.000.000.000,00 (lima miliar rupiah).

Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta sebagaimana dimaksud dalam ayat (1), dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).



All Rights Reserved by the Indonesian Constitution

Copyright © JEE 2018

Website: <http://www.usnsj.com/index.php/JEE/>

E-mail: editor.jee@usnsj.com

Table of Content
Volume 3, No. 1, May 2018

Learning Materials: The “Nucleus” of Language Teaching <i>Desy Damayanti, Adin Fauzi, Azizatul Mahfida Inayati</i>	1-8
Law Faculty Students’ English Proficiency at the Universitas Sembilanbelas November Kolaka: A Needs Analysis <i>Fernandes Arung, Roslina</i>	9-16
Types and Factors Causing Plagiarism in Papers of English Education Students <i>Rizkariani Sulaiman</i>	17-22
The Use of E-book to Improve Reading Comprehension among Year 4 Pupils <i>Yee Bee Choo, Nurul Syazana binti Zainuddin</i>	23-32
Religious Values Based on Space and Time in Cosmology Perspective to the Verse of <i>Badong</i> in a Funeral Ceremony of Torajanese <i>Zakaria</i>	33-40
The Defense of Oral Interaction in the Midst of <i>WhatsApp</i> Use in the Learning Environment <i>Fernandes Arung</i>	41-46



Learning Materials: The “Nucleus” of Language Teaching

AUTHORS INFO

Desy Damayanti

Universitas Sebelas Maret
Surakarta, Indonesia
desydamayanti92.dd@gmail.com
+6285752441809

Adin Fauzi

Universitas Sebelas Maret
Surakarta, Indonesia
adinfauzzy@gmail.com
+6285755252014

Azizatul Mahfida Inayati

Universitas Sebelas Maret
Surakarta, Indonesia
azizatul250815@gmail.com
+6285755881060

ARTICLE INFO

o-ISSN: 2502-6909
p-ISSN: 2502-9207
Vol. 3, No. 1, May 2018
URL: <https://doi.org/10.31327/jee.v3i1.417>

Received	:	30 November 2017
Reviewed	:	4 March 2018
Published	:	11 May 2018

© 2018 JEE All rights reserved

Suggestion for the Citation and Bibliography

Citation in text:

Damayanti, Fauzi, & Inayati (2018)

Bibliography:

Damayanti, D, Fauzi, A, & Inayati, A.M. (2018). Learning Materials: The “Nucleus” of Language Teaching. *Journal of English Education*, 3(1, May), 1-8.

Abstract

Among some components of effective language classroom, learning materials indisputably play a focal role. They improve the quality of language teaching; facilitate teachers in doing their duties, and lead students to a higher level of understanding in learning. This research aims to discuss the notion of materials in language teaching. It made use of works of literature to outline the importance of materials in language teaching, and to analyze kinds of materials, which are relevant to language teaching. The analysis resulted in the classification of materials into two broad categories namely (1) created materials, which include course book, audio materials, and video materials; and (2) authentic materials, which cover authentic texts, movie/film, radio broadcasting, television program, graphs, maps, tables, and charts. This paper serves as an invaluable resource to facilitate language teachers in selecting appropriate materials for effective language teaching.

Keywords: learning materials, nucleus, language teaching

A. Introduction

Materials play a central role in language teaching (Garton & Graves, 2014). They are considered as the heart of teaching and learning process. Generally, it is believed that materials which are chosen selectively, and used effectively, will improve the quality of teaching and learning process. They can make the teachers easier in doing their jobs, and lead students to a higher level of understanding in learning. Ocak, Ozcalisan, & Kuru (2010) argue that materials make learning more enjoyable and understandable. Besides, materials make time allocated for learning pass effectively, and increase teaching quality as well. By its vital role, it is no doubt that materials should be put on the first priority in conducting teaching and learning process since they are fundamental in teaching and learning process (Garton & Graves, 2014).

There are many kinds of materials that teachers and students can use in teaching and learning process. For many years, we have largely used what is called course book. It has been the most popular material and used by millions of teachers and students worldwide. Garton & Graves (2014) states that course book is still ubiquitous and plays a fundamental role in language teaching around the world. It has become an almost universal element of language teaching (Tomlinson, 2014). As a matter of fact, however, course book is not completely flawless. Some say that it lacks of authenticity. Indeed, the notion of authenticity recently has become serious discussion among educators worldwide; they try to create materials relevant to the students' need in real context by inserting culture where the language is taught (Ciornei & Dina, 2015; Hasmiati, Hamra, Atmowardo, & Dollah, 2015; Beresova, 2015; and Meraji & Zamanian; 2014). Meaningfully, teachers can make use of authentic materials to improve students' communicative and cultural competence (Ciornei & Dina, 2015).

Talking of materials, it is inseparable from the existence of technology in the present days. With the constantly changing needs and improving technology of modern world, the recent trend in language teaching has become the use of modern technological tools (Secen, Sahir, & Alci, 2015). The rapid development of technology helps students understand the use of language in real context. Social networking sites and learning platforms, for instance, are powerful tools by which the students can learn language in authentic way. Teachers can maximize those tools to share meaningful materials with students. Urgently, the use of technological tools such as digital audio and video, the Internet, blogs, wikis, Virtual Learning Environments, etc. has put 'the possibilities of the adaptation and creation of a broad range of language learning materials into the hands of the teacher, but also into the hands of the learners' (Motteram, 2011 in Garton & Graves, 2014).

Due to the importance of materials in teaching and learning process, this paper provides thorough elaboration of what actually the meaning of materials is, and kinds of materials relevant to language teaching. This paper is expectantly beneficial for teachers and students to deepen their understanding about learning materials, with the purpose of achieving the better result of language teaching.

B. Literature review

There are some definitions of materials. According to Tomlinson (2011) materials are anything which is used by teachers or learners to facilitate the learning of a language. Sariçoban (2006) in Ocak et al. (2010) states that materials in a language class are a source of activity for students to practice and they improve a teacher's effectiveness. Ocak et al., (2010) also make their own definition of materials stating that materials are assisting resources that every student needs in learning process. Based on some definitions from the experts, it can be concluded that materials are anything which assists either students to learn and practice using language, or teachers to improve the effectiveness of teaching and learning process.

Materials have multiple uses in teaching and learning process. Meraji & Zamanian (2014) state that language learning materials are the primary sources of information that help second language learners in the path of second/foreign language learning. In addition, Ocak et al. (2010) point out that the materials brought to the educational environment has the functions to yield a multi-learning environment, draw attention, increase the awareness levels of students, motivate, save time and enable a permanent and lasting learning. The amount of material that continues to be produced is not simply as one of the main 'tools of the trade' in the language

classroom but as ‘the visible heart’ of any language program (Tomlinson, 2014). Prior to this, Tomlinson (2008) proposed some importance of materials in language teaching as follows:

1. Some of them are providing a rich experience of different genres and text types;
2. Some of them are providing an aesthetically positive experience through the use of attractive illustration, design and illustration;
3. Some of them are making use of multimedia resources to provide a rich and varied experience of language learning;
4. Some of them are helping the learners to make some discoveries for themselves;
5. Some of them are helping the learners to become independent learners of the language;
6. Some of them are providing supplementary materials which provide the learners with experience of extensive listening and/or extensive reading;
7. Some of them are helping the learners to personalize and localize their language learning experience:
 - a. Personalization of learning systems is an effort towards making education more learner-centered, Personalization in education is considered very broadly where the learner can create learning experiences;
 - b. Localization of content which are relevant.

There is no doubt that materials are the fundamental source in language teaching. Knowing the nature of materials, however, is not enough for teachers. In addition to the knowledge of its nature, teachers should also be able to properly select materials they will use in the classroom. With regard to this, kinds of teaching materials applicable in language teaching, and considerations in selecting appropriate teaching materials are thus worth analyzing.

C. Methodology

This research used literatures as the primary data source from which the writers could outline the importance of materials in language teaching, and analyze kinds of materials relevant to language teaching. To clarify, the literatures included either research articles from reputable journals or books written by some key figures in the realm of learning materials. Information derived from the selected literatures were then analyzed and classified into some categories. Employing the constant comparative method proposed by Lincoln & Guba (1985), each article or book was analyzed and learnt to compare all the information gathered from the selected literatures.

D. Findings and Discussion

As previously mentioned, materials are indeed the primary source in language teaching. They should be well-prepared by teachers in order that teaching and learning process run effectively. Careful selection of materials should be performed to make sure that the materials used in the classroom are relevant and appropriate to the students’ need. By analyzing related literatures, learning materials can be noticeably classified into two broad categories; created and authentic materials.

1. Created Materials

Created materials are materials, which are purposefully created for education. They are intentionally created to meet particular teaching and learning objectives. The following is the elaboration of some kinds of created materials, which included course book, audio materials, and video materials.

a. Course Book

Course book is ubiquitous and plays a fundamental role in language teaching (Garton & Graves, 2014). This belongs to printed materials. Hasmiati et al. (2015) state that course books are among the main elements of foreign or second language classrooms. They signify the unseen syllabus of the linguistic lessons in a definite package of curriculum. By its popularity and function, course book is considered as the heart of teaching materials in language teaching.

There is a wide range of choices in selecting course books, and it is not a simple task to choose one which is appropriate to the students’ need. Cunningsworth (1995) states that the wealth of published material that is available on the market today makes the selection of the

right course book as a challenging task, requiring teachers to make informed and appropriate choices when selecting course book and supporting materials. The selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who work within it, to find the best possible fit between them (Tomlinson, 2014).

There are plenty of advantages of using course book in language classroom. Richards (2001) lists advantages of using course books as follows.

- 1) They provide structure and a syllabus for a program. Without textbooks a program may have no central role and learners may not receive a syllabus that has been systematically planned and developed;
- 2) They help standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way;
- 3) They maintain quality. If a well-developed course book is used, students are exposed to materials that have been tried and tested;
- 4) They provide variety of learning resources. Course books are often accompanied by CD, videos, teaching guides, and so on;
- 5) They are efficient. They save teachers' time, enabling teachers to devote time to teaching rather than materials production;
- 6) They can provide effective language models and input. Course book can provide support for teachers whose first language is not English;
- 7) They can train teachers. If teachers have limited experience on teaching, course book can serve a medium of initial teacher training;
- 8) They are visually appealing. Commercial course books usually have high standard of design and production and hence are appealing to learners and teachers.

In addition, Garton & Graves (2014) and Tomlinson (2014) outline advantages of using course books as follows.

- 1) It fulfills a wide range of practical needs, particularly in contexts where English is being taught in a non-English-speaking environment and where teachers either lack training or sufficient time to analyze each group's needs;
- 2) It helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done;
- 3) It gives structure to lessons and to a course;
- 4) It saves time – teachers are too busy to prepare their own materials;
- 5) It gives a sense of security for teachers, particularly those lacking in training and experience;
- 6) It is reliable as it is written by experts and published by well-known publishers, with current theoretical approaches and methodological practices;
- 7) It can act as agents of change, allowing innovative ideas to be introduced within their structured framework in a way that enables teachers and learners to develop in harmony with these new ideas.

Course book, with its popularity worldwide, is in fact not totally perfect to be used in language teaching. It has some disadvantages as what we summarize from Richards (2001) and Garton & Graves (2014) as follows.

- 1) They may contain inauthentic language. In this case, authentic language are often ignored because course books are specifically written for teaching and learning and they are often not representatives;
- 2) They may distort content. In course books, the real issues happening in the world are often avoided;
- 3) They may not reflect students' needs. Since course books are often written for global markets, they often do not reflect students' interest and needs;
- 4) They can deskill teachers. Using only course book as the primary source, the role of teachers become reduced to that of a technician who presents materials made by others. Further, it can take away teacher's creativity;

- 5) They are expensive. Commercial course books are often sold in a high price so that it causes a financial burden for students.

Since there is always a possibility to choose the wrong course book, which might be irrelevant to the students' need, teachers need to be careful in selecting the course books. According to Garton & Graves (2014) effective course books do many of the things a teacher would normally do as part of his or her teaching. They should

- 1) Arouse the learners' interest;
- 2) Remind them of earlier learning;
- 3) Tell them what they will be learning next;
- 4) Explain new learning content to them;
- 5) Set clear learning targets;
- 6) Provide them with strategies to use in learning;
- 7) Help them get feedback on their learning;
- 8) Provide practice opportunities;
- 9) Enable them to check their progress.

Based on some points we have previously discussed, it is now clear to say that course books are still the heart of teaching materials in the classroom. Its existence is unbeatable, which means that it cannot be replaced by other materials. Considering that course books might have some aforementioned drawbacks, teachers should be selective in choosing the effective course books.

b. Audio Materials

According to Sarosdy, Bencze, Poor, & Marianna (2006) audio materials can be in the form of materials recorded for educational purpose. They are recorded with educational objectives and principles in mind. Some common examples of audio materials are interview with subject matter experts, recording of public lectures, live online discussion, and so on (the DLF Teaching Development Team, 2014). By using audio materials in the classroom, teachers are able to make their content more accessible to a wider range of students, and be creative with planning assessment tasks. In language teaching, audio materials provide students with the opportunity to learn the target language in academic context.

c. Video Materials

Video is an audiovisual material which assists students to learn at their own pace and consequently make learning process meaningful (Secer, Sahin, & Alci, 2015). Video is most widely used to introduce and stimulate interest in a topic (McGovern, 1983). In addition, there are some reasons to use video in language teaching (1) video contains context; it usually includes body language, facial expressions and artifacts, which serve as genuine audiences with whom the learners interact, (2) video gives emotional impacts; it establishes a connection with the unconscious mind and the emotions, and (3) video creates redundancy; it repeats same messages in two modes, visual and verbal (Hung, 2016). Related to how teachers can get videos, there are many published videos provided on the Internet, which are specifically designed for learning purposes. Besides, teacher can also generate their own videos as teaching materials.

2. Authentic Materials

While created materials are purposefully created for education, authentic materials, in turn, are not intentionally created for education. They are designed based on different principles such as journalism, entertainment, social purposes, etc. Although authentic materials are not specifically designed for education, they are also enormously potential for educational purposes. The following is the elaboration of some kinds of authentic materials relevant to language teaching, which cover authentic texts, movie/film, radio broadcasting, television program, graph, table, and chart, and map.

a. Authentic Texts

As previously mentioned that course book is considered lack of authenticity, there must be an alternative material that can fulfill the students need to have such a communicative competence. One of the ways is by bringing the real context of language use through authentic materials. According to Ciornei & Dina (2015) authentic materials can be described as anything created for native speakers of a language, we can use for our teaching purposes. One of the

authentic material forms that can be used by teachers is authentic texts. They can be easily found in magazines or newspaper (Ciornei, & Dina, 2015; and Tomlinson, 2008.)

Authentic text is a text created to fulfill some social purpose in the language community in which it was produced (Little & Singleton, 1988 in Ciornei & Dina, 2015). The term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help learners improve not only their communicative but also their cultural competences (Ciornei & Dina, 2015). Authentic texts can be in the form of advertisements, brochures, menus, schedules, recipes, songs, and other items utilized in daily life (Moss & Lapp, 2010; and Ciornei & Dina, 2015)

There are some advantages of using authentic texts in language teaching. Ciornei & Dina (2015) state that the advantages of using authentic texts are: 1) providing exact examples of how the language is used by its native speakers or of the vast majority of target language users, 2) learners are provided with words and expressions used in real-life contexts, and 3) authentic texts are more informal, socially-centered and widely used. They can be a valuable material to complete the rules and patterns of course books.

Undoubtedly, authentic texts are potential to develop students' cross-cultural and literacy skills. Given those kind of texts, students will be more sensitive towards any kind of texts that they find in daily life. By matching the materials with students' need, teaching and learning process will be effective, and students will feel the different atmosphere in the classroom where they can see the real use of language.

b. Movie/Film

According to The F.I.L.M Project (no year) movies are truly modern-day storytelling instruments. They have the power to reach massive audiences, which is why they should, and do, matter so much to society. Whether they are stories of afar or just everyday existence, good movies are a way for people, particularly youth, to understand and relate to the world in constructive ways. The use of movie/film will challenge their way of thinking because they are in the process of constructing their identity. In language teaching, Donaghy (2014) states that there are some reasons why movie/film is such a good resource for language teaching. First, learning from movies/films is motivating and enjoyable. In this context, motivation is one of the most important factors in determining successful language acquisition. Movie/film, as a motivator, can surely make learning process more enjoyable. Second, as an example of authentic material, movie/film provides students with examples of language used in real situations outside the classroom, particularly language of real-life conversation. Third, the visual of movies/films makes it an invaluable language teaching tool, enabling students to understand more in interpreting the language in a full visual context. Fourth, movie/film can bring variety and flexibility in language classroom. In this case, movie/film can be used to practice listening and reading, and as a model for speaking and writing.

c. Radio Broadcasting

According to Sarosdy et al. (2006) radio broadcasts are types of audio materials which are scripted and edited based on the principles of journalism. Patel & Jain (2008) point out that there are various program in radio such as instrumental and vocal music (Sarosdy et al., 2006), both classical and popular, addresses, forums, debates, sports events, mysteries, religious broadcasts, quiz program, variety program, and so on. The variety of programs in radio will make students easier in learning the target language in real context. In addition, Wilson (no year) points out that radio enables students to learn the pace, pronunciation, and even the intonation of the target language. Radio allows students to learn the chosen language effectively, especially for oral comprehension and production.

d. Television Program

Television, which has an important place in mass communication, has a significant role in education (Saglik & Ozturk, 2001). It contains many programs that can be appropriately selected for teaching and learning purposes. Explanations related to the subject and examples can be presented visually, so the learner gets motivated, his/her desire for learning increases, and therefore learning and remembering become easier. Television may grant positive motivation such as attracting the learner's attention to a certain point or arousing attention with the movements of the camera's coming close, going away, and reflecting details. There are numerous programs that can be used as materials such as news, debate, talk show, quiz, advertisement, etc. that can serve as good resources to learn the target language.

e. Graph

According to Moss & Lapp (2010) a graph can be used to organize numerical information. Graphs can be helpful in detecting patterns and trends in data. When reading graphs, it is important to always read the title first, because it will provide a brief explanation about what the graph displays. There are many types of graphs, but graphs which are mostly encountered by students are bar graphs, pictographs, and pie graphs. Bar graphs can be used to compare groups or to show how something changes over time. Pictographs use pictures or symbols to show information. They usually include a list of categories. Pie graph displays information at one particular point in time. Pie graphs are circular graphs used to show the percentages of a whole (100%). In using graphs in language teaching, teachers can teach the structure of a particular graph (bar graph, for example) by asking the students, "What information is in the bar?" and "What do the numbers on the left mean?" (Price, 2017). This way, students' reading comprehension can be significantly improved.

f. Table and Chart

In addition to graph, table and chart can be maximized by language teachers, too. Moss & Lapp (2010) state "tables and charts organize data into rows and columns." The rows and columns have headings that tell students what kind of information is in each cell of the table. Unlike tables, charts have pictures as well as words to label the rows and columns. In common with graph, table and chart are also valuable in language teaching notably to improve students' reading comprehension. Teachers can train students to read important information either from graphs, tables, or charts. Students should ask themselves how the information shown in chart, graphic, or table supports the material they are reading (Price, 2017).

g. Maps

Besides graphs, tables, and charts, language teachers can also use maps as teaching materials. Moss & Lapp (2010) point out that a map is a two-dimensional representation of an area. The three important elements of maps are title, legend, and scale. The title gives a brief description of what is depicted on the map. The legend (explanation) tells what the map symbols represent (e.g., a star may represent a capital, a tree a national park). Since maps are smaller representations of actual areas, a map scale is used to show the relationship between distances on a map and the real distances between objects. Recently, teachers can make use of digital maps (e.g. Google Maps) to provide students with exciting learning environment. As an example of classroom activity provided by Utecht (2015), students can add markers at a particular spot in Google Maps. Then, they can create videos, or record their voices and embed them into a marker for others to learn about what happened at that spot. This activity will amazingly improve students' speaking skill as well as listening skill.

E. Conclusion

It is clear now to say that materials are crucial in language teaching. They contain meaningful contents by which students can learn language effectively. Course book, authentic texts, audio, visual, and audio-visual materials, multimedia materials, and ICT materials are powerful learning resources for students to learn language. Those materials complete each other. Reminding that not all materials are effective, it is a teacher's duty to select the appropriate materials for students. Unquestionably, by using those materials interchangeably depending on the situation and students' need, teachers will be more effective in doing their duties, and the goal of language learning can be achieved; having communicative competence. Put simply, materials are the "nucleus" of language teaching.

F. References

- Cunningsworth, A. (1995). *Choosing Your Course Book*. Oxford: Heinemann.
- Giornei, S. I. & Dina, T. A. (2015). Authentic Texts in Teaching English. *Procedia - Social and Behavioral Sciences*. 180, 274-279.
- Donaghy, K. (2014). How Can Film Help You Teach or Learn English? Available at https://www.britishcouncil.org/voices-magazine/how-can-film-help-you-teach-or-learn-english?_e_pi_=7%2CPAGE_ID10%2C8867826068
- Garton, S. & Graves, K. (2014). *International Perspectives on Materials in ELT*. London: Palgrave Macmillan.
- Hasmiati, Hamra, A., Atmowardoyo, H., & Dollah, S. (2015). Designing an English Course
- Damayanti, D, Fauzi, A, & Inayati, A.M. (2018). Learning Materials: The "Nucleus" of Language Teaching. *Journal of English Education*, 3(1, May), 1-8.

- Book for High School Students Based on 2013 Curriculum with Local Content Materials. *Journal of Language Teaching and Research*. 6(6), 1240-1249.
- Hung, S. A. (2016). Enhancing Feedback Provision through Multimodal Video Technology. *Computers & Education*. Vol. 98, 90-101.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.
- McGovern, J. (1983). *Video Application in English Language Teaching*. Oxford: Pergamon Press Ltd.
- Meraji, S. M. & Zamanian, M. (2014). Incorporation of L1 Culture Into Second Language Materials Development: Benefits vs. Risks. *Procedia - Social and Behavioral Sciences*. Vol. 98, 1128 - 1133.
- Moss, B. & Lapp, D. (2010). *Teaching New Literacies in Grades K-3*. New York: The Guilford Press.
- Ocak, G., Ozcalisan, H., & Kuru, N. (2010). The Student Attitudes in Terms of the Usage of English Activities and Materials and Their Contributions to English Learning Process. *Procedia-Social and Behavioral Sciences*. Vol. 2, 560-564.
- Patel, M. F. & Jain, M. (2008). *English Language Teaching: Methods, Tools, and Techniques*. Jaipur: Sunrise Publishers and Distributors.
- Price, D. (2017). Reading Charts, Graphs, and Tables. Retrieved from <http://www.cambridge.org/elt/blog/2017/01/25/reading-charts-graphs-and-tables/>
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Saglik, M. & Ozturk, S. (2001). Television as an Educational Technology: Using Television at Open Education Faculty, Anadolu University. *Turkish Online Journal of Distance Education*. 2(1), 74-82
- Sarosdy, J., Bencze, T. F., Poor, Z., & Marianna, V. (2006). *Applied Linguistics 1 for BA Students in English*. Bolcsez: Bolcsez Konzorcium.
- Secer, S. Y. E., Sahin, M., & Alci, B. (2015). Investigating the Effect of Audio Visual Materials as Warm-up Activity in Aviation English Courses on Students' Motivation and Participation at High School Level. *Procedia - Social and Behavioral Sciences*. Vol. 199, 120-128.
- The DLF Teaching Development Team. (2014). Using Audio and Video for Educational Purposes. Available at www.deakin.edu.au/learning-futures
- The F.I.L.M Project. (no year). Teaching with Movies: A Guide for Parents and Educators. Available at <http://www.heartlandfilm.org/wp-content/uploads/TeachingwithMoviesguide.pdf>
- Tomlinson, B. (2008). *English Language Learning Materials*. London: Continuum International Publishing Group.
- Tomlinson, B. (2011). *Material Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. (2014). *Developing Materials for Language Teaching*. London: Bloomsbury Publishing Plc.
- Utecht, J. (2015). 10 Ways to Use Google Maps in the Classroom. Available at <http://www.thethinkingstick.com/10-Ways-To-Use-Google-Maps-In-The-Classroom/>
- Wilson. (no year). 5 Tips for Learning a Language by Using Online Radio. Available at https://www.mosalingua.com/en/5-tips-for-learning-languages-using-online-radio/?_e_pi_=7%2CPAGE_ID10%2C5958087569



Law Faculty Students' English Proficiency at the Universitas Sembilanbelas November Kolaka: A Needs Analysis

AUTHORS INFO

Fernandes Arung

Universitas Sembilanbelas November Kolaka
Sulawesi Tenggara, Indonesia
fernandesarung@usn.ac.id
+6281241248541

Roslina

Universitas Sembilanbelas November Kolaka
Sulawesi Tenggara, Indonesia
roslina@usn.ac.id
+6285398350111

ARTICLE INFO

o-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 3, No. 1, May 2018

URL: <https://doi.org/10.31327/jee.v3i1.429>

Received	:	22 December 2017
Reviewed	:	4 March 2018
Published	:	11 May 2018

© 2018 JEE All rights reserved

Suggestion for the Citation and Bibliography

Citation in text:

Arung & Roslina (2018)

Bibliography:

Arung, F & Roslina. (2018). Law Faculty Students' English Proficiency at the Universitas Sembilanbelas November Kolaka: A Needs Analysis. *Journal of English Education*, 3(1, May), 9-16.

Abstract

This research was based on the process of inquiry with which the researchers find the problem that needed to be formulated. The problem was the lack of adequate English teaching materials and methods for English learners in the Faculty of Law so that the learning objectives were not achieved maximally. This also led to a lack of interest and motivation to learn. The long-term goal of this research is to provide a significant solution in providing the right teaching materials and methods for English learners as a Foreign Language in the Faculty of Law in the form of syllabus design. In particular, this research aims to provide relevant teaching materials in order to improve the ability to speak English for Law Faculty students so that they can convey their scientific messages in communicating with the proper use of English. This research uses a Qualitative approach with Qualitative Verification method. The participants were six (6) persons selected purposively and consisted of two students of the Faculty of Law, a Law Faculty Lecturer, an employee or a high-ranking prosecutor, and two employees of Jail Kolaka. Data collection techniques used are in-depth interviews, observations, questionnaires, and documentation so that this research instrument is an interview guide, observation sheet, closed questionnaires, and documents. All data were analyzed by using a Coding technique where data were analyzed systematically and objectively to identify characteristics of messages that are more specific so that can bring up a picture of theme sought by researchers. The results of data analysis show that there are some legal topics that can be used as an ideal teaching material for English learner of Faculty of Law such as Legal Issues, Good Governance, International Law, Remission, Case Law, Brach, Law Changing, Constitutional Law, and Career in Law. The proposed learning model is LiWReS (Listen to it, Write what you listen, Read it out loud, and

Speak it out in repetition). There are seven (7) tips that can be considered by the faculty to improve motivation, determine the right motives, and increase the interest of English learners Faculty of Law, Universitas Sembilanbelas November Kolaka.

Keywords: English teaching and learning, ESP, legal english, learning materials, needs analysis, LiWReS model

A. Introduction

Language, in general, is a communication tool. This sentence has been very dominating scientific papers in the introduction. However, the etymological significance of the above-sketches phrase is often overlooked. The first principle, a language should be understood as a tool that helps facilitate a process of the activity. What is meant by activities here is the activity of communicating which is the way humans interact. The second principle, as a tool, is not only seen as a tool but should be used consistently for activities; communication, it can work as it should. The ability to speak not only to the stage of knowing; the meaning of word meaning, pronunciation, sentence or syntactic structure, grammar, etc., but should come to the stage of using (how to use). The third principle, a tool is will always be taken back for use when needed. In other words, the ability to speak should contain a retrieval process (recall a memory or retrieving) which is a process whereby the required information can be recalled from memory. This is the main purpose of speech; automatic without thinking (fluency).

Krashen (1982), a professor of Linguistics, presents a hypothesis relating to the concept of second language acquisition called Input Hypothesis. He says that one can understand an utterance only if it has a comprehensible input so that it can gain additional knowledge of the current level of knowledge. This concept he referred to as $i + 1$. Nevertheless, the fact that English learners exist in Indonesia where English is a foreign language seems to be very difficult in showing the ability to speak. This is particularly evident in the English learner at the Law Faculty of the University of Sembilanbelas November Kolaka. One of the factors causing this is due to a lack of interest in using the communication tool; English. Meanwhile, Noonan (without year) in Arung (2014, Ed.) states that 'Many scholars believe that interaction; the act of communicating with others has an important role in learning a second language. "Therefore, this research needs to be done considering the importance of foreign language mastery equality for English learners in other Faculties, specifically the Faculty of Law of the Universitas Sembilanbelas November Kolaka.

B. Literature Review

1. *The Learning and Status of English*

The learning of English varies greatly depending on the needs and the users of the English language itself. There are many reasons why people learn foreign languages, especially English. They want to master English with a specific purpose. The principle is that whatever the reason when someone wants to master a foreign language, it means he wants an understandable (understandable) interaction. James (2003) says '*In theory, though, we are expected to sell to customers in their homeland and through their language.*' Wherever and whatever it is, a person will perform his needs, he must ideally master the foreign language so that he can communicate well.

Various learning models applied by English teachers during the learning and teaching process are conducted both inside and outside the classroom. Almost all methods and techniques have been included in the learning process. However, the first thing that appears is the ability of the language learners, especially the ability to speak is still very minimal. This is evident in the English learner at the Faculty of Law. The second thing that appears is the lack of percentage of English usage as the language of instruction by teachers during the teaching and learning process in the classroom. This is inseparable from the role of teachers in providing the nuance of TLC (Target Language Community) where the use of language is dominated by the target language itself. Pollard, L. (2008) provides an overview of the use of target languages during the learning process. He said 'The issue of who speaks is also known as student-talking time (STT) and teacher talking time (TTT). 80% STT to 20% TTT. 'About which one is more

dominant to speak among learners and teachers is 80:20 where learners should do more talking activities than do teachers themselves. The essence of this is how English learners spend more of their time on the target language. Noonan (without year) in Arung (2014, Ed.) conducted a survey showing that 60.61% of successful learners spend more than 1 (one) hour to use the target language in communicating. The problem that arises later is the unavailability of TLC in their learning process both in the classroom and outside the classroom because they do not find their teachers using the target language during the learning process or in other words that teachers are less likely to use the target language in their learning process. On the other hand, the teacher sees that even if he is dominant in the target language during the learning process, it also does not significantly affect the learner's speaking ability due to lack of motivation, inappropriate motives, and low interest. If viewed from both of the above conditions, it can be concluded that the methods and techniques applied are still inadequate and not supported by materials or materials relevant to the field of knowledge of learners.

The status of English in Indonesia is a foreign language. The use of this communication tool tends to experience various problems in terms of improving language skills and this is very clearly seen in the learning process and in activities of communicating or interacting daily. In fact, the ability to speak can be improved through communication by using the target language at any time through several topics such as social, cultural, and intercultural perceptions, although not as extensive as the subject of the topic. In this regard, Kawamura & Wu (2012) conducts research on the exploration of content taught in EFL classes (English as a foreign language) taught by native English speakers. They say Thus, English as a Foreign Language (EFL) classes should promote the realization that proficient English includes multicultural perspectives and intercultural communicative competence. These elements of multicultural values are taught directly or transmitted through the teachers' instructional materials, activities, and lectures'. These things should be done so that the EFL learner can truly experience and experience the TLC atmosphere. This lack of atmosphere is certainly caused by the status of the language being used as a foreign language, not the second language and or the first language. This is inseparable from the seriousness of the government in responding to the importance of foreign language acquisition, in addition, the political issue is one of the factors over this system.

2. The Concept of ESP (English for Specific Purposes)

Departing from several reasons why someone learns English certainly cannot be separated from the ESP study. The focus in this study is to provide the widest possible opportunity to master the target language based on the discipline that is being cultivated or at least based on individual needs through ideal learning and appropriate syllabus design. Conttia (2007) in a Journal says '*A majority of research in the English language learning field has been focusing largely on teaching or course effectiveness, but little has been done to look at what makes learners become self-determined enough to take control of their own learning, and the factors that differentiate successful and less successful self-access users.*' She said that research oriented to the field of English learning is generally centered on teaching or learning effectiveness. However, little can be realized in terms of what causes learners to play a role in self-determination or control of their own learning.

English for Specific Purposes-based learning differs from ESL learning (English as the Second Language). ESP focuses on the use of specific contexts (language in context) based on specific areas of knowledge and needs so that the skills needed to be mastered also vary and require a process of needs analysis while ESL focuses on all language skills such as Speaking, Listening, Reading, and Writing. This is why the two appraisals are also different. In ESP, Al-Sheri (2008) says '*In theory, however, ESP assessments can be considered as performance assessments measuring the required skills to "perform" well in the language. This language performance is varied among students according to the nature of the context and their background about the subject.*' The principle is that the assessment applied depends on the content under review.

In relation to content, the ESP concept offers a different study than any other common concept that ESP requires its teachers to be more creative in designing their learning tools; syllabus, so that the expected achievement can be realized maximally. In the results of research conducted by Kawamura & Wu (2012), he said that '*teacher training with regard to ideas of English used as an international language, rather than as a second or foreign language, becomes*

inevitable because only when an English teacher is sensitive to the global trend can he or she design their syllabus, gather materials that increase cultural awareness, and incorporate and require discussions about cultural issues via English. English teachers should be aware to be more creative in developing their learning syllabuses because the ESP concept demands a global and integrated understanding but focuses on one or more language skills. It requires innovative, consistent, and dynamic learning strategies so that the global perspective learning pattern that is formed can be felt and experienced by learners. In the results of research conducted by Wang (2012), he quotes Rajagopalan's statement (2004) *'It was the figure of the native speaker that invariably served as the yardstick with which to measure the adequacy of policy decisions, the efficacy of methods and authenticity of materials, the learners' proficiency.'* Everything requires creativity and innovation in designing an ideal learning design to facilitate the needs of the learner in accordance with the field of science they do. The right approach, the ideal method, the right techniques with authentic content or teaching materials will provide a stimulus for the learners.

3. English Learning Set

In designing ideal learning, it should be understood that the designed device is a relative reference. This means that not always the device becomes a standard in the learning process. It is misunderstood by some teachers that the syllabus and lesson plan are standard benchmarks in carrying out the learning process. The fact that everything depended on the teaching materials and learning situation at that time. By that, an ideal learning method is a systematic learning appropriate and appropriate for the learning process while in progress. However, it should be understood that the teaching materials used should not be assumed as teaching materials used to facilitate the various learning styles that the learners have. Wang, Wei-Pei said:

The supplementary materials are not designed in such a way as to accommodate the differing needs of learners who have different learning styles or different proficiency levels. The assumption is that all of the learners' will, irrespective of differences, take part in the same activities in the same ways. Wang (2008)

The instructional material should be authentic so that what Wang said (2008) can be realized. Unauthentic teaching materials will actually make the learner doubt on what he thinks about certain topics in the teaching material, as a result, the learner experiences a decrease in learning motivation. The wise thing is when the teaching materials can accommodate the learner in thinking about the actual situation around him because he knows exactly the situation around him.

Learning devices based on a curriculum must necessarily be designed with reference needs analysis. This is a very urgent and critical step in order to develop the right design. Nichols, Shidaker, Johnson, & Singer (2006) said *'To maximize the benefits of curriculum review, development, and evaluation, a needs assessment is the critical first step.'* This Needs Assessment becomes the starting point for doing the Needs Analysis. Identify the need for an assessment and then analyze it to find a picture of the problem and the appropriate solution. Kaufman (1994) in Messner (2009) says *'This (need assessment, Ed) leads to a needs analysis to determine the cause of the performance problem and the appropriate solution that will close the gap in performance, regardless of whether the solution is training.'* The second difference of this lies in the process and its purpose even though some scholars assume that they are only used interchangeably as terms with the same purpose; assessment and analysis.

C. Methodology

1. Research design

This research uses a qualitative approach with the design of Verification. This design departs from a paradigm of qualitative approach which is a purely qualitative research design although, in theory, it is still loose. However, this design is more of a qualitative nature than a qualitative descriptive design. Qualitative design of verification is a concept of research that seeks to discover the meaning behind a phenomenon and then verify it to prove the cause of the occurrence of the phenomenon. In relation to this research plan, the verificative design is intended to describe the state of the data in the field and then verified to prove the cause of the

actual state of the data in the field. This is what distinguishes it from the qualitative descriptive design where this design only describes the state of the data as it is in the field. In other words, this research is not a research development in order to develop an existing syllabus, but this research is really looking for basic concepts for the preparation of syllabus for learning English at the Faculty of Law of the Universitas Sembilanbelas November Kolaka.

2. Research location

This research was conducted at the Universitas Sembilanbelas November Kolaka, precisely in the Faculty of Law. In addition, the location where the data was taken also include several places such as the domicile of the Faculty of Law alumni where the interview process also was held as well as the observations at the court premises. Overall, the location of this research was focused in Kolaka District.

3. Research participant

Participants in this study consisted of 6 people; two students of the Faculty of Law, a Law Faculty Lecturer, a clerk or high-ranking attorney, and two employees of the Jail Kolaka. The six participants were selected based on specific objectives by the researchers in which they are closely related to the legal domain. The six participants of this study provided clear and saturated information to researchers to serve as the main data.

4. Technique of Data Collection

Researchers used several data collection techniques such as in-depth interviews, unstructured observation, document analysis, and questionnaires. These four data collection techniques were also used to process triangulation of research data with the intention that the data obtained can be declared valid and reliable.

5. Research instrument

Based on the data collection techniques established, the researchers used several instruments such as interview guides, observation sheets, and documents. Interview guides were used as guidelines that contain some outline of questions to get specific data on the focuses to be studied. The observation sheet was used to collect and display observational data containing some important indicators and or things that occurred in the field during the research process, the document was used as a written data source that could provide the data desired by the researchers through document analysis process, while the questionnaire was used to collect data on the motivation, motives, and interests of the Faculty of Law students in learning English.

6. Technique of Data Analysis

In fact, in the research process, researchers had been temporarily analyzing the data obtained at the time of data collected in the field. Therefore, it is important for a researcher to pre-analyze data in the field when collecting the data before the overall data is obtained in the field to be analyzed as a whole.

In analyzing the data, the researchers applied content analysis techniques where the data were analyzed systematically and objectively to identify characteristics of the messages that were more specific so that it could bring up a picture of the theme sought by the researcher. In conducting content analysis, the researchers transcribed the interview data so that the researchers could easily analyze the contents of the transcript of the interview result. Similarly, the results data on the observation sheets, documents, and existing questionnaires. By conducting content analysis to the four existing data then the researchers displayed the data in the form of an auxiliary table with a view to facilitating researchers in analyzing the characteristics of specific messages. The last step is the characteristics of specific messages that were interpreted in the form of propositions that represent the answer to the formulation of the problem that researchers set to be answered.

D. Findings and Discussion

1. Learning materials

There are several types of teaching materials that can be used as a topic of discussion in the process of learning English for students of the Faculty of Law, Universitas Sembilanbelas November Kolaka. Here are the teaching materials that can be developed and used.

- a) Legal issues (Listening, Writing, Reading, and Speaking),
- b) Good governance (Listening, Writing, Reading, and Speaking),
- c) International Law (Listening, Writing, Reading, and Speaking),
- d) Remission (Listening, Writing, Reading, and Speaking),
- e) Case Law (Listening, Writing, Reading, and Speaking),
- f) Brach (Listening, Writing, Reading, and Speaking),
- g) Law Changing (Listening, Writing, Reading, and Speaking),
- h) Constitutional Law (Listening, Writing, Reading, and Speaking), and
- i) Career in Law (Listening, Writing, Reading, and Speaking).

All topics or teaching materials are applied in an integral path so that the uptake of the learners' knowledge and language skills can occur in accordance with the purpose of learning.

2. Method and Technique

The findings of the method in this study can be labeled with **LiWReS** (Listen to it, Write what you listened, Read it out loud, and Speak it out in repetition). Somewhat different from other Integrated Skill models, this LiWReS learning model is a concept that involves all the language skills (Listening, Writing, Reading, and Speaking) in an integrated manner but involves only one topic or material in each groove. Meanwhile, the Integrated Skill model that previously do integrate all the skills but the topics or materials involved are varied.

The following procedures are the steps of doing this model of learning in order to facilitate the lecturers in conducting their learning process.

- a. The lecturers study on the syllabus provided holistically,
- b. The lecturers should have provided the lesson plan with interesting activities with various method; suggested to use authentic materials and legal contents,
- c. The lecturers should deliver the general goals and objectives of the learning at the first time meeting,
- d. The lecturers should not be so slave on the lesson plan with assumption that there is no the best method and strategy in conducting the learning, it is only the ideal method and strategy for certain situation and condition of the time of learning,
- e. The lecturers must follow the hierarchical procedure of the LiWReS model; it is absolutely prohibited to randomly conduct and choose the skills to be acquired. In the other word, be reminded to follow as its name – LiWReS: Listening – Writing – Reading – Speaking,
- f. The lecturers should provide any feedbacks of the learning in order to help the lecturers in doing reflection,
- g. The lecturers should conduct the evaluation of the learning, besides providing the reflection, the lecturers may objectively have an assessment on the learners; suggested to conduct the assessment with full of appraisal.

3. Ways of Increasing Motivation

The level of motivation, the type of motives, and the magnitude of interest of the learner is dependent on several things such as cognition ability, social and cultural background, learning atmosphere, and professionalism of the teaching staff itself. However, the existing creativity can certainly mediate the influence of these variables so that what the teachers expect can be realized in accordance with expectations.

Based on the previously mentioned variables that are influencing factors, it can be illustrated some tips that can be done by the faculty and who are considered to improve motivation, determine the right motives, and increase the interest of English learners at the Faculty of Law Universitas Sembilanbelas November Kolaka. The tips can be things like the following.

- a. The ability and creativity of faculty (lecturers) should be improved by understanding the discipline of law, the needs of the learners in relation to the material and the atmosphere of learning.

- b. Teachers should be an input to the learner so that his role as a model can become apparent in the first to last meeting.
- c. Teachers should understand the concept of English for Specific Purpose (ESP). In other words, English teachers do not teach law but mediate law to learners using English as the language of instruction.
- d. In conducting learning activities, the learner is required to be actively involved without letting passive occur even if only from one learner because it will greatly affect the learning atmosphere.
- e. In conducting the learning process, faculty and students must maintain interactive communication as part of the function of mediating the deficiencies.
- f. Teachers need to be more creative in providing Target Language Community (TLC), especially outside formal learning process. This can be done with Video Recording system individually, either in pairs, or in groups.
- g. Application and implementation of the suggested learning model should remain consistent until the final meeting in one semester.

The seven tips that have been presented can be a good foundation in improving motivation, appropriate motives, and great interest if the teaching staff can do it wholeheartedly and consistently in applying the suggested learning model.

E. Conclusion

Various topics can be used by faculty as ideal teaching materials, especially legal topics that are busy discussed in social media. Nevertheless, the concept and systematics of the application and implementation of the suggested instructional model must remain consistent.

The learning model suggested in this study can be labeled with LiWReS (Listen to it, Write what you listened, Read it out loud, and Speak it out in repetition).

There are seven (7) tips that teachers need to consider in improving motivation, determining appropriate motives, and increasing the interest of English learners at the Faculty of Law, Universitas Sembilanbelas November Kolaka.

Acknowledgment

The researchers would like to thank the Ministry of Research and Technology of Higher Education that had funded this research. Also, the ocean of thanks to the LP2PMP of the Universitas Sembilanbelas November Kolaka as the researchers' affiliation.

F. References

- Al-Sheri, K. D. (2008). Teachers' and Students' Attitudes toward Formative Assessment and feedback in Teaching English for Specific Purposes ESP. A Dissertation Published in the Asian EFL. Available at <http://asian-efl-journal.com/8230/thesis/2014/05/teachers-and-students-attitudes-toward-formative-assessment-and-feedback-in-teaching-english-for-specific-purposes-esp/>.
- Arung, F. (2014). *Bagaimana Meningkatkan Kemampuan Berbicara dalam Bahasa Inggris - Tips Bagi Pembelajar yang Sementara Berjuang dalam Meningkatkan Kemampuan Berbicara (Speaking)*. Kolaka: Penerbit Putri Yolanda
- Conttia, L. M. W. (2007). The Influence of Learner Motivation on Developing Autonomous Learning in an English for Specific Purposes Course. A Dissertation Published in the Asian EFL. Available at <http://asian-efl-journal.com/2319/thesis/2007/10/the-influence-of-learner-motivation-on-developing-autonomous-learning-in-an-english-for-specific-purposes-course/>.
- James, G. (2003). *The Complete Guide to Learning a Language – How to Learn a Language with the Least Amount of Difficulty and the Most Amount of Fun*. Oxford: How to Books Ltd.
- Kawamura, M. & Wu, P. N. (2012). A Qualitative Study Exploring the Content Learned in English as a Foreign Language Classes Taught by Native Speakers. *The Asian EFL Journal- Professional Teaching Articles – CEBU Conference Issue October 2012 Volume 63*.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. California: Pergamon Press Inc.

- Messner, A. (2009). Needs Assessment and Analysis Methods. A Thesis, The University of Wisconsin-Stout. Available at <http://www2.uwstout.edu/content/lib/thesis/2009/2009messnera.pdf>.
- Nichols, B., Shidaker, S., Johnson, G. & Singer, K. (2006). *Managing Curriculum and Assessment - A Practitioner's Guide*. Ohio: Linworth Publishing, Inc.
- Wang, Li-Yi. (2012). Moving towards the Transition: Non-native EFL teachers' Perception of Native-Speaker Norms and Responses to Varieties of English in the Era of Global Spread of English. *The Asian EFL Journal, Quarterly Special Issue: Teacher Education, Identity, and Development*, 14(2).
- Wang, Wei-pei. (2008). Teaching English to Young Learners in Taiwan: Issues Relating to Teaching, Teacher Education, Teaching Materials and Teacher Perspectives. A dissertation published in the Asian EFL. Available at <http://asian-efl-journal.com/4545/thesis/2012/07/teaching-english-to-young-learners-in-taiwan-issues-relating-to-teaching-teacher-education-teaching-materials-and-teacher-perspectives/>.



Types and Factors Causing Plagiarism in Papers of English Education Students

AUTHORS INFO

Rizkariani Sulaiman

Universitas Muslim Indonesia Makassar
Sulawesi Selatan, Indonesia
arfian.agil@gmail.com
+6285256989718

ARTICLE INFO

o-ISSN: 2502-6909
p-ISSN: 2502-9207
Vol. 3, No. 1, May 2018
URL: <https://doi.org/10.31327/jee.v3i1.471>

Received	:	31 March 2018
Reviewed	:	14 April 2018
Published	:	11 May 2018

© 2018 JEE All rights reserved

Suggestion for the Citation and Bibliography

Citation in text:

Sulaiman (2018)

Bibliography:

Sulaiman, R. (2018). Types and Factors Causing Plagiarism in Papers of English Education Students. *Journal of English Education*, 3(1, May), 17-22.

Abstract

The purpose of this study is to determine the type of plagiarism contained in the student papers on the subject of Introduction to Literature and the factors causing students to do plagiarism. Researchers used descriptive quantitative research methods to answer both research questions. In this study, this type of plagiarism is examined using unpaid online applications and manuals to determine the type of plagiarism based on indicators of government regulation no. 17, 2010. While the factors causing plagiarism obtained through the responses of respondents to a given questionnaire. Population in research is one semester students majoring in English Education. The total population was 50 students and the sample in the study was 44. The results of the study show that type 1 plagiarism is the most dominant type appearing in student papers, followed by plagiarism types 2, 3 and 4. Chapters 1 and 2 in most papers are chapters where the chances of plagiarism occur most often. Then, the factors that cause students to practice plagiarism are: a) lack of understanding how to cite and write references well so not confident in composing academic writing; b) limited access to referrals and c) student attitudes which often delay and hasten in completing tasks.

Keywords: plagiarism on papers, types of plagiarism, factors causing plagiarism

A. Introduction

Copy-paste, disguise, and alteration of writing are examples of activities that lead to the action of plagiarism. Plagiarism or plagiarist is copying or making of essays, opinions, etc. from others and making it as an essay and an opinion of his/herself (Kamus Besar Bahasa Indonesia Daring, 2018).

Rule of plagiarism have been made in our country—as quoted by www.luk.tsipil.ugm.ac.id (2018) by the Peraturan Pemerintah No. 17 2010, concerning Copyright. The above rule confirms that plagiarism is a form of academic dishonesty and its sanctions have been clearly regulated in the standards of college enforcement procedures.

Some studies have been conducted on plagiarism in Indonesia, but there is no clear statistical percentage or picture showing plagiarism levels among students. Specifically, this study discusses: (1) what types of plagiarism are there in student papers? and (2) what is the factor causing students to do plagiarism?

B. Methodology

1. Population and Sample

This research applies a quantitative descriptive method to examine both research questions that is the type of plagiarism in the student paper and their cause of plagiarism. The population in this study is the first-semester student of English academic year 2017/2018. The population consists of two classes, each class consists of 25 students, so the total population was 50 students. Based on tables and general rules R.V. Krejcie & D.W. Morgan, the samples obtained were 44 (N = 50, then S = 44) (Gay, 1987: 110-111).

2. Research instrument

For the first research question, researchers used the *Duplichecker* application to identify the type of plagiarism in student papers and using regulation No. 17, 2010 as an indicator in determining the form of plagiarism. As for the second research question, the researchers distributed questionnaires to the students after doing a paper examination. A questionnaire is adapted from *LoCastro & Masuko, Plagiarism and Academic Writing of Learners of English* (2002). He proposes of distributing the questionnaire, in this case, is to know the situation and the student's decision on plagiarism and the reason why plagiarism can occur.

C. Findings and Discussion

1. Identification of Types of Plagiarism in Student Papers

This section displays data to answer the first research question about the types of plagiarism in student papers. In answering this matter, researchers use and determine the types of plagiarism in accordance with government regulation No. 17 of 2010 which is divided into four types.

The data in the tables and diagrams below were obtained from the results of checking and counting the types of plagiarism found in 44 (forty-four) students paper majoring in English Education. The examination is done through two methods: (1) checking by using the *DupliChecker* application to detect the overall similarity and comparing between the uploaded file and the file found by the application, and (2) manually checking by the researcher.

Table 1 Identification of Plagiarism Types in Students Papers based on Government Regulation No. 17, 2010

Plagiarism in Students Papers	Plagiarism Types				Total
	Type 1	Type 2	Type 3	Type 4	
Frequency	5067	105	23	0	5195
Percentage (%)	97.54%	2.02%	0.44%	0	100%

Table 1 above shows that there is a significant difference between the types of plagiarism found. There are 5067 frequencies or 97.54% of the 5195 total detected as Type 1 plagiarism which refers and quotes randomly the terms, words / sentences, data / info from a source without the source of the quotation and without adequate source writing. Then, the percentage decreases drastically to the number of 2.02% or 105 frequencies detected as type 2 plagiarism

using the source of ideas, opinions, views / theories without adequately writing the source. Furthermore, for type 3 plagiarism, formulated by using the words and sentences themselves from the sources of words, sentences, ideas, opinions, views / theories without writing sufficient sources, the percentage is not much different from type 2, is only 0.44% or 23 frequency. And, no plagiarism type 4 is found that collects writings that have been made and published by others as their own writing without adequate source writing.

2. Factors Causing Students Do Plagiarism Actions

This section shows the data obtained related to the second research question that is the cause of the students doing plagiarism. The data were taken using a questionnaire of 44 students consisting of 20 male students and 24 female students. The questionnaire consisted of two main statements regarding the **situation** and **decisions** of the student during the act of plagiarism.

3. Students' Situation at the Time of Doing Plagiarism

The statement of questionnaire No. 1 covers six possible situations faced by students at the time of doing plagiarism.

Table 2 Responses of Questionnaire, Question No. 1

No	Situation	Gender	
		L	P
1	<i>I copied my paper entirely from a library or other outside source</i>	5	3
2	<i>I copied my paper entirely from another student's paper</i>	-	-
3	<i>I copied parts of my paper from a variety of sources</i>	15	20
4	<i>Most of my paper came from Indonesia sources which I translated into English, without citing the sources</i>	2	5
5	<i>I only copied some sentences/paragraphs</i>	15	12
6	<i>I copied whenever I was not able to paraphrase well from the original source</i>	5	7

From the responses given by the respondents / students that at the time of plagiarizing, the most frequent situation is to copy part of the paper from various sources. Then the second is by copying a few sentences or paragraphs and the third most chosen by the students is they do plagiarism when not able to paraphrase the original source. The response was confirmed by the findings of plagiarism type in the student paper by *Duplichecker* and manual examination that the first type is to refer and quote randomly the terms, words / sentences, data / info from a source without a source in the quotation and without writing the source adequately at the top position.

4. Students' Decision at the Time of Doing Plagiarism

Questionnaire question number two includes ten possible decisions faced by students so as to do plagiarism.

Table 3 Responses of Questionnaire, Question No. 2

No	Decision	Gender	
		L	P
1	<i>I knew what I was doing, but as so many other students do it, I just hoped I'd get away with it as well</i>	-	-
2	<i>I knew my paper was poor, so I plagiarized in order to improve it and get a better grade</i>	-	-
3	<i>I ran out of time; I didn't have enough time to do the paper myself</i>	10	7
4	<i>I don't understand how to do quote the source</i>	18	20
5	<i>I believe many instructors/professors don't really care about whether or not students plagiarize</i>	7	4

6	<i>I never had to worry about plagiarizing in high school</i>	17	20
7	<i>I only cite when I quote directly; otherwise, I do not say where the ideas I use come from</i>	21	9
8	<i>I have no confidence in my ability to write good papers in English</i>	19	22
9	<i>I don't really care; I just want to pass</i>	8	2
10	<i>The library does not provide enough literature and media for students' reference</i>	9	17

Note:

In the questionnaire instructions, they can select more than two responses according to the situation they face.

From the responses given by the respondents in the second questionnaire statement that there were forty-one (41) choices on item number 8 that respondents lacked confidence in the ability to write and write papers well in English. Then, thirty-eight (38) respondents chose that they did not understand how to correctly quote the source of the quotation; third, as many as thirty-seven (37) of respondents stated that in the previous level (SMA), they do not have to worry about plagiarism or it can be said that they have not understood well about plagiarism; fourth, item 7 stating that I only quote direct quotes even though I do not know where the source was chosen by thirty respondents; and fifth, as many as twenty-six (26) respondents stated that they did copying because the library did not provide adequate references and media.

Papers are scientific papers or academic papers that deal with specific topics organized systematically and accompanied by logical thinking. Paper is one of the requirements or lectures assigned by most lecturers to the students to fulfill the lecture credit. In preparing papers, students will elaborate on a given topic by reading references from various media, summarizing references, pouring opinions, interpreting, and analyzing the topics covered. Therefore, by preparing papers, students are expected to develop their critical thinking and analysis. But some students have not realized that the preparation of papers is one stage of their own theoretical and practical development so that there are still irregularities. The way or shortcuts is still chosen by some students to finish the paper as quickly as possible without considering the value and rules in writing.

Based on the results of the research, the most dominant type of plagiarism found in student papers is the first type of plagiarism that refers and quotes randomly the terms, words / sentences, data / info from a source without listing the source in the quotation and without writing the source adequately. The number of plagiarism type 1 is 5067 (97.54%) and is the highest of the three other types. These results support or align with the findings of Lo Castro & Masuko (2002) and Sharma (2007) which states that the act of plagiarism is increasing at the university level, especially copy paste. The high percentage of plagiarism type 1 shows the culture of copy paste in preparing the paper is still up to date.

Then, the type of plagiarism that is not found in student papers is plagiarism type 4 (0%) that is to collect writings that have been made and / published by others as their own writing without adequate source writing. This means that students are not trying to modify or alter the writings of others but prefer to quote terms, words / sentences, data / info directly to their writing.

In accordance with the way students access, copy or acquire concepts / words / phrases / sentences / data, there are three types of access they use, i.e. internet, local and libraries. Thus, in writing a paper, students cite the concept / word / phrase / sentence / data of the three accesses and intentionally or unintentionally, most students are unable to properly include the source and reference. Plagiarism over the internet and locally has also been described by Abasi (2008). He explained that global and local patch writing is a student writing style that is used when pouring other people's ideas into their own writing as well as to add to the topic material being worked on.

This study also describes the level of plagiarism in each chapter of the paper. Based on the results of the study, the chapters most likely to find plagiarism are in chapter 2 (3849), then in chapter 1 (1025) and chapter 3 (243). In accordance with the character of the systematic compilation of papers, then in chapter 2 is indeed a risk of plagiarism occurs because the

chapter consists of the literature review of various sources that allow the source is not adequately and not paraphrased. From the data obtained, illustrates that the main problem is to pour other people's ideas on their own writing, especially in chapters 2 and 1.

The second research question is the factor causing students to do plagiarism. From the data of the research, it was found that students did plagiarism because they lacked the knowledge of how to quote, thus becoming one of the reasons they lack confidence in writing and composing academic writing. In addition, the culture of writing on previous educational experiences does not emphasize the importance of taking into account the acts of plagiarism. These findings are in line with previous research (Breen & Maassen, 2005; Devlin & Gray, 2007; Madray, 2007; Sharma, 2007; Ashworth, 2012) that students are less understanding of the source and paraphrase usage. It is also corroborated by data from plagiarism analysis in 44 papers that chapter 2 and chapter 1 are the main chapters in which type 1 plagiarism is most commonly found due to citation errors and no paraphrase.

The next factor of plagiarism is a library that does not provide adequate references and media. Patak & Naim (2012) also agreed that the traditional style of the library also contributes to the rise of plagiarism. Limited access to the reference sought is also a problem for students to explore the topic of assigned papers.

Plagiarism also depends on the student's vision and personality. The desire to complete paperwork as soon as possible and ignorance also encourage them to commit deviant acts. It has also been raised through Erkaya's findings (2009) which state that plagiarism is a short way to save time in completing tasks according to the respondents on the research undertaken. The reason for the attitude was also emphasized by Siaputra (2010) that psychological delays were also significantly correlated with plagiarism. Procrastination means piling up the work and ultimately unable to complete the task at the end of submission so that "shortcuts" are inevitable.

D. Conclusion

In accordance with the description of results and discussion, it can be concluded that the types and factors causing plagiarism as follows: (1) Referring and quoting randomly the terms, words / sentences, data / info from a source without the source source in the quotation and without writing the source adequately, 97.54% Using the source of ideas, opinions, views / theories without adequate source writing, 2.02% ; Formulate by using the words and sentences themselves from the source of words, sentences, ideas, opinions, views / theories without writing the source adequately, 0.44%; and Collect writings that have been made and / published by others as their own writing without adequate source writing, 0%; (2) Chapters 1 and 2 in most papers are the most common chapters of plagiarism; (3) Factors that cause students to act plagiarism can be divided into three main causes: a) lack of knowledge about how to write citations and references; b) limited access in search of references; and c) attitude.

Suggestion related to the result of second research question: (1) Introduce, socialize and conduct follow-up activities related to plagiarism. Special tutoring from qualified instructors is required, especially writing courses to prevent the occurrence of plagiarism; (2) For students, should be more aware of the authenticity of the paper and increase the knowledge of how to write references, quotes, and paraphrases correctly; (3) For campus, it should make clear and clear rules of rules about plagiarism and facilitate anti-plagiarism software to reduce plagiarism; (4) Plagiarism, Paraphrasing and How to Cite Sources should be one of the main ingredients in student manuals and lecturers both on the scope of the Faculty and the University.

E. References

- Abasi, A. R. (2006). Writing under the Gaze: Plagiarism Policies and International ESL Students Patch Writing in Graduate School. *Journal of Second Language Writing*. Vol. 15, 102-117.
- Ashworth, P., Bannister, P., Thorne, P., & Students on the Qualitative Research Method Course Unit. (1997). Guilty in Whose Eyes? University Students' Perceptions of Cheating and Plagiarism in Academic Work and Assessment. *Studies in Higher Education*, 22(2), 187-203. Available at <http://dx.doi.org/10.1080/03075079712331381034>.
- Breen, L. & Maassen, M. (2005). Reducing the Incidence of Plagiarism in an Undergraduate Course: The Role of Education. *Issues in Educational Research*, Vol. 15.

- Devlin, M. & Gray, K. (2007). In Their Own Words: A Qualitative Study of the Reasons Australian University Student Plagiarize. *Higher Education Research and Development*. 26(2), 181-198.
- Erkaya, O. R. (2009). Plagiarism by Turkish Students: Causes and Solutions. *The Asian EFL Journal Quarterly*. 11(2), 86-103.
- Gay, L. R. (1987). *Educational Research: Competencies for Analyzing and Application*. Ohio: Merrill Prentice Hall.
- Kamus Besar Bahasa Indonesia Daring. (2018). Plagiator. Available at <https://kbbi.kemdikbud.go.id/entri/plagiator>.
- LoCastro, V. & Masuko, M. (2002). Plagiarism and Academic Writing of Learners of English. *Hermes, Journal of Linguistics*, No.28.
- Madray, A. (2007). Developing Students' Awareness of Plagiarism: Crisis and Opportunities. *Library Philosophy and Practice (e-journal)*. Available at <http://digitalcommons.unl.edu/libphilprac/134>.
- Patak, A. A. & Naim, H. A. (2012). Problems Encountered by EFL Students of Business English Class Engage in Plagiarizing Theses or Dissertations: A Literature Review. *Courses, Cases & Teaching eJournal*. 13(23). doi: 10.2139/ssrn.2084088.
- Sharma, B. K. (2007). Plagiarism among University Students: Intentional or Accidental. *Journal of NELTA*. 12(1,2).
- Siaputra, I. B. (2010). The 4PA of Plagiarism: A Psycho Academic Profile of Plagiarist. *International Journal for Educational Integrity*. 9(2), 50-59.
- Www.luk.tsipil.ugm.ac.id. (2018). Kumpulan Peraturan Terkait Dikti di Internet-Peraturan Pemerintah No. 17 2010. Available at <http://luk.tsipil.ugm.ac.id/atur/>



The Use of E-book to Improve Reading Comprehension among Year 4 Pupils

AUTHORS INFO

Yee Bee Choo

IPG Kampus Tun Hussein Onn
beechoo.yee@iptho.edu.my
+60127541148

Nurul Syazana binti Zainuddin

IPG Kampus Tun Hussein Onn
syaza092@gmail.com

ARTICLE INFO

o-ISSN: 2502-6909
p-ISSN: 2502-9207
Vol. 3, No. 1, May 2018
URL: <https://doi.org/10.31327/jee.v3i1.477>

Received	:	5 April 2018
Reviewed	:	14 April 2018
Published	:	11 May 2018

© 2018 JEE All rights reserved

Suggestion for the Citation and Bibliography

Citation in text:

Bee Choo & Zainuddin (2018)

Bibliography:

Bee Choo, Y. & Zainuddin, N.S. (2018). The Use of E-book to Improve Reading Comprehension among Year 4 Pupils. *Journal of English Education*, 3(1, May), 23-32.

Abstract

This is an Action Research of using the Story Jumper as an E-book to improve the reading comprehension among Year 4 pupils in one of the primary schools in Malaysia. The participants involved were twenty pupils consisting of seven males and thirteen females. Three data collection methods employed were pre-test and post-test, pupils' work and teacher's reflective journal. The findings showed that the use of E-book had increased the level of understanding in reading comprehension among the research participants. The mean for the pre-test and post-test had increased from 45.83 to 93.33. The pupils' work indicated positive improvements in terms of their level of understanding and responses in reading. It was also found from the reflective journal that the research participants had participated actively in the learning process and their level of motivation was also increased. The implication is to use E-book in the teaching of reading skills among the primary school learners.

Keywords: story jumper, e-book, reading comprehension

A. Introduction

In Malaysia, the Standard Curriculum for Primary School (KSSR) has been implemented since 2011. The content of KSSR is to expose pupils to the Higher Order Thinking Skills (HOTS) as well as to produce pupils with high intelligence, competence and problem solving skills.

Other than that, KSSR also emphasises on 21st century learner that focuses on students' involvement. Students' participation is vital in this curriculum while teachers act as the facilitators.

Though English is taught as a second language in Malaysia, it is a dominant language used in Information, Communication, and Technology (ICT). It is important for pupils to master it to have access to information that is available on Internet. When the pupils access information, they need to employ their reading skill. Reading is a lifelong skill for the pupils to use both at school and their entire life. By having the ability to read, pupils can understand well the ideas or meaning of the text they read directly or indirectly. According to Kingsley (2009), teachers have the responsibility to instruct the students how to read and how to derive meaning from the written word. Therefore, it is the aim of this study to focus on the use of ICT specifically e-book to improve reading comprehension among the pupils.

Problems of Reading Comprehension in the Classroom

Reading comprehension in English is one of the important keys for the pupils to perform better in learning. According to Breiseth (2016), comprehension is the goal of reading, but it can be the most difficult skill to master, especially for English language learners. Comprehension always attends to what is coded or written in the text, but it also depends upon the reader's background experiences, purposes, feelings, and needs of the moment. The same thing goes to the pupils in which they also need to understand the text given.

Based on my (second author) past teaching experiences as a teacher trainee, I identified my pupils' problems in reading comprehension. I managed to observe the English teacher's lesson once with the pupils in order to look at their level of proficiency in English. Throughout the lesson, I noticed that some of the pupils were quiet. They did not respond when the teacher asked simple question such as "*Where is Jagjit going to buy the present?*" I also found that some of them did not know how to complete the task given by the teacher.

When I started to teach these pupils, I found that they were not able to answer the reading text that they had read when I asked them in oral and written form. They often kept quiet whenever I asked them simple oral questions such as "Who are Amir's siblings?", "Whose goat was lost?" and so on. I had to explain a few times in order to make them understand. From the reading texts that I had given, they often asked for the meanings of any difficult words such as "log", "chieftain" and so on. This means that they could not comprehend the text well.

In addition, I had to simplify my instructions given to the pupils because they only knew few English words. For example, when I asked, "Who are Amir's siblings?" The pupils could not answer my question as they did not know the meaning of "siblings", I have to tell them the meaning is "brothers and sisters", then only they could answer my question. Pupils easily lost focus when they did not understand the words used. The lesson was difficult to conduct since I was the only one who asked questions and explained the meaning. Sometimes, I even have to give them the answers. I did all the talking by myself.

The content standard of reading lesson for KSSR primary Year 4 is, "by the end of the lesson, pupils should be able to read and understand phrases and sentences, which is through linear or non-linear text." The level of the targeted pupils could not achieve this aim. This happens because these pupils are not exposed to use English in their daily life as English is not their first language. They were from rural area and they mostly did not communicate with people around them by using English language. The language seemed to be strange to them as English was neither their mother tongue nor their first language. They could not understand most of the information given to them.

According to Perfetti, Ben & Delaney (1988), children with poor reading skills would definitely have difficulty in comprehending what they read. I should not have been surprised that my pupils had problems in reading comprehension as they did not only have poor reading skills, they were also rather weak in English. Concisely, the main problem that I wanted to focus would be reading comprehension.

Therefore, I resorted to a strategy which was by using E-book to help and improve their reading comprehension. The two research questions formulated for this study were (1) how does e-book strategy improve the pupils in reading comprehension? and (2) how does e-book strategy motivate the pupils in learning?

B. Literature review

1. *Vygotsky's ZPD and Scaffolding*

According to Vygotsky (1978), the zone of proximal development (ZPD) has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers". It shows that children are able to achieve more with the assistance of others rather than completing the work alone. By providing guidance to the pupils, I could help them to be more skilful. Bruner (1975) also stated that children can learn a great deal about literacy from having books read to them, with adults providing a 'scaffold' where the adult supports the child's current abilities and provides help to move on to the next stage. This clearly shows that the strategy that I planned to conduct by providing teacher's guidance would be able to help the pupils.

McLeod (2010) also stated if teachers can understand their students' intellectual capacities they may be able to meet the specific learning needs more appropriately and bridge their learning gaps by using ZPD. As their teacher, by using scaffolding technique, I taught them reading by using E-book. First, I had provided the reading text without any vocabulary list that could help them. I just explained orally to them. Then, I added a list of vocabularies and graphics to help them. Later, these pupils could read the texts on their own. This shows the pupils were able to do the reading tasks after assistance or scaffolding was given to them.

Ihsan (2010) supported that electronic storybooks are mainly designed to integrate text, graphics, animations, music and other multimedia components in order to bring support to the storyline. It has significantly improved the potential for adding animations for the readers. By teaching the pupils from the easiest level to the most difficult level using E-books with the integration of text and graphics, they would be able to show greater understanding on reading. Surrounded with scaffolding learning environment, digital texts which are through E-book provide support to the pupils with diverse learning needs. Recognition the active position of the learner in scaffolding is highly important as it is an essential part of teaching in the ZPD and is a condition of becoming an independent learner in the future (Verekina, 2008). To achieve this, the software of Story Jumper is used to design the E-book as it could be accessed anytime by the pupils themselves so that they could learn independently.

2. *21st Century Learning in the Classroom*

According to Beimers (2014), twenty-first century students do not learn the same way as their teachers did when they were students. However, most schools nowadays remain to teach without considering the needs of the 21st century learners. The same thing goes to the reading lesson where the pupils need some new approaches that fulfil their needs. Teachers can ensure that the content and language used in the book are appropriate according to their level.

Short (2010) also stated that the youth of today are surrounded by computers, the Internet, mobile devices and other tech products, which could capture their attention. This indicates that pupils that live in the 21st century are attracted more to technology so I used a strategy that is related to technology. The technique that I used is E-book which allows the two-way interaction between the teacher and pupils. I believe by using this E-book strategy, my pupils will be able to improve their reading comprehension as it can be done with teacher guiding the pupils in reading.

Moreover, an E-book can be an effective tool that can gain students' interest and motivate them to complete the task at hand" (Reid, 2016). My strategy could attract the pupils' attention with the intention of improving their reading comprehension skill. Pupils could read the text on the screen and when they focused on the lesson, they indirectly improved their understanding. I also added some pictures and vocabularies for the pupils to refer.

In the E-book, there were a few reading comprehension questions and the levels of the questions were set up according to Bloom's Taxonomy. There were six levels in Bloom's Taxonomy. It started from knowledge, comprehension, application, analysis, synthesis and the last stage was evaluation (Bloom, 1956). The questions were created to test the pupils' level of understanding. It was from the lower order thinking skills to higher order thinking skills. In every exercise that I had prepared for the pupils, the first question was based on knowledge

level. This is the lowest level of questions and requires pupils to recall information. Knowledge questions usually require them to identify information in basically the same form it was presented. For example, the question (Appendix A) was about: "Where are orang-utans found?" Then, another question which was based on the highest level of Bloom's Taxonomy required the pupils to evaluate what they should answer for the question: "The orang-utans biggest danger is from?" For this question, they should be able to relate and understand all of the content from the reading text and evaluate the best answer for the question as it could not be found from the text directly.

In addition, I could use this Bloom Taxonomy to cater for the content of KSSR which is to expose the pupils to the Higher Order Thinking Skills (HOTS) as I could design a wide range of questions - from low-level thinking questions to high-level thinking questions. Most importantly, the research participants would be able to read and think based on the types of questions they received from the teacher.

Grimshaw, Dungworth, McKnight & Morris (2007) investigated the differences in children's reading comprehension and enjoyment of storybooks in print and electronic version of the same passage. Though they found there was no difference in children's' reading comprehension or enjoyment of reading based on the different mediums, however, children who read the electronic version of the text made significantly more use of the dictionary than those who read the print version. This shows that children are motivated to learn when they read the E-book. Grimshaw, et al. (2007) also found the children who were in the electronic text plus narration group did significantly better in reading comprehension. This shows that the use of E-book could help pupils to improve their reading comprehension.

C. Methodology

1. Research design

The action research model that I used in this research was based on Kemmis & McTaggart's model (1988). This model is suitable for my research as the process involved in the cycle is clear in every step. The figure below shows the flow of the four steps in my research.

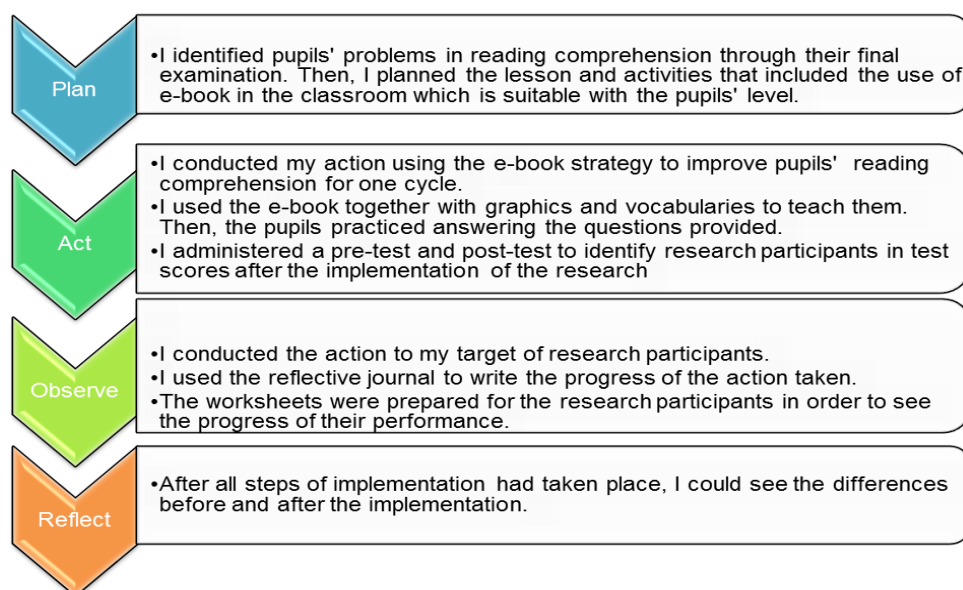


Figure 1 The Four Steps in Action Research Cycle

2. Participants

This research took place in a Year 4 classroom from a primary school located in Batu Pahat, Johor, Malaysia. This class consisted of 20 pupils with seven of them were males and another thirteen were females. These participants were chosen because their performances in reading comprehension were quite weak. Their levels of proficiency were ranged from low to intermediate level.

These pupils did not have enough chance to speak or use the language outside of the classroom. Since these participants shared the same socioeconomic background as most of their family worked as gardeners, self-employed workers and other low income occupations (See

Figure 2), they were not exposed much to English environment. They did not speak English at home and they only speak English in the classroom.

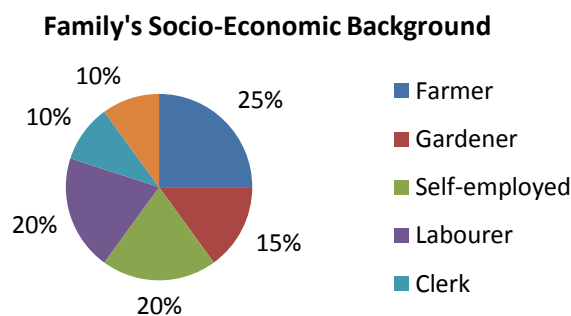


Figure 2 Pupils' Family Background

3. The Technique of Data Collection

In this action research, I used the E-book as a strategy to improve the participants' reading comprehension. It was carried out for three sessions with the participants. The lesson plan and activities that included the use of E-book in the classroom were planned based on their proficiency level. I designed the E-book using the software from Story Jumper as it could be accessed online for free and the pupils could access it freely outside the class time. Before I carried out my intervention, I distributed a pre-test to them.

Then, during the first week of implementation, I taught the participants reading by using the E-book. During the presentation stage, I introduced the E-book to them. I explained to them some difficult vocabularies to help them understand the text when reading it. I chose pupils randomly to read the texts. As I just showed the E-book without the vocabulary list and the graphics relevant to the topic, their responses were not exciting. Some of the pupils did not focus at first but slowly they paid attention during the reading session.

Moving on to the second week of implementation, I included some graphics in the e-book to attract their attention. I added other elements such as vocabulary lists, pictures and so forth to the E-book. Now, the participants' responses were different compared to the first time when they saw the E-book. I found that the pupils in the class felt more motivated to learn when I explained to them the difficult words.

During the third week, after I had taught them clearly about the topic, I asked them to do the reading comprehension on their own and they could answer the questions correctly. The post-test took place after I had completed the three weeks of implementation. The research participants could answer all the exercises and tests that I had prepared earlier.

Throughout the implementation of using the E-book, I gave the pupils worksheets to do so that I could see the progress of their performance in reading comprehension. I also observed the pupils' behaviours and actions in the classroom. All of their progress and changes throughout the process were recorded in the reflective journal.

4. Instruments

In this research, I used three instruments for data collection methods. They were pre-test, post-test, pupils' work and reflective journal. In order to increase the validity and reliability of my research, I used triangulation method in comparing the data collected for the three instruments. Triangulation may include multiple methods of data collection and data analysis, but does not suggest a fix method for all the researches. All of the instruments that were used in this action research had been checked and verified by experts with the knowledge of the area in English and they were my supervisor (first author) and my mentor who was the English teacher in that school. Therefore, the data from the pre-test and post-test, pupils' work as well as reflective journal had been analysed together to validate the research findings.

5. Data Analysis and Interpretation

In this section, the data collected using the tests were analysed quantitatively while the pupils' work and teacher's reflective journal were analysed qualitatively. Their results were discussed below.

(a) Pre-test and Post-test

The test consisted of 10 questions which were close-ended and open-ended items. There were eight multiple choice questions and two structured questions. The level of the questions provided was suitable for the pupils' level as it consisted of lower order thinking skills and high order thinking skills questions. The table below shows the results of pre-test and post-test.

Table 1 Results of Pre-test and Post-test

	Pre-test	Post-test
Mean	45.83	93.33
Standard Deviation	9.17	8.16

The comparison of mean scores revealed that the post-test (93.33) was higher than the pre-test (45.83). The bar graph below shows the results of the mean scores for the two tests.

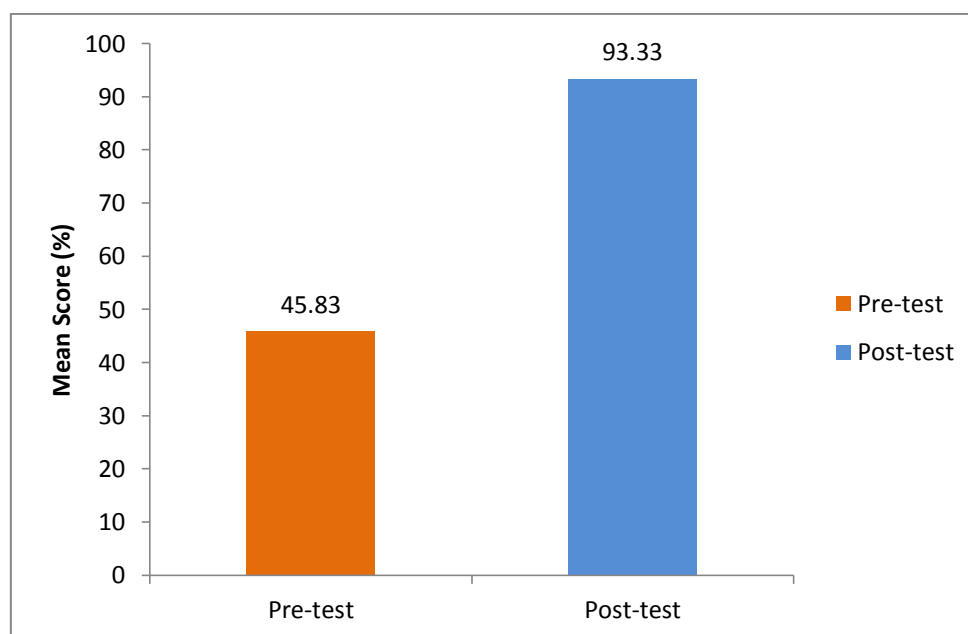
**Figure 3 The Mean Scores of the Pre-test and Post-test**

Figure 3 indicated an increase of 47.50% between the two tests. The mean of the pre-test was 45.83% and post-test 93.33 while the difference of the mean was 47.50. In terms of standard deviation for the pre-test, it was 9.17 and after the implementation of the strategy, the SD was 8.16. The difference of the SD was 1.01. These results showed the improvement of the participants in reading comprehension.

(b) Pupils' work

Three worksheets were given during the implementation and the participants showed their progress each time they did the worksheets. Three samples of a participant's worksheets were discussed to find out his progress in reading comprehension.

Worksheet 1: Read. Then answer the questions. Write short answers.

Aziz's grandmother makes good biscuits. During Hari Raya, she gets a lot of orders. Her children who work in big towns bring in the orders. They let their friends sample their mother's biscuits. Many friends order the biscuits. Here is how she makes cornflake biscuits or cookies.

1. What is Aziz's grandmother good at?
She good at cook cream.
2. When does the business do well?
It does well during in big towns.
3. How do people get to know about the biscuits?
Her people get know about the order.
4. What are the biscuits made of? Name the ingredients.
eggs, flour, butter, sugar and corn
5. Who do you think delivers the cookies to the customers?
I think grandmother delivers the cookies to the cookies delivers.

Figure 4 Sample of Answers for Worksheet 1

Figure 4 shows one of the samples answer by the participant during the first stage of the implementation. In the beginning, this participant did not want to answer the reading exercise that I had provided. I found that he was not interested in the lesson. When I gave the instructions, he was lost. He did not understand any single word that I said. He asked me to translate every single word to him. However, when I tried to explain slowly by using the E-book again, he slowly listened to me and tried to comprehend the text. Even though he could answer only one question correctly, it showed that he understood what the question was about as it requested his low order thinking skills to answer the question. He could extract the information directly from the text and wrote the answer correctly in the space provided.

Worksheet 2: Study the chart. Complete the dialogue.

Ahmad's advice on understanding topics in Mathematics

Sheila : Hi, Ahmad. You have scored well in Mathematics again. How do you do it?
I did not do so well in my test.

Ahmad: I pay attention in class when Puan Rozita is teaching, especially the new topics.

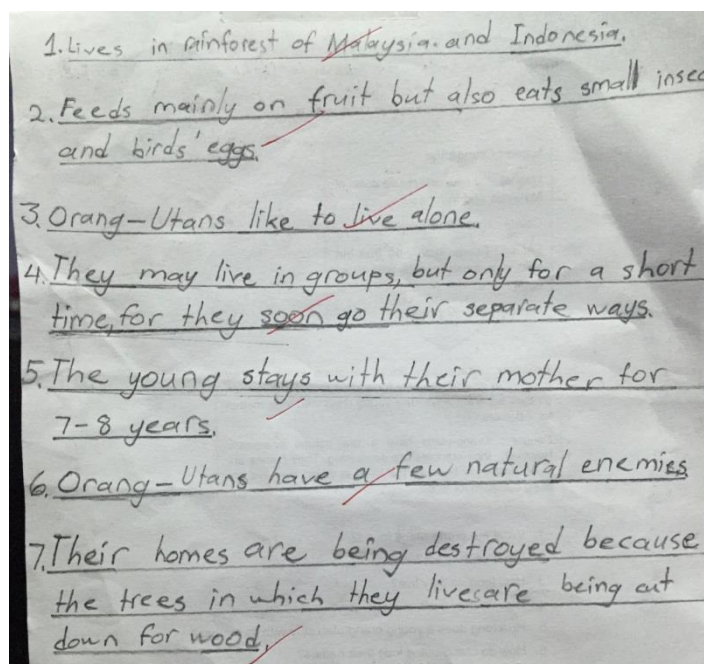
Sheila : What do you do if you do not understand it?
Ahmad: I would tell her that I do not understand and (1) ask the teacher to explain again.
Then when I get home, I would (2) do the homework that has been given. My mother has bought me workbooks so I can (3) do extra sums from a workbook.
I always ask her to check the answers for me.

Sheila : What do you do if you still do not understand the problem?
Ahmad: If I still do not understand it, I would (4) the best way to improve is keep practising who is good at math to explain it to me. There is no secret to it. Just (5) ask a friend explain it to and you will improve.

Sheila : Thanks for the advice, Ahmad.

Figure 5 Sample of Answers for Worksheet 2

From Figure 5, I could see the difference of marks shown by the same participant. At this stage which was carried out during the second week of implementation, he did show some improvement. During the teaching and learning process, he had shown his interest in reading lesson when I showed them the E-book. He managed to answer three questions correctly and improve his comprehension in reading texts. The worksheet required him to transfer information. It tested his level of knowledge and comprehension (Bloom, 1956).

**Figure 6. Sample of Answers for Worksheet 3**

From Figure 6, the participant got all answers correctly. At this stage which was during the third week of implementation, he did show a lot of improvement. During teaching and learning process, he had shown his interest in reading class as he wanted to participate when I showed the E-book to the pupils. The motivation and excitement in learning had helped him to perform well in reading comprehension.

(c) Teacher's Reflective Journal

From the reflective journals I had written, I identified three themes emerged which were pupils' motivation and pupils' performance.

The first theme was pupils' motivation. They listened to my explanation during the implementation of the E-book. Before I showed the E-book, I found that my pupils were not interested to the lesson at all. However, after showing them the E-book, some of the pupils were excited to learn.

"These pupils showed some interest when they looked at the screen. Some of the pupils asked me, "Teacher, what book is this? I never read a book like this." (Journal Entry 1)

After I explained to them, they got to know the book and the content of the topic. There was one of the pupils who volunteered to help me read the book before I asked them to do it. This shows the use of E-book had motivated them to read.

The next theme emerged was pupils' performance in reading comprehension. I found out that even though the worksheets given to them were suitable with their levels, I needed to improve my questions so that it would not be too difficult for them. In relation to the theme, I think that the pupils' score were good enough for their level as expected.

"The pupils' score for the worksheets have increased. Even though there was increase of scores among the weak pupils, but it still could be improved when they can learn as better as the good pupils did." (Journal Entry 3)

Besides improving their performance, the E-book had also motivated the pupils to learn as found:

"Most of the pupils have answered the worksheets independently and enjoyed the learning process compared to the first week of implementation of the strategy." (Journal Entry 2)

Based on the analysis of the pupils' work and reflective journal, the participants' behaviour and responses towards the use of E-book was very encouraging. Thus, it can be concluded that the implementation of the E-book had improved their performance in reading comprehension and motivated them to read.

D. Findings and Discussion

The research findings were written based on the two research questions. All of the data were collected based on three data collection methods through pre-test and post-test, pupils' work and reflective journal.

1. How Does E-book Strategy Improve the Pupils in Reading Comprehension?

From this research question, it helped me to identify how useful this strategy is to improve the pupils in reading comprehension. From the results of pre-test and post-test, we could see a great improvement in the mean scores in which the pre-test mean increased from 45.83 to 93.3 in the post-test.

Based on the pupils' work that I had given, the participants showed progress in every worksheet that I distributed. From the first implementation until the third implementation, the pupils had showed they could write more correct answers for reading comprehension in the third worksheet when compared to the first worksheet.

Therefore, by using this strategy, it showed that E-book was definitely effective in helping the pupils to comprehend the reading text.

According to Gilakjani (2012) stated that the studies have shown that computer based multimedia can improve pupils' learning and retention of materials which are presented in class compared to study materials that do not incorporate the use of multimedia. In relation to the strategy that I had used in my action research, this strategy definitely helped the participants to understand reading in the learning process if compared to their learning style before the implementation had taken place.

2. How Does E-book Strategy Motivate the Pupils in Learning?

During the teaching and learning process, the pupils' attention on my strategy was encouraging and active. In every lesson, they had reacted positively towards my use of E-book. When I explained the story to them using E-book, they listened attentively. In addition, these participants took part actively and discussed the answers with their friends if they did not understand. They displayed high levels of enthusiasm throughout the process of implementation. According to Beimers (2014), interactive E-book can have a very positive impact on students' interest. Therefore, this shows that when they paid attention and took part actively in the classroom, they were motivated to read and thus it improved their reading comprehension.

E. Conclusion

In conclusion, using the E-book to improve the pupils' comprehension in reading is a good strategy. This strategy is completely different from the traditional ways of teaching such as the "chalk and talk" method. The pupils have different kind of learning environment in which they are able to focus on the lesson by looking at the E-book. As the pupils are studying in the 21st century learning environment, they would prefer to learn using technology. According to Huang, Liang, Su, & Chen (2012), the younger generation has grown up and is familiar with new technology; they are likely to have different expectations and behaviours towards it. They can

refer to the E-book that consists of graphics, list of vocabularies and so forth. These elements can trigger their interests in order to help them comprehend the input better and they are no longer feeling bored in the class.

A recommendation that can be made to the strategy is to add an element of game in the E-book to make the activity more interesting. It does not take a lot of teacher's time in preparing the E-book. The pupils in the classroom will enjoy the lesson and could understand the contents easily.

Besides, the E-book can be used as a remedial tool for pupils with learning disabilities. The contents in the E-book can be changed according to the pupils' needs. It is suggested that the teacher alters the words in the E-book and match it with their pupils' level. In this way, the strategy can be used for both reinforcement and remedial purposes.

F. References

- Beimers, K. D. (2014). Correlation between Interactive EBooks and Printed Text in Reading Achievement and Student Interest. Master of Education Program Theses. Paper 48. Retrieved from https://digitalcollections.dordt.edu/cgi/viewcontent.cgi?article=1047&context=med_theses.
- Bloom, B. S. (1956, Ed.). *Taxonomy of Educational Objectives: The Classification of Educational Goals, by a Committee of College and University Examiners*. New York: D. McKay.
- Breiset, L. (2016). Reading Comprehension Strategies for English Language Learners. Retrieved from http://www.ascd.org/ascd-express/vol5/51_breiset.aspx
- Bruner, J. S. (1975). From Communication to Language: A Psychological Perspective. *Cognition*, 3, 255-287.
- Gilakjani, A. (2012). The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning. Retrieved from <http://www.mecs-press.org/ijmecs/ijmecs-v4-n4/IJMECS-V4-N4-8.pdf>
- Grimshaw, S., Dungworth, N., McKnight, C., & Morris, A. (2007). Electronic Books: Children's Reading and Comprehension. *British Journal of Educational Technology*, 38(4), 583-599. doi:10.1111/j.1467-8535.2006.00640.x
- Huang, Y., Liang, T., Su, Y., & Chen, N. (2012). Empowering Personalised Learning with an Interactive E-Book Learning System for Elementary School Students. *Educational Technology Research & Development*, 60(4), 703-722. doi:10.1007/s11423-012-9237-6
- Ihsan, S. (2010). The Effect of Electronic Storybooks on Struggling Fourth-Graders' Reading Comprehension. *The Turkish Online Journal of Educational Technology*, 9(4). Retrieved from <http://www.tojet.net/articles/v9i4/9414.pdf>
- Kemmis, S. & McTaggart, R. (1988, Eds.). *The Action Research Planner*. Victoria: Deakin University Press.
- Kingsley, S. (2009). Making the Invisible Process Visible: A Kinesthetic Approach to Explicit Reading Comprehension Strategy Instruction in Early Primary Grades. *LEARNing Landscape*, 3(1), 59-67.
- McLeod, S. (2010). Zone of Proximal Development: Scaffolding. Retrieved from <http://www.simplypsychology.org/ZoneofProximalDevelopment.html>.
- Perfetti, C. A., Bell, L. C., & Delaney, S. M. (1988). Automatic (Prelexical) Phonetic Activation in Silent Word Reading: Evidence from Backward Masking. *Journal of Memory and Language*, 27, 59-70.
- Reid, C. (2016). Ebooks and Print Books Can Have Different Affects on Literacy Comprehension. Retrieved from http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1329&context=education_ETD_masters.
- Short, L. A. (2010). Using Electronic Books to Increase Elementary Students' Motivation to Read. Master's Thesis and Capstone Projects. Available at <https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1118&context=masters-theses>.
- Verekina, I. (2008). Scaffolding and Learning: Its Role in Nurturing New Learners. Retrieved from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1043&context=edupapers>.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Bee Choo, Y. & Zainuddin, N.S. (2018). The Use of E-book to Improve Reading Comprehension among Year 4 Pupils. *Journal of English Education*, 3(1, May), 23-32.



Religious Values Based on Space and Time in Cosmology Perspective to the Verse of *Badong* in a Funeral Ceremony of Torajanese

AUTHORS INFO

Zakaria
Universitas Sembilanbelas November Kolaka
zakaria@usn.ac.id
+6285395472540

ARTICLE INFO

o-ISSN: 2502-6909
p-ISSN: 2502-9207
Vol. 3, No. 1, May 2018
URL: <https://doi.org/10.31327/jee.v3i1.474>

Received	:	4 April 2018
Reviewed	:	3 May 2018
Published	:	11 May 2018

© 2018 JEE All rights reserved

Suggestion for the Citation and Bibliography

Citation in text:

Zakaria (2018)

Bibliography:

Zakaria. (2018). Religious Values Based on Space and Time in Cosmology Perspective to the Verse of *Badong* in a Funeral Ceremony of Torajanese. *Journal of English Education*, 3(1, May), 33-40.

Abstract

Ritual of *badong* is held in funeral ceremony of *rambu solo* in traditional belief of *aluk to dolo/alukta* in Toraja's society, it was song and dance without music, and symbolic, verse of *badong* shown religious values of *aluk to dolo/alukta*. In data analysis, the study used descriptive qualitative and cosmology perspective in approaching the analysis. The aim of this study is want to know the relationship between being of universe and religious spirit of *aluk to dolo/alukta* which is stated in verse of *badong* in cosmology perspective. The result of the study is to find out the relationship between religious spirit of *aluk to dolo/alukta* in verse of *badong* and the space and time in orderliness of cosmos. They believed that after the death process, souls of the body will have a journey to reach a new place named *puya*, and the meaning of the death in belief of *aluk to dolo/alukta* is a way or transform the souls of the body from old world to the new world, *puya* is a village of soul of *to dolo/tomembali puang* (ancestors) authorized by *Pong Lalondong*, and *puya* in cosmology perspective was being at the west point of the earth.

Keywords: religious values, rambu solo', badong, puya, cosmology

A. Introduction

Toraja is one of Indonesian tribe existed all along range of northern mountain of south Sulawesi, and word of Toraja was taken from Bugis and Toraja language version. Buginese called *to rija*, means *orang yang tinggal di negeri atas atau orang yang tinggal di dataran tinggi* - *people living in the upper country or people living in the highlands*, meanwhile Toraja language called *toraya*, means *orang yang besar atau orang keturunan para raja* - *great men or descendants of kings*. (protomalayans.blogspot.co.id, 2012). Most of Toraja's people followed Christian faith, Moslem, and *aluk to dolo/alukta* of the others to day they are integrated in Hinduism.

Funeral celebration is one of unique religious event in Toraja society, it held by followers of *aluk to dolo/alukta*, and now has become tradition mourning event and culture heritage of Torajanese named *rambu solo'*. The funeral celebration of *rambu solo'* has been social tradition event in Toraja society and it has been a sacred ceremony for Toraja's people especially for ones who followed the *aluk to dolo/alukta* religion. In belief of *aluk to dolo/alukta*, the ritual of *rambu solo* means a transform being of life from the old world to the new world named *puya*, then soul of the body must carried many supplies along the journey to reach *puya* such as sacrifice of the slaughtered pigs and water buffalo, and the soul of the body will save in the *puya* if it has much supplies in the *puya*. "*Harta yang dikorbankan itu berfungsi sebagai 'bekal' untuk kehidupn di dunia sana. Makin banyak bekal yang dibawah makin terjamin pula kehidupan di sana.*" (The aim to sacrifice properties is meant to give supplies to the dead person when he/she lived in *puya*). (Liku-Ada' Pr., 2014:17).

The belief of *aluk to dolo/alukta* respects to gods who created the universe and orderliness in the living space. Liku-Ada' Pr. in *Aluk To Dolo Menantikan Kristus*, stated that

"Kepercayaan aluk to dolo/alukta mempercayai Puang Matua (Tuhan Sang Pencipta) sendirilah yang menciptakan seisi alam ini bersama dengan Aluk (agama) ... Cara-cara memuliakan dan menyembah itu diatur oleh Sang Pencipta sendiri dalam bentuk Aluk (agama), dengan upacara-upacaranya (lentenan aluk) dan larangan-larangan (pamali)."

The belief of *aluk to dolo/alukta* believes that *Puang Matua* who created the universe and religion ... and the way of worship is also ruled by *Puang Matua* which is presented in religion, religion ceremony, and prohibition. (Liku-Ada' Pr., 2014:14).

There two principal of the religious spirit *aluk to dolo/alukta*, they are *rambu tuka'* means 'married ceremony' and *rambu solo'* means 'mourning ceremony', *rambu* means smoke, and *tuka'* means go up and *solo'* means go down. The two ceremonies in belief of *aluk to dolo/alukta* must do the sacrifice of slaughter, married ceremony is sacrifice of slaughter for god, and mourning ceremony is sacrifice of slaughter for soul of the body as living supplies into the *puya*. The ceremony of *rambu solo'* is celebrated by high level society such as aristocratic family and wealthy only, and there will show dance and song named *ma'badong*.

There are two performances that people do in *ma'badong*, dance and sing the verses of *badong*, the verse of *badong* is told about elegy without music is song by *pa'badong*. *Ma'badong* means perform the body (hands and feet) while sing the *kadong badong*, and *pa'badong* means people who took part in *ma'badong*, to form a circle and by all in togetherness, tied by hands, and conducted by someone who called *indo badong*.

"Suara yang mengiringi Ma'badong adalah nyanyian para Pa'badong, tanpa iringan suara musik. Nyanyian yang dinyanyikan adalah lagu dalam bahasa Toraja, yang berupa syair (Kadong Badong) cerita riwayat hidup dan perjalanan kehidupan orang yang meninggal dunia, mulai dari lahir hingga meninggal. Selain syair tentang riwayat hidup, Badong pada saat upacara kematian juga berisi doa, agar arwah orang yang meninggal bisa diterima di alam baka."

Voice in togetherness with *Ma'badong* is song by people, without music. Verse of song uses Toraja language named (*kadong badong*), it is story about dead person's biography, from childhood until died. Instead that, verse of *badong* in funeral

ceremony is also contained prayers for *Puang Matua* to the safety for soul of the dead person. (torajaparadise.com., 2015).

In showing the celebration of *ma' badong* in religion dimension of *aluk to dolo/alukta* cannot be permitted to perform at anykind, but it does in mourning party and ceremony of *rambu solo'* only, ".....dalam agama aluk to dolo terdapat larangan atau pantang menyanyikan lagu-lagu badong apabila tidak terdapat orang yang meninggal dunia." (.....the religion of *aluk to dolo/alukta* prohibits singing *badong* if there is not a dead person) (Sukasman, 1991). The performance of *badong* is celebrated in the night along the corpse still being in the house, mostly *ma'badong* is celebrated in three days because Toraja's people usually lay down the corpse during three days before bury.

Toraja's people have known four genres in *badong to matua* that usually celebrate in funeral ceremony, namely *badong pa'pakilala* (verse tells about advice), *badong umbating* (verse tells about elegy), *badong ma'palao* (verse tells about prosession), and *badong passakke* (verse tells about blessing). *Badong pa'pakilala* is aimed to urge people who took part in *ma'badong* to sing for remember all life to the dead person; *badong umbating* is aimed to tell about the dead person's suffering during until he/she die; *badong ma'palao* tells about soul of the dead person when he/she have a journey to reach *puya*; and *badong passakke* tells about sacrifice of slaughter as a way to give supplies to the dead person when he/she has being in the *puya*.

This study is aimed to describe what and how spirit of religious values of *aluk to dolo/alukta* is shown in verse of *badong umbating* and *badong ma'palao*, and also to find the relationship between spirit of religious values in verse of *badong* and space and time of universe in cosmology perspective.

B. Literature review

1. Religious Values

Religion is the thing that had become an necessity for human being, and it has been a way of people's knowledge to protect and preserve ethical and faith system in the living society. Religion is expressed in communities or group of people either formally or informally bound together in faith and ways of pray they share, and furthermore, system in religion is provide an intellectual rationale for why people act in the religious that people do. Albanese in *America Religion and Religion* divided two kinds religion, ordinary and extraordinary religion, "If ordinary religion is diffused throughout culture, extraordinary religion is condensed present in clear and strongly identified religious forms that stand out from their background.....Ordinary religion people learn how to live well within boundaries of their world and that in extraordinary religion they learned to cross them to reach an "other" world." (Albanese, 1992).

The perception of value is one of the most important dimensions of life experience in the social group. It was an accessible content and meaning and being in subjective orientation. Religious value can be defined as based of belief that people practice in daily life activity, and also can help people determine to judge which actions right or wrong and good or bad. Religious value is a highest concept or teaching which is bounded to the something or someone and it has been believed by people as a holy teaching in their belief. For example, Hinduism religious values based on Veda's teaching, in Albanese (1992) in *Religions and Religion* stated that most important values in Christianity is the teaching of Christ, Muslim values based on teaching of Prophet Muhammad, and the central Buddhism values religion as Kraft (2017) based on reincarnation and karma.

2. Cosmology

Cosmology is a scientific study about the nature of universe or being of world, in the field of philosophy cosmology is branch study which deal with the origin concept or substantial of something in the universe include culture and belief, and in the physical science, it was being in the branch of astronomy which deal with the general structure and evolution of the universe. Primack (no year) in *Cosmology and Culture* stated that, "Cosmology is whatever picture of the universe a culture agrees on. Together with the picture-upholding the picture-is a story that is understood to explain the sacred relationship between the way the world is and the way human beings should behave."

Basically, the study of cosmology is an effort to find out the relationship between concept of being of human, belief system, structure and evolution of cosmos, space, time, and natural phenomena to the orderliness in the universe which is being in the unity.

C. Methodology

In conducting the study the author use library research with a descriptive qualitative design and used two kinds of data, namely primary and the secondary data. The primary data is taken from the verses of *badong* (*kadongbadong*) meanwhile, the secondary data as supporting data are taken from some references like books and journal articles. In presenting the analysis, the author finds out the religious values stated in the verse of *badong* and then analyzed them by using cosmology approach for knowing the relationship between conceptual meaning in the spirit of religious values of *aluk to dolo/alukta* and the being of universe.

D. Findings and Discussion

1. The Religious Values Based on Space and Time in *Badong Umbating*

In the verse of *badong umbating* generally told about world creation, it was told that there was one who was created the earth, created life and death for human being, he/she was named *nene' mendeatanta* who lives in the northern of the earth, he/she has authority to determine life and death for human being. The belief of *aluk to dolo/alukta* also believed that *nene' mendeatanta* has absolute power to determine all the living in the universe and no ones can reject his/her decision at anyway, such as stated in the verse line (15) until (24) below.

Table 1 Verse of *Badong Umbating*

Toraja Language	English Language
Tonna masaki ulunna,(1)	when he/she got headache, (1)
Tiku ramman beluakna;(2)	the hairs were felt it;(2)
Nenne' samandu-mandunna,(3)	to be loud and louder ,(3)
Kerangan umbongi-bongi.(4)	night after night.(4)
Samari tampak sarrona,(5)	there were sadness only,(5)
Te upu' pekaindo'na;(6)	to call mother after crying;(6)
Ka'tu angin dipudukna,(7)	no more breath in the mouth;(7)
Ronta' tondon to batanga.(8)	soul has been left from the body.(8)
Sokan sokannamo ia,(9)	be loved my gods,(9)
Te dao nene' mendeatanta;(10)	our ancestors who become gods;(10)
Sola to dolo kapuanganta,(11)	together with our ancestors,(11)
Unnamboran tinaranna.(12)	to spread the arrows.(12)
Namboran salarika,(13)	it was wrong if they spread,(13)
Nasio' tang tongan dika;(14)	to measure is not true;(14)
dengka tau tang nabasa,(15)	is there any ones untouchable,(15)
tang nalulun baratai?(16)	there were any ones not destroyed?(16)
la ditulakraka langi',(17)	will we prop up the sky,(17)
la dimnangairika?;(18)	will we restrain it by pillar?;(18)
sokan-sokan ia nene',(19)	be loved my ancestor,(19)
tang ma'ga'ta' to dolota.(20)	our ancestor injustice.(20)
ke napapatui lenki',(21)	if they needs us,(21)
ke nasanda simisa'ki';(22)	every ones of us;(22)
sanda'-sanda' dilempangan,(23)	it cannot be restrained,(23)
pangkun dipentilendungan.(24)	it cannot be rejected.(24)
Tallang turanannaki' Puang,(25)	like bamboo trees to be scarifying of god,(25)
Awo' bela'-belaranna;(26)	bamboo his/her farm;(26)
Aur tebas-tebasanna;(27)	bamboo his/her farm yields;(27)
Ke disaile sulei,(28)	if we remember,(28)
La dibandika menasan.(29)	we have no regrets. (29)
Inde dao to tungara,(30)	the one who laid on the wooden floor,(30)
Rintin to mennulu sau';(31)	through to the south;(31)
Umpolo bintanna Sali,(32)	straight cross on the tied wooden floor,(32)

Sirundu' karasan tanga.(33)	straight to the doorstep.(33)
Malemi situru' gaun,(34)	has gone with dew,(34)
Sikaloli' rambu ruaja;(35)	with smoke of ember;(35)
Naempa-empa salebu',(36)	followed by clouds,(36)
Sau' tondok Pong Lalondong.(37)	to the village of <i>Pong Lalondong</i> . (37)
Unnola tosoan Adang,(38)	to follow the steps of Adam,(38)
Panta'daran Tau bunga';(39)	to follow the oldest man;(39)
Dadi deatami lolo',(40)	has become gods over there,(40)
Kombongmi to palullungan.(41)	they had been savior.(41)
La umbengki' tua' sanda,(42)	will give out the blessing.(42)
Paraja sanda' mairi';(43)	give out the welfare for every ones;(43)
Anta masakke mairi',(44)	and got happiness for our-self,(44)
Madarinding sola nasang.(45)	and peace to overall.(45)

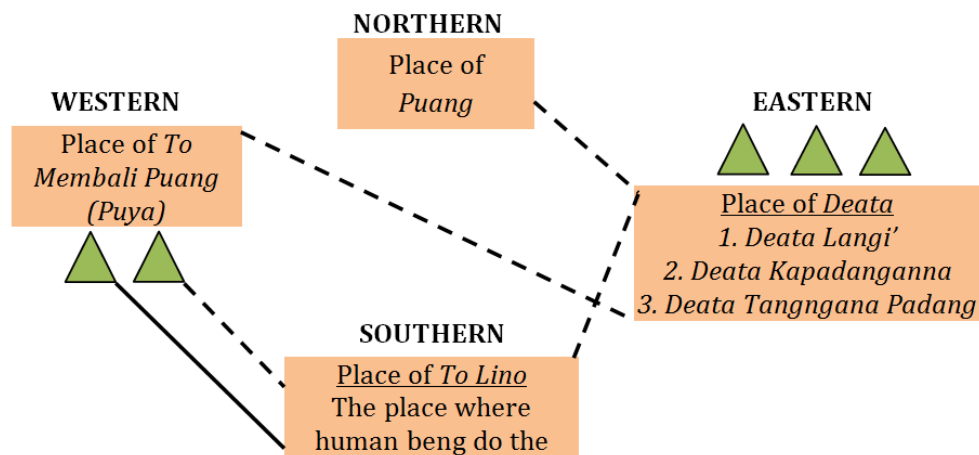
The belief of *aluk to dolo/alukta* teach the followers for always give respect to *nene' mendeatanta* who lives in the northern of the earth who authorized all kinds in the universe, so that nearly in every living for the followers of *aluk to dolo/alukta* never forgot to give honor to the *nene' mendeatanta*. In verse in *badong umbating* also found that how religious values of *aluk to dolo/alukta* related to the space and time of cosmos. There was stated that space and time in the world and living human being is in orderliness, role of space and time of cosmos has given the arrangement definitely to the life of human being especially to the life and death of human being. In cosmology perspective based on verse of *badong umbating* above can be explained that in *badong umbating* closely shown the relationship between being of universe where human being lived and *nene' mendeatanta* (gods) who lives in the northern.

The verse of *badong umbating* in line (31) "*rintin to mennulu sau*" and line (37) "*sau' tondok Pong Lolondong,*" word '*sau*' in the spirit of *aluk to dolo/alukta* means *puya*, place of souls to *membali puang* (ones who becomed guardian angels) or *to dolo* (place of ancestors) that authorized by *Pong Lalondong*. Sarongalo's thesis in Muzakkir (2014) entitled *Male Sau' Puya* was explained that there were three authorities were authorized human being and universe.

"Ajaran Aluk Todolo menganut tiga penguasa dalam kehidupan sehari-hari, yaitu (1) Puang Matua (Tuhan Yang Maha Kuasa) merupakan unsur kekuatan yang paling tinggi sebagai pencipta segala isi bumi; (2) Deata-deata (dewata) menurut kepercayaan Aluk Todolo, alam raya ini dikuasai oleh tiga Deata yaitu: a) Deata Tangngana Langi' yang bertugas menguasai dan memelihara serta bertanggung jawab atas seluruh isi langit dan cakrawala, b) Deata Kapadanganna yang bertugas memelihara, berkuasa dan bertanggung jawab atas seluruh isi permukaan bumi ini, c) Deata Tangngana Padang yang bertugas menguasai dan memelihara segala isi tanah, sungai dan laut serta seluruh isi bumi; dan (3) Tomembali Puang (arwah leluhur) yang juga disebut todolo, merupakan penjelmaan arwah para leluhur yang kemudian menjadi dewa.

The religion of *aluk to dolo/alukta* believed that there were tree authorities to authorize all over the human's life in the world. They are (1) *Puang Matua* (god who created the world), who has highest authority power from the others; (2) *Deata-deata* (angles) who authorize tree parts of the world, they are a) *Deata Langi* who authorize the sky, b) *Deata Kapadanganna* who authorize the land and all things on the land, and c) *Deata Tangngana Padang* who authorize all things in the earth, ocean and rivers; and (3) *To Membali Puang* (soul of ancestors) and also called *To dolo* who has become angles. (Muzakkir, 2014:5).

Instead that, Sumalyo's article (2001) entitled *Kosmologi Arsitektur Toraja* stated that there were three authority's powers of substances must be worshiped and honored by religion of *aluk to dolo/alukta* included *Pong Lalondong* who lives in the *puya*, such as shown in scheme adapted as follows.



The Scheme of the Position of Three Authority's Power (Sumalyo, 2001:67)

The scheme of the position of three authority's power that must be worshiped by religion of *aluk todolo/alukta* is:

- - - - Process of sacrificing ceremony from the bottom to the top position.
- Process of sacrificing ceremony which doing first.

The position of three authority's power of substances based on of scheme above can be explain as follows.

- a) Northern : place of *puang matua*, one who has power to create the world
- b) Southern : place of human beings
- c) Eastern : place of the three *deatas*, they are *deata langi'* who has power to serve and authorize everything on the sky; *deata kapadanganna* who has power to serve and authorize the earth; and *deata tangngana padang* who was power to authorize soil and everything beneath the earth.
- d) Western : place of *to membali puang* or *to dolo* (soul of ancestors) who has power to authorize *puya*.

Based on the scheme above can be concluded that *puya* (place) of souls of *to membali puang/to dolo* stayed at the 'western of the earth', or in other words can be said that soul when have lost from the body of human being, they will have a journey return to the *puya*. That is the basic belief of *aluk to dolo/alukta* in presenting the meaning of life after death process, where by the orderliness of space and time to place *puya* stayed in western of the earth not random one, and the all positions has been believed by religious spirit of *aluk to dolo/alukta* as a god's created. In belief of *aluk to dolo* as C. Salombe in Liku Ada' Pr. said that, "*sesudah hidup nyata di dunia ini, jiwa (arwah) masuk ke dalam alam baru dan hidup di sana seperti di dalam dunia ini.*" (after life in the world, soul of the dead person will enter into the new world, and the life in the new world there has similar atmosphere in the old world). (Liku Ada' Pr., 2014:16).

2. The Religius Spirits Based on Space and Time in Badong Ma'palao

The story of *badong ma'palao* which is told in the verse below, tells about the process of the dead person' journey in reaching *puya* and how much sacrifice of the slaughtered symbolical means supplies for the dead person lives in the *puya*. In the following verse will also show some verses which has relationship with the religious spirit of *aluk to dolo/alukta* such as stated in table 2 as follows.

Table 2 Verse of Badong Ma'palao

Toraja Language	English Language
Tiromi tu tau tongan,(1)	look at the human being,(1)
Tu to natampa puangna;(2)	who created by god;(2)
Tae' sanglindo susinna,(3)	ones who created in the different face,(3)
Sangin to' rupa-rupanna.(4)	in different face for everyone.(4)
Pada ditampa bintun tasak;(5)	who created together with shining stars.(5)

Pada dikombang bunga' lalan;(6)	created all together with the stars;(6)
Sumbang bulan naesungi,(7)	sitting on the moon light,(7)
Kurapak allo natadongkonni.(8)	and covered with sunshine.(8)
Mallulun padang naola,(9)	passed by the muddy land,(9)
Umpamampu' padang-padang;(10)	to burn up the grass;(10)
buda kinallo lalanna,(11)	carried many supplies along the journey,(11)
dikki' barra' karuenna.(12)	a lot of rice in the afternoon.(12)
Malemi naturu' gaun,(13)	he/she has gone with dew,(13)
Naempa-empa salebu';(14)	followed by clouds;(14)
Sau' tondok Pong Lalondong.(15)	to the village of god <i>Pong Lalondong</i> .(15)
llo' bambana makkun.(16)	at the gate permanent village.(16)
La sangtondok to dolona,(17)	will be together with their ancestors,(17)
Sangisungan to menggaraganna;(18)	will stayed with their creator;(18)
la nasang mintu' tau,(19)	for all of souls of human being,(19)
Mairi' sangtolinoan.(20)	the human being who lives in the world.(20)

In verse line (11) *buda kinallo lalanna*; and (12) *dikki' barra' karuenna*, words of *kinallo* (foods) and *barra* (rice) symbolical means supplies (animals slaughtering or whatever things were sacrificed to the dead persons). The religious spirit of *aluk to dolo/alukta* believed if the dead person who carried away a lot of supplies would be happy and have long life in *puya*, in other words, if the dead person who have many sacrifice of the slaughtered pigs and water buffalos would be lived prosperous in the *puya*. "*Harta yang dikorbakan itu berfungsi sebagai bekal untuk kehidupan di dunia sana. Semakin banyak bekal yang dibawa makin terjamin pula kehidupan di sana.*" (To sacrifice things to the dead person means to give him/her supplies for prosperous to the life in the new world). (Liku-Ada', Pr. 2014:17).

In religious spirit of *aluk to dolo/alukta* believed that there was a similar living between old world and new world (*puya*) although the both has a different atmosphere, so every ones who has died in old world, they have to carry away a lot of supplies for living in *puya*. The spirit of *aluk to dolo/alukta* believed that composition and structure of space and time of cosmos to the both old and new world being in similar no different, and the phenomenon of the death for human being was just a process of transform soul of the body from the old world to the new world. "*Dunia akhirat dibayangkan persis sama dengan dunia ini dengan segala tata tertibnya, dan tidak lain dari pada pemindahan atau peralihan dari dunia ini.*" (The life in new world with all of the orderliness has similar atmosphere in the old world, it just to transform the place of being of life.) (Liku-Ada Pr., 2014:17). It was because, the dead persons in Toraja's society sometimes sacrifice the slaughtered pigs and water buffalos in funeral ceremony.

In verse line (13) *malemi naturu' gaun* and (14) *naempa-empa salebu'*, words of *gaun* (dew) and *salebu'* (cloud), symbolical means facility or way of substances of cosmos to transform soul of the body from old world into new world after the death, and then lift soul of dead persons up to the new world, and by follow the *gaun* and *salebu'*, soul of the dead persons will have a journey in reaching the new world named *puya* which stayed in the western point of the earth. In cosmology perspective shown that substances of universe also took a role into the life and death of human being in spirit of *aluk to dolo/alukta*, and then belief of *aluk to dolo/alukta* has become integral orderliness within the universe.

E. Conclusion

Verse of *badong* tells a grief of song and dance without music held in a funeral ceremony of *aluk to dolo/alukta* in Toraja's society, and actually it was held by people who have social status and the rich in the society, and it still preserved as a culture and tradition ceremony by most in Toraja's society until now. *Badong* also called as a religious verse and has relationship to the space and time in cosmology perspective.

Mostly in the verses of *badong* contained symbolical meaning in describing the relationship between religious values of *aluk to dolo/alukta* and the being of cosmos, because the spirit of *aluk to dolo/alukta* has been respecting the being of cosmos in orderliness to determine destiny of life and death for human being. The belief of *aluk to dolo/alukta* believed that one's after the death will be going to the a new world named *puya*, it was a village of *to dolo/toembali puang*

(ancestors) authorized by *Pong lalondong*, they also believed that living in the *puya* was same with the living in world so when the souls of the body went to the *puya*, it must carried away a lot of supplies along the journey, and the souls of the body will live prosperous in the *puya* if the souls of the body have a lot of supplies in the *puya*.

In cosmology perspective, the religious values of *aluk to dolo/alukta* believed that *puya* as a place of *to dolo/to membalu puang* (ancestors) stayed in the 'west' point (western) of the earth, so if ones have died, the souls of the body would took a journey to the west point, and by the death process, soul of the dead persons just do a transferring of living from the old world to the new world named *puya*.

F. References

- Albanese, C. L. (1992). *America Religions and Religion-2nd Edition*. U.S.A.: Wadsworth Inc.
- Kraft, D. (2017). Example of Religious Values. Available at <https://classroom.synonym.com/examples-of-religious-values-12087784.html>
- Liku-Ada, J. (2014). *Aluk To Dolo Menantikan Kristus*. Yogyakarta: Gunung Sopai
- Muzakir. (2014). *Male Sau' Puya*. Tesis: UPT Perpustakaan ISI Yogyakarta. Available at <http://digilib.isi.ac.id/797/1/BAB%20I%20Muzakir.pdf>
- Primack, J. R. (no year). *Cosmology and Culture*. Available at http://physics.ucsc.edu/cosmo/primack_abrams/COSMO.HTM
- Proto Malayan. (2012). *Ras Asia di Seluruh Dunia: Suku Toraja, Sulawesi*. Available at <http://protomalayans.blogspot.co.id/2012/10/suku-toraja-sulawesi.html>.
- Sumalyo, Y. (2001). *Kosmologi dalam Arsitektur Toraja*. *Jurnal Ilmiah: Dimensi Teknik Arsitektur*, 29(1)
- Sukasman. (1991). *Ma'badong Jenis Musik Vocal dalam Ritus Kematian di Kabupaten Tanah Toraja Suatu Tinjauan Etnomusikologi*. A thesis: UPT Perpustakaan ISI Yogyakarta. Available at <http://digilib.isi.ac.id/1055/>
- Toraja Paradise. (2015). *Ma'badong:Perpaduan Tari dan Nyanyian Duka Cita Upacara Kematian di Toraja*. Available at <http://www.torajaparadise.com/2015/01/mabadong-perpaduan-tari-dan-nyanyian.html>.



The Defense of Oral Interaction in the Midst of *WhatsApp* Use in the Learning Environment

AUTHORS INFO

Fernandes Arung

Universitas Sembilanbelas November Kolaka
Sulawesi Tenggara, Indonesia
fernandesarung@usn.ac.id
+6281241248541

ARTICLE INFO

o-ISSN: 2502-6909
p-ISSN: 2502-9207
Vol. 3, No. 1, May 2018
URL: <https://doi.org/10.31327/jee.v3i1.490>

Received	:	22 December 2017
Reviewed	:	9 May 2018
Published	:	11 May 2018

© 2018 JEE All rights reserved

Suggestion for the Citation and Bibliography

Citation in text:

Arung, F. (2018)

Bibliography:

Arung, F. (2018). The Defense of Oral Interaction in the Midst of *WhatsApp* Use in the Learning Environment. *Journal of English Education*, 3(1, May), 40-45.

Abstract

This research aimed to explain the defense of oral interactions in the presence of information and communication technologies such as WhatsApp (WA) as well as to explore some of the positive contributions of WA used in building the Real Life Communication especially in the learning environment. By applying the Exploratory design, this research involved 4 participants from various educational backgrounds as a purposively selected data source indicated as WA users at once. Data were collected through Focus Group Discussion, Interview, and Observation and analyzed by several stages i.e. data reduction, displaying data, categorizing, and verifying and concluding. The results showed that oral interactions can decrease both in the language community and learning environment as the dominant use of WA that is not wise. Nevertheless, the use of WA applications also had some positive contributions in building a real relationship. Finally, the assumption that the negative impact of using the WA application should be able to change the mindset and positive attitude of the scholars in initiating and defending an oral interaction in the learning environment.

Keywords: learning environment, oral communication defense, use of whatsapp, real live communication, language community, social network

A. Introduction

Language consists of verbal and non-verbal symbols that are poured applicatively in the form of oral and written text or communication. Both of these are used by humans in sharing social and cultural values when communicating. It cannot be denied that language is the only means by which humans can understand each other socially and psychologically. Arung says 'Philosophically, the language is the king of all disciplines. Without language, then it is rather difficult to describe anything to make sense of what to use it in order to get mutual understanding' (Arung, 2015). This suggests that communication will only occur through the use of language, both verbal and non-verbal.

Over time, technology is growing rapidly so that the communication media is getting closer to human life even become part of human life. The presence of communication technology is very helpful to humans in living their existence. However, the presence of communication technology and its types play an important role in social relationships, whenever and wherever. Ultimately, the apparent communication now can be both spoken and written communication. When viewed from the history of communication that started from the Talking era (lasting for 150,000 years), Manuscript era (lasting for 5000 years), Print era (lasting for 400 years), Audiovisual era (lasting for 140 years), to Internet era (Jones Jr , 2016), which lasted from 1990 to present, shows that the period that really shows the nature of communication is the era of Talking era or Talking culture where speaking orally is the only means of communicating media so that social and cultural values can really be shared and obtained significantly.

One form of communications technology specifically mentioned in this research is WhatsApp (WA), which is a cross-platform application used for instant messaging and instant messaging that allows iPhone, BlackBerry, Android, Windows Phone and Nokia smartphone users to exchange messages texts, images, videos, and audios for free. This type of application is widely used by more than 1 billion users in 180 countries worldwide.

The presence of WA is indeed a fresh breeze for cyberspace users where they can share in a community especially in the learning environments. However, if viewed from an interactive social and educational point of view, this kind of application has greatly underestimated the real live communication side where the face-to-face communication relationships are not so important and refer to the one to one principle. Based on the researcher's observations, there are so many situations where the face-to-face communication situation is no longer a benchmark in building a wiser relationship. Often found in a face-to-face (F2F) interaction, WA users no longer heed the politeness in communicating because they are only busy with their fingers on their android monitor itself. Elsewhere, the schools, universities, and airport lounge situation that used to be alive by face-to-face communication, now feels silent and indifferent and impresses to ignore each other because each focuses solely on Android monitors with WA or similar applications.

Such conditions have also been creeping into the world of education, particularly in situations of learning, where teachers are teaching, learners also while busy with 'thumb' to compose short messages and it is most often done by women. Results of research conducted by Faulkner & Culwin (2005) on the use of Short Messages (SMS) in relation to gender, it can be seen that 35.6% of women tend to use SMS than men who had only been on the value of 17.3%. The impact on the learning world is also evident in the results of a study conducted by Salem on the impact of BlackBerry Messages (BBM) technology and WA on linguistic English learners in Kuwait. His research shows that 'instant messaging and messaging has a negative impact on formal writing skills in the mainstream schools (Salem, 2013)'. This is due to their habit of typing short messages that affect them in formal writing.

The other side of the use of mobile phones, sometimes its use is limited to the purpose of identity performances so that real and interactive communication is not possible anymore. This is in line with the results of research conducted by Gordon et al. about the use of mobile phones among students of Oman, Ukraine. His research shows that in addition to being a cultural tool, students also use it for the purpose of 'cultural meanings of personal identity,' (Gordon, Zidjaly, & Tovaes, 2017). This can certainly reduce the intensity and quantity of oral and verbal communication when mobile phone users tend to be consumptive. Different from the research conducted by Choi et al., found that the different online social networking contexts can further increase the political participation for those who tend to be involved in the posting of information or news (news externalizing). They further pointed out that 'it is likely that the

previous researchers underestimated the influence of social networks because they did not take into account the individual variance of actual behaviors in social networks' (Choi, Lee, & Metzgar, 2017). They assume that previous researchers too or less estimate the influence of social networking because previous researchers did not pay attention to the variance of individual attitudes in social networking systems. The individual attitude here certainly depends on how his mindset as a member of the language community in using social networking applications. In other words, what tendencies he will display when interacting within a language community, whether by using Computer-Mediated Communication or with the Face-to-Face talk system.

Paul and Lester say '... a great deal of attention has been described over the years by conversation analysts' (Paul, Warren, & Lester, 2016). Here it is very clear that Conversational Analysts have clearly described how online communication is so different from Face to Face (F2F) interactions. As is known that the use of WA applications are very popular among the people in Jakarta and surrounding areas while Facebook (FB) and BBM tend to be used by people in Sulawesi island. This, according to the authors' observations, undoubtedly negatively impacted the F2F communication system for the authors that it constitutes one of the most human characteristics as a social being requiring oral interaction with other humans (F2F). It can be argued that the cause of this situation is likely not by the WA application but rather to its users or perhaps even the other way around.

Previous research has provided some clear results regarding the use of Computer-Mediated Communication such as WA, Facebook, Twitter, and so on. Some results show advantages for a particular domain so that they are impressed that the use of such an application is really useful. However, there are things that have not been highlighted from previous studies so that now, I am trying to highlight certain things that for me need to be examined as a series of social phenomena that also need to be known to the public, in particular, the language community. In this regard, this study aims to gain a transient view and description of the defense of the main functions of oral interaction (F2F) with the presence of Computer-Mediated Communication such as WA and the impact of its usage as an online talk application to the reality of verbal interaction in the language community.

Based on the aforementioned research objectives, several problems can be formulated namely a) does oral interaction can survive as a hallmark of the language community with the presence of closed-network like WhatsApp? b) how can a Closed-network like this make a positive contribution to building a real live communication in the learning environment?

B. Methodology

This research applied an exploratory design with a qualitative approach. The exploratory research aims to gain a deeper knowledge of an object by exploring the parts that have not been highlighted by previous researchers (Patton, 2002) so as to enable the emergence of a temporary answer (hypothesis) (Cohen, Manion, & Morrison, 2007). The data in this study came from several participants involved in a Focus Group Discussion (FGD), interview, and observation. By that, all data in this study were collected through FGD activities and observations made on the characteristics of the research focus. FGD activities were conducted by involving 4 participants selected from a different educational background by discussing several topics that had been prepared and certainly related to the focus and sub-focus in this research. The results of the FGD and interview activities were transcribed to facilitate the researchers in performing the process of data analysis. The data that had been collected and then analyzed qualitatively by reducing in aiming to remove or reduce the form of data that was considered inadequate or unrelated to the research focus.

Furthermore, data organized from the reduction process were included in the help table in order to display data in the form of classification. After that, the data that had been classified was then analyzed to bring up the theme which was further explored. The result of the exploration of the theme was then verified to the conclusion that was the answer to the research question that had been formulated previously.

C. Findings and Discussion

This study aimed to reveal the defense of oral interactions within a community with the presence of Android applications such as WA that impressed supplementary of human's way of interacting with each other. Next, this study also aimed to see the positive contribution of WA use in human social interaction in establishing Real Live Communication, especially in the learning environment.

1. The Defense of Oral Interaction with Closed-network Presence like WhatsApp

Every human being must have the instinct of a good relationship with each other as part of the existence of his life and at the same time as a spiritual need. An interaction involves the various elements that are also the determinants of the success of interpersonal and intergroup relationships. The elements in question are linguistic elements that include phonology, morphology, syntax, semantics, and pragmatics that can be transferred verbally and non-verbally. Next is a psychological element that involves mind, emotion, and willingness. The third element is the social and cultural elements that include patterns of community life, identity, customs, and imaging.

Referring to these three elements, an oral interaction should have these three elements in order for their survival to be maintained. Its survival depends entirely on the involvement of these elements because they are strong supports in the struggle and maintenance of a good relationship.

Technological advances, particularly in information and communication systems, have led to the emergence of a memorable phenomenon that a relationship can be woven constantly in a virtual world. This certainly invites a variety of polemics that specifically focus on verbal and non-verbal interactions. Almost all interactions are done under unreal conditions and situations. However, interpersonal and intergroup interactions still exist with the use of information and communication technology. The need for technology is unavoidable but on the other hand, its presence can have a negative impact on human life specifically on patterns of oral interaction.

Based on the results of data analysis obtained through FGD, interviews, and observations, it can be said that F2F interaction will not be able to exist when the use of technology applications of WA and the like is more dominated the activities of human interaction in any environment. What is more, this situation is supported by several things, among them as follows.

- a) The need for technology
- b) Interest and curiosity of human beings towards something new
- c) Hope for an immediate desire
- d) The dominance of hedonism and materialism

In this respect, research participants are deeply concerned about the existence of oral interactions. According to their experience and observations, oral interactions have begun to decline since the use of WA and the like is of concern to many people for use in interacting or communicating and establishing social networks, even homes, family members have less experience and feel the impact of oral interactions. The real or F2F communications that build the real relationships in any environment such as learning environment becomes more skeptic and tend to ignore genetic relationships. The four items mentioned before are not wrong behavior since the aim of using technology is only for human easyness, not for building the real and long life interaction.

2. Positive Contribution of WA Application in Establishing the Real Live Communication in the Learning Environment

The result of data analysis shows so much negative impact of WA application usage. However, some of the positive contributions that the WA application can make in establishing a tangible relationship are visible to users who can be wise in its use. The positive contribution shown is as follows.

The result of data analysis shows so much negative impact of WA application use. However, some of the positive contributions that the WA application can make in establishing a real relationship if the user can be wise in their use. The positive contributions shown are as follows.

- a) Facilitating access to a variety of information as needed by scholars with a relatively cheap cost and with short content.

- b) Extending tentative social networks and solidarity in the learning environment.
- c) Stimulating the initiation of interpersonal and inter-group relationships in the learning environment.
- d) Providing interaction services to many people at once wherever and whenever.
- e) Facilitating certain tasks in the learning environment.

Positive things described should be the basis for building a wiser attitude toward the use of WA application and the like in the learning environment. Integrity and consistency in attitude are needed in addressing the use of technology such as WA application and the like. It should be understood that excessive consumer attitudes can result in a decrease in competitiveness and creativity. On the other hand, the lack of oral interaction can lead to reduced analytical and critical power to a real phenomenon that can lead to a person's cognitive weaknesses. In oral interactions, the three elements previously mentioned (linguistic, psychological, and social & cultural) are actually more noticeable and felt when compared to interactions with computerized tools or WA technology applications and the like. The stronger the three elements, the clearer and richer the shared knowledge when interacting. This can improve the scholars' shared knowledge in order to facilitate their learning process.

It cannot be denied that some people feel the benefits of using WA applications and the like, but the benefits of psychological relationships are temporarily ignored. Research participants gave the view that the use of WA applications and the like would unwise mislead a person's social psyche, could lead to misunderstandings and misinterpretations, diminish actual forms of expression of attention and affection, reduce sincerity in expression, and character shifts which may be more of an isolative and skeptical attitude. As a consequence, scholars tend to be skeptic to their community for a shared knowledge through F2F communication.

Based on this and taking into consideration the defense of oral interactions, researchers have instead focused on the negative impacts caused by the use of WA application and the like with the purpose of keeping and maintaining oral interaction as a basic human need in existence. If we all agree that the dominance of oral interaction is a shared need that needs to be improved then we all need to think and understand that any negative form of unwholesome use of WA application and the like can actually undermine the existence of oral interactions. In other words, that one of the basic needs in life has been ignored and torn down. Wise and persistent interactions are the interactions that should be initiated orally until each individual involved in the oral interaction has felt and experienced intimate closeness in the learning environment and then can think to support it with the help of technology such as WA applications and the like.

Therefore, a wise attitude in using WA application and the like is very important to consider in the learning environment. In addition, the use of that application only to provide brief and practical information, never think of replacing oral interactions with the use of WA application and the like, use only at the time of the vacant, the application can be used only in remote conditions and as much as possible to initiate and expect oral interaction in the learning process, as well as consistency of interaction management through WA, needs to be determined at the beginning so as to be more directed.

D. Conclusion

The defense of verbal interactions can be worried about weakening because the use of WA application technology and the like is not wise so it takes a wise attitude in dealing with its use. Positive contributions that can be felt through the use of WA applications should not ignore the psychological benefits of an oral interaction. The negative impact of unwise use of WA application can be the basis of thinking and attitude to keep and maintain verbal or oral interactions so that the balance between human creativity in inventing technology and its use is maintained, especially in the learning environment.

Acknowledgment

Many thanks to Prof. Dr. Emzir and Dr. Ninuk Lustyantje who had motivated and shared their knowledge about this topic of research. Special thank to the Ministry of Research and Technology of Higher Education that had funded this research.

E. References

- Arung, F. (2015). The Role and the Use of Indonesian Language in the Teaching and Learning English as a Foreign Language. *Advances in Language and Literary Studies*, 6(5), 242-249. doi: <http://dx.doi.org/10.7575/aiac.all.v.6n.5p>.
- Choi, J., Lee, J. K., & Metzgar, E. T. (2017). Investigating Effects of Social Media News Sharing on the Relationship between Network Heterogeneity and Political Participation. *Computers in Human Behavior*, Vol. 7, 25-31. doi:<http://dx.doi.org/10.1016/j.chb.2017.05.003>.
- Cohen, L., Manion, A., & Morrison, K. (2007). *Research Methods in Education-Sixth Edition*. New York: Routledge
- Faulkner, X. & Culwin, F. (2005). When Fingers Do the Talking: A Study of Text Messaging. *Interacting with Computers*, Vol. 17, 167-185. doi:10.1016/j.intcom.2004.11.002
- Gordon, C., Al Zidjaly, N., & Tovaes, A. V. (2017). Mobile phones as cultural tools for identity construction among college students in Oman, Ukraine, and the US. *Discourse, Context & Media*, 17, 9-19.
- Jones Jr., R. G. (2016). *Communication in the Real World: An Introduction to Communication Studies*. Minnesota: University of Minnesota Libraries Publishing.
- Patton, M. Q. (2002). *Qualitative Evaluation and Research Methods-Third Edition*. California: Sage Publications, Inc.
- Paulus, T., Warren, A., & Lester, J. N. (2016). Applying Conversation Analysis Methods to Online Talk: A Literature Review. *Discourse, Context and Media*, Vol. 12, 1-10. doi: <http://dx.doi.org/10.1016/j.dcm.2016.04.001>.
- Salem, A. A. M. S. (2013). The impact of Technology (BBM and WhatsApp Applications) on English Linguistics in Kuwait. *International Journal of Applied Linguistics & English Literature*, 2(4), doi: <http://dx.doi.org/10.7575/aiac.ijalel.v.2n.4p.64>.