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E-mail: editor.jee@usnsj.com

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Exploring Students' Needs to Develop HOTS-based Digital Media

AUTHORS INFO

Nailul Author Restu Pamungkas
Yayasan Al Madina UNSIQ Wonosobo
nailulauthorrestup@gmail.com

Lutfina Tarita Wulandari
SMP Negeri 1 Leksono
sinonafina@gmail.com

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Abstract

The 21st Century skills are one of the educational goals in Indonesia. One of the main goals is to enable students to compete at the global level. As a consequence, HOTS-based learning is introduced through the 2013 curriculum. In this case, media, materials, and teachers should be able to facilitate the students getting used to implement HOTS. Hence, this study investigated the students' needs, which become a basis in the development of HOTS-based digital media. To collect the data, this study employed descriptive qualitative analysis with questionnaire and interview as the instruments. The subject of this study was eighty three of the eleventh grade students by using purposive sampling technique. The findings of this study reveal that that the students faced difficulty in writing skills particularly using correct grammar and mastering English vocabulary. Consequently, the materials and activities in the media should be able to facilitate them to improve their understanding of grammar and vocabulary mastery. The students also declared that they need to improve their HOTS, as they are still unable to use analyzing and creating skills. At the same time, the learning-need data indicated that students hoped that the developed media should provide opportunities for fellow students and teachers to review writing and provide constructive comments. At the end, the students suggested that the media provide warm-up activities in forms of videos, quizzes and questions to be discussed, and the topics in the media must be relevant to their daily life.

Key Words: Digital media, writing skill, HOTS, need analysis.

A. Introduction

To meet the future demand and to prepare the Indonesian Golden Generation (*Generasi Emas Indonesia*), the competence standards which are based on the 21st Century Competences have been set. Indonesia's demography and potential of being one of the seven countries with the strongest economy in the world become the supporting factors to strengthen the country's contribution to the global development (Permendikbud No.21 Tahun 2016). It means that Indonesia's young generations should prepare themselves to participate in the international development. This phenomenon causes Indonesian Government to adeptly respond by designing the 2013 Curriculum – which focuses more on the implementation of Higher Order Thinking Skills (henceforth, HOTS), the three highest levels of thinking included in Bloom's Taxonomy. Making the students getting accustomed to the implementation of HOTS is expected to help them to be competent in an interconnected world, in which high performances in analyzing issues, solving problems, and making discoveries are needed.

Besides the implementation of HOTS, another factor that can help the students prepare for success in an interconnected world, is the English proficiency. Since English has become the world's Lingua Franca – a language which is used by groups of people who speak different languages but is not used by members of the same group (Christiansen, 2015). Furthermore, as the advance technology and business transactions involve people to communicate regularly with other persons from diverse cultural backgrounds, English skill has been being one of the vital life skills demanded for success in the 21st century (Battelle for Kids, 2019). Therefore, it also puts a greater demand on strengthening learners' English competence in language classrooms (Sercu, 2005). In gaining English proficiency, students should get used to applying HOTS.

Pamungkas (2018) proposes that the usage of HOTS can empowers students to pick up the English capability ideally. If they neglect to do as such, the students' skills can't be grown well, just as their learning inspiration. Added to this, promoting HOTS in the English classroom may offer the students to be more critical in producing ideas to communicate, particularly in productive skills-writing and speaking (Gibson, 2012). Writing skills is considerable pivotal to be achieved by foreign language students. Mastering writing skills helps the students to succeed in their academics, career, and other relevant aspects (National Commission on Writing, 2004). Besides, the learners are additionally required to have "21st-century skills", which are written communication skills, problem-solving, and critical thinking (Wagner, 2008, p.14). On the other hand, mastering writing skills is not an easy task, Richard and Renandya (2002) even claim that it is the most challenging skill for foreign language learners. Moreover, Megaib (2014) concluded in his study that mastering writing skills for the senior high school students in Indonesia still face some difficulties in using the appropriate grammar and vocabulary.

It indicates that producing a written text is considered as the intricate process. Students should use their critical thinking skills to produce good writing. According to Sachs (2004), writing process is not just consciously as the procedure of critical thinking but, involuntarily, it can be named as a product that conveys the writer's way of thinking critically. Critical thinking ability is fundamental in producing a text, and it helps the learners to solve the problem, analyze the issue, evaluate the issue, and create the solution. Those angles are regularly called as HOTS (Krathwohl, 2002). Learning English writing skill has to get used to applying HOTS because it turns into a demand in the present life.

The usage of HOTS in language instruction is vital to help learners confronting genuine issues. On the contrary, Indonesia's outcome in the OECD Program for International Student Assessment, or PISA 2012 reported that from 70 nations inspected every three years, Indonesia's positions are 64th. The evaluation of PISA is to assess reading, mathematics, science, and problem solving and "it does not measure whether the learners can recreate what they have realized; it inspects how well they can extrapolate structure what they have learned and applied that information in new settings, both in and outside of school" (OECD, 2012, p. 3).

Technology based media provide some benefits in teaching and learning process. It is also can be used to promote HOTS and Writing skills, as the finding of an examination study directed by the National Writing Project (2013). Digital technologies are shaping the students' different methods of writing. Those technologies help instruct writing to middle and secondary schools learners as those media are viewed as "generally facilitating teens" personal expression and

creativity, broadening the audience for their written material, and encouraging teens to write more" (National Writing Project, 2013, p.2). Besides promoting writing exercises, technology-based media can empower learners to increase all levels in HOTS (Hopson, Simms, and Knezek, 2001). Adding to these concerns, Ali (2012), deduced in his research that ICT is one of the viable devices to advance HOTS for young students. Thus during the learning process, the instructors have to utilize technology-based media to build the students in improving their HOTS. That is the reason, utilizing technology-based media to instruct writing ought to oblige students to think critically.

As has been examined before, technology-based media are advantageous to teach writing skill as well as upgrade students to increase all levels of HOTS. Considering the importance of HOTS and technology-based media in teaching and learning English, some experts and practitioners conducted research related to this issue (Indriana & Kuswandono, 2019; Mursyid & Kurniawati, 2019; Singh et al., 2018; Sianturi et al., 2020; Margana & Widyantoro, 2017). Sing et al did research to develop and validate HOTS-oriented modules that can be used in teaching writing skills for weak ESL-students (2018). It used a qualitative research paradigm employing documents analysis, interviews, observations and validation form. They found that the modules served as guideline for teachers in teaching and Integrating HOTS and writing skills. The second research was conducted by Margana and Widyantoro (2017) who used research and developmental study to develop HOTS-oriented English textbooks in vocational high schools. A total of 14 English teachers and 320 students were involved in this study using three data collection techniques, namely distributing questionnaires, interviews, and documentation. The study reveals that the development of English textbooks oriented to HOTS was responded positively by respondents. English textbook encourages vocational high students to establish their HOTS skills which lead to students' creativity and self-regulated learning practices.

Those two studies can lead us that the importance of the material is designed according to the students' needs and the emphasis on HOTS. This study, on the other hand, equipped the previous studies that focused on the development of material. It is indeed necessary to support another learning resource in the form of digital media. Based on the preliminary observation in several schools, however, the researcher found that there were no available technology media such as digital media in teaching writing skills that accommodate HOTS. To address this gap, this study concerned to investigate the students' needs as a basis in the development of digital media promoting HOTS to teach writing for senior high school students.

B. Literature Review

1. Lower and Higher Order Thinking Skills.

In Bloom's Taxonomy, the initial three levels are grouped into Lower Order Thinking Skills (LOTS). Moore and Stanley (2010) stress those levels are grouped into LOTS since those sorts of thinking the only spotlight on a case that has just been discussed and no new or distinctive thinking is finished. Although LOTS are not esteemed as intricate tasks, to ace Higher Order Thinking Skills (HOTS) students firstly achieve a lesser level of thinking. Three thinking levels are grouped into LOTS which are remembering, understanding, and applying.

The principal most minimal level out of three levels comprised of LOTS is remembering, where the students should address the straightforward inquiry to know or review an object that has been already adopted. Understanding is deliberated as the second in thinking level which is the circumstance where students are solicited to show their comprehension from the materials that have been instructed. The most elevated level of intuition in LOTS is applying. In this phase of thinking, students are relied upon to have the option to execute or utilize the information got beforehand in the new circumstance. What makes these levels are as essential as those included in HOTS is because they are regarded to step stones to more profound learning.

Higher Order Thinking Skills (HOTS) are viewed as a significant angle in educating and learning. Up to right now, it is accepted that to get by in this cutting edge time, students need to have what Wagner (2008, p. 14) called as "21st-century abilities" (e.g: innovativeness and basic reasoning, critical thinking, and investigative thinking in their learning). As a rule, it is incomprehensible for them to endure only by memorizing textbooks. They are unequivocally proposed to investigate and encounter realistic tasks associated with this present reality. They

can create, ace, and show genuine skills. With those intentions, a few researchers direct serious examination of this field. Some of them even plainly characterize the term HOTS.

Moore and Stanley (2010) comment that higher-order thinking abilities – otherwise called basic thinking or more elevated level thinking – are progressive degrees of thinking, which include utilizing thinking abilities, both deductive and inductive. They likewise note that this significant level of thinking incorporates the exercises of looking at, grouping, sequencing, designing, web determining, estimating, and investigating. On the off chance that we consider the level of thinking set up in Bloom's Taxonomy, the three levels that command HOTS are analyzing, evaluating, and creating.

Analyzing movement implies breaking separated data and inspected how the data related to one another. It is more than simply examining specific data. Another fundamental piece of the breaking down level is that students are relied upon to surmising none completely exacting or clear data and discover the proof to help the deduction. The following level is evaluating in which students utilize a few measures to pass judgment or create an opinion about an object. The opinion, nevertheless, requires to fit the rules, yet at the same time, it has to be a genuine idea. The highest level thinking is creating, which requests the students to get data from various approaches to achieve new insight. Numerous teachers frequently erroneously accept it as applying activity, since either creating or applying manage making a certain new object by placing objects together. On the other hand, the action of creating includes students creating a different item. Another expert, Brookhart (2010), characterizes HOTS into three classes, which are HOTS in terms of the transfer, critical thinking, and problem-solving.

Brookhart (2010) declares that behind any of the intellectual scientific categorization, the target of instructing is to encourage the students to do the transfer. It implies that students can execute the developed knowledge and abilities to the novel context. What he implied by 'new setting' here is an object that has never been acquired by the students previously, regardless of whether it is an object that generally new. HOTS will take place each time that the students can create an arrangement between what they are discovering and different components away from it. In the meantime, HOTS and critical thinking can be characterized as the capacity to construct wise judgment or create reasonable critique. Inauthentic life, one can be regarded as an informed individual, if the individual can generally be depended on to comprehend different issues and utilize their insight in concluding cases to do in light of those issues.

The points of teaching HOTS are to assist students being ready to reason, reflect, and settle on a cool-headed choice. The regular of 'educated' individuals can give some reasons, reflect, and settle on a trustworthy choice without being constrained by educators or tasks. One of the significant duties in HOTS is taking wisdom that can be utilized for deciding the believability of a source concerning the time of ever-growing data. Besides, in the time where the noteworthy improvement brings about progressively assorted school and society, it appears to be difficult to make everybody's suspicion gets comparable.

Consequently, distinguishing the presumption dependent on various perspectives, which Brookhart (2010, p. 6) calls as "seeing where you are coming from," is a required basic ability. If we adjust HOTS to problem-solving, then the aim of our instructing is to encourage the students to recognize and solve problems that they face both in the scholarly task and, real life. Those are not sorts of issues which can be achieved by 'memorizing' action. Brookhart (2010, p. 7) asserts, "Every academic discipline has problems," some of them are close issues, and the rest are open-finished issues. Individuals incline to achieve this kind of case from multiple points of view, in which the qualities and suspicion they carry to the assignment offer a solid impact. These sorts of issues are typically in the type of real issues for which answers are not identified. For this situation, what is implied by 'being able to think' is having the problems to be solved.

Given these focuses, Bloom's Taxonomy offers an enormous impact in the instructive field as thinking abilities prepare students to endure in the real-world. On the other hand, to accomplish this objective, they should be acquainted with think critically, or put it differently, to actualize HOTS. Thus, teaching senior high school students have to oblige HOTS both in materials and media especially in English. Naturally, teaching English for senior high school students must execute HOTS standards, particularly in written skills, which are deliberated as the most challenging skills.

2. Writing Skill

Writing is one of the significant skills that learners ought to achieve since there are three reasons. The first, writing well is a crucial proficiency for education or workplace success (National Commission on Writing, 2004), however, one that is particularly hard for second language students to master. Second, writing can be a successful instrument for the improvement of academic language capability as students more promptly investigate progressed lexical or syntactic expression in their written form. Third, writing over the curriculum can be priceless for acing differing topic, as written expression permits students to raise their attention of knowledge gaps, theoretical issue explicit information into patterns that can be implemented to other pertinent cases, and expound mental portrayals of information that can be more effortlessly recovered, while at the same time permitting educators to better understand the students' condition of knowledge and thinking process and along these lines alter guidance as vital. In the meantime, senior high school learners get troublesome in writing, they can't build up their composition.

This issue applicable from the PISA results for Indonesian learners are the second most minimal in the association table, more terrible than the last PISA in 2012 when Indonesia positioned 64th (OECD, 2012). The outcome shows the Indonesian education framework is going no place, regardless of gigantic investment. Therefore, HOTS ought to be actualized in teaching-learning writing since there will consistently be an association between writing and critical thinking (HOTS). Writing is considered as (1) procedure of doing critical thinking and (2) item that conveys the consequence of critical thinking (Sachs, 2004). Consequently, writing will be viewed as a monotone movement if it is only considered as one of the communication abilities rather than the procedure and result of critical thinking. Additionally, those writing and HOTS can be obliged into digital media. It offers learners willing to learn and it will help instruct as well. In other words, students will be dynamic in the teaching-learning process.

One of the media in teaching English is digital media. Digital media have played an important role in the teaching of writing, through both the cognitive era that began in the 1980s, in which word processing was emphasized as a tool for revision (Pennington, 1993) and the socio-cognitive era that began in the 1990s, in which computer-mediated communication was emphasized as a tool of the social construction of meaning (Warschauer, 2010). Over the last decade, though, important new tools have emerged for the teaching and learning of writing.

C. Methodology

This study aimed to design an appropriate digital media which took into consideration HOTS aspects to teach writing. The focus of this study, however, only explored the students' need through the descriptive qualitative research design. The eighty three eleventh grade students from four senior high schools involved to this research. The sampling used in this research was purposive sampling that means the samples of this study were taken based on the needs criteria: eleventh grade, social study program and the school has implemented the 2013 curriculum. To collect the data, the researcher used questionnaire and interview guideline as the main instruments. The questionnaire is to explore the students' voice regarding their needs. The questionnaire was in the form of multiple choices so that the students could choose more than one option according to their circumstances. The obtained data from the needs analysis questionnaire were analyzed using percentage and frequencies. To explore more the students' needs, interview was to confirm the result data taken from the questionnaire. In the end, the results of interview were analyzed through description qualitative.

D. Finding and Discussion

The needs analysis questionnaire was distributed to eighty three students of eleventh grader from four senior high schools. Forty three participants were females and the rest were males. The needs analysis questionnaires were divided into two forms: target needs and learning needs. The target needs covered the necessities, lacks, and wants.

Table 1. The students' necessities

Question	Options	%
My English writing skill will	getting/applying a job	26.7

be used for....	facing the global market	40
	continuing study	6.7
	communicating with native speaker	13.3

Based on the result of the need analysis, 40 % of the students wanted their writing skill to be used to get job and to face the global market. It is supported from the result of the interview which is:

"Kemampuan bahasa Inggris menurut saya sangat penting untuk sekarang dan untuk karir kedepan apalagi saat ini Indonesia sudah masuk dalam Masyarakat Ekonomi ASEAN (MEA) jadi untuk menghadapi pasar global kita harus menguasai bahasa Inggris sehingga kemampuan komunikasi baik tulis atau lisan harus terus ditingkatkan".

(I think English is very vital skill for this time and my future career, moreover Indonesia is one the member of ASEAN Economic Community so that it is suggested to have English skill both written and spoken that should be always improved)

That is why the materials included in the media is practical, meaning that it should contain useful expressions and various texts that meet the students' objectives.

Table 2. The students' want

Question	Option	%
What is your intention in learning writing?	To improve my grammatical knowledge	13.3
	To master vocabulary mastery	13.3
	To understand some kinds of texts	6.7
	To be able to write a text with appropriate grammar and vocabulary	66.7

Moreover, the majority of the students needed to be able to write in English using appropriate grammar and vocabulary, the activities included in the media should facilitate the students to learn structure, punctuation, and vocabulary. Furthermore, the students faced difficulty in using the appropriate grammar, and being lack of vocabulary became their main problems during English writing activities.

"Saya kesulitan dalam menulis karena kadang lupa grammar yang tepat itu apa, kemudian penguasaan kosa kata saya cukup terbatas jadi ya saya kesulitan ketikamembuat sebuah tulisan yang sesuai dengan topik".

(I faced difficulty in writing because sometimes I forget what the right grammar is, then my vocabulary is quite limited, so I faced difficulty when writing an object that fits its topic)

Table 3. The students' lack

Question	Option	%
Which of the following writing activities that you cannot do?	I cannot memorize the procedure of writing a text	13.3
	I cannot understand the procedure of writing a text	40
	I cannot practice the procedure of writing a text	34
	I cannot analyze the procedure of writing a text	13.3
	I cannot evaluate language style and structure of the text	73.3
	I cannot write an English text correctly and use my own idea	80

The questionnaire was to check the students thinking skills which showed that the students were not able to analyze and create respectively, it proved from the interview result:

"Biasanya saya dapat untuk mengimplemenasikan penjelasan dari guru namun ketika saya harus menganalisis sebuah teks untuk mencari kekurangan dan kelebihan berdasarkan penjelasan yang telah diberikan, saya masih kesulitan sehingga menurut saya hal itu perlu untuk terus dilati, kemudian saya juga kesulitan dalam menulis teks baru, karna banyak topic yang tidak menarik dan sesuai dengan keinginan saya apalagi dalam menulis perlu mempertimbangkan banyak hal seperti grammar, kemudian perlu mengembangkan ide yang sesuai dengan topic selain itu saya juga kesulitan mengungkapkan beberapa kata dalam bahasa Inggris yang sesuai dengan konteksnya".

(Usually, I am able to implement an explanation from the teacher, but when I have to analyze a text to find for weaknesses and strengths of the text based on some criteria that had been learned. I still faced difficulties. So I think it is necessary to be trained more. Moreover, I also faced difficulty in writing new texts, because the topic given is not interesting. I need to consider many aspects such as grammar, vocabularies, developing ideas that are relevant to the topic. Besides, I also faced difficulty expressing a few words in English that fits its context)

The findings is also relevant to the last research study that students' English low proficiency made the implementing HOTS could not be implemented well (Shafeei et al., 2017). Hence the media should accommodate the activities which stimulate the students to use their analyzing and creating skills.

The information of the learning needs data is necessary, it removed the gap between lacks and necessity. It provided information about what the students need to know and what the students have not known yet.

Table 4. The students' learning needs

Question	Option	%
What do you want to your peers and teacher do toward your writing?	to read it	13.3
	to give comments	33.3
	to give corrections and feedback	46.7

Based on the obtained data, 46.7% of the students hoped that they could join the learning process which the writing task could give them such opportunities to do peer review such as correcting and giving comments on their friends' writing works. The findings correlate to Zhang and Hyland's (2018) study that teachers' feedback on students writing can facilitate the students' involvement in writing tasks. Added to this, to learn foreign language, students should have a partner to assist them in rehearsing their English skill as well as teaching them to work together (Krogstad, 2011). The students also expected that their writing was assessed and be criticized by their teachers.

"Saya berharap medianya dapat memberikan kesempatan hasil tulisan saya dapat dilihat oleh teman saya dan mereka dapat memberikan komentar dan saran yang membangun agar dapat saling mengoreksi"

(I hope that the media can provide the opportunity for my writing to be checked by my friends. They can provide constructive comments and suggestions, so that they can correct each other)

Table 5. The students' learning needs

Question	Option	%
The initial materials in the media should provide..	Questions to be discussed	21.4
	Pictures to be discussed	14.3
	Video to be discussed	28.6

The majority of the students recommended the media present the activity that stimulated the students to do warming up activities by giving relevant videos, quizzes, and questions to be discussed. Promoting various question types is crucial in classroom, since it measured students' understanding as well as to ensure whether the learning process has been occurred (Kerry, 2002).

"Menurut saya media yang bagus itu menyediakan aktifitas pembuka yang memancing kami untuk dapat tahu materi yang akan diberikan melalui video sehingga nantinya kami bisa lebih terlibat dalam proses pembelajaran."

(I think that a good medium provides an opening activity that stimulates us to be able to know the material provided through video. So, we can be more involved in the learning process.)

Table 6. The students' learning needs

Question	Options	%
What activities do you want to do in learning writing skill?	create a story based on the give picture	20
	arrange the jumbled words	6
	arrange the jumbled sentences	20
	complete an incomplete text	14
	create a text based on my interest	26.7

The students preferred to experience the activities like arranging the jumbled paragraph, creating a guided story based on the given clue, and creating a free text based on the students' interest. The last, the students wanted the materials included should brush up their ability in understanding the text which is usually read in daily life. It is vital that the materials should emphasize the needs of the students in their local context while teaching the English language (Banegas & Castro, 2016). As consequence, the materials should be enable students to interpret the meaning of certain words based on their context. It also stimulated the students to express their ideas that is related to the topic being learned

"Menurut saya untuk bisa melatih kemampuan menulis, medianya perlu menyediakan kegiatan seperti menyusun kalimat menjadi paragraph dilanjutkan dengan memberikan pancingan gambar atau ide untuk dapat mempermudah mengembangkan ide dalam menulis".

(In my opinion, to be able to practice writing skills, the medium needs to provide activities such as composing sentences into paragraphs and giving pictures to ease me in developing my idea in writing.)

Based on the above data, it can be inferred that the media should accommodate activities that can give students opportunity to expose English through interactive activity, such as arrange jumbled paragraph, create a text based on the student's interest, and use certain word in a proper context. Those can be accommodated through the digital media which can help them to increase their English writing skill.

E. Conclusion

This study was to determine the needs of the eleventh grade students which would be a basis in the development of HOTS-based digital media to teach writing skills. From the results of the questionnaire distribution and interviews, it can be concluded that the students were lack in mastering the component of writing skills such as grammar and vocabulary. Consequently, they needed and wanted the material or activity in the media that can train them to improve

their understanding of grammar and vocabulary mastery. They also declared that they needed to improve their HOTS, as they were still unable to use analyzing and creating skills. Hence, the material and activities in the media will offer them the opportunity to get used to implementing HOTS. Information about learning needs is also very important; students declared that the developed media should provide opportunities for fellow students and teachers to review writing and provide constructive comments. In the end, the material in the media is to provide warm-up activities in forms of videos, quizzes, and discuss problems. All the topics provided must be relevant to their daily life. Finally, teachers utilized technology media in learning should take into consideration students' needs as they have different needs in learning.

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CORRELATING READING LITERACY AND WRITING LITERACY IN JUNIOR HIGH SCHOOL PEMATANGSIANTAR

AUTHORS INFO

Afifa May Shara

Universitas HKBP Nommensen Medan
afifamayshara30@gmail.com

Dinda Andriani

Universitas HKBP Nommensen Medan
dindaandriani2410@gmail.com

Ayu Widya Ningsih

Universitas HKBP Nommensen Medan
ayuwidyaaa7@gmail.com

Kisno

Sekolah Tinggi Akuntansi dan Manajemen
Indonesia (STAMI), Pematangsiantar
d.shinoda85@gmail.com

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Abstract

The Ministry of Education and Culture released that National Examination would be substituted by Minimum Competency Assessment which consists of some literacy tests in 2021. The purpose of this study is to find out the correlation between students' reading literacy ability and writing visual text ability for seventh-grade students of SMP Negeri 1 Pematangsiantar. This is a quantitative research method using correlational research. Data was collected using tests including multiple choice and essay. 133 respondents from 200 populations were selected using simple random sampling technique. This study analyzes data from both tests by using the Pearson Products Moment formula. The hypothesis of this study are H_1 (there is a correlation between reading literacy and writing visual text ability) and H_0 (there is no correlation between reading literacy and writing visual text ability). The result of this study indicated a strong correlation coefficient (r) between the two variables that was 0.91. It is concluded that H_1 is accepted and H_0 is rejected. To sum up, the determination coefficient (r^2) 0.83 means that students' writing literacy are 83% influenced by reading literacy.

Key Words: reading literacy, writing visual text

A. Introduction

Literacy is a skill that must be mastered to be able to survive in 21st century learning. Literacy is very important to increase creativity, give us experiences, and knowledge so that everyone who lives in this era can compete with people around the world. Literacy activities play an important role in realizing character building education to increase productivity and better competitiveness. The application of literacy must be done as early as possible. It is needed to be done because literacy is one of the main factors in realizing a great nation. The development and strengthening of literacy is an important element in the progress of a nation today (Kirom, 2019). Building a literate society must be prioritized if it does not want to become a nation that is left behind, good literacy ability can be used as an illustration of a country's progress.

Since 2016 the Ministry of Education and Culture has intensified the National Literacy Movement (*Gerakan Literasi Nasional-“GLN”*). *GLN* became the implementation of Minister of Education and Culture Regulation No. 23 of 2015 concerning in Growth of Character (*Penumbuhan Budi Pekerti*). Foundational literacy found in *GLN* includes reading and writing literacy, numerical literacy, science literacy, financial literacy, digital literacy and cultural and civic literacy. Foundational literacy in Indonesia was adapted from the World Economic Forum in 2015.

Indonesia's education effort to advance student education and skill is Indonesia participating in International study namely TIMSS (Trend in International Mathematics and Science Study) and PISA (International Students Assessment Program). The ability of students in Indonesia to compete internationally is very doubtful. Based on the results of the PISA test in 2018, Indonesia is still in the ten lowest rank. The ability of Indonesian students in reading, mathematics and science literacy is still far below average about the highest points obtained by Indonesia, which is 395 points through science literacy. The ability of Indonesian students to compete in international tests is still very low, especially in reading literacy which is always decreasing. The points gained by Indonesia through reading literacy on the PISA test are always disappointing and below standard as is illustrated in Figure 1 below.

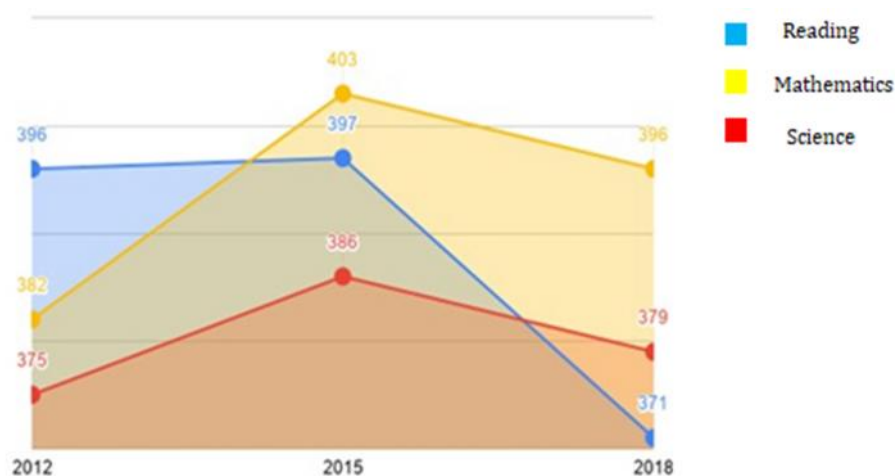


Figure 1. Comparison of Reading Literacy Scores in Indonesia
Source:(Dewabrata, 2019)

The line graph above gives us information about the comparison in the number of points of reading literacy that Indonesia obtained in the PISA test from 2012 to 2018. Overall it can be seen that some fluctuation occurred, but the points obtained by Indonesia in all of the literacies decreased in the final period. In 2012, literacy reading got the highest score from the other two literacies and remained stable until 2015, but in 2018 reading literacy has decreased to become the lowest point of literacy compared to the other two literacies. This shows that reading literacy is the most difficult literacy according to Indonesian students.

One of the important foundational literacy to be mastered is reading literacy. Reading literacy is one of the basic literacies found in *GLN* and is emphasized by the government. Reading literacy ability must be mastered before mastering the other literacies. In reading activities, we can get knowledge including information that will be very useful in life. Reading literacy requires students to have high concentration so that all students do not only read fluently but can also understand the information and meaning contained in the text. The reading process requires knowledge, thoughts and high concentration power to get a clear understanding of the text. Closely related to reading, writing literacy also needs to be developed. Writing visual text is one way to practice students' critical thinking skills. In writing visual text, students interpret visuals in the form of pictures, tables, graph, maps and more. As a form of critical thinking in writing literacy, students are required to be able to present interesting things contained in the visual.

Nowadays, education in Indonesia has begun to head towards a better direction, the application of literacy in Indonesia is increasingly emphasized. It was demonstrated through the Minister of Education's decision to replace National Examination (*Ujian Nasional-“UN”*) with Minimum Competency Assessment (*Assesmen Kompetensi Minimum-“AKM”*) which will begin in 2021. Based on the experience of researcher who has answered predictions about *AKM* questions, the researcher found that the problem consists of a lot of literacy aspects such as reading literacy and writing literacy. Based on the prediction, the reading literacy and writing literacy consists of visual text and non-visual text. To face the *AKM* in the next year, it is important to the students to master the literacy ability, not only reading but writing ability in visual or non-visual should be mastered because it will be found in the *AKM* and it cannot be separated from each other. So, to what extent does the students' reading literacy ability correlate with students' writing visual text-ability? Looking at the problem that exists, the purpose of this research is to find out the extent of the correlation between students' reading literacy ability and students' writing visual text ability.

This study shows a correlation between reading literacy and writing ability and this is in line with the results of previous researchers (Ariyanti & Qomar, 2016) stated that the higher their ability to read, the higher their ability to read write and vice versa. The statement was also supported by a statement by (Walker, 2016) stating that the relationship between reading and writing is a strong one, and people who are generally good at one will usually be good at the other. This is pursuant to the findings of (Ningsih, 2019) stating that to overcome the low ability of students in writing the teacher should pay more attention to students' reading abilities. If they can read well, they will be able to write well too. All the previous studies discuss the form of writing non visual texts such as essay, descriptive paragraphs, narrative paragraphs. However, none of the research study about writing visual texts such as video, graphic texts, or illustrative text. In short, this study attempts to complete the form of writings that are found in the previous studies.

B. Literature Review

1. 21st Century Learning Skill

As human who lives in the 21st century, it is important for us to know and master the skills that exist in this century. It is all very necessary for us to be able to survive in global competition in this century. Each country competes to create high human resources because it can also affect the progress of a country. This change in the 21st century concerns all aspects of life. Every human being must master the skills needed in this century. Some skills are demand of this century described in figure 2 below.

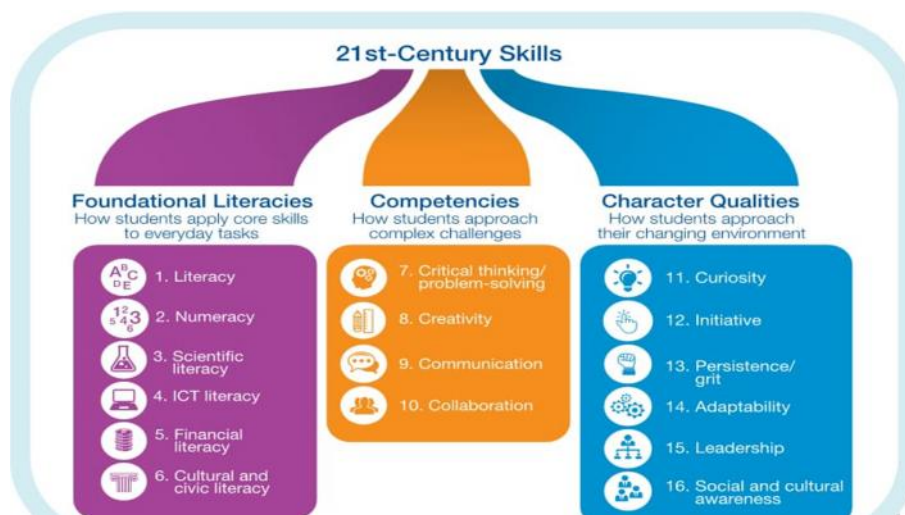


Figure 2. The list of 21st Century Skills
Source: World Economic Forum (2015)

Based on the World Economic Forum (2015) as is described in the figure above, there are at least 16 skills that students must master in this century. These skills are divided into three core categories namely Foundational Literacies, Competencies and Character Quality. In foundational literacies are divided into 6 namely, literacy, numeracy, scientific literacy, ICT literacy, financial literacy, Cultural and civic literacy. Competencies are divided into 4 namely critical thinking/problem solving, creativity, communication and collaboration. In light quality is divided into 6 namely, curiosity, initiative, persistence/grit, adaptability, leadership, social and cultural awareness. The WEF states that the nations of the world must formulate a new vision of education that contains these three things as a single unit. However, this must be based on national legislation and culture.

In Indonesia the importance of mastering skills in 21st-century learning has begun to be realized, this is manifested in a program created by the government. To be able to excel and actively participate in learning in the 21st century, the government focus on national education into 3 main points namely, character(Walker, 2016) quality, basic literacy and competency as showed in the figure above.

In the character quality 9 things must be mastered namely religious, nationalist, independent, mutual cooperation, tolerance, responsibility, creativity, and care about the environment. In basic literacy 6 literacies must be mastered, namely reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, cultural and citizenship literacy. In addition, the competencies promoted by the government are critical thinking, creativity, communication and collaboration. Based on this, it means that the capabilities required by the Indonesian government are adapted from the WEF (2015).

The world is currently moving at lightning speed that requires curious, flexible and proactive people. This means that all order of life must be adjusted to the guidelines in the 21st century including education. The education system in Indonesia must be changed through disruption. Disruption means disorder and problems that interfere with an event, activity, or process. Disruption is a big phenomenon that will overturn established models in various sectors(Putra, 2018). Disruption has the opportunity to replace the old system into a new system to be better able to face every challenge in the era of the industrial revolution 4.0. Nowadays, technology disruption was included in the Indonesian education road map 2020-2035. This means that the government is starting to realize that this disruption has an impact on all sectors including education. Disruption of education is present as part of the demands of the times that education must immediately change the education system from conventional to technology. In fact the education sector is the most difficult sector to deal with disruption. Education in Indonesia must immediately be adapted to era 4.0 to produce superior human resources and be able to compete in this century.

With this disruption, it should be able to turn someone into a person who is responsive to technology and change. This disruption also requires everyone to be able to master skills in the 21st century, where there are 4 core skills namely problem solving, social, process and system. In education, as one part of this disruption is to replace conventional based learning methods or models into technology. Teachers also play an important role in this renewal, teachers must prepare themselves one of which is by self-development through mastery of technology. The teacher must act as a facilitator who facilitates student learning and allows them to look for other sources of knowledge through the internet and others. Disruption in education cannot be dammed by anyone, so what we need is provision and preparation to face it. In this case, education disruption should not be an enemy but this disruption must be supported so that the quality of education in Indonesia is more advanced and can realize the golden generation in 2045.

2. *Reading and Writing Literacy*

Reading and writing literacy is one of the basic literacy that must be mastered before mastering other types of literacy. By having the ability to read and write, someone will be better at living his life. Reading literacy is a high-level thinking activity that requires the reader to comprehend reading material critically and be able to relate the contents of the reading to the problems of life. In the process of reading is very closely related to the process of critical thinking to find ideas or ideas contained in the text. Reading literacy is a complex cultural and social phenomenon that has a profound impact on our lives, both at individual and community levels (Riga, 2018). Reading literacy skills can be used as skills to survive in 21st-century learning. Furthermore (Hassanzadeh, 2019) said that reading literacy is the ability to understand and use those written language forms required by society or valued by the individual. With the literacy ability, students will be better prepared to deal with problems in real life, in addition to being better prepared to face all challenges in 21st-century learning.

Closely related to reading, writing is also a skill that must be mastered. Writing is a thinking activity that is embodied in the arrangement of letters that has a meaning (Pujiono, 2012). In reading, we will get new information in the form of ideas and ideas, then to issue these ideas can be done by writing. When writing, it requires a high concentration, because while pouring out the ideas we have, it requires more concentration. By having the ability to read and write, the quality of life will improve. Therefore literacy needs to be emphasized and implemented in everyday life.

3. *Indonesia's Ranking in PISA Test*

The Program for International Student Assessment (PISA) is a program organized by the OECD. PISA is a world-class assessment of students' academic performance throughout the world. PISA is held every three years and measures the ability of 15 year old students worldwide. Indonesia has been taking the PISA test since 2000. To measure the ability of students from each country, the test is given questions consisting of three literacies, namely reading literacy, scientific literacy and mathematics literacy. However, while taking this test, Indonesia's position remained in a low position. Based on the latest PISA score in 2018, Indonesia is ranked 74 out of 79 countries. The results of the 2018 PISA decreased when compared with the results obtained by Indonesia in 2015, namely Indonesia ranked 62 out of 74 countries participating in the PISA. The test score obtained by Indonesia is only around 380-400. This result is still very far compared to the average score of PISA from OECD countries which is 480 points. Of the three literacies, reading literacy gets the lowest score compared to scientific and mathematical literacy. Since 2012, Indonesia's literacy reading scores have always declined. Indonesian PISA scores in literacy reading in 2012 to 2018 were 396, 397 and 371, respectively, whereas the OECD average was 489.

Indonesian government has set PISA score targets that should be obtained by Indonesian students. In the field of literacy reading, the government is targeting a score of 396 in 2020-2025, a score of 423 in 2025-2030 and 451 in 2030-2035. By looking at these government targets, we can find out that for at least the next 15 years, the highest target for Indonesia's PISA scores is far below the OECD country's average PISA score. That means it is very difficult for Indonesia to be able to get results or scores above the average in the next 5 times the PISA test.

If you want to get satisfactory results, the government should set a target PISA score above the OECD average, to truly produce superior humans. At this time, the reading literacy ability of Indonesian students is only at level 1, while other OECD countries place the reading literacy level at level 3. Thus, Indonesia must work hard so as not to become a country that is left behind because its literacy ability is categorized as low.

C. Methodology

1. Research Design

This study implemented a quantitative research method. Quantitative research methods are systematic, structured research methods and data analysis use numbers and measurements. The data in quantitative research are a set of numbers by using statistical or mathematical analysis and the results are often presented in tables and graphs (Locharoenrat, 2017). The advantage of quantitative research is that the findings from the sample under study will more accurately reflect the overall population from which the sample was drawn (Vanderstoep & Jhonston, 2009). In this study, the raw data obtained from the results of testing the variables are very important.

Furthermore, the data are taken by using the correlational research. Correlational research is a form of descriptive research because it describes an existing relationship between variables. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient (Fraenkel, 2012). Correlational research provides information about the strength of relationships between variables. Correlational research gathers data from individuals on two or more variables and then seeks to determine if the variables are related. In a correlational study, the researcher does not manipulate or treat the variable state and directly look for the existence of the relationship and the level of relationship of the variable reflected in the correlation coefficient.

2. Respondents

The population of this study was grade VII students of SMP Negeri 1 Pematangsiantar. There were 200 students divided into seven classes. The reason of the researcher selected grade VII because this grade was the ideal study population which the researcher adjusted to the research topic of literacy and AKM. In the upcoming year, this grade will face Minimum Competency Assessment. Due to the lack of the researcher's time, money and effort, the researcher needed to do sampling. To determine the sample in this study, researcher used the Slovin formula. Slovin formula is a formula for calculating the minimum number of samples if the behavior of a population is unknown. In this study, the researcher used 95% coefficient confidence and determined the samples with the 5% error margin requirement. Based on the Slovin formula and the error margin used, the number of samples in this study was 133 respondents from 200 populations.

3. Instruments

The instrument of this research was test. The researcher conducted tests in the form of multiple choice and essay. The researcher conducted tests to find the students ability on both variables. The researcher provided 10 questions about reading literacy as predictive question of Minimum Competency Assessment in 2021. In reading literacy question, the researcher provided visual text and non-visual text. The researcher offered 4 visuals and then asked the students to interpret them in the form of essay. This aimed to obtain data in the form of scores on students' ability to write visual text. In this test, the researcher provided the visual in the form of tables, diagrams, pictures, maps and others. To make it clear what was done in a test, the researcher gave the following blue print test to the students.

Table 1. Test Blue Print for Grade Seventh

Test Component	Objectives	Topics	Test Type	Easy	Medium	Difficult	No. of Test Item	Duration (minutes)
Reading comprehension	To measure the students' comprehension about the topics given	Skill 1: a short text about the everyday topic of brushing your teeth Skill 2: recognize the persuasive purpose of a phrase in advertisement Skill 3: relationship between two short argumentative texts that offer contrasting opinions. Skill 4: an expository text in a table Skill 5 : the main idea of a diagrammatic descriptive text.	Multiple choice	5	3	2	10	40
Writing visual text	To measure the students' ability in writing visual text	Skill 1: Developing interpretation in text and graph Skill 2: Library maps, relates to the activities of a community (a public library) Skill 3: Figure about tall	Essay	2	1	1	4	24

Test Component	Objectives	Topics	Test Type	Easy	Medium	Difficult	No. of Test Item	Duration (minutes)
		buildings in the world						
	TOTAL			7	4	3	14	64

4. Technique of Data Analysis

To find out the extent of the correlation between students' reading literacy ability and students' writing visual text ability, the researcher used bivariate correlation analysis. Correlation analysis is an analysis to determine the level of closeness of the relationship between two variables. The level of closeness of the relationship can be divided into three criteria, namely having a positive relationship, having a negative relationship and not having a relationship. After getting the data from the test, the researcher analyzed the data by Ms. Excel and using the formula =CORREL, with the steps as follows:

1. Enter data from both variables in Ms. Excel.
2. Then, in random place, type =CORREL.
3. Next, block the variables' column started by variable x to y.
4. The last step after blocked the variable, click enter to get result automatically.

D. Findings and Discussion

1. Findings

a. Description of Research Data

This research is a correlational study that aims to find out the relationship between reading literacy ability and writing visual text ability for grade VII students of SMP Negeri 1 Pematangsiantar. This research was conducted from 20th January 2020 to 3rd February 2020 at SMP Negeri 1 Pematangsiantar. The population in this study is grade VII students with a total of 200 students, and the sample used by researcher to obtain data was 133 students. Grade VII students considered chosen as the subject because grade VII is the level that must be prepared to take the AKM in grade VIII. The researcher considered that grade VII students should be accustomed to facing literacy questions as the predictions of the AKM.

b. Validity and Reliability

Validity test is needed in this research. Validity test is used to test the question items given and to measure each item in the multiple choice and essay test. In this case, the researcher provided 10 questions in the form of multiple choices and 4 questions for the essay test which distributed to 133 respondents. To calculate the validity of the 14 questions given, the researcher used the Cronbach alpha formula and used Ms. Excel to calculate the validity value.

To get the validity value of 10 multiple choice questions and 4 essay questions the researcher used the Pearson product moment formula and used r table with a significance level of 5%, then the r table suitable for 133 respondents was 0.143. The items can be said to be valid if $r_{\text{count}} > r_{\text{table}}$. In this research, the first validity test was conducted to determine the validity of 10 multiple choice questions. The second validity test was conducted to obtain the validity of 4 essay questions. As for the results of the validity of the multiple choice and essay tests are shown in the table below.

Table 2. Validity of Multiple Choice Test

Number of items	r count	r table	Result
1	0.712	0.143	Valid
2	0.709	0.143	Valid
3	0.721	0.143	Valid
4	0.706	0.143	Valid
5	0.719	0.143	Valid
6	0.726	0.143	Valid
7	0.708	0.143	Valid
8	0.718	0.143	Valid
9	0.812	0.143	Valid
10	0.729	0.143	Valid

Table 2 above shows the calculations of the validity of multiple-choice test using Ms. Excel where the coefficient of all items were large than 0.70. From these results, it means that all the questions in the multiple choice test used in this research are valid.

Table 3. Validity of Essay Test

Number of items	r count	r table	Result
1	0.915	0.143	Valid
2	0.923	0.143	Valid
3	0.912	0.143	Valid
4	0.922	0.143	Valid

Table 3 above shows calculation of validity of the essay where the coefficient of all items are larger than 0.90. From these results, r count is larger than r table, it means that in the essay test all the questions are valid. Overall, all items from both of the test used in this research are valid.

Reliability tests are carried out on valid items, invalid items not calculated. Reliability test is carried out to find out the consistency of the items used. To measure the reliability both of tests, the researcher used the Cronbach alpha formula. The researcher also calculated the value of reliability using Ms. Excel. If a test has a reliability value of 0.70-0.90 then the test has a high reliability, if it has a reliability value > 0.90 then the test has perfect reliability. Based on calculations using Ms. Excel, the reliability value of the multiple choice test is 0.81 and the reliability value for the essay test is 0.71. Then, based on the value of the reliability, it can be concluded that both tests have high consistency or reliability.

c. Hypothesis Testing

The hypothesis is a temporary answer to the problem that was formulated. Therefore, the hypothesis must be tested for truth or proven empirically. In this study, the variables to be tested are reading literacy ability and writing visual text ability. Based on these variables, the hypothesis formula in this study is divided into H_0 and H_1 , as the formula below.

H_1 : There is a correlation between students' reading literacy ability and students' writing visual text ability.

H_0 : There is no correlation between students' reading literacy ability and students' writing visual text ability.

Based on the research hypothesis formula above, the statistical hypothesis formula in this research is as follows.

$H_0: \rho = 0$ (hypothesis rejected)

$H_1: \rho \neq 0$ (hypothesis accepted)

In this study, to determine the level of closeness of the relationship between the two variables, researcher used a bivariate correlation analysis technique using the correlation formula and calculated the data obtained from 133 respondents using Ms. Excel. To calculate the correlation value between two variables, researcher used a scale of 0-100. In correlation

research, the correlation coefficient is symbolized by "r". As a guideline to determine the level of the relationship between variable x and variable y, the researcher uses the values based on table 4 below.

Table 4. Correlation Coefficient Description	
Correlation Coefficient Value	
R=0	No correlation
0 < R < 0.2	Very weak
0.2 < R < 0.4	Weak but sure
0.4 < R < 0.7	Middle
0.7 < R < 0.9	Strong
0.9 < R < 1	Very strong
R=1	Perfect

Based on the calculations using Ms. Excel obtained the correlation coefficient between the variable x (reading literacy ability) and the variable y (writing visual text) the researcher use the correlation formula. And the descriptive statistic in this research described in table 4.4 below.

Table 5. Statistic Descriptive between Variable X and Y				
Reading Literacy Ability score (X)	Writing Visual Text score (Y)	$\sum X^2$	$\sum Y^2$	$\sum XY$
$\sum_{x=1}^{133} X = 340$	$\sum_{y=1}^{133} Y = 340$	$\sum_{x=1}^{133} X^2 = 683800$	$\sum_{y=1}^{133} Y^2 = 559890$	$\sum_{xy=1}^{133} XY = 993$

Based on the calculation of the data above, the correlation coefficient is $r = 0.91$ and the value of the coefficient of determination is 0.83. These results indicate that the ability to write visual text students is determined by 83% reading literacy abilities. The correlation coefficient or $r = 0.91$ is consulted on r table with $N = 133$ and a significance level of 5%, then r table = 0.14 is obtained. Based on these results, then $r \text{ count} > r \text{ table}$, i.e. $0.91 > 0.14$. From these results, then the hypothesis or $H_1: \rho \neq 0$ in this study is accepted that there is a correlation between reading literacy ability and writing visual text ability. Based on the correlation coefficient values from table 3.2, and looking at the correlation coefficient or $r = 0.91$, the relationship between the two variables is very strong.

2. Discussion

In this study, the researcher conducted a study of the correlation between reading literacy ability and writing visual text ability of students of SMPN1 Siantar. To get the data in this study, the researcher gave a test to students consisting of 10 multiple choice test questions for variable X (reading literacy ability) and 4 questions for essay test for variable Y (writing visual text ability). The researcher uses Ms. Excel to calculate the raw data obtained from 133 respondents and result shown in table 6 below.

Table 6. Descriptive Statistics of Students Score		
Variable	Reading Literacy (X)	Writing Visual Text (Y)
Min	30	19
Max	100	88
Average	70	63
STDEV	15	17

In the multiple choice test given by the researcher, none of the students got a value of 0. That means that of the 133 respondents who participated in this study, none of the students answered incorrectly from a total of 10 multiple choice questions. Based on table 5.1 the minimum score obtained by students in answering multiple choice questions is 30, while the maximum score obtained is 100. Then, average value is 70, the average value is minimum completeness criteria. That means students who get a score ≥ 70 are students who completed the test and students who scored < 70 were students who did not complete this test. Then, standard deviation in this test is 15. Furthermore, to determine the ability of students who are low or high in answering reading literacy questions, researcher uses standard deviations in this test. To find out students who have low scores in reading literacy ability, researcher uses the AVERAGE-STDEV formula, which is $70 - 15 = 55$. Based on the analysis conducted by researchers, students who have a value of ≤ 55 are students who have low scores in reading literacy abilities, while to find out students who have high scores in reading literacy abilities, researchers use the AVERAGE+STDEV formula, which is $70 + 15 = 85$, so students who have a value of ≥ 85 are students who have high score in reading literacy ability.

Based on table 6 above, it is known that minimum score in the test essay is 19, and the maximum score is 88. By looking at these results, in this test none of the students were able to correctly answer all the questions given with a score of 100. Then, average value is 63, the average value is minimum completeness criteria. That means students who get a score ≥ 63 are students who completed the test and students who get score < 63 are students who did not complete this test. To determine the ability of students who are low or high in writing visual text, the researcher uses the standard deviation in this test. To find out students who have low ability, the researcher uses the AVERAGE-STDEV formula, which is $63 - 17 = 46$. It means students who have score ≤ 46 are students who have low score in writing visual text, while to find out students who have high ability in writing visual text, researcher uses the formula AVERAGE+STDEV, which is $63 + 17 = 79$, so students who have a score of ≥ 79 are students who have high grades in writing visual text.

The raw data from 133 respondents were processed using the correlation formula or = Correl in Ms. Excel and use a scale from 0-100. After being analyzed, the correlation coefficient value between the two variables is 0.91. It means that there is a very strong relationship between reading ability and writing visual text ability. When two variables have a strong relationship, it means that an increase in one variable will always be followed by an increase in the other variables as well. In this study, the correlation between reading literacy and writing visual text describe in graph 1 below.

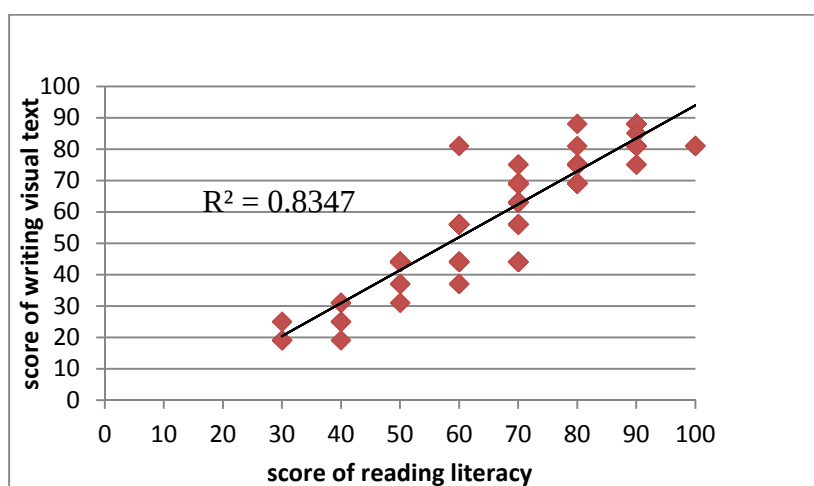


Figure 3. Determination Coefficient between Reading Literacy and Writing Visual Text

The line diagram above shows the correlation between reading literacy and writing visual text ability. Based on the graph above, Increasing the value of students' reading literacy abilities is always followed by increasing the values of students' writing visual text abilities. From this graph, we can see the results of the coefficient of determination in this research. The coefficient of determination symbolized by r^2 obtained from this study is 0.83 it means that the ability to

write visual text students is determined by 83% of students' literacy reading abilities. If students get high scores in reading literacy, then they will get high scores in writing visual text as well.

In this study, it was found that there was a strong correlation between reading ability and writing ability. Based on the results of this study, it turns out that reading ability has a great influence on students' writing ability. The ability to read and write is the most basic ability that should be possessed by everyone. Reading and writing are important skills because they can be easily linked to other language skills and provide more information than sustainable listening and speaking. When they understand what they are reading, it will be easy to implement it in written form. Students can explore and develop their ideas of writing through more reading (Kartal, 2017). Reading literacy requires a person to concentrate highly during reading and understanding texts. When people read the text, they engage in a complex array of cognitive processes. They are simultaneously using their awareness and understanding of phenomenon, phonics (connection between letters and sound and the relationship between sound, letters and words) and the ability to comprehend construct meaning from the text (Prianggita, 2018). Related to reading, writing is as important as reading. Writing is also a cognitive activity that requires a person to focus on expressing his ideas. In this study, from the matter of writing visual text given by researchers, none of the students got a score of 100 and the highest score obtained was 88. To getting a perfect score in writing visual text would be very difficult if students did not have good reading skills too.

At this time, the literacy ability of students is still very low, this can be seen from the ability of students when answering literacy questions on the test PISA. In the PISA test, the literacy ability of students in Indonesia is still relatively low. This can be proven by the results of the 2018 PISA test where Indonesia only had to be satisfied with the position of the 10th lowest out of 79 countries that took the PISA test. The results of the 2018 Pisa are down when compared to the results obtained by Indonesia in 2015 and 2012. Since 2012, Indonesia's literacy reading scores have always declined. In fact, reading literacy is one of the key literacies to be able to master other literacies. PISA scores for 2012 to 2018 are 396,397 and 371. In reading literacy skills in Indonesia, Indonesia is very difficult to get a score of 400. This is one of the factors that makes Indonesia got the low-rank test results.

As a form of starting to better the education system in Indonesia, the Indonesian government has set PISA score targets that should be obtained by Indonesian students. In the field of literacy reading, the government is targeting a score of 396 in 2020-2025, a score of 423 in 2025-2030 and 451 in 2030-2035. By looking at these government targets, we can find out that for at least the next 15 years, the highest target for Indonesia's PISA score is far below the OECD country's average PISA score. That means it is very difficult for Indonesia to be able to get results or scores above the average in the next 5 times for the PISA test and to have a good skill in literacy.

To emphasize the literacy abilities of Indonesian students, the government replaced the National Examination (*Ujian Nasional-“UN”*) to Minimum Competency Assessment (*Assesmen Kompetensi Minimum-“AKM”*) which will begin in 2021. The implementation of AKM is different from UN, in the AKM, the problem will consist of many literacies that require students to think critically in answer to existing problems. The government also emphasizes that the AKM that will be implemented refers to the practice of the PISA test. That means it can be predicted that the types of problems in the AKM are adapted from the PISA test.

In this study, researchers gave literacy questions to read and write to students. Reading literacy matters consist of visual text and non-visual text. While writing questions consist of visual text in the form of pictures, tables, diagrams, maps and more. The questions given by the researchers were adopted from the Pisa questions, and the questions were also a prediction of the form of the AKM questions to be faced in the future. Reading and writing literacy becomes the main key in mastering other literacy. Therefore, students should train and prepare for the AKM. Not only students, but teachers must also be able to guide students in order not to be surprised when dealing with AKM problems.

The necessity to master literacy has always been emphasized in 21st-century learning. Literacy mastery is needed as the main capital to deal with various changes that will occur,

especially in the world of education. We stand in the 21st century which is the era of the industrial revolution 4.0 in which all order of life is related to technology. Technological developments also cause disruption in every sector of life. One sector that is changing is education. Disruption is a big phenomenon that will overturn established models in various sections (Putra, 2018). Disruption has the opportunity to replace the old system into a new system to be better able to face every challenge in this era. Disruption of education is present as part of the demands of the times that education must immediately change the education system from conventional to technology. Learning in the digital age has transitioned from the analog era to the digital era of (Kusumadewi, 2018). All who play an important role in the advancement of education must at least be able to master technology so as not to be dragged down by the current disruption of the century. This disruption is a challenge for everyone to prepare themselves and be responsive to world developments. Teachers as an important part in the world of education must be able to prepare themselves in facing disruption of education this is a big responsibility, because if teachers and the education system in Indonesia are unable to face this disruption then it is true that our nation will become a nation that is left behind. Disruption will emerge competition in every sector in life, for that we need to become a literate society. Education disruption should not be an enemy but this disruption must be supported so that the quality of education in Indonesia is more advanced.

Literacy skills in reading and writing are indispensable in a century, literacy skills in reading and writing are also important for students today to prepare for the AKM the following year. By having these skills, students will be better prepared to deal with various literacy questions and be able to implement them in real life. Literacy is useful in this era of disruption to filter and process information, so it is not easily fooled by various news or information, so students can survive in this 21st-century learning.

E. Conclusions

Based on the results of the analysis of the correlation between reading literacy ability and writing visual text ability of grade VII students at SMP Negeri 1 Pematangsiantar by using the correlation formula shows that the calculated r value is 0.91 and the r table value is 5% significant at $N = 133$, then the r table value is obtained is 0.14. From these data, it shows that $r \text{ count} > r \text{ table}$ is $0.91 > 0.14$. Based on the results of the analysis, it can be proved that there is a very strong relationship between reading literacy ability and writing visual text ability in grade VII students of SMP Negeri 1 Pematangsiantar. From the results of calculating the correlation coefficient, the results also obtained the coefficient of determination that is 0.83, the value obtained from the square of the correlation coefficient, so the coefficient of determination is denoted by r^2 or r -square. From the coefficient of determination value that means the writing visual text ability of students 83% is determined by reading literacy ability.

Based on the research results, it is known that reading ability has a strong relationship with writing ability. A variable is said to be positively correlated if increasing one variable will increase other variables, and decreasing one variable will decrease other variables as well. Meanwhile, a negative relationship occurs when one variable goes up while the other variables go down. In this study, an increase in reading literacy scores followed by writing visual text scores. Thus, these result reveals that the state of the relationship between reading literacy ability and writing visual text can be accepted as correct.

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The Acquisition and Learning of EFL in A Non-formal English Education in Indonesia

AUTHORS INFO

Dwi Ide Rahayu
SMP Negeri 2 Adimulyo, Kebumen, Central Java
dwiiderahayu@gmail.com
+628562963240

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Abstract

The acquisition and learning of English as a Foreign Language differs from that of English as a Second Language. In the EFL setting, it is not sufficient if the teaching and learning processes only depend on formal institution. Because of that, the non-formal education plays an important role to support the processes. This research aims at exploring (1) how *Kampung Inggris Kebumen* – as one of non-formal educations in Indonesia – was built; (2) what the teaching method used to make the learners in *Kampung Inggris Kebumen* speak English without any reluctance; and (3) how the learners in *Kampung Inggris Kebumen* acquire and learn English. This research applies qualitative method that is a descriptive case study by means of observation and interviews. The result shows that (1) as one of non-formal institution, *Kampung Inggris Kebumen* plays a significant important role in the success of English teaching and learning in Kebumen Regency, in terms of their collaboration with *MGMP Sekolah*; (2) *Kampung Inggris Kebumen* applies the combination of direct method and audio lingual method which are confirmed supportive in the process of acquiring and learning English as a Foreign Language; (3) The students feel that they can reduce their affective filter since the instructors of *Kampung Inggris Kebumen* use many fun learning activities, provide rich exposures, and intensive time to apply the English in students' real life.

Keywords: acquisition, learning, EFL, non-formal education

A. Introduction

In Indonesia, English is taught as a foreign language (EFL). In EFL atmosphere, people learn English in order to be able to make use of it in communicating with other English speakers around the world (Harmer, 2007: 19). In this setting also, the target language exposures beyond the classroom are insufficient. The learners are also rarely able to practice the language they learn in their daily life (Brown, 2007: 134). These conditions of course have impacts in learners' language acquisition.

There is basic difference between *acquisition* and *learning*. *Acquisition* is a subconscious process that is identical to the process used in first language acquisition in all important ways while *learning* is conscious knowledge, or "knowing about" language (Krashen, 2002: 2). It can be inferred that while acquisition is occurring, the acquirer is not always aware of it, and he or she is not usually also aware of its results. In contrast to that, when we talk about grammars or rules, we are referring to learning, not acquiring.

In general, there are two main theories on language acquisitions and learning, i.e. behaviourism theory and nativism theory. In behaviourism by (Skinner, 1957), the respondent's behaviour is the behaviour appeared as a result of certain stimulus. This stimulus will produce automatic responses. The process of stimulus-respondent goes along with systematic stages. The operant behaviour will occur in certain conditions. If there are reinforcement, either it is in the form of reward or punishment, there will be a subsequently responses. In his theory, it is also stated that all human beings who live in a verbal learners are a group of people who have the language and be able to 'formulate' their own language so that they can decide which one is correct and which one is incorrect. It can be seen in children; they acquire or learn language from the very simple one to the more complex until they reach their adults. Lexical items are used step by step, again, start from the simplest to the most complicated ones. In conclusion, it is the environment which plays a big part on someone's language acquisition and learning. The nativism theory (Chomsky, 1975) is based on assumptions about language faculty of human. According to this theory, the language faculty is genetic. It is a component in human's brain. Intelligence plays the main role in determining the success on acquiring and learning language. Chomsky then defined what we call as Language Acquisition Devices (LAD). It is believed that this device is owned by every normal baby-born, and has almost the same functions in the first stages of acquisition. This device is very effective in acquisition, yet it is less effective in learning a language.

Education, especially the English Education, plays an important role in development, especially in a developing country as Indonesia. The main objective of teaching and learning English in Indonesia is to make the Indonesian youth be ready to compete globally. According to the Indonesian Act number 20, year 2013, education in Indonesia are divided into formal education, non-formal education, and informal education. So, it can be concluded that teaching and learning English in Indonesia is not only through formal education but also non-formal education.

Formal education is considered to have its own limit (Dib 1988, Elshaw 2011, Vartolomei 2017). It can provoke negative educational effects like generating undesirable conflicts to students' personality. Two of the negative aspects of formal education are the focus on performance and the tendency to subjectivity in evaluation. Furthermore, formal education is insufficient, related to time allocations and the learning materials. Plus, there are many educational institutions and educational environments which may be complementary or competitive to schools. Formal education cannot take over all the educational functions of our society. Taking into consideration the principle of lifelong learning, formal education is complementary to the other forms of education: non-formal and informal. The development of formal education occurs in the context of overcoming the classical interpretation according to which the role of formal education is a priority. The education that students get in formal institutions is extremely important. It helps them acquire knowledge and shapes their cognitive, affective, and psychomotor skills. However, formal education by itself cannot cope with the needs of the students. It needs to work together with non-formal and informal education. It is supported by postmodernist theories that emphasize the expansion of non-formal education which takes over some tasks of formal education, diversifying activities and stimulating the motivation of the participants to a greater extent.

There are some definitions of the term non-formal education proposed by some experts. Coombs in Joesoef (1992: 50) states that non-formal education is every educational activities which is well-organized, is carried out of formal systems, which is aimed to give service to certain learners in achieving learning goals. On the other hand, Joesoef (1992: 51) defines non-formal education as all opportunities in which structured communications outside schools exists, and in which someone get information, knowledge, training, or guidance according to their age and needs. The aim of non-formal education is to develop skills, attitudes, and values. Hence, it can be concluded that non-formal education is teaching and learning activities that is carried out of school context, to meet the educational needs of certain learners, to get information, knowledge, training, and guidance.

Abdulahak and Suprayogi (2012: 25) suggest some characteristics of non-formal education as follows.

- a. It is focus on functional learning that based on learners' needs.
- b. It is learner-centered.
- c. The time allocation is relatively short.
- d. The curriculum used is flexible, again, based on learners' needs.
- e. The method and approach used are participative, which focus on inquiry learning.
- f. The relationship between learners and teachers is horizontal, informal, and intimate. Teachers or instructors act as facilitator.
- g. Local learning sources are used. Everything that is close to learners' life is optimally brought to the class in order to help the learners to get a better comprehension.
- h. Then, the target of non-formal education is everyone who needs educational service to improve the cognitive, affective, psychomotor, and other skills (Ishak Abdulhak & Ugi Suprayogi, 2012: 45).

In 2003, Indonesian government issued the Act about National Educational System. Referring to that Act, non-formal education can be classified into some groups that are courses, training centers, learning groups, centers of residents' learning activities, and other non-formal institution such as day-care, scouting, etc. The roles of non-formal education are as a complementary, addition, or substitution of formal educations (Sudjana, 2001). All of these roles support the idea of lifelong education.

To develop the English skills and knowledge of the large percentage of the people outside the reach of formal education, and to offer education programs which can easily adapt and respond to the specific and immediate needs of a developing learners, out-of-school programs should be considered. There are some previous studies related to the acquisition and learning of English as a foreign language in non-formal English education in Indonesia (Putri, 2010; Nurhayati and Angkarini, 2013; Prastiwi and Nugroho, 2015). This study will only focus on a non-formal English Education in Indonesia, English Kampong of Kebumen (*Kampung Inggris Kebumen*). English Kampong of Kebumen is preferred because it provides two options of curriculum such as curriculum in formal classrooms to support the students from the formal education and free learning materials without following the English curriculum for the people who are not students in the formal school. Thus, this article will investigate more on the following questions.

- (1) How English Kampong of Kebumen, as a type of non-formal education, is built?
- (2) What are the teaching methods applied to make the learners in English Kampong of Kebumen speak English without any reluctance?
- (3) How the learners' perception of acquiring and learning English in English Kampong of Kebumen?

B. Methodology

1. Research Design

This research used qualitative case study. Qualitative research is a research that uses the natural background. A qualitative study does not use the statistical analysis procedures. The study is based on an effort to build their views are examined in detail, formed with words, holistic and complex pictures. Therefore, it is a descriptive one. The data is collected by means of observation and in-depth interviews.

2. *Participants* This study is conducted in *English Kampong of Kebumen*, Central Java, as one of non-formal English education in Indonesia. It is taken as the research setting under

consideration that this place is a branch of Indonesia most popular and success English Kampong, Pare, Kediri. There are many research related to English Kampong of Pare, yet there has not been a research related to its branches, whether it will adapt exactly the same techniques and/or whether it will be as success as the Pare's in making communities acquires and learns English as a foreign language. The sampling method applied is the simple random sampling, eight out of ten students that participate in the community and two English formal school teachers are randomly selected to be interviewed.

3. *Technique of Data Collection*

The research is conducted by observation on the process of English teaching and learning process in English Kampong of Kebumen that involving the teachers, the students, the activities, and the media. To gain deeper understanding on the data, in-depth interviews are done. The interviewees are the teachers and the students.

4. *Technique of Data Analysis*

According to Hartley (2004: 329), in a qualitative case study, data collection and analysis are "developed together in an iterative process," which can be a strength as it allows for theory development which is grounded in empirical evidence. Besides, a careful description of the data and the development of categories in which to place behaviours or process have proven to be important steps in the process of analyzing the data. The data may then be organized around certain topics, key themes or central questions, and finally the data need to be examined to see how far they fit or fail to fit the expected categories. Neuman (1997: 426) states that once a pattern is identified, it is interpreted in terms of a social theory or the setting in which it occurred and that the qualitative researcher moves from the description of a historical event or social setting to a more general interpretation of its meaning. In fact, "the ultimate goal of the case study is to uncover patterns, determine meanings, construct conclusions and build theory" (Patton & Appelbaum, 2003: 67). Finally, checking the findings with the participants can be a valuable part of the analysis and can enhance validity (Hartley, 2004: 330). Besides, the analyzing of data is enhanced by reference to the existing literature and using this to raise questions about whether the researcher's findings are consistent with or different from extant research.

C. **Findings and Discussion**

1. *How English Kampong of Kebumen as One of Non-formal English Education is Built.*

English Kampong of Kebumen (later will be termed as EKK) or *Kampung Inggris Kebumen*, which motto is "The Real Kampong of English" is an English Kampong that came from the former regent of Kebumen's idea in 2016. This kampong adopts the idea of English Kampong of Pare, Kediri. The regent wants the Kebumen human resources to be ready to face global era which will be started soon by ASEAN Economic Learners. EKK is a joint cooperation program between the government of Kebumen regency and Future English Education (FEE) Center Pare. EKK's visions is becoming a center of world class learning English speaking that based on faithfulness and holiness to God, social and culture. The vision is elaborated more in the mission of EKK, i.e. serve people from Kebumen and other areas in training English speaking or conversation in a relatively short time as well as strengthen the faithfulness and holiness to God and without forgetting the identity of Indonesia which are represented in the social and cultural norms. EKK is located in Jalan Jatijajar Km2, Ayah, Kebumen, Central Java. It is about 34 Km to the west from the Kebumen city center. This location is the same with that of Jatijajar Cave which has many astonishing tourist destinations.

The roadmap of EKK started from a comparative study to English Kampong of Pare which is led by the former vice regent of Kebumen at that time. It is followed by concept formulations, surveys on some locations, initiations of founders' team, management team, and secretariat team. Then, the socialization to the society and schools was done. Finally, the EKK was launched in August 9th, 2016 by the Kebumen regent. All of these processes are supported by the Kebumen government and the *Musyawarah Guru Mata Pelajaran Bahasa Inggris* as the forum of Kebumen English Teachers.

2. *Teaching Methods Applied to Make the Learners in English Kampong of Kebumen Speak English without any Reluctance.*

As mentioned earlier, one of the mission of English Kampong of Kebumen is serving people from Kebumen and other areas in training English speaking or conversation in a relatively short time. So, the main focus of English learning in English Kampong of Kebumen is on the speaking skill. In this part of the article, the teaching method used to make the learners in English Kampong of Kebumen speak English without any reluctance will be elaborated more. The data were collected through observation and interviews.

Among many methods in language teaching, EKK adapt the Direct Method as well as Audio Lingual Method. Brown (2007: 380) defines Direct Method as a language teaching method that emphasized direct target language use, oral communication skills, and inductive grammar, without recourse to translation from the first language. The basic premise of the Direct Method was that second language learning should be more like first language learning – lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules (Brown, 2007: 21). On the other hand, the characteristics of the Audio Lingual Method is the great deal of oral activity – pronunciation and pattern drills and conversation practice – with virtually none of the grammar and translation found in more traditional classes (Brown, 2007: 22). Thus, as a consequence of combining these two methods, the teaching method used in EKK has the characteristics as emphasizing English use; lots of oral and spontaneous interaction practices; pronunciation and patterns drilling; and none of the grammar and translation in the class. The role of teacher (in EKK the teacher is called as ‘tutor’) is then as the main center of learning and as a facilitator. It is teacher-centered, not either learner-centered or learning-centered.

English Kampong of Kebumen design curriculum and textbooks themselves. It is in line with the characteristics of non-formal education as mentioned by Abdulhak and Suprayogi (2012).

- a. It is focus on functional learning that based on learners’ needs.
- b. It is learner-centered.
- c. The time allocation is relatively short.
- d. The curriculum used is flexible, again, based on learners’ needs.
- e. The method and approach used are participative, which focus on inquiry learning.
- f. The relationship between learners and teachers is horizontal, informal, and intimate. Teachers or instructors act as facilitator.
- g. Local learning sources are used. Everything that is close to learners’ life is optimally brought to the class in order to help the learners to get a better comprehension.
- h. Then, the target of non-formal education is everyone who needs educational service to improve the cognitive, affective, psychomotor, and other skills (Ishak Abdulhak & Ugi Suprayogi, 2012: 45)

The EKK combines *pesantren* and English courses curriculum, most of the materials are related to speaking skills. As a result of the combination of the two methods and the two curricula, various classroom activities are done. While the learners are joining the EKK, they are staying in a kind of dorm for 20 days. It means they have more time to learn English. After the learners wake up, they do a prayer and praising Prophet Mohammad (*sholawatan*). Then, they take a bath and have breakfast. Around 7 a.m., they start the English class. The class is ended around 12 in the afternoon. From then until 7 p.m., the students have their private free time. They should still use English as much as they can during that time. The class starts again from 7 p.m to 9 p.m.

In teaching speaking, teachers should keep in mind that oral communication in fact is a two-way process between speaker and listener(s). In this form of communication, both the productive skill of speaking and receptive skill of comprehending or listening are involved. Spoken language has different characteristics from the written one. Oral discourse is usually unplanned; unstructured or fragmented; involved (interactive with listeners) and clustered. It also consists of reduced forms; reflects the processes of construction such as hesitations, reduced forms, fillers, repeats etc. and has different accents i.e. standard/ non-standard, regional or native (Brown, 2007: 269-271; Richards, 2008: 3-4). These all theories are adapted by the EKK in designing their teaching materials.

The teaching and learning activities is not always be done in a classroom. Sometimes they are carried out in the dorm terrace, in the field, or even in a nearer public place such as tourist destination (since its location is near to many tourism objects). Drilling are most activities done in the class, but sometimes the tutor also uses role-play and some communicative games. The teaching media is so traditional; the tutor only uses books, whiteboard, markers, and realia or real objects around the students. It is considered the easiest way to bring the material into the students' real life context.

As a complete teaching procedure, evaluation on what have been learned should be done. The evaluation is done to check whether the teaching objectives have been reached or not. In English Kampong of Kebumen, the tutors do the evaluation during the process as well as in the final of the course. The evaluation during the process is based on daily learners' performance in speaking. Every day, there is announcement about who the most active and best students are. It is then supported by the evaluation in the final of the course. There is a performance show at the end of the course called "Spectacular Show". At this show, the learners have to apply what they have learned and perform on a stage. They may perform role-play, MC-ing, singing, etc. All these achievements are then reported in a kind of certificate that will be given at the end of the program.

3. *How the Learners in English Kampong of Kebumen Acquire and Learn English.*

Based on the result of data analysis, the learners in English Kampong of Kebumen view language as a means of communication. Thus, they follow behaviorism, one of the three famous schools of thought. For behaviorism, learning process consisted of the formation of associations between stimuli and reflexive responses. In its simplest way, learning is a habit formation. As mentioned previously, most of teaching and learning processes in EKK are carried out through drillings with minimum translation allowed. It is an effort to make the language as a 'habit' for the learners.

In fact, it is not a bad technique. Even Krashen (2002) has suggested that acquiring and learning language can occur at the same time by use of routines and patterns. Routines are whole sentences or phrases, such as "How are you?", and patterns are sentence frames with open slots, such as "That's a ...". A performer can use routines and patterns without learned or acquired knowledge of its internal parts. Routines and patterns may be quite helpful, however, in establishing and maintaining social relations, and managing conversations. Supported by longer learning time allocation that is provided in EKK, it can be more beneficiary.

The technique used is also in line with principles of teaching and learning English as a foreign language. The main problem of teaching and learning English as a foreign language is the limitation of exposures target language in the real life context. So, it is teachers' responsibility to provide as much exposures as possible. In a formal education, it is rather difficult to be achieved; limited time allocation can be the most influencing factors. Based on the result of observation, the learners of English Kampong of Kebumen can have more time to practice their English speaking skills, use the skill in practical communication in real life context, and can get more input and exposures. It is in line with the roles of non-formal education, which are as a complementary, addition, or substitution of formal educations.

Moreover, based on the interviews on testimony of English Kampong of Kebumen, the students feel that the technique used is supporting their acquisition and learning of English. Students feel that they can reduce their affective filters for the teachers use varieties joyful activities, can meet lots of exposures, and can have sufficient intensive time to apply the learning materials in a daily life context. The respondents show positive response regarding this technique. The responses are summarized as follow.

Table 1. The Perceptions of Respondents Regarding the Teaching Technique in EKK

Respondent Number	Statement
Student_1	<i>"I think EKK is a real cool program. We can learn many things there, for example the correct pronunciation and how to speak English well. We also have the opportunity to use what we have learned in the real life situation. I'm really excited when I can practice my English in a tourist destination. The</i>

	<i>learning games are also effective to boost my mood in learning. English Kampong of Kebumen is my paradise".</i>
Student_2	<i>"EKK is a suitable place for learning English because we can enjoy the process of learning. The learning atmosphere is not as serious as what I usually face in the formal school learning atmosphere. The method, such as sholawat tenses, jurus, and in-pair-recalling are very useful to help us understand the materials. Those methods can also be applied when I have to prepare for my school exam. And I don't have to go far away to learn English, that's such fortunate!"</i>
Student_3	<i>"English is actually a language which is easy to be learned as long as we always practice and use it in our daily life. Here, in EKK, we are encouraged to always use our English. It's in line with the EKK jargon: English without practice is nothing. If you want to learn English in fun ways, I think EKK is the best place."</i>
Student_4	<i>"I've learned many things in EKK. The methods are really fun. For example, we learn English while we playing games and walking around the neighborhood. I've never experienced that before. After joining EKK, I can speak English more confidently without any hesitation".</i>
Student_5	<i>"In EKK, we can enjoy to speak English without feeling afraid of make mistake. It was very fun. I can also apply what I have learned here in my school."</i>
Student_6	<i>"I feel very happy and enjoy studying in EKK. I get new friends, new family, and new good habits. I can always speak English with my friends in my real life. After joining EKK, I got many improvements related to my English skills. I even got better mark in English subject at school."</i>
Student_7	<i>"I enjoy learning English in EKK. Now, I am brave to speak English with my friends and teachers. It changed my attitude in English. My English skills are improved."</i>
Student_8	<i>"By learning English in EKK, I can enlarge my knowledge and my skill. I also got many experiences in practicing English. I can practice my English with my friends every day since I wake up till I go to bed. I'm more confident in speaking English and I'm not afraid of doing mistakes."</i>
Teacher_1	<i>"I watched and observed my students when they learn English in EKK. They learn really well. It's a good place to practice their English skills. The activities are meaningful and enjoyable. The students feel comfortable and they find it challenging to speak English. It's an excellent place to acquire and learn English at the same time."</i>
Teacher_2	<i>"EKK is one solution for a fun English learn. In EKK, students can acquire English and practice their English in a fun way. They even learn how to do public speaking. They also can relate their culture with English culture. It's a real-life English learning. English is a difficult subject no more. "</i>

Since the main goal of English Kampong of Kebumen is making the learners able to speak or have conversation in a relatively short time, the technique used is quite effective and efficient. Nevertheless, if the learning objectives are more on reading and writing skills, this technique might not be reliable.

4. Conclusion

This study investigates and finds out how English Kampong of Kebumen, as a type of non-formal education, is built; what the teaching method used to make the learners in English Kampong of Kebumen speak English without any reluctance; and how the learners in English Kampong of Kebumen acquire and learn English. As a type of non-formal education, English Kampong of Kebumen was built as a joint cooperation between the government of Kebumen regency and the Future English Education (FEE) Center Pare. Because of that, the government gives full support to the program. The English Kampong of Kebumen plays a significant role in English teaching and learning in Kebumen; as a non-formal education that act as a complementary, addition, or substitution of formal educations.

The methods used in English teaching and learning process in EKK are the combination between Direct Method and Audio Lingual Method. The main purposes is to make the learners be able to speak and have conversation in English in a relatively short time. Most of the

techniques are drillings but the teachers also provide many exposures and combine it with various joyful activities. The language is viewed as a habit (behaviorism); so the teachers always give the learners routines and patterns. The language is also viewed as a means of communication; so the learners are encouraged to use the language as much as they can during the program. The evaluation then is carried out based on the learners' progress and achievement day by day. In addition, at the end of the program, the learners have to show their speaking skill in a performance of 'spectacular show' in which they can perform role-play, MC-ing, singing, etc. All these achievements are then reported in a kind of certificate that will be given at the end of the program.

Finally, based on the interviews on testimony of English Kampong of Kebumen, the students feel that the technique used is supporting their acquisition and learning of English as their foreign language. Students feel that they can reduce their affective filters for the teachers use varieties joyful activities, can meet lots of exposures, and can have sufficient intensive time to apply the learning materials in a daily life context. Students acquire the materials 'unconsciously'. Since the main goal of English Kampong of Kebumen is making the learners able to speak or have conversation in a relatively short time, the technique used is quite effective and efficient. Nevertheless, if the learning objectives are more on reading and writing skills, this technique cannot be reliable.

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An analysis of Students' Awareness of Language Use and Language Knowledge on EFL Learners

AUTHORS INFO

Fadilatul Huda
IAIN Bukittinggi
fadilatulhuda7@gmail.com
+6282383511183

Veni Roza, SS., M.Pd,
IAIN Bukittinggi
veniroz_501@yahoo.com
+6281363488597

Leli Lismay, M.Pd.
IAIN Bukittinggi
syarliatsiilah@gmail.com
+6281266080766

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Abstract

This research was conducted based on the observation of a language development program where students were required to use English on certain days that are monday and tuesday. The purpose of this research was to find out the level of students' awareness in language use and language knowledge. The researchers used descriptive quantitative method and the instrument used by the researchers was a questionnaire. Based on preliminary research, the researchers found some problems that occurred in the use of language and language knowledge in the VIII grade at MTs Sumatera Thawalib Parabek. There were some students talked without paying attention to the correct sentences and students rarely used English for communication or interaction. The sample was collected from 57 students of VIII grades MTs Sumatera Thawalib Parabek which used purposive sampling as the data was done by identifying the respondents' responses, analyzing the data and making a conclusion. The result showed that the mean score of students' awareness of language use has less awareness that the score is 58,74%. Furthermore, students' awareness of language knowledge has enough awareness which score is 68,98%.

Keywords: language awareness, language use, language knowledge

A. Introduction

Language is a tool for the human to communicate with each other. There are a lot of languages in the world which become the reason why language is important to be learned; otherwise, someone cannot communicate with other people who use different languages. Lismay (2017) states that language is the principal instrument of communication. It is the instrument to communicate between the speaker and the listener or the writer and the reader. By using language, people can interact with each other, express their ideas, mind, and wishes. Every country usually has more than one language spoken by the society. Language has an important role and everyone needs to learn it. It occurs because language is used by almost people in the world.

According to Syafitri (2019) English is the most popular language studied as the official introductory language of 42 countries in the world. In addition, English also serves as an influential international introductory language. It is known that English becomes the most influential language in the world. One in five people in the world is able to speak or perhaps at least she or he can understand what someone says in English. In Indonesia, English has been taught since junior high school besides formal education. There are a lot of English courses outside the classroom. In formal education, it seems that English only focuses on how to pass the exam rather than the usefulness of the language. This phenomenon leads English language learning to many problems. According to Kardenia (2019) learning English nowadays is not simply about producing sentences that are grammatically correct, but considering the appropriateness of those sentences based on mutual understanding among the language users. By considering the importance of acquiring intercultural competence in English, the students should be provided by some principles that lead them to know how to use English appropriately and accurately.

Language awareness is a term defined as the knowledge about language and language use. According to Association for Language Awareness (ALA) in Bilgin (2017), language awareness is a term defined as the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use. In other words, language awareness is people knowledge about language, a conscious understanding of how people learn language and use language.

Based on preliminary research on the 8th of July 2018 by observation with the second-grade students in MTs Sumatera Thawalib Parabek, the researcher found some problems. There were some mistakes during the students speaking. For example, they said "two again" instead of "two more". In Indonesian, the word "again" and "more" has the same meaning, however they cannot use it randomly in English. Another example, they said "where you eat?" instead of "where do you want to eat?", however the students need to consider the use of language structure. In fact, language structure cannot be separated in communication instead of speaking because people can get misconception. From this, the researcher assumed that most of the students just talked without paying attention to the correct sentence.

Based on the observation, there were language development programs where the teachers and the students were obligated to use English on certain days. The purpose of language development program was to increase the students' aim to speak English. It was not only used to raise students' aim but the program also engaged the students' motivation. Regarding to the goal of language development program, the students were expected to obey all of the obligation in order to gain the target. In the fact, the students rarely use English to communicate or interact with each other and the students tend to use Indonesian.

Based on the problem above, the researchers wanted to analyze about the students' awareness of language use and language knowledge. The researcher wanted to find out the students' awareness of language use and language knowledge. The research questions are formulated

1. What is the level of students' awareness in language use at MTs Sumatera Thawalib Parabek?
2. What is the level of students' awareness in language knowledge at MTs Sumatera Thawalib Parabek?

B. Literature Review

1. *Language Awareness*

Language awareness is a term defined as knowledge about language and language use. According to Association for Language Awareness (ALA) in Bilgin (2017), that language awareness is a term defined as the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching, and language use. In other words, language awareness is people's knowledge about language, a conscious understanding of how people learn the language and use language.

According to Irwandi (2014) the objective of language awareness is to make the learners have explicit knowledge about the target language and how to use such knowledge in language learning and language use. Language awareness assume that there is a direct relationship between learners' knowledge of formal aspects of language and how they use the language. In conclusion, Language Awareness is the improve motivation attention of language use for learners. Language awareness makes learners more conscious and sensitive about language and increase learner motivation to know about language. Moreover, language awareness make learner interesting in learning language especially English. A focus on language awareness is a key aspect of creating student-centered classrooms.

2. *Language Use*

Language use refers to the communicative meaning of language. According to Yoos (2009) language use is the way we do things with words. The notion of language use becomes vital in understanding the concept of a speech community, language use needs to be applied when we want to talk each other. As a student, awareness on the language use needs to be applied in each of our conversation. Awareness of language use supports us to give a good presentation, increasing competence and a good performance in environment. As the conclusion, Language use refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and the structures we use to make it. Language use need in learning situation, such as in classroom interaction is the action performed by the students and the teacher during learning in class.

3. *Types of Language Use*

According to Wong (2011) there are 3 types: Communicative language practice refers to activities that aim to practice language in a context where it also exchanges new information, for example, information gap activities. Structured communication practice refers to activities that are intended to enable students to use language to communicate in situations that elicit pre-learned language, but with some unpredictability, for example, structured role-play and simple problem-solving. Authentic communication practice refers to activities which allow learners to use language to communicate in situations where the meanings are unpredictable – again, drama, role-plays and group discussions are good examples. All these classroom activities involve varying degrees of unpredictability in terms of language and meaning. They aim to allow students to use the language

4. *Language Knowledge*

Language knowledge refers to the outward appearance or structure of language. Attributes are technical and practical knowledge that must be explicitly acquired by thoughts and actions, and are also transmittable. Such learning situations should not involve unpredictability, such as in the target language application – it must be predictable. According to Chomsky (1986) knowledge of language is normally attained through brief exposure, and the character of the acquired knowledge may be largely predetermined.

5. Types of Language Knowledge

According to Wong (2011) there are 3 types: Non-communicative learning refers to activities focusing on language forms such as substitution exercises. Pre-communicative language practices refer to activities that aim to practice language with some attention to meaning, but not communicating new messages with others. Examples of such are question-and-answer (Q/A) practice. Since these classroom activities do not involve any degree of unpredictability in terms of language and meaning, they are language knowledge-based classroom activities.

C. Methodology

1. Conceptual Framework

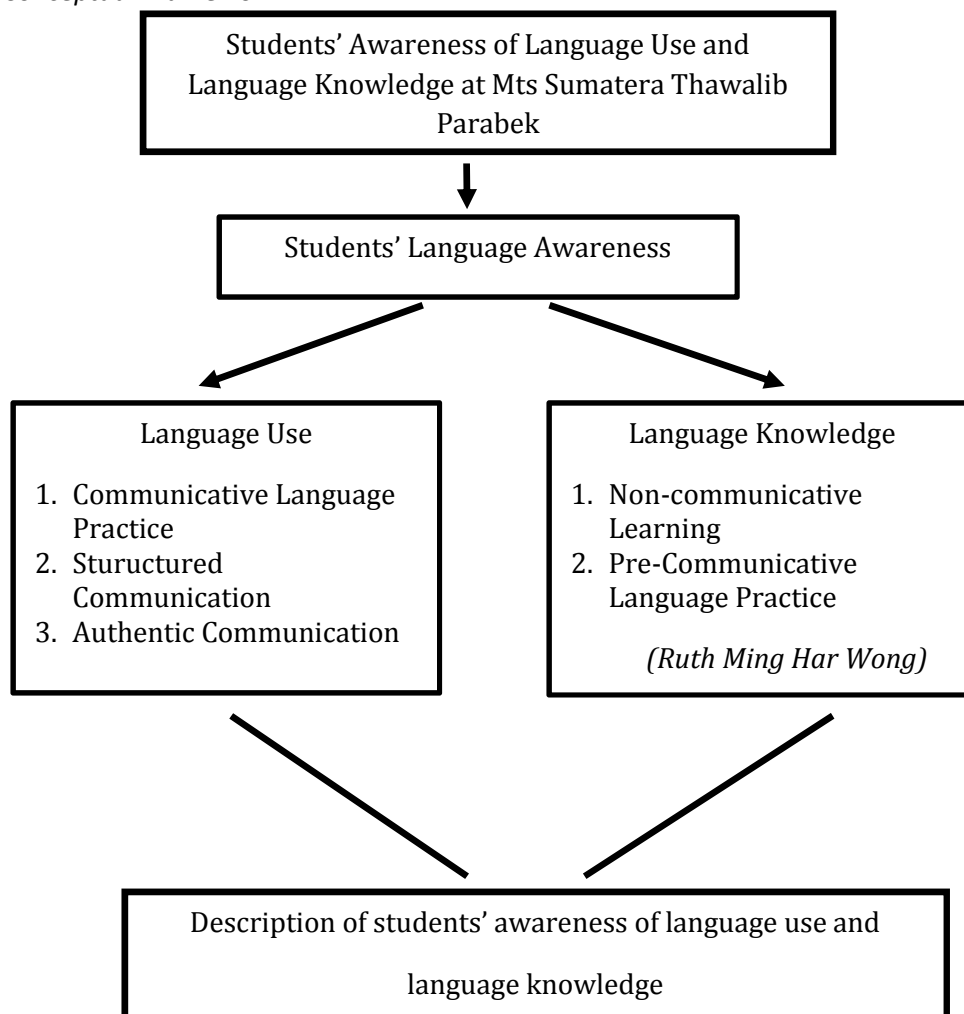


Figure 1. Conceptual Framework

Based on the figure above, the researcher investigated students' awareness of language use and language knowledge. The framework above shows that there are language use and language knowledge. However the researcher focuses on analyzing the data of language use and language knowledge and the researcher got the result of students' awareness of language use and language knowledge.

2. *Research Design*

This research used descriptive quantitative method. Descriptive quantitative research refers the semantic phenomenon via statistical, mathematical or numerical. The researcher analyzed the phenomenon that was found during the research.

The researcher conducted this research at the VIII grade of MTs Sumatera Thawalib Parabek. Based on this research, the researcher wanted to find the level of students' awareness of language use and language knowledge at second grade of MTs Sumatera Thawalib Parabek.

3. *Participants/Respondents/Population and Sample*

A population is a group of researcher decided to do the study that consists of individuals who have the same characteristics (Creswell, 2012). the sample was the part of the population which is going to be researched in this research in finding certain data. the sample was the part of the population which is going to be researched in this research in finding certain data. The population of this research was the VIII grade students in the MTs Sumatera Thawalib Parabek. There were six classes of the second grade in this school. The amount of the students in these classes were 186 students.

The sample was the part of the population which is going to be researched in finding certain data. The sample of this research selected by purposive sampling. Arikunto (2010) explains that the purposive sample is done not by considering the strata, random or area but it is based on the certain purpose, the technique is carried out based on several considerations, for example the reasons for limited time, personnel and funds. The researcher used purposive sampling for some considerations because there are two applicable classes which can be identified by the researcher as those considerable classes are appropriate to be investigated. There were two classes of second grade students as sample. The first is VIII.4 class consists of thirty students and the second is VIII.5 class consists of seventy-seven students. As a result, 57 students as a sample in this research.

4. *Instruments*

Instrument is also important. It is device to get the data. It should be chosen according to the data we need. It is needed to get result, so the researcher get a conclusion. For answering the research question, this research used questionnaire. According to Sugiyono (2014), questionnaire explained the technique of data collection carried out by giving a set of questions or statements to the respondent to answer. The research used closed ended questions. Closed ended questions are questions that expect short answer and expect respondents to chose one alternative from the answers to each question that has been available. Closed ended questions help respondents to answer quickly, and also make it easier for researchers to analyze data on all collected questionnaire. In this research, the students were asked for a response to the questionnaire. That were 25 statements in language use and language knowledge questionnaire. The questionnaire was used to find out the students' awareness of language use and language knowledge. The form of questionnaire was Indonesian, because to make sure the respondents understand the statements. In this research used the content validity. It means that the researcher should do validity to judge the questionnaire is valid by consulting the content expert. The questionnaire can be valid if it measures accurately as what was intended to be measured. It means that the research should do the validity to judge the questionnaire was valid by consulting the content validity to the expert. Syahrul, M.Pd, Drs. Genta Sakti, MA and Mutia Rahman, M.Pd were chosen as validator in this research because they were expert about variables of this research.

5. *Technique of Data Collection*

The crucial thing in doing the research is collected the data. In collecting the data, the researcher used close-ended questionnaire. Students' awareness are analyzed through the prepared questionnaire about students' awareness of language use and language knowledge. In line with the research design above, the data were taken from the questions that are given by the researcher. In

collecting students' awareness of language use and language knowledge result, the researcher gave a questionnaire to second grade students in MTs Sumatera Thawalib Parabek. This questionnaire conducted to make sure that the students' result was originally their awareness of language use and language knowledge. Students' responses to the question are being statically analyzed.

6. *Technique of Data Analysis*

The analysis of data would do at the end of the research. This data were analyzed by using formula that stated by morrisan which was used to describe a data to a single variable or question on instruments. The analysis was used for answering the research questions, that was to find out what was the students' awareness of language use and language knowledge at MTs Sumatera Thawalib Paraek. In this research, the data were analyzed by using these following steps:

a. Analyzing the data

The researcher analyzed the students' answer by using Likert scale. There were five options in answering the questionnaire. Those were always, often, sometimes, rarely and never. The point of always was valued as 5, meanwhile, the point of often was valued as 4, 3 point for sometimes, 2 point for rarely and 1 point for never.

b. The researcher calculated frequency (f) of respondents' answer. The technique of analyzing the data in this research was percentage technique by using the formula $P = f/n \times 100\%$

c. Then measuring Mean of the data by using a formula $\bar{X} = \sum fx / N$

d. Drawing the conclusion

The researcher calculated all the data percentages got from each indicator to gain the conclusion for each indicator. Furthermore, in order to draw the conclusion, the total of data result was calculated into the table of data interpretation to see the amount of percentages result. Categorizing the students' awareness as followed:

Table 1
The Data Interpretation

Mean Score	Perception
76% - 100%	Good
56% - 75%	Enough
40% - 55%	Less
> 40%	Poor

D. Findings and Discussion

1. *Findings*

In this section, the researcher presented the data collected from January 14th until January 20th 2020 at the second grade in MTS Sumatera Thawalib Parabek. The data were presented to answer the following research question: what is the level of students' awareness in language use at MTs Sumatera Thawalib Parabek and what is the level of students' awareness in language knowledge at MTS Sumatera Thawalib Parabek?

The finding is divided into two indicators; according to Wong (2011) there are language use and language knowledge. The following description of students' awareness of language use and language knowledge.

A. Language Use

In the theory according to Wong (2011), language use consists of three indicators. They are; communicative, structured, and authentic. In the questionnaire there were 5 statements per each indicator. The results of students' answer are displayed in the diagram as follows:

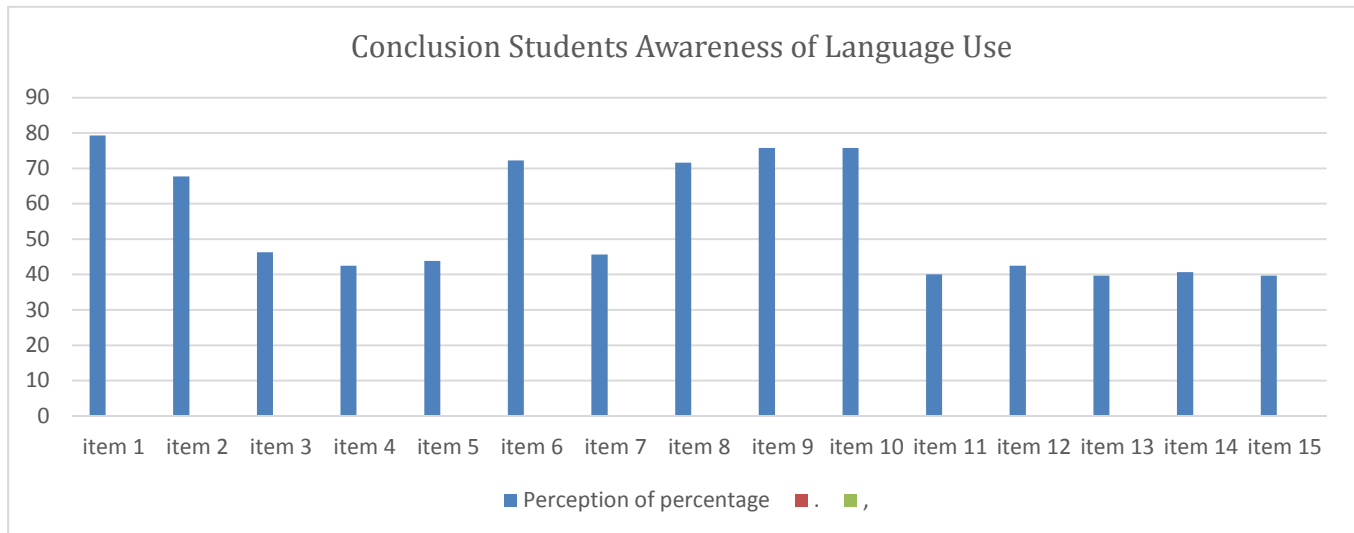


Figure 2. Students' Awareness of Language Use

The mean percentage of this finding was 58,74%/ . Based on the diagram, it can be concluded that the students' awareness of language use was "less". Half of students of second grade at MTs Sumatera Thawalib Parabek are not aware to use English, whereas in MTs Sumatera Parabek there are language development programs where the teachers and the students are obligated to use English on certain days.

B. Language Knowledge

In the theory according to Wong (2011), language use consists of three indicators they are; non-communicative learning and pre-communicative language practice. In the questionnaire there were 5 statements per each indicator. The result of students' answer is displayed in the diagram as follow:

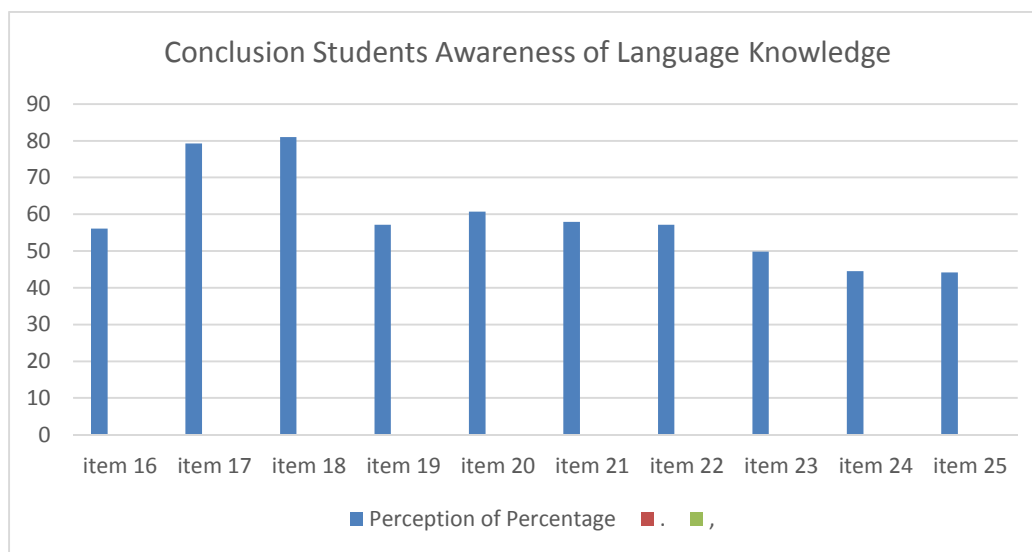


Figure 3. Students' Awareness of Language Knowledge

The mean percentage of this finding was 68,98%. Based on the diagram table, it can be concluded that students' awareness of language knowledge was "*enough*". Some of students wrote the new vocabulary in a memo to remember the word, even though some of students didn't use the correct sentence when they spoke. For example, they say "two again" instead of "two more". In Indonesian, the words "again" and "more" have the same meaning; however the students cannot use "again" and "more" randomly in English.

2. Discussion

Awareness is same as consciouness. According to Roza (2014) consciouness is as awareness. Awareness is state or ability to perceive, to feel or to be concious of events, objects, or sensory patters. More broadly, it is the state or quality or being aware of something. Meanwhile language awareness is a term defined as knowledge about language and language use. According to Association for Language Awareness (ALA) in Bilgin (2017) language awareness is a term defined as the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use. In conclusion language awareness is the improve motivation attention of language use for learner. Make learner more concious and sensitive about language and increase learner motivation to know about language.

Based on the finding of the data above, there were two findings in the questionnaire. It showed that there were 25 items that were answered by 57 students as sample. One statement consisted of 5 possible answers. They were: always, often, sometime, seldom, and never. From the table above it can be seen that there were 3 indicators of language use and 2 indicators of language knowledge. It is found in language use there are: the first is communicative language practice, the mean percentage was 55,9% which means that the students have enough awareness in communicative language practice. The second is sturctured communication practice, the mean percentage was 68,2% which means that the students have enough awareness in structured communication practice. The third is authentic communication practice, the mean percentage was 40,5% which means that the students have less awareness of authentic communication practice. The next in language knowledge there are: the first is non-communicative laerning, the mean percentage was 77,9% which means that the students have good awareness on non-communicative learning. The second is pre-communicative language practice , the mean percentage was 50,7% which means that the students have less pre-communicative language practice.

From those findings, it can be concluded that the first finding was language use. Language use refers to the communicative meaning of language. According to Yoos (2009) language use is the way we do things with words. The notion of language use becomes vital in understanding the concept of a speech community, language use needs to be applied when we want to talk each other. As a student, awareness on the language use needs to be applied in each of our conversation. Awareness of language use supports us to give a good presentation, increasing competence and a good performance in environment. the mean percentage of about the students' awareness of language use was 54,88%. Based on the data interpretation in table 1, it can be concluded that the students' awareness of language use was less. Half of students of second grade at MTs Sumatera Thawalib Parabek were not aware to use English, whereas in MTs Sumatera Parabek there were language development programs where the teachers and the students were obligated to use English on certain days.

The second finding was about students awareness of language knowledge. Language knowledge refers to the outward appearance or structure of language. Attributes were technical and practical knowledge that must be explicitly acquired by thoughts and actions, and were also transmittable. Such learning situations should not involve unpredictability, such as in the target language application – it must be predictable. According to Chomsky (1986) knowledge of language is normally attained through brief exposure, and the character of the acquired knowledge may be largely predetermined. The mean percentage of this finding was 58,81%/ based on the interpretation table, it can be concluded that students' awareness of language knowledge was

“enough”. Some of students wrote the new vocabulary in a memo to remember the word, even though some of students didn’t use correct sentence when they spoke. For example, , they say “two again” instead of “two more”. In Indonesian, the words “again” and “more” have the same meaning; however the students cannot use “again” and “more” randomly in English.

According to the findings that were investigated by the researcher toward two formulation of the problem, the researcher concludes that the students’ awareness of language knowledge have the higher than students’ awareness of language use, because the percentages showed the students’ awareness of language knowledge is enough (68,98%), while students’ awareness of language use is less (58,74%).

E. Conclusion

From the above findings, the conclusions can be drawn that the students’ awareness of language knowledge was higher than the students’ awareness of language use. It is expected that the students could follow Language Development Program seriously, because the students actually has the less awareness on language use and enough awareness on language knowledge. the researcher would like to suggest, it is expected that the students could follow Language Development Program seriously, because the students actually has the less awareness on language use and enough awareness on language knowledge. Surround yourself in English. Put yourself in an all English environment where you can learn passively because if you can do it, you can also make people more aware of using English.

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The Effect of Task-Based Language Teaching on Students' Speaking Skills in EFL Classrooms

AUTHORS INFO

Sualih Mussa, Ph.D
Department of English Language & Literature,
Debre Markos University, Ethiopia
tagelesualih@gmail.com
+251911045440

Yoseph Zewdu, Ph.D
Department of English Language & Literature,
Debre Markos University, Ethiopia
yosephzewdu@gmail.com
+251912086298

Mr. Yenew Mekonen, MA.
Addis Alem secondary school,
Awi Zone, Ethiopia
yendet27@gmail.com
+2510912344413

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Abstract

The purpose of this study was to investigate the effect of context specific task-based language teaching approach on students' speaking skills. The study was conducted on grade 9 students of Addis Alem Secondary school which is found in northern Ethiopia. For this purpose, quasi-experimental research design was employed. Two sections which contained 92 grade 9 students were selected using purposive sampling technique based on similarity of group identification test score. After identifying the control and experimental groups, speaking test (pre-and post-test) and students' questionnaire (for experimental groups only) were used to get data. To test the reliability of the speaking test, Cronbach's alpha was calculated. The internal consistency of the questionnaire gained from 27 pilot group students was 0.783. Thus, the tools of this study were reliable. The validity of the treatment

manual, the pre-test and the post-test were also evaluated by two well experienced EFL teachers in a nearby school. T-tests were run to compare the improvement between and within groups. When we see the findings of the study, the paired sample t-test result revealed that the experimental group students showed a progress in their speaking proficiency after the treatment. There was statistically significant differences at (sig.2-tailed=0.000) between the mean scores of the experimental group on the speaking pre-test and post-test. Again, the result of the independent sample t-test indicated that there were statistically significant differences (sig.2-tailed=0.000) between the mean scores of the experimental group exposed to the designed context specific task-based program, and the control group receiving the tasks in the text book on the post-test in speaking proficiency. Moreover, the result of experimental group students' questionnaire showed that task-based instruction had a positive impact on students' speaking skills, as well. Finally, based on the findings of the study, recommendations were forwarded on how to improve the students' speaking skills.

Keywords: task based language, speaking skills

1. Introduction

1.1 Background and statement of the Problem

In studying English as a foreign language (EFL), speaking skill is one of the most essential skills to be mastered due to its importance for academic, social and professional purposes. However, the proficiency of students may not become practical as it is aspired. A number of language teaching methods have been introduced to better serve the student population in making them proficient in using the language. Currently, Communicative Language Teaching (CLT) is the dominant method which is implemented in many schools all over the world. Communicative Language Teaching (CLT) has some varieties, among which task-based language teaching (TBLT) is one of them. According to the findings of some language researchers (Kasap, 2005; Rahman, 2010; Murad, 2009; Ehsan, et.al, 2019), task-based language teaching (TBLT) has a lot of advantages not only in improving the students' speaking skills but also other skills. As Prabhu (1987) proposed, it helps to teach in a meaningful manner and make students to use the language in groups.

In Ethiopian schools, it is a common experience that after studying English for many years, students do not show satisfactory progress in their language skills in general and speaking proficiency in particular. Among the problems mentioned by EFL teachers about this issue, the relevance of English language textbooks, lack of motivation and teachers' focus on form-based instead of meaning-based instruction in the teaching and learning process. These are often observed in the secondary schools throughout the country. English is taught using communicative approach from grade one to grade 12 to develop their proficiency although both teachers and students complain that their success is not satisfactory.

In Ethiopian context, there have been some studies (Hailu ,2011; Taggesse, 2008; Biruk, 2016;Yalmzewd ,2017) conducted on the use of task-based Language Learning (TBLL) in the EFL classes in order to look for better teaching and learning process. The results showed that although teachers and students have positive perception to implement TBLL, they did not use it effectively as forwarded by theoreticians. It seems that they do have problems in understanding and using the procedures.

The current research was initiated to see if TBLT could be a good alternative to help students improve their speaking skills. This is because EFL teachers used the textbook but students did not have motivation to do speaking activities; the students reported that the tasks are not meaningful and attractive. EFL teachers also shared this idea that speaking tasks in grade 9 text books are not contextualized to be meaningful for the students' social and cultural backgrounds. Thus, we were

initiated to do this experimental study by raising the following questions to check if TBLT is helpful for these students.

1.2 *Research Questions*

The study tried to answer the following research questions.

1. Is there any statistically significant mean score difference between the experimental and control groups after the intervention?
2. Is there any statistically significant mean score difference within the experimental groups after the intervention?
3. What is the students' perception towards the use of context specific task-based instruction to teach speaking skills in EFL classroom?

1.3 *Objectives of the study*

The study has the following specific and general objectives

1.3.1 *General objectives*

The main objective of this study was to examine the effect of context specific task-based language teaching on grade 9 students' English language speaking skills.

1.3.2 *Specific objectives*

The specific objectives of this study are to find out:

- a. if there is statistical mean score difference between the experimental and control groups
- b. if there is a statistical significant mean score difference within the experimental groups after the intervention
- c. students' perceptions towards task based instruction to teach speaking skills

2 **Literature review**

2.1 *The Meaning of Task*

The term task can mean different things to different people (Leaver and Willis, 2004). Just as there are weak and strong forms of communicative language teaching, there are different definitions of the word 'task'. Different definitions show that tasks are meaning focused. In other words, learners are free to use whatever language they want in order to convey their intended meaning and to sustain the interaction.

Prabhu (1987) defined a task as an activity which requires learners to arrive to an outcome from given information through some processes of thought which allowed teachers to control and regulate it. Therefore, a task needs learners and teachers to be committed on processes for their effectiveness. Nunan (1999) defines task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. Willis (1996) asserted that task is a goal-oriented activity with real outcome. Skehan (1998) also defined task as an activity in which: meaning is primary.

2.2 *Meaning of Task-based language teaching*

Richards and Rodgers (2001) and Ellis (2003) define task-based language teaching (TBLT) or task-based instruction (TBI) as an approach in which communicative and meaningful tasks play a central role in language learning and in which the process of using language appropriately carries more importance than the mere production of grammatically correct language forms. Therefore, TBLT plays a prominent role in teaching language especially for purpose. In other words, tasks are prepared in order to develop the students' communicative ability by focusing on getting something

done while using the language rather than following the strict rules. Task-based instruction can also be defined as an approach in which communicative and meaningful tasks play the central role in language learning and in which the process of using language carries more importance than mere production of correct language forms. Therefore, TBI is viewed as one model of Communicative Language Teaching (CLT) in terms of regarding real and meaningful as the primary feature of language learning (Richards & Rodgers, 2001; Willis, 1996).

Task-based teaching constitutes what Howatt (1984:41) has termed a “strong communicative approach”. This is because it aims at teaching learners engaging in authentic acts in the classroom. It requires learners to treat the language they are learning as a tool. Authentic language use, the real use of real language in classroom content, fosters a learning environment in which learners have their own say; they gain communicative practice within their own sense of the defined goals in TBI.

In other words, learners are to learn the language as they use it. Because of this, communicative language use comes into focus as an essential aspect of a task-based framework (Willis, 1996). In addition to developing communicative capability, attention to form is fundamental for language learning. Even though TBI emphasizes the primacy of meaning, a focus on form has a parallel importance in the language learning process (Bygate, Skehan & Swain, 2001).

2.3 *Guidelines for Designing Effective speaking activity tasks*

According to Long (2015), the following are some of the guidelines that should be considered when speaking tasks are prepared.

1. The speaking tasks should include variety types of activities. Activities in the classroom should always mirror the linguistic reality of the outside world.
2. Create situations. In order for students to be able to use it when they need to realize in what situations certain pieces of language are used.
3. Include balanced approach. Students need practice in accuracy work and opportunities for fluency work through a combination of class, pair and group work.
4. Primarily focus on meaning. The primary focus of the task should be on meaning. When the students try to understand the meaning of the task, unintentionally they improve their speaking skills.
5. Make it purposeful. In real life when two people engage in conversation, we can be fairly sure that they are doing so for a reason.
6. The speaking activity tasks should be contextualized. Tasks should prepare in line with the experiences, realities and linguistic abilities of the students.
7. Speaking activity tasks should stimulate interaction and be generative in terms of language.
8. Speaking skill tasks should have appropriate instructions.
9. Speaking skill tasks should be designed based on the three phases of task-based language teaching. I.e. pre-task, during task and post task.

2.4 *Phases of Task-Based Language Teaching*

Though the phases of TBLT have been named differently depending on framework of the researchers, main actions and objectives of these phases remain nearly the same. In general, Task based language teaching include three phases- pre task, during task and post task.

2.4.1 *Pre-Task*

The pre-task phase works as an introduction for the topic to be taught in class and the tasks as well. It can be considered as the warm up activity to start the class interestingly. Here, the students get the opportunity to recall things that they know about the topic and also get an idea about what will be expected from them at this stage. The purpose of this phase is to prepare the students to perform the task in such ways that will promote language acquisition. Teacher in this phase might support students in performing a task which is similar to the task that they will perform in the

during task phase. Also, engaging students to designed activities and strategic planning of the main task performance for preparing them to perform the upcoming task.

Moreover, in most cases, it is teachers who control the timeline of classroom activity decide how much time will be spent to each item on the agenda, how long a particular whole-class discussion will take, and how much time will be devoted to the performance of a particular task. It is teachers, too, who get to decide to which extent a focus on meaning and a focus on form will be balanced and which particular forms will be highlighted, practiced, or covered explicitly (Breen, 1989). Long (2015) argued that in a task-based approach, teachers should firstly be guided by an analysis of the students' second language learning needs rather than the syllabus before selecting the contents and determining the focus of the actual session select content and determine the focus of actual lesson activities.

2.4.2 During Task

The next stage is called the during task phase in which the teacher plays an active role. In this stage tasks come to life. It can be divided into three parts starting with the task itself, followed by its planning and finally the report stage. The task-as-work plan (Breen, 1989) in this stage turns into a task-in-action and a task-in-interaction. Van den Branden (2009) emphasized that tasks in this stage do not necessarily determine learning. It is the intensity and quality of effort students put in reading, writing, speaking, listening, and also coping up with the situation demands they are exposed to which will determine the learning from TBLT. Also, the mental activity that students engage in while working with tasks and the verbal interaction will leave an impact in this regard. In this phase, teachers have some to pay a significant role.

The teacher remains a crucial interactional partner in task-based language classrooms, by taking the role of motivator, organizer (making sure that students know what they are expected to do and organizing different aspects of task performance), and, last but not least plays the role of a conversational partner and supporter who can feed the language-learning according to needs of different students in a different ways (Van den Branden, 2009).

In this stage, the teacher should also produce a wide variety of questions, cues, and prompts to elicit learner output. Providing feedback on the students' written and speaking output is also an important aspect of this stage. Feedback may come in different shapes, including explicit corrections, recasts, confirmation and clarification requests, meta-linguistic comments, extensions, and elaborations incorporating a focus on form in the meaning-oriented work that the students are doing.

2.4.3 Post Task

This is the final stage and it allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. After the performance of tasks, teachers use the post task stage to look back on the students' performance focusing on forms to foster learners' language accuracy and complexity. In this stage, teachers are expected to assess students' task performance and language development through standardized, official tests or tests included in their syllabus.

However, teachers might also design tests themselves following task based language teaching or by observing and evaluating of students' task performance during class on the basis of their assessment and the feedback that they have provided before. Here, teachers are expected to use meaningful tasks for the assessment purpose and evaluating whether students have performed according to the task rather than focusing on specific linguistic forms with a view to providing feedback to the learner for facilitating language improvement (Long, 2015). Also, task repetition aids the shift of focus on forms as it is often difficult to acquire the rules rather than memorizing it for shorter periods.

Language teachers and learners feel, behave, and interact differently from day to day, and the language and tasks they work on vary, making every lesson unique. Global prescriptions and

proscriptions, therefore, are unwarranted and doomed to failure. Teachers will have lesson plans, but they will need to react differently in real time to situations as they arise (Long, 2015).

3. Methodology

3.1 *Design of the study*

This study followed quasi- experimental research design because it is an appropriate technique to test the effectiveness of context specific task-based instruction on students' speaking skills.

3.2 *Research setting and participants of the study*

The study was carried out in Addis Alem General Secondary School which is found in Guagusa district in Awi Zone of Amhara regional state, Ethiopia. Among the four sections of grade 9, two were taken as participants of the study since the researchers have close contact with the school. Thus, it helps them for frequent follow up of experiment and creates a better opportunity to gather accurate information easily and successfully. The study was conducted in 2019 academic year.

Two sections were taken using purposive sampling because these section students scored nearly similar results in the group identification speaking test. They were almost similar in their socio-economic status. Consequently, almost homogeneous participant students were selected in each intact group or section. Later on, section B students were selected as control group and section D students were selected as experimental by using simple random sampling technique. There were 46 students in each class.

3.3 *Data gathering instruments*

The researchers used speaking tests and questionnaire as a tool for this research. Almost similar subjective speaking tests were used to collect data from participant students in both the experimental and the control group about their speaking skills before and after the treatment. Subjective types of tests were used to measure students' speaking skill because they are better ways of testing communicative skill.

The researchers piloted these speaking test questions in the same school using other section students who were not selected for the experiment. This helped to estimate the time taken to answer both pre-test and post-test speaking questions and to check the reliability of them before distributing to the experimental and control group students.

3.3.1 *Pre-test*

Pre-test was done prior to the intervention to make sure those participants of the experimental and control groups were at the same level of speaking skills before starting the experiment. The questions were adapted and evaluated by experienced two preparatory English language teachers. Four questions were adapted to assess students and the evaluation scheme of speaking test was adopted from Van den Branden (2009) (2004). Next the result mean scores of both the experimental and the control group students were calculated and compared using t-test to look if there was statistically significant mean score difference between the two groups.

3.3.2 *Post-test*

Four post-test questions were taken from TOEFL speaking tests with slight modification. Each student in both the control and the experimental was given two minutes to answer the questions and the evaluation scheme of speaking test which was adopted from Brown (2004) to see changes in fluency, grammar, vocabulary, pronunciation and comprehension. Then, the mean scores of both the groups was computed and compared to see the difference or the effectiveness of the proposed task based program by using T-test.

3.3.3 *Students' questionnaire*

In this study, the students' questionnaire was used to measure the perceptions of the experimental group students in response to the program in their speaking skills improvement after the treatment. The questionnaire was adapted from Brown (2004). The questionnaire was piloted in the same school in other group of students before it was distributed to the experimental group.

3.4 *Treatment Procedures*

Before the treatment, the researchers carried out a pre-test on participant students in both the control and experimental group to examine their speaking skills proficiency difference at baseline. Then, to measure the effects of contextual task-based instruction, they prepared a context specific task-based manual which has six topics based on the guidelines used for designing effective speaking activity to teach the treatment group students. Three of the topics of the tasks: debate, shopping and puzzle were taken from the grade nine English text book and improved based on the guidelines used for designing speaking tasks, and the other three topics of the tasks i.e. storytelling, asking and offering invitations and my hobbies were taken from a guide book: "Key to Basic Concepts of Spoken English". Before the treatment, the manual was evaluated by other English language teachers. The students were taught for 3 hours per week for about six weeks. They were taught by a teacher who used to teach them.

While context specific task-based instruction was used in experimental group, the usual instruction was used in the control group because the aim of the research was to find out the effects of context specific task-based instruction in the improvement of students' speaking skills. Both the experimental and control groups received instruction on the same shift by the same teacher. Finally, the post- test was given after the implementation of the treatment and the questionnaire was distributed to the experimental group students.

3.5 *Data Collection Procedures*

First, after getting the permission from the school principal, the preparation was done to conduct the study. The purpose of the study was explained to the participants of the study briefly. Next, the group identification speaking test was given to participant students and recorded.

The questions were asked by one of the researchers and the results were scored by the others. Again, after the intervention, a post-test was given for both the control and experimental group students in the same way as the pre-test. Then, questionnaire was distributed for the experimental group students. Finally, the result of all the data gained from these tools were analyzed and triangulated.

3.6 *Ethical Consideration*

A researcher should respect rights, needs, values and desires of the participants according to the Helsinki declaration of ethical principles in doing research. First, the researchers got permission from the school principal to carry out the study on grade 9 students. The proposal was evaluated by the post graduate research evaluation committee, which is found in the Department of English Language and Literature at Debre Markos University, Ethiopia.

Then, the researchers informed the participants about the purpose of the study and how the data is collected. Informed consent was obtained from the students to participate in the study. As the treatment can be considered as a kind of tutorial, there is no harm in getting extra training in the opposite shift for these students. Care was taken about anonymous and confidential nature of the study in not sharing the background details of the participants to a third party.

4. Data Analysis and Discussion of Findings

4.1 Data Presentation and Analysis

The first question raised was if there was a statistically significant mean score difference between the pre-and post-test results in the performance of experimental and control group students. The following data shows this result.

Table 1: Paired sample T-test results of control group

Variables	N	Mean	Mean difference	Std. Deviation	T	Df	Sig(2-tailed)
Pre-test for control group	46	10.760	0.153	1.649	1.159	45	0.253
Post-test for control group		10.913		1.603			

*The value of t-Table is 2.00 at p 0.05 level of significance

As indicated in the above Table, the calculated Table value of t is 1.159 and the critical Table value of t is 2.00 (df=45) at 0.05 level of significance is 0.153. To say there is a significance difference on the mean scores of students' speaking skills of the control group, the calculated t-value should be greater than the critical Table value of t. Hence, the calculated t-value (1.159) is less than the critical Table value t (2.00). Therefore, it is insignificant. Besides this, the p-value (0.253) is greater than the standard level of significance (0.05). This confirms that the participants in the control group did not show a significant improvement in their speaking skill after learning the speaking activity lessons in the text book.

Table 2: Paired sample T-test results of experimental group

Variables	N	Mean	Mean difference	Std. Deviation	T	Df	Sig(2-tailed)
Pre-test for experiment	46	11.152	5.81	1.074	16.863	45	0.000
Post-test for experiment		16.957		1.920			

* The value of t-table is 2.00 at p 0.05 level of significance

The mean score difference is 5.81 and the critical t-value (df=45) at 0.05 level of significance is 2.00, and the calculated t-value is 16.863. We cannot simply judge there is a significance difference between the pre and post-tests by looking the mean difference. We should also look at the T value and the p value.

As it is said earlier, when the calculated t-value is less than the critical Table value of t, then there is no significance difference between the two means. However, the observed t-value (16.863) is greater than the critical t-value (2.00) showing there is the presence of a significant difference between the experimental group students' pre and post-test mean scores. Besides this, the p-value (0.000) is less than 0.05. Therefore, it is significant. From this, we can conclude that the experimental group students' speaking skills performance is improved as a result of the treatment.

The other question was looking at if the experimental group students' speaking skills improved more significantly than the control group students' after the intervention. The following table presents the data for this question.

Table 3: The Independent T-test mean scores for the control and experimental group students' pre-test results

Test type	Group	N	Mean	Mean difference	St. Deviation	Df	T	Sig (2-tailed)	Levine's test for equality of variance
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									F	Sig
Pre-test Result	Control	46	10.760	0.392	1.649	90	1.348	0.181	13.487	0.000
	Experimental	46	11.152		1.074					

* T-Table or critical valve 2.000 at 0.05 level of significant

The mean scores of the control group and the experimental group was found to be similar 10.760 and 11.152 respectively. The experimental and the control group participants' result were calculated using Leven's test for equality of variances. Here, the P- value (level of significance) of the Levine's test for equality of variances is greater than 0.05 (sig=0.181). This implies we consider Leven's test assumptions for analysis. At the same time if the value of t-Table is greater than the t-calculated, it is significant, but if the t-calculated is less than the t-Table (critical value). Then one can conclude, as there is no statistically significant difference between the two groups being compared. Similarly, if the p-value is less than 0.05 (the standard limit of significance), it can be said there is significance difference between the average score of the groups. However, if the p-value is greater than 0.05, the difference is non-significant. The researcher applied this principle to determine significant difference between the groups in this study.

The t-calculated of the pre-test was less than the value of t-table with 90 degree of freedom (t-calculated =1.348 t-table =2.000, df = 90). In addition to this, the p-value is greater than the assumption 0.05 (p=0.181> 0.05). This shows there is no difference between the two groups being compared. Accordingly, we can conclude that there is no statistically significant difference between the experimental group and the control group students in their speaking skills performance before the intervention.

Table 4: The Independent T-test mean scores for the control and experimental group students' post-test results

Test type	Group	N	Mean	Mean difference	St. deviation	Df	T	Sig (2-tailed)	Levine's test for equality of variance	
									F	Sig
Post-test result	Control	46	10.848	6.11	1.673	90	16.269	0.000	0.531	0.468
	Experimental	46	16.957		1.920					

*T-Table or critical valve 2.000 at 0.05 level of significant

The post training performance mean scores of the control and the experimental groups were compared in table 4. For this analysis, the critical t-value (df=90) at 0.05 level of significance is 2.00, and the calculated t-value is 16.269. The calculated t-value is greater than the critical t-value (16.269>2.00 at (df=90)) with the mean difference is 6.11 and the p-value 0.000 is less than 0.05; hence, there is significant difference between the average scores of the groups. From this, we can summarize that context specific task-based language teaching helps the students to improve their speaking skills.

Questionnaire was also used to see the attitudes of students towards task based instruction. The following table shows what students feel.

Table 5: Experimental group students' feelings to the treatment

No	Scales	Grand mean
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1	The effect of tasks on their speaking skills	3.01
2	The appropriateness of the content of the designed material	4.58
3	Students' general feeling about the experiment	3.29

According to table 4 most of the participants strongly agreed that context specific task-based language teaching enhances understanding between interlocutors at the time of conversation. It shows that experimental group students had positive feelings on context specific task-based language teaching to develop the components of speaking skills, i.e. pronunciation, vocabulary, fluency, grammar and comprehension.

With regard to the impact of the treatment, the students reported that it minimizes their shyness or frustration, increases their motivation to speak, promotes the use of English language, helps to involve actively in pairs and groups, develops critical thinking skills, and provides conducive classroom atmosphere to learn speaking skill. Generally, it is observed that the treatment helped students to be communicative in using their speaking skills. In relation to the tasks of the teaching materials, the participants reported that they were prepared based on the students' cultural and linguistic backgrounds, included variety types of activities and had easily understandable language. Generally, it was obtained that task-based instruction has a positive impact in improving speaking skills.

4.2 Discussions of the Findings

As to the analysis of the data, the control group students didn't show significant mean score difference after the intervention because they didn't receive well organized speaking tasks. Ellis (2003) states that to develop speaking skills of the students, speaking tasks should be designed in line with the learners' linguistic and cultural backgrounds. Long (2015) also states that tasks should be prepared based on the guidelines used for designing speaking activity. But the speaking activities in students' textbooks were not designed based on the linguistic and cultural backgrounds.

Students in the experimental group, however, show a significant improvement after the treatment was given because the tasks were designed based on the guidelines stated in the literature review which were formulated by Long (2015). When the researcher observed the experimental group students during the intervention, most of them were actively participating and eager to speak without frustration.

With regard to question two which asks if the experimental group students' speaking skills improved more significantly than the control group students after the intervention, it was found out that the experimental group scored better than the control group because students in the experimental group had opportunities to improve their speaking skills due to the nature of the tasks. Before the treatment, the learners used fillers as long pauses, whereas after teaching, they used fillers as short pauses, indicating the flow of speech.

The experimental group students learnt tasks which invite the learners to do the activities with their own interest. According to Skehan (1998), in task based learning, the tasks are central to the learning activity. The method is based on the belief that students can learn more effectively when their minds are focused on the task rather than on the language they are using. The experimental group students learnt these types of tasks in such ways and their speaking was improved.

Thus, we can generalize that context specific task-based language teaching helped the students to talk using correct and grammatical sentences, to be fluent speakers and to express feelings freely. Regarding this, Willis (1996) stated that in the task-based framework, it is desirable that learners achieve accurate and fluent use of language.

Furthermore, it was found out that students had a positive feeling towards the use of context specific task-based instruction in improving the elements of speaking skills. That means, the

perception questionnaire result showed that students believed their fluency, accuracy, vocabulary, pronunciation and comprehension improved due to the implementation of context specific task-based instruction. This result was consistent with the findings of Bygate, (1996), and Skehan and Foster (1997). Moreover, the findings showed that most of the experimental group students were motivated to speak freely and conducted hot discussions with their partners compared to the control group students during the treatment. To support this, Ellis (2003) stated that those who are unwilling to talk in front of the whole class can be motivated in task-based language teaching.

5. Conclusions, Recommendation and Pedagogical Implications

5.1 Conclusions

Based on the findings, the following conclusions were drawn.

- a. Context specific task-based language teaching helped the students to talk using correct and grammatical sentences.
- b. Context specific task-based language teaching has a great role to improve the students' speaking skills.
- c. Students were more interactive in context specific task-based teaching than teaching speaking tasks in the conventional way.
- d. Context specific task-based language teaching improved students' speaking skills and developed positive attitudes towards English language.

5.2 Recommendations and Pedagogical Implications

According to the findings of the study and the conclusion drawn from findings, the following recommendations were given.

- a. EFL teachers should use tasks in their teaching, since it enhances students' accuracy and fluency as well as their attitudes towards English.
- b. The English language teachers should localize the speaking activity tasks in line with the students' cultural and linguistic backgrounds.
- c. Task designers should prepare speaking tasks based on the phases of task-based language teaching.
- d. Teachers should teach speaking tasks by using contextualized tasks.
- e. Students should participate actively in speaking activity tasks to develop their speaking skills.
- f. The ministry of education as well as NGOs who have hands in education area should give continuous training to teachers on how task should be used and employed.

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Examining the Issues of Gender and Indigenous Knowledge in English Education Semester Courses

AUTHORS INFO

Mohan Singh Saud

Kailali Multiple Campus
Tribhuvan University, Nepal
mssaud35@gmail.com

Dr. Bal Mukunda Bhandari

Professor, Tribhuvan University, Nepal
bhandaribm@gmail.com

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Abstract

Gender and indigenous knowledge (IK) are the contemporary cross-cutting issues to be addressed in the mainstream curriculum for enhancing inclusion and equity in higher education along with the recognition, preservation and promotion of indigenous knowledge. The issues of gender and IK are the cross-cutting subjects to be addressed in the contemporary educational discourses around the world including Nepal. Taking these issues into consideration, this study critically examined and analyzed the issues of addressing gender and integrating IK into the Master of English Education courses of Tribhuvan University (TU), Nepal, along with the pedagogical practices, assessment and research. Framing on indigenous perspective with social justice, cultural capital, classroom ecology and linguicism as the theoretical lenses, this study applied qualitative study of contents analysis and open-ended questions with the teachers from TU. The study found that the course content was not much inclusive in terms of gender and indigenous knowledge. However, pedagogical practices, assessment system and research were gender and indigenous friendly as responded by the participants. Its implication is that the Master of English Education courses of Nepal's TU needs to address the issues of gender and indigenous knowledge for equity, inclusion and recognition of indigenous knowledge for the global context.

Keywords: cross-cutting issues, gender, indigenous knowledge

A. Introduction

The integration of gender and indigenous knowledge (IK) in the mainstream curriculum is a cross-cutting issue to be addressed for enhancing inclusion and equity in higher education. The issues of gender and IK are the multi-dimensional and multi-faceted cross-cutting subjects in the contemporary educational discourses (Bhandari, 2020b; Gautam, 2020). Here, gender is taken in the sense of being friendly with the females in relation to the inclusion of female writers, the use of language, involvement of girls in classroom teaching learning activities and research work; and indigenous knowledge is taken in the sense of using native texts in the courses, localizing the teaching activities and prioritizing the local issues in assignments including research. Therefore, these issues are to be addressed for the proper balance in contents along with the pedagogical practices in the classroom contexts with awareness and conscious strategies by the educators. The teacher educators are required to embed the issues of gender and indigenous perspectives “in order to promote understanding and mutual respect” (Baynes, 2015, p.80) between different members of the multiethnic, multicultural and multilingual heterogeneous society.

Being a multiethnic country with 125 ethnic groups of people speaking 129 mother tongues (Language Commission, 2019), Nepal is rich enough in terms of IK, which is the part of Nepal's heritage. Nepal's identity lies in its cultural heritage and IK is in fact ‘cultural capital’ (Bourdieu, 1986) of the country. Moreover, the issue of gender has been interrelated with Bourdieu's concept of cultural capital (McCall, 1992; Laberge, 1995). So, gender and IK have cultural values as they can be taken as cultural capital in the diverse society. These issues need to be addressed to preserve the cultural diversity and promote the heritage of IK taking it as the asset of the society in a multiethnic and multilingual society like Nepal. It is the responsibility of the educators to value, respect, promote and preserve the local organic knowledge thereby trying to circulate it in the global arena. The best way to do so is to keep it in the mainstream curriculum of the country so that the young generation becomes aware of it and have the feeling of ownedness and pride.

Indigenous knowledge system is embodied in the forms of “all aspects of life including ecology, climate, agriculture, animal husbandry, botany, linguistics, medicine, clinical-psychology and craft skills” (Mapira & Mazambara, 2013, p.91). All the traditions, practices, beliefs, artifacts, languages, farming systems, etc. are the examples of indigenous knowledge system, and it is necessary to protect, promote and share them to maintain identities of the various social groups. Cultural heritage and diversity are linked to biodiversity and from an ecological point of view, all these need to be conserved to preserve biodiversity and environmental preservation. Without the practice and preservation of IK, identity of the ethnic group is lost. The word ‘indigenous’ often refers to specific groups of people defined by ancestral territories, collective cultural configuration, and historical locations (Turay, 2002; Angioni, 2003). In this regard, Owuor (2007) defines that “indigenous knowledge is a multifaceted body of knowledge, practices, and representations that are maintained and developed by peoples with long histories of close interaction with the local natural environment” (p.23), and the indigenous education aims at placing knowledge within the context of the user (Dei, Hall & Rosenberg, 2002). So it is necessary to include indigenous knowledge and perspectives in classroom practice for social justice, equity, student engagement and participation, and identity.

Being a multiethnic, multicultural and multilingual country with diverse landscape, integration of IK into the mainstream curriculum along with addressing the issue of gender helps bring justice and equality to people in Nepal. Therefore, this analysis is considered to be quite significant as it will help to subordinate localism through the integration of IK (Angioni, 2003) in the English curriculum. As the classroom ecology consists of both males and females, it will also help to bring equality between both genders. As such, curriculum designers and teacher educators will be benefitted for considering these issues to make the course gender and ecology friendly.

Regarding inclusive education, gender, equality, equity, and identity, the policy makers, language planners and implementers have realized the need for addressing the issues of gender

and integrating indigenous knowledge for the preservation and promotion of local knowledge in the mainstream courses of education. In this scenario, this study examined and analyzed the cross-cutting issues of gender and IK in the Master of Education (M.Ed.) English courses of TU in relation to contents, pedagogical practices, assignment, research areas and process as reflected by Bhandari (2020a) in higher education in general and in English education courses in particular. Since there has been no research in this area in Nepal, it can be a fruitful piece of study to examine the incorporation of gender and IK in relation to the M.Ed. English courses of TU along with its implementation.

B. Literature Review

English has been being taught in education at Bachelor of Education (B.Ed.) and M.Ed. levels at TU, Nepal to produce the qualified and trained teachers of teaching English as a foreign language (ELF) in Nepal since 1956 with the establishment of college of education. The courses of M.Ed. English education are especially for producing the English teachers as the English subject teaching manpower for the country.

Under the gender and indigenous paradigms with critical perspective applying the frameworks of justice, cultural capital, classroom ecology and linguisticism as the theoretical lenses, this paper critically analyses the issues of addressing gender and integrating IK into the M.Ed. English courses of TU. Indigenous paradigm takes the perspective about local indigenous cultures and knowledge. "Indigenous knowledge is the local knowledge – knowledge that is unique to a given culture or society" Warren, 1991, n.p.). Fraser's (1999, 2005) theory of social justice deals with the matters of justice in education reflecting equity, policy and practice of schooling (Keddie, 2012). Out of Fraser's tripartite recognition-distribution- representation paradigm of social justice, this article makes use of the recognition and representation paradigms of justice. The justice of recognition means respecting the cultures, knowledge and values of all groups in the curriculum, school and classroom. The justice of representation in education has to do with the inclusion of groups in decision making and other activities. Not valuing the proper balance of gender in the M.Ed. courses is injustice. All the values, norms, beliefs, practices and traditions are the cultural capitals (Bourdieu, 1986) that need to be preserved and promoted to sustain diversity and maintain ecology. The 'classroom ecology' (Doyle, 1977; Tudor, 2001) "focuses on mutual relations among environmental demands and human responses in natural classroom settings" (Doyle, 1977, p.176). Classroom environment is an active force in affective behaviour and the classroom activities influence learning of the students. The ecology of the language classroom consists of the teacher, students, processes, structures, and classroom materials (Guerrettaz & Johnston, 2013). The proper balancing among them makes teaching and learning effective and purposeful. The concept of linguisticism was propounded by the linguist Tove Skutnabb-Kangas (1988), who defines it as "ideologies and structures which are used to legitimate, effectuate, and reproduce an unequal division of power and resources between groups which are defined on the basis of language" (p 13). Not prioritizing the local languages in assignments and research work can be taken in the sense of linguisticism in this study.

Although some studies have been conducted in relation to the integration of indigenous knowledge in the school level curriculum (Owuor, 2007; Phiri, 2008; Khupe, 2014; Abah, Mashebe, & Denuga, 2015; Baynes, 2015), to our knowledge, there has been no any study regarding the examination of gender and IK incorporation at the master's level courses in English education. Therefore, this study tries to fulfil this gap and it will be significant for designing gender and IK friendly courses for the universities, especially to Nepalese universities.

C. Methodology

1. Research Design

Based on gender and indigenous paradigm as the philosophical underpinnings, this study employed the qualitative content analysis to examine the issue of incorporating gender and IK in the contents of the M.Ed. English courses, and then examined the practices of pedagogy,

assignments and research work in relation to gender and IK by applying our own experiences of teaching at M.Ed. and the open-ended interview questions with the teachers who had been teaching the courses at TU. We conducted interviews to explore how the classroom implementers (here the teachers) of the courses viewed about the prescribed texts, and how they have been practising these courses in the teaching activities, assignments and research related tasks. The course contents of M.Ed. English were the main tools as documents analysis along with our experiences in implementing them in the classroom and the data obtained from the open-ended questions.

2. Participants and Sample

Five university teachers with the teaching experiences of more than ten years were asked to respond the open-ended questions through e-mail. The criterion of inclusiveness was adopted to gain the inclusive views of the respondents about the course contents and their teaching experiences and practices at M.Ed. Out of the five teachers, two were females, one was from Janajati (ethnic) group, one from Brahmin group and one from Chhetri group including from both affiliated and constituent campuses of TU. In addition, the views of the participants in the workshops organized by Central Department of Education, TU, on gender and IK in higher education have also been collected and analyzed.

3. Instruments, and Data Collection and Analysis Procedures

The courses of M.Ed. English were analyzed while the answers of the open-ended questionnaire were used as the supporting data for the themes under analysis. The open-ended questions were validated by showing to the experts.

The open-ended questions included 11 questions. The first question was just about asking their years of experience of teaching at M.Ed. level English course; the second, third, fourth, fifth and sixth number questions were related to contents; the seventh and ninth number questions were about teaching; the eighth number question was related to assignments; and the remaining two questions were related to research work (see APPENDIX).

The open-ended questions were emailed to the teachers to seek the answers in a written form. The answers were used as the data for thematic analysis and discussion of the study.

D. Findings and Discussion

Incorporation of gender and IK is the cross-cutting issue in the globalized world for inclusion, equity, equality, and justice to the local peoples' values, norms, and practices. It is essential that there needs to be the proper balance of female writers' texts including native ones to be addressed by the mainstream curriculum of the universities in Nepal. In this scenario, this paper aimed at examining and critically analyzing the issues of addressing gender and incorporating IK in relation to contents, pedagogy, assignments and research at M.Ed. English curriculum of TU Nepal through gender equality and indigenous paradigm perspectives. So the following section deals with these four themes of discussion.

1. Examining the Course Contents of M.Ed. English

The Faculty of Education has been implementing semester system at master's level since 2013. Master of English Education is a four-semester course of TU conducted by Faculty of Education with 66 credit hours in total with the aim of producing qualified and competent English teachers and teacher educators. 48 teaching hours are allocated for 3 credit hours and 80% attendance is compulsory to take the final examination. The course consists of two practical courses namely thesis writing and teaching practice at the fourth semester.

The subject matter is delivered to the students through the contents prescribed in the syllabus. All the teaching learning activities are centred around the contents of the syllabus. The course of M.Ed. English at TU consists of 14 contents subjects namely Phonetics and Phonology; English Usage and Use; Interdisciplinary Readings; Second Language Acquisition Theories and

Research; Linguistics in Application; Language, Society and Power; Critical Discourse Analysis; Readings in English Part-I; English Language Teaching Pedagogy and Materials; Readings in Literary Genres; Dimensions of Teacher Development; ELT Research and Testing; Translation Studies; and ELT Seminar and Report Writing. Among them, the last two are elective courses as the students can choose any one subject out of the two at the fourth semester. Apart from them, there are two practical courses: Teaching Practice and Thesis Writing. Teaching practice is the application of the theory in the classroom to be competent in teaching by showing the performance whereas thesis writing is for developing academic skills by investigating any issue through writing. The course 'ELT Seminar and Report Writing' is for developing presentation skill and report writing as an academic writing development.

Most of the courses are about English language and language related subjects including theoretical courses about teaching, materials and testing. However, there are three courses 'Interdisciplinary Readings', 'Readings in English Part-I' and 'Readings in Literary Genres' which incorporate different literary texts from around the world.

The course 'Interdisciplinary Readings' includes 9 reading texts from Nepal namely 'You can create when your heart longs for singing' by Govinda Raj Bhattarai, 'Joys that sprouted with letters' by Jhamak Ghimire, 'Atmabritanta: Late life recollections' by BP Koirala, 'Politics, Education and The Labor Pains of Linguistics in Nepal' by Kamal Praksh Malla, 'Preservation of indigenous language through translation' by Bal Ram Adhikari, 'Is Nepal small' by Laxmi Prasad Devkota, 'I am the Nepali' by CK Lal, 'A letter from Gautam Buddha to Ashoka' by Krishna Chandra Singh Pradhan and 'The Postmodern: Problem with prefixation' by Uday Narayan Singh out of 30 texts. In fact, this course values IK and texts from Nepal. Respecting native literature is a good practice at university. However, there is only one texts by a female writer from Nepal and only one text by an ethnic group. Similarly, there are only two more texts by female writers namely 'Three Days to See' by Hellen Keller and 'Equal rights for Women' by Shirley Chisholm. The course includes 30% texts from Nepal and only 10% by female writers. So this course is not much following equity from the perspective of gender though it respects native reading texts to some extent.

Another course is 'Readings in English Part-I.' This course includes altogether 55 reading texts across the world. But there is only one text from Nepal 'Education is Not Filling of Pail But Lighting of a Fire' by G. R. Bhattarai. It covers only nearly 2% texts from Nepal. So this course is integrating knowledge to a limited extent only. Similarly, the course includes only five texts by female writers namely 'Phenomenal Woman' by Maya Angelou, 'What there is to See at the Zoo' by Marianne More, 'The Beautiful and the Ugly' by Aung San Suu Kyi, 'Martin Luther King's Famous Speech' by Indira Gandhi and 'To Cambridge's Women' by Virginia Woolf. It covers only 9% texts by female writers. So from the gender perspective, this course is also not much inclusive.

Another course is 'Readings in Literary Genres' which includes altogether 34 literary reading texts including poems, stories, essays and drama. It totally neglects reading texts from Nepal as there is not even a single text by any Nepali literary figure. Regarding gender perspective, the course includes four reading texts namely 'Lullaby' by Leslie Marmon Silko, 'I am Nobody, Who are You?' by Emily Dickinson, 'Patterns' by Amy Lowell and 'The Rising of the Moon' by Lady Gregory, covering approximately 12% of the total texts.

While examining the three courses of M.Ed. English, which include different reading texts by various writers around the world, it is evident that they are only addressing the issues of gender and indigenous knowledge to a limited extent. From the point of view of justice and indigenous paradigm, they are not considerate to the issues of gender and IK. If we do not respect our native culture, ethnicity, products and knowledge, then how can we preserve and promote our native knowledge? Who is responsible to preserve and promote our knowledge and whose interest are we fulfilling? Or are there no sufficient literary texts produced by the Nepalese literary figures? This is a serious issue to be addressed if we want to follow the principles of equity, equality and inclusiveness for the promotion of local knowledge. Moreover, the issue of gender is not addressed much as there are many literary writers now around the world including Nepal.

Cazden (2012) views that "educational justice would require recognition and inclusion in the school curriculum of the histories, cultures, and knowledge" (p.182) of the country and the

students. But the debatable thing is that indigenous histories, cultures and knowledge have not been adequately recognized in the curriculum contents of M.Ed. English of TU, Nepal. From the social justice point of view as proposed by Fraser (1999, 2005), there is the injustice of recognition or misrecognition of IK in the courses as the course includes only a few texts from the native context.

As noted by Bhandari (2020), the participants in the regional webinar on gender and IK reflected that the courses of English education did not include sufficient topics on indigenous knowledge and gender issues. They demanded such issues to be included in the courses and insisted on including the texts by local writers, and maintain the gender balance as a principle, not based on the courses (Bhandari, 2020).

Question number two, three, four, five and six were asked in relation to the contents of M.Ed. English courses regarding the issues of gender and IK. Responding the second question, all five teachers agreed that incorporating local/indigenous knowledge is quite relevant and useful to include in the courses of English as a foreign language. T1 expressed that IK helps to build a strongly connected grassroots level platform for M.Ed. students while T2 viewed that it is our identity. However, T4 viewed, "...it would be better to select some interdisciplinary materials from multiple cultures and multiple nations." Yes, interdisciplinary texts bring variety and diversity in terms of cultures and countries. Therefore, it is good to do so for inclusiveness.

Regarding the equal number of male and female writers' texts in the curriculum, four teachers viewed that contents matter more than the writers. However, T1 expressed to be equal number of male and female writers' texts to maintain equity in the courses. T4 said it was a political kind of question arguing that university course is not the hotchpotch of the texts; the subject matter of the text and the contribution of the author has to be considered. The male teachers viewed that it is not necessary to consider the gender of the author while selecting a book for a course in response to the question number four. However, the female T2 viewed that maximum variation would lead to a representative sample of texts while another female T3 viewed gender of the author needs to be considered in some cases for gender equality. In fact, she argued from the feminist perspective.

Concerning the response of question number five, the participants responded that the present courses under semester system are gender and indigenous friendly to some extent only. As they perceived, this is a good beginning and it needs to be taken into consideration in the future courses. Regarding how the courses can be made gender and IK friendly, T1 (ethnic group) male), T3 (female) and T5 (Brahmin male) responded:

T1: ...by including contents related to things and events of high importance in localities described and interpreted in English language...

T3: ...more contents can be included regarding these issues, such as, gender inequalities, injustices, oppression and major contributions of female and of different cultural groups in societal and human life

T5: ... issues related to men, women and the third gender should be included in the textbook...every effort should be made to incorporate local life useful knowledge into the textbook...

Their views are quite relevant in that they address the recognition perspective of Fraser's (2005) social justice theory. Although the courses incorporate some texts by female writers and from Nepalese writers, they are not enough to address the issues of gender and IK from the perspectives of equality, equity and justice. In fact, texts related to various cultures, ethnicity and knowledge of localities can be taken as cultural capital in the sense of Bourdieu (1986), and it is the responsibility of the educators to preserve, promote and transform them for the identity and recognition of IK. If the educators, policy makers and course designers do not address these issues, then who will address and how can the native identity be maintained?

2. Pedagogical Practices

The contents of the course are delivered by the teachers through pedagogical practices in the classroom. The issue is that pedagogical practices should be gender friendly and the

language used needs to be gender unbiased. However, due to our mindset and stereotypical structures, the use of language tends to be gender biased in some cases despite the fact that we tend to be cautious while speaking in the classroom. Our experience has shown this fact. The classroom ecology is composed of teacher, students, activities, contents and materials. The interaction between the teacher and the students with active participation of all students irrespective of gender and ethnicity makes teaching learning fruitful, effective and purposeful as it addresses inclusiveness and equality respecting minoritized and disadvantaged groups of the learners.

In relation to introducing gender perspective in education, Bhandari (2020a) and Acharya (2020) argued that it is necessary to present examples and practices that promote equality between men and women in all spheres. Acharya (2020) has quoted this data to show that there needs to be equality to be gender friendly in classroom pedagogy: "Sir always gave example of women-women do this women do that. I raised this issue and said that men also do this and that why do you always use women as example. Whole class laughed." As this data indicates, it is necessary to use balanced examples if any in case of gender issues as the classroom ecology consists of diverse students in terms of genes, culture, language, and ethnicity.

Concerning the pedagogical practices, the respondents were asked the question "How can the issues of gender and indigenous knowledge be addressed in teaching and learning in the classroom even if not given in the syllabus?" (Q. 7), and all of them expressed their experiences of teaching in the classroom with activities and behaviours of gender and IK friendly. T 2 mentioned that she tried her best to care for all her students without seeing them in terms of their gender and class. Here it seems relevant to quote T1, T2, T4 and T4:

T1: I love to give examples of relevant rituals, social issues, cultural beliefs, and socio-cultural elements of the local scenarios...

T2: ...respect everyone's feelings, be cautious in using the language that might hurt our students, and inspire their efforts...To promote indigenous knowledge, we should encourage students to conduct meaningful research in this area

T3: ...treating all the differences (of students) in terms of sex, language, ethnic backgrounds, cultures and so on with equal respect and by creating a context for group discussion on these issues, etc.

T5: I use the principle of replacing to address the issues of gender and indigenous knowledge in the assignment process.... For example, I ask students to write about the biography of Prem Dev Giri after teaching the text 'Wah, wah, Face to Face with Bismillah Khan'.

As their practices reflect, they are used to be much more gender and IK friendly in their pedagogical activities in the classroom. From the classroom ecological perspective, they are doing their best and doing social justice what Fraser (2005) proposed to be the representative paradigm of social justice. In fact, teachers are the change agents and the responsible people to do justice for all in the classroom and treat students behaving that their feelings, opinions, cultures, gender and knowledge have equal value.

In response to the question, "Do you relate local knowledge while teaching an English course?" (Q.9), all the participants agreed that they do. In this connection, T1, T2 and T5 are relevant to quote:

T1: ...I teach the topics on Phonetics and Phonology by relating pronunciation of specific sounds of students' mother tongue or local languages with that of the sounds of English.

T2: ...while teaching the text, "Women's rights are human rights," I used to engage students in a discussion about the situation of women's rights in Nepal.

T5: ...while teaching the text 'Joys that Sprouted with Letters' I never talk only about Jhamak Kumari Ghimire, I also talk about Premprakash Malla and the women who have lived a life of struggle at the local levels.

As expressed, T1 often tried to relate the sounds of student's mother tongues while teaching the course 'Phonetics and Phonology' which is quite appreciable. T2 tried to relate things to the

local relevant context as in the case of 'Women's rights are human rights.' Similarly, T5 linked the text with the local context. From the examples and teaching experiences they mentioned, it is clear that the teachers at the university level try to relate local knowledge while teaching a text in English courses at M.Ed. English. This is quite a good practice to respect, recognize and acknowledge the local context while teaching English. They are doing justice in the sense of Fraser (2005).

As teachers are the responsible people to transmit policy intent and course content to the students (Shrestha & Khanal, 2016), they need to be aware of multicultural contexts so that pedagogical practices can be culturally relevant. Gay (2010) describes culturally responsive teaching as comprehensive, empowering, transformative, and emancipator; and it focuses on students' academic achievement and critical social awareness. In this context, Shrestha and Khanal (2016) suggest for indigenized teaching and learning practices in higher education especially in relation to Nepal. Only the pedagogical practices based on interculturality can preserve cultural diversity in the multicultural context.

3. Assignments

The semester course has the provision of giving assignments and involving the students to the teaching learning activities like presentation and writing term papers. The issue is whether assignments are related to indigenous knowledge or not and whether there is active participation of both male and female students in the presentation and activities or not. Most of the participants shared their experiences that male students are more active than female students in doing the assignments and taking part in presentation activities (NORHED QUANTICT Project workshop, 2020). In the first semester, while there was the turn for student presentation, female students said that they would present later asking boys to present first. Similarly, in the cases of writing term papers, boys were forward and more curious to know more as they used to ask by phone calls or emails how to do and what materials to consult to improve their academic writing tasks. But in case of regularity, female students tended to be more regular.

The evaluation scheme of the course consists of both internal and external evaluation. The external evaluation is the final examination covering the remaining 60%, conducted by Examination Division Office of the Dean, Faculty of Education at the end of the semester. As the semester courses demand 40% internal evaluation, it is necessary to examine how the teachers address the issues of gender and IK in the assignments. In this regard, the participants responded the question, "How can the issues of gender and indigenous knowledge be addressed in the assignment processes even if not given *in the course*?" (Q. 8):

T1: ... *by formulating project works for students to involve them in investigating...issues of gender...Linguicism...can be eliminated only by giving equal importance to indigenous knowledge.*

T2: *We can personalize the assignments and provide them with choices. ...For example, in Critical Discourse Analysis, we can ask students to examine texts related to gender and indigenous knowledge critically.*

T3: *Students can be asked to write and present on the topic related to their own cultural events (informative), problems and challenges faced by them in society and institutions only because of their different sex, languages, and cultures....*

T4: *...encourage our students to focus on the issues of gender and indigenous group at local level and come up with the genuine issues of the same.*

As T1, T2, T3 and T4 responded, the issues of gender and IK can be addressed with certain strategies. T1 suggested project works and equal importance to IK against linguistic discrimination as viewed by the linguist Skutnabb-Kangas (1988). It is justice to have equal treatment to all the languages of the students in the classroom. T2 emphasized on personalizing the assignments based on choices as she exemplified that the related course text could be examined related to gender and IK. T3 viewed writing on topics related to their own cultures, sex and languages. T4 also emphasized encouraging the students focusing on gender and IK related issues at the local level. Whatever ways these teachers have suggested and used

are quite just from the perspective of Fraser's point of view of justice, and also in line with the classroom and language ecological perspectives. The fair treatment of the students languages, cultures, gender, and IK can be a good practice of assignments at the master's level. As can be inferred from the views of the respondents, the issues of assignment process is quite gender and IK friendly and glocalized.

3. Research Related Issues

The M.Ed. English courses include writing related tasks as term papers along with the final year thesis writing. Such writing tasks can incorporate the issues of gender and indigenous knowledge with the exploration of local knowledge related to the reading texts and contents learned in the course. Gender issues like girls' interest in taking English as the specialization subject, struggles of girls in learning English, relative performance of girls and boys in English, etc. can be the topics for exploration in writing term papers or thesis. Similarly, local indigenous knowledge can be the topics for exploration like the sounds of different indigenous languages of the country, folk literature, developing grammar of indigenous languages, etc. From our experiences, such issues are often unexplored.

Regarding research, Acharya (2020) argued that gender balance in participant selection, gender disaggregated data/information, gender perspective in data analysis is necessary. In this context, all the participants agreed that they were aware of the research (theses) on gender issues, local languages and culture (Q. 10). However, T5 responded:

T5: I am aware not in gender and culture but in local languages. For example, I have asked the M.Ed. students to write thesis about the locally spoken Rana, Tharu and Urdu languages.

As T5 responded that he does not gender and culture but on local languages about writing theses. Nepal is a linguistically diverse country as 129 languages as mother tongues (Language Commission, 2019) are spoken in the country. Valuing all these languages at the local level and researching about them can be the recognition justice (Fraser, 2005). "Nepal's linguistic diversity can be seen with cultural diversity closely linked to biodiversity of the country" (Saud, 2020, p. 321). As such, the recognition of all the languages through research can help maintain biodiversity as well. Thus, it is necessary to recognize, preserve and promote the local languages through research.

Responding to the ways of addressing the issues of gender and IK in writing assignments, seminar paper and thesis, T1 emphasized involving students on different topics relating to issues of gender and indigenous knowledge, running workshops, panel discussions, and collaborative practices. T2 expressed that teachers should be better prepared to lead students in the direction of the issues of gender and IK. T3 focused on reflective writing and sharing with friends conducting seminars while T5 viewed that students should be asked to write thesis based on various skills and aspects of the locally spoken languages. Thus, the respondents reflected on addressing the issues of gender and IK in terms of writing seminar papers and theses. Again from the perspective of social justice, particularly the recognition justice (Fraser, 2005), it is a good practice to be done to recognize, preserve and promote the local knowledge.

E. Conclusion

This study has examined and analyzed the issues of gender and indigenous knowledge in relation to M.Ed. English courses of TU, Nepal. It is necessary that the issue of gender be addressed for equality and justice, and indigenous knowledge be incorporated in the mainstream curriculum and its implementation phase for the preservation and promotion of local indigenous knowledge maintaining identity of the peoples in the country. Researching in the areas of indigenous languages and culture through English as a foreign language will maintain identity.

As the examination and analysis of the curriculum has shown, the courses have addressed the authorship and the issues of gender and IK, maintaining the balance is still an issue. The teaching learning practices, assessment systems and researching are gradually becoming gender and IK friendly as the respondents expressed that they were trying to relate the contents and texts to the local contexts as far as possible. Its implication is that the policy makers and

course designers of TU, Nepal need to incorporate the IK valuing native cultures, and address the issue of gender by incorporating female writers' texts around the world with variety. Exploring the policy makers and the course designers' perspectives about the issue of incorporating IK to the English curriculum and courses of TU can be a further direction of research.

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