

TENSES PROBLEMS ENCOUNTERED BY ENGLISH FOR FOREIGN LANGUAGE STUDENTS IN INDONESIA

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Abstract:

Learners often avoid a shift of tense since they have problems understanding and using it correctly and adequately. This research aimed to investigate and describe the tenses problems encountered by advanced students of the English Language Education Study Program in Lambung Mangkurat University and the causes of those tenses problems. This research was conducted using the descriptive-qualitative method. The subjects were the students who had passed all three structure courses in the English Language Education Study Program of Lambung Mangkurat University. The researcher used a questionnaire, tenses test, and interviews as the instrument to gather the data. The data were analyzed qualitatively and using the descriptive method for the tenses test. The research result revealed that the students often encounter problems on perfect tenses and tenses that have more than one aspect. They have structural problems mostly on irregular verbs and memorizing long formula; then the semantical problem mostly identifies the kind of tense to use semantically. The causes of the problems are mainly because of lack of input and practice result in feeling unfamiliar with certain tenses, also the students rarely use certain tenses such as perfect tense so that they prefer to use other tenses they are familiar with. It is suggested that there is more input and practice for the students in tenses that they rarely use in daily life.

Keyword: Aspects, Semantic Problem, Structural Problem, Tenses

INTRODUCTION

Tense is part of grammar that learners have to master in order to apply their foreign language skill to the real world context. Shift of tense allows learners to deliver their messages clearly, especially about the time and duration of the action. Therefore, tense is important for the sake of the meaning. For example, there is an undeniably different meaning to interpret from two sentences such as “I am cutting,” and “I am cut.”

Although a shift in tense is necessary, a change of tense is often avoided by the learners who are too afraid of making mistakes. Tenses can be the most difficult part in English grammar which non-native learners have to spend much time to understand and use it correctly and properly. That’s why making errors is common due to the problem encountered by non-native learners. Sometimes, even for college students who have past all the grammar courses already and should have mastered the tenses, the errors still appear. These errors prove that students still have so many problems on tenses.

As the researcher went to SMAN 4 Banjarmasin for teaching training due to micro teaching course completion, there were experienced the difficulty on teaching English as foreign language to the students, especially on tenses. Learning tenses were hard, but still achievable when we were on college. However, when we tried to teach the high school students about the tenses formula, the verb change, and the usage, we found it was even harder to do.

There are many other studies investigating students’ problems on grammar generally and focus on the unusual used tense such as perfect tense. However, there are also 12 tenses in English that the students need to focus on. Thus, the researcher tends to investigate the problems faced by the students not only on the unusual tense, but all 12 tenses, that are encountered by advanced students of English Language Education Study Program Lambung Mangkurat University. In this study, advanced students are those who

passed all grammar courses afterward the fourth semester. The researcher also aimed to describe why such problems appeared.

Based on the background of the study, there are two research questions formulated:

- 1.) What problems on the twelve tenses that are encountered by advanced students of English Language Education Study Program Lambung Mangkurat University? and;
- 2.) Why do the problems on the twelve tenses encountered by advanced students of English Language Education Study Program Lambung Mangkurat University appear?

Review of Literature

DeCapua (2008:15) defined grammar by dividing it into linguists' definition (descriptive) and grammarian's definition (prescriptive). Linguists' definition for grammar is that it is a system for creating language, the shared rules in native speakers' minds that allow them to generate unique utterance. Meanwhile for grammarian's definition, grammar is written rules governing when to use which forms or something you follow in order to use the language correctly. Grammatical categories, based on *The Structure of Modern English: A linguistic introduction* (Brinton, 2000:104), includes the nominal categories and the verbal categories. The nominal categories are number, gender, person, case, degree, definiteness. Meanwhile, the verbal categories are tense, aspect, mood, and voice.

Proposed by Oxford Learner's Pocket Dictionary 4th Edition, tenses are verb form that shows the time of the action or state (2008:458). Rahman & Ali in Cowan (2015:131) stated that tense has three 'dimensions' which are 'present', 'past', and 'future'. Each tense has its form which are broken down into affirmative, negative, and interrogative form.

To show time references, it is not only verb standing alone in all three kinds of tenses, but there is also aspect. For example, in sentences "John is walking," and "John has walked," are both present tense. What distinguish them is that the aspect of John is walking is progressive, meanwhile the aspect of John has walked is perfect. Thus, Rahman & Ali (2015:132) looked at aspect as something to express how the speaker views the action of the verb. Meanwhile, DeCapua (2008:166) defines aspect as, "... a grammatical category that indicates temporal features such as duration, frequency, and completion." Furthermore, Brinton (2000:104), includes aspect as one of the verbal categories besides tense, mood, and voice.

When the students were too focus to the form, they misunderstood the sentence's meaning. When the students put too much attention to the sentence's context and tense's usage, they made error in the form. Such experiences led the researcher to two kinds of tenses problems, propounded by DeCapua, which are structural problem and semantic problem (2008:194).

In English spoken countries, teaching English grammar in school is not really "teaching grammar" at all. It is said that children learn that automatically (Haussamen, 2003:xiii). Meanwhile, in Indonesia where English is spoken as second language, teacher introduces and teaches students about grammar as conscious understanding, along with any knowledge that strengthens skills and deepens understanding. Here are Principles for teaching grammar, to support this research, taken from Brown & Lee (2015:473) in Loewen, Nassaji & Fotos, Van Lier, and Elis.

1. All three dimensions of grammar—form, meaning, and use—should be emphasized.
2. Take a lexicogrammatical approach to presenting new linguistic items to students.

3. Learners need to have the opportunity to practice and use forms in communicative tasks.
4. Attend to both input-based (comprehension) and output-based (production) grammar and vocabulary.
5. Deductive, inductive, and abductive approaches can all be useful, depending on the goals and emergent need of the learner in a particular context.
6. Incidental focus on form is valuable in that it treats errors that occur while learners are engaged in meaningful communication.
7. Corrective feedback can facilitate acquisition if it involves a mixture of implicit and explicit feedback.
8. Explicit grammar lessons and implicit grammar integrated into communicative activities (FonF) are both viable, depending on the context and learners' needs.
9. Instruction needs to consider learners' individual differences. Try to cater to their different needs by involving a variety of learning activities. Make use of learner-training materials to help make them aware of their own approaches to learning and encourage them to alternate different strategies.

RESEARCH METHODOLOGY

Descriptive qualitative method is mainly used to conduct this study. The qualitative research approach generally includes data sources with interviews, questionnaires, and the researcher's impression and perception (Perumal, 2010:105). Perumal also mentions that qualitative approach involves data collection of personal experiences, introspection, stories about life, interviews, observations, interactions and visual texts which are significant to people's life. This approach focuses on interpretation of situations or phenomena in their natural settings.

The researcher used questionnaire and interview to collect the data from the subjects' perspective. Tenses test was also used as reference to investigate deeper on the students' difficulty on certain tenses. The data to be concluded in a research is data which the gathering is influenced by the factor of who collecting them (Arikunto, 2006:223). Therefore, in collecting the data, the researcher as the instrument herself was involved.

The researcher firstly gave the questionnaire and tenses test to the subjects of this research, which are 30 advanced students of English Language Education Study Program Lambung Mangkurat University who already passed all three grammar courses afterward the fourth semester. Afterwards, the researcher interviewed all the subjects to get deeper information based on the subject's perspective.

In order to know the frequency of occurrence of error made by the students in certain tenses, the researcher used descriptive analysis technique (percentage) to analyze the test result and the formula below was used:

$$P = \frac{f}{n} \times 100 \%$$

Note:

P: Percentage;

f: Frequency of samples who have same certain problems;

n: Number of total samples.

Meanwhile, the analysis of tenses test and questionnaire were analyzed by using descriptive qualitative analysis. The researcher described the data gathered from

questionnaire and interview mainly with words based on researcher's interpretation about students' tenses problems along with the cause.

RESULT AND DISCUSSION

After collecting and analyzing the data using descriptive qualitative analysis, it was showed that the students had difficulty on certain tenses, both structural and semantic problems. From the tenses test and questionnaire, the researcher categorized the tenses problems that are encountered by the students into two categories based on DeCapua, which are structural problem and semantic problem (2008:194). While from the interview, the researcher got deeper data based on students' perspective along with the causes of their problems in tenses.

From the tenses test, it was revealed that all of the subjects had varied problems from each tense. 40% students had problems in simple present tense, 41% in present continuous tense, 72% in present perfect tense, 76% in present perfect continuous tense, 39% in simple past tense, 38% in past continuous tense, 75% in past perfect tense, 79% in past perfect continuous tense, 42% in simple future tense, 84% in future continuous tense, 90% in future perfect tense, and 91% in future perfect continuous tense.

The structural problems that appeared in simple present tense was subject-verb agreement, that the students sometimes forgot to add -s or -es after verb when the third person is the subject of the sentence; meanwhile, for the semantic problem, they sometimes misused simple present tense, confused it with present perfect tense or present continuous tense. In present continuous tense, the students had difficulty in distinguishing the use of present continuous tense and simple future tense, resulting semantic problem. In simple past tense, the only problem they faced was the changing of verb form when it came to irregular verbs. In past continuous tense, it was semantic problem that mostly occurred as they sometimes missed the information provided and ended up using present continuous tense. In simple future tense, its usage was sometimes confused with present continuous tense.

According to the questionnaire, irregular verbs was the most appeared problem in structural problem; meanwhile, for semantic problem, identifying kind of tense to use semantically was the most appeared as the problem. When it came to memorizing the formula, all of the subjects (100%) had problems in future perfect continuous tense and future continuous tense. 93% chose future perfect tense, 77% chose present perfect continuous tense, and 70% chose past perfect continuous tense. The other tenses were chosen below 50%.

Some students said in interview that they were confused when a tense had many aspects in it. For instance, present perfect continuous tense has two aspects: 'perfect' and 'continuous'. Also, according to the interview, most of the students had problems distinguishing simple future tense and future continuous tense. They also felt strange using future perfect tense because they rarely used it. Moreover, the students said that they were often confused any kind of perfect tense in the present or past. As seen on the data, the percentage of students who encountered tense problems was significantly rising when the tense has perfect aspect in it, likewise when the tense has more than one aspect.

Research Discussion

Based on the findings of this research, the researcher ranks the most difficult tenses to the least difficult ones. The researcher then categorizes them into structural or semantic problems. After that, the researcher describes the causes why those problems on tenses appear.

The Most Difficult Tenses

There are total seven tenses that more than 50% of the subjects have problems with. Six tenses out of those seven have the “perfect” aspect, which means that the students encounter problems mostly in perfect tense. This finding also occurs in the previous study by Çakır (2011:126). It shows that perfect tenses usually confuse the students. It is stated that “Most of the students have a tendency to use the past simple instead of the present perfect.”

For this research, the researcher ranks three most difficult tenses. They are future perfect continuous tense, future perfect tense, and future continuous tense. In each of these tenses, both structural and semantic problems are found.

The highest percentage that is found in the most difficult tenses is future perfect continuous tense. In tenses test, 93% of students answer item number 29 incorrectly. The correct answer is “When I resign on July, I will have been working here for ten months.”. However, most students answer “I have been working” and “I will be working”, which is included in semantic problem. It happens because the students do not pay attention closely to the signal word which is ‘for’ and provided information that the first speaker has not even started working yet, but already planned on resigning in the dialogue. The students who do not feel familiar with future perfect continuous tense and those who forget the usage of this tense prefer to use another tense that they understand more. Some structural problems also appear that there are students who answer “will has been work”. They apply have/has rule of present perfect tense incorrectly and mix it with future tense. It happens because they cannot recall the exact formula of perfect future continuous tense.

Second one is future perfect tense where 93% students answer item number 20 in tenses test incorrectly. The correct answer is “She will have reached the top by the time we get there.”. Semantic problem was made in answer “She reached”. Meanwhile, the structural problems were appeared in answer “She will have reach”, where the student cannot recall that they have to use verb 3. There are also some students who answered “will have been reached”, where the students put ‘to be’ where it does not belong, making it sounds like passive voice.

Third one is future continuous tense. In tenses test, 87% students answer item number 21 incorrectly. As in the dialog says “I am a little bit busy right now. I will start painting at seven and it won’t be done in an hour.” The correct sentence that follows is “I will be painting when you come.” Semantic problem was made in answer “I will paint”, where the students confuse it with simple future tense. Some students also answer “I am going to be painting”, using present continuous tense instead of future continuous tense. Meanwhile, the structural problems appear in answers “I will be paint it” and “will painting”. In the first answer, the student do not use verb –ing; while in the second answer the students leave out ‘be’.

The Least Difficult Tenses

For the least difficult tenses, there are also three tenses that are past continuous tense, simple past tense, and simple present tense. According to “Problems in Teaching Tenses to Turkish Learners” by Çakır (2011:126), past continuous tense is often confused with simple past tense.

For the lowest percentage that is found in the least difficult tenses is past continuous tense. In tenses test, 40% of students answer item number 11 incorrectly. When the correct answer is “fled” and “is yawning”, most students that answer incorrectly write down “is flying” and “yawns”, which can be categorized as both semantic and structural problems. The students interpret the action is happening at the time when the second speaker speaks. Thus they use present continuous tense instead of past continuous tense.

For the structural problems, the students exchange the suffixes –ed and –ing. It happens because they do not pay attention to the signal word “while”.

Second one is simple past tense. In tenses test, 50% students answer item number 44 incorrectly. The correct answer is “stayed”. Semantic problem was made in answer “has stayed” where the students write it down as simple perfect tense. Meanwhile, the structural problem appears in answer “stay” where the students forget to add –ed.

Third one is simple present tense. 57% students answer item number 48 in tenses test incorrectly. The correct answer is “dream”. Semantic problem is made in answer “dreaming”, where the students confuse it with present continuous tense. A student stated in interview that he did not really get the meaning of the sentence, so he guessed it by looking at the word “going”. A student also answers “dreams”, which is structural problem. According to the interview, she slipped by adding –s, accidentally wrote the verb for third participant. It leads to the error of subject-verb agreement. As in the study by Noor (1985:53), the finding shows that, in total error the students commit in present tense, subject-verb agreement were the highest. It is, as in this research, shows that the students experience least difficulty on simple present and simple past tense.

The Causes of the Tenses Problems

For this research, there are the confirmation from the subjects due to the problems they have on all kind of perfect tenses, tenses that have two aspects, memorizing formula, and many more. The findings are gathered from the data of the interview. Besides the confirmation, the researcher also get deeper information on the causes of the tenses problems from the interview.

Based on the rank of the most problems occur in tenses, the most difficult tense for the students is future perfect continuous tense. In interview, most of the students stated that they hardly ever used future perfect continuous tense. They even rarely heard or read sentence using this tense. Lack of input and practice makes them feel even more unfamiliar with future perfect continuous tense.

In tenses test item number 21 about future continuous tense, one of the most difficult tenses, for example, where the correct answer is “will be painting”. Semantic problem is made by some students that they often prefer to use simple future tense rather than future continuous tense because they feel more familiar with simple future tense. Some students answer “am going to be painting”, using present continuous tense instead of future continuous tense because they only focus on ‘will happen’ part without actually comprehend that the action is happening over time when another action also happens. It happens because the students do not pay attention closely to the signal words and provided information.

It also occurs in the test item for future perfect tense. Semantic problem is detected in answer “reached”, where the students interpret that the speaker has done the action without considering what action that follows. Thus, they use simple past tense instead of future perfect tense. It is because they ignore the time signal ‘by the time’.

Other structural problems appear on all kinds of perfect tense. These tenses with ‘perfect’ aspect make the students confuse the placement of ‘verb’ and ‘to be’, and where to add ‘have’. The problem they encounter on simple present tense also often appear when they used present perfect tense, due to confusion whether the –s/-es should be put after verb or changing ‘have’ to be ‘has’. Some students even say that things get worse on past perfect tense, since they cannot remember that it should be ‘had’ instead of ‘have/has’.

Another problem on perfect tense related to verb form is that the students often forget that they have to use verb 3 on perfect tense. Meanwhile, some students who remember the formula cannot recall what irregular verb to use. Likewise, when the perfect tense is followed by 'continuous' aspect, students forget that they should apply the verb 3 on 'be' instead of the verb -ing. As in the previous study, Hikmah (2014:56) implies that the problems in perfect tense are due to error in auxiliary verb usage. It is caused by significant differences between English and Indonesian. In Indonesian language, there is no helping verb to support the meaning in the sentence. Some students say that, "English is so different from Indonesian language." Specifically, they do not feel familiar with the formula, verb form changing, and the rule. They were also often confused when to use -ing, -ed, -d, -s, or -es in verb form since they do not have to mind it in Indonesian.

Moreover, most of the subjects who are interviewed by the researcher say that they feel strange to use certain tenses since their first language does not have auxiliary verb, irregular verb, third participant verb, or complex formula to remember. Thus, in perfect tenses that require auxiliary verb, also both irregular and third participant verb sometimes at once, the students feel hesitant to use these tenses.

The most structural problems in all tenses appear are memorizing the formula of tenses and irregular verb. When it comes to memorizing the formula, some students state that they actually remember the formula of a tense, but then they cannot recall it in practice, especially when they face tenses with varied aspects. The other students cannot remember the order, whether to put 'have/has' or the verb first.

There are also few students who have problems when the sentence was in negative or interrogative form. The students consider that the formula of tenses in negative and interrogative forms of sentence are more difficult to memorize than the affirmative. They sometimes forget the order of the sentence. The other problem is that they do not know whether to put 'not' or 'do not' in negative sentence. Some of them even leave out the auxiliary in both negative and interrogative. For example, in the tenses test item number 14, there are several students answer "it is not cost" where they replace 'does' with 'is'. It is because they do not have the auxiliary verb in their first language, which is emphasized by the previous study by Hikmah (2014:56).

There are two other previous studies that support this finding. İsmail Çakir states that misconceptions and misinterpretation of tenses appeared due to lack of practice and mainly mother tongue interference (Çakir, 2011:126). While in previous study entitled "Problems in Mastering English Tense and Aspect and the Role of the Practitioners", it is revealed that most learners face problems in mastering tense and aspect due to their L1 interference (Rahman & Ali, 2015:135).

Furthermore, semantic problems that appear are distinguishing two or more tenses or identifying which tense to use in the first place. When using present perfect tense and past perfect tense, for example, the students often do not see the signal words indicating the timeline or duration of the action. Some of them even say that they do not know the difference of the usage. In addition, even though the students understand the function of the tenses, they cannot identify which tense to use since they do not understand the contextual meaning of the sentence.

Most of the students state that they are often careless. They ignore the provided information on a sentence or simply do not understand the whole meaning of the sentence. It leads to the wrong interpretation, makes them use inappropriate kind of tense.

As in comparison between two tenses, most of the students encountered semantic problems on tenses that have similar function despite the aspect and contextual meaning

differences. For example, most students cannot differ present continuous tense and simple future tense in usage. Some of them are aware that present continuous tense is used when there is the 'intention' or 'plan' of the speaker to do something, while simple future tense is used based on the 'willingness' of the speaker. However, they often cannot interpret the sentence and ended up confused the two tenses. In interview, some students add that lack of reading is the cause of these semantic problems. They stated that when they read a lot, they can interpret the sentence more easily and decide what tense to use. Meanwhile, those who rarely read often do not pay attention to the signal words and provided information, resulting wrong usage of tenses. Those students who rarely read also tend to understand the meaning and identifying the tense slower since they are too dependent to the dictionary.

In addition, the researcher find that some students who are lack of vocabulary have bigger problems since they tend to translate every word into their first language for understanding the meaning of a sentence. Even though they translate the sentence, the students still encounter problem in words order which is not the same between English and Indonesian. This factor of lack in vocabulary shows how interdependent vocabulary and grammar are. The interdependence of vocabulary (lexis) and syntax (grammar) is emphasized in lexicogrammar, as Brown & Lee (2015:473) states in principles for teaching grammar to take a lexicogrammatical approach to presenting new linguistic items to students.

There are also few students who stated that lack of input and lack of practice can be the causes that they feel unfamiliar with the concept of tenses, especially perfect tenses. One student say that, since she prefers to watch movies or listen to songs relates to U.S., which often past tense is more preferable than perfect tense, she also tends to use past tense rather than perfect tense, even though in the situation where perfect tense is more suitable.

It can be seen that the students have problems when it comes to the tenses that they rarely see or use such as past perfect continuous tense and future perfect continuous tense. Thus they are not familiar with those tenses. DeCapua (2008:188) mentions that present perfect tense itself requires extensive practice in authentic contexts. It is also stated that learners tend to substitute the simple past, the simple present, or the present progressive for the present perfect. These other three tenses seem more "logical" to them in terms of time progression and sequence. Meanwhile, in this research, the subjects use the word "familiar" for those tenses other than perfect tense.

These causes show the importance teaching teaching grammar by principles, where Brown & Lee (2015:473-474) points that learners need to have the opportunity to practice and use forms in communicative tasks; and teacher needs to attend to both input-based (comprehension) and output-based (production) grammar and vocabulary; also, instruction needs to consider learners' individual differences.

Based on the discussion above, the students mostly have both semantic and structural problems at once on all twelve tenses. The longer the formula, and more aspects that certain tense has, students seem to have bigger problems, especially on perfect tenses.

Also, the incorrectness of form of tenses appears since the students cannot memorize the formula and irregular verbs. Thus, to overcome the problems, it is very important to understand that the students have varied approaches to learn; and suitable approaches to teach is also needed by the teacher or the lecturer.

All points of the Principles for Teaching Grammar (Brown & Lee, 2015:473-474) can be the answer for the teacher and the lecturers. As in the first point for example, where it is stated that all three dimensions of grammar should be emphasized—form, meaning, and use; so that both problems on tenses, structural (form) and semantic (meaning and use),

can reduced. Also, due to the students' individual differences, teacher and lecturer need to consider the context and learners' needs.

CONCLUSION AND SUGGESTION

Conclusion

The conclusions below are summarized from the result of the analysis of tenses problems that are encountered by the students who have passed all three grammar courses afterward the fourth semester of English Language Education Study Program Lambung Mangkurat University. The subjects of the research had the tenses problems in applying irregular verb and memorizing long formula of tenses; also, they tended to confuse to be and verb replacement. Furthermore, the subjects also had problems with tenses that have more than one aspect. They tended to commit error in auxiliary verb, identifying which tense to use, and confuse the two similar tenses. However, students rarely have problem on third participant verb.

The structural problems mostly appear due to the difficulty in memorizing the long formula. Lack of input is also one of the factors to the feeling of unfamiliar usage and makes the students tend to use only tenses that they familiar with. Meanwhile, semantic problems are made because of lack of vocabulary that make the students cannot comprehend the meaning of sentences. The other reason of such difficulties is that they do not pay attention to the signal words or ignore the provided information due to lack of reading.

Suggestion

After conduction the research, the researcher suggests the students of the English Language Education Study Program of Lambung Mangkurat University to have more practice so that they do not feel strange in applying English tenses. The students also have to read more in order to get new vocabulary; moreover, they can get stimulated to pay attention provided information and understand a sentence better.

In addition, the researcher suggests that the lecturers can give more input and practice, especially for tenses that are rarely used in daily life context. The input can be reading material; while for the practice, lecturers can give writing test or tenses test.

Moreover, for other researchers, it is suggested to conduct the study related to tenses or broader grammatical problems, and the solution to overcome such problems whether in learning for the students or in teaching for teacher.

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STUDENTS' ABILITY IN TRANSLATING NARRATIVE TEXT FROM ENGLISH TO INDONESIAN

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Abstract

Learning a foreign language cannot be separated from the process of translation. Since the translation process is an integral part of foreign language learning activities, it is important to know how good the students' ability in translating text. Therefore, the researcher aimed to find out students' ability to translate narrative text from English to Indonesian at the English Language Education Study Program of Lambung Mangkurat University Batch 2017. The narrative text is chosen because it's one of the texts which are commonly read. The researcher used a descriptive quantitative approach for this research. The sample of this research was 69 students which were taken with total sampling technique. The samples were given the translation test to measure their ability to translate text. The result of this research showed that the average score of all the samples of this research was 59,15 and categorized as moderate translation ability. The translation ability from all the category found on the research were: moderate translation (65%), good translation (12%), bad translation (12%), excellent translation (10%), and very good translation (1%). It can be concluded that the students of English Language Education Study Program batch 2017 have moderate ability in translating narrative text. The students are suggested to keep on improving their translation ability and use the mistakes found on the test as the references to improve their works. As for the lecturers, it is suggested that they help the students to improve their understanding of the context of the text.

Keywords: Ability, Translation, Translation Ability, Narrative Text.

INTRODUCTION

In learning English, there are four skills that must be learned. As Brown (2000:232) stated, research and practice in English language teaching have identified the four skills, listening, speaking, reading, and writing, as of paramount importance. The process of translation is needed to master those skills. To master those skills, the process of translation is needed. That's why the translation skill is important. The translation skill is needed to understand what people say or write and to make people understand what we say or write.

Learning foreign language can't be separated from the process of translating from the source language to the target language. According to Newmark (1988:7), translation is a technique for learning foreign language. Translation is the replacement of textual material in one language by equivalent textual material in another language. Translating one kind of text can be different to translating other texts. When we translate a text, we are replacing the words to the target language and have to pay attention to the text.

In translating text, there are several types of text that the translators usually translate. One of them is narrative text. According to Knapp and Watkins (2005:220), narrative text itself is one of the most commonly read, though least understood of all the genres. Narrative text is the kind of writing that is used to tell or narrate something or someone. Its purpose is not only to entertain, but also to change the reader's opinions and attitudes.

The ability to translate the text from the source language into the target language is very important. The ability itself, according to Lohman (1997:2), is the level of performance on a particular task or class of tasks. The ability to translate text is not only important for people who work as translators, but also for students who want to become teachers of foreign languages.

Since having good translating skill is important for the students who want to become teachers of foreign languages such as the students of English Language Education Study Program, it's important to know how good the ability of the students in translating text. To find out this one, then we need to conduct a study about students' ability in translating text. The narrative text is chosen because it's one of the texts which are commonly read. The translation from English to Indonesian is chosen because there are many learning sources written in English, so the texts written in English are often encountered by the students. Foreign language learners often use translation skill from foreign language to second or first language to help them learning the foreign language. Therefore, it is important to know their ability. The students of English Language Education Study Program batch 2017 are chosen as the sample because they have already taken the Translation course.

Based on the description above, the researcher formulated the research question as followed: 1. How is the ability of the students of English Language Education Study Program of Lambung Mangkurat University batch 2017 in translating narrative text from English to Indonesian? 2. What problems do the students of English Language Education Study Program of Lambung Mangkurat University batch 2017 make in translating narrative text from English to Indonesian?

RESEARCH METHODOLOGY

Approach and Type of Research

The research conducted by the researcher was descriptive research. Descriptive research as described by Arie (2010:640) is a research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables. Fraenkel, Wallen, and Hyun (2012:G-2) define descriptive research as a research to describe existing conditions without analyzing relationships among variables. These definitions were in accordance with the objective of this research, which was to describe the ability of the students of English Language Education Study Program batch 2017 in translating narrative text. This objective could be achieved without manipulating the variable.

This research was quantitative research. According to Arie (2010:22), quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. The question that was tried to be answered in this research was about the ability of the students of English Language Education Study Program of Lambung Mangkurat University batch 2017 in translating narrative text from English to Indonesian. The researcher used a test and scoring rubric as an objective measurement to find the answer of that question.

Population and Sample

In this research, in order to find out the students' ability in translating narrative text, the researcher chose the students of English Language Education Study Program batch 2017 as the sample. They were chosen as the sample because they had already taken the Translation course.

Instrumentation

According to Fraenkel, Wallen, and Hyun, instrument is any device for systematically collecting data, such as a test, a questionnaire, or an interview schedule. In this research, a translation test was used as the instrument of the research. The students' answers show their ability in translating narrative text.

The Validity of the Instrument

A test is said to be valid if it measures what it is intended to measure. Heaton (1975:159) states that the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. The instrument of this research itself had content validity. Hughes (1989:22) said that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned. The test used for this research was said to have content validity because it used a translation test to measure students' ability in translating narrative text.

The Reliability of the Instrument

This test used inter-rater reliability. In this test, two raters would give the score to subjects' answers. If the raters yielded significantly different scores, then the third rater would be needed to give the score.

Data Collection

The technique used by the researcher to collect the data in this research was by giving a translation test to the students. In the test, they were asked to translate narrative text from English into their meaning in Indonesian language. The result of the test would be analyzed by the researcher to find out the ability of the students in translating narrative text.

Data Analysis

In order to get the information about the students' ability in translating narrative text, the researcher gave a translation test to the students. The data would be analyzed in some steps. First, the researcher gave the score to students' answers. Second, the researcher classified the students into the translation category by Machali (2010:119).

Table 3.1 The Translation Categories

Category	Score	Indicator
Excellent Translation	86-90	Seems natural, not like a result of translation. There is no mistake in grammar, word choice, spelling, or punctuation.
Very Good Translation	76-85	There is no meaning distortion, awkward literal translation and mistake in word choice. There is one or two grammatical, spelling, or punctuation mistakes.
Good Translation	61-75	There is no meaning distortion. Awkward literal translation, grammatical mistake, word choice, spelling, or punctuation mistakes are not more than 15% of the text.
Moderate Translation	46-60	Seems as the result of translation, awkward literal translation, meaning distortion, grammatical mistake, word choice, spelling, or punctuation mistakes are relatively not more than 25% of the whole text.
Bad Translation	20-45	Seems clearly as the result of translation, awkward literal translation, meaning distortion, grammatical mistake, word choice, spelling, or punctuation mistakes are relatively more than 25% of the text.

Adapted from Machali (2009:119)

After classifying the students, the researcher made the percentage by using the formula:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency (number of students based on their category)

N = Total number of the students

The percentage would be delivered in the table:

Table 3.2 The Percentage of the Students' Abilities

No.	Category	Frequency	Percentage
1	Excellent		
2	Very Good		
3	Good		
4	Moderate		
5	Bad		

In order to get the final result of the research, the researcher processed the data into mean (average score) by using the formula:

$$M = \frac{\sum x}{N}$$

M = Mean (average score)

$\sum x$ = Total number of students' score

N = Total number of students

The translation category as the final result of the test would be given based on this calculation.

RESEARCH FINDINGS AND DISCUSSION

Findings of the Research

To find out the ability of the students in translating narrative text, the researcher conducted a test on 17, 19, and 21 February 2020. The test was given to the students of English Language Education Study Program Batch 2017 who were already taken the translation class. The total number of the students who were given the test was 69 students. There were three raters involved in scoring the test. The first rater was a teacher who taught English in senior high school, the second rater was the researcher himself, and the third rater was a bachelor of English Language Education. To assess the result of the test, the researcher used a scoring rubric that was taken from Machali (2009:119). In the scoring rubric, the scoring paid attention to some aspects, such as meaning distortion, word choice, grammatical mistake, awkward literal translation, and spelling mistake. The score would be based on what and how many mistakes related to those aspects that were made by the subjects. The more mistakes they made, the lower their score would be. In that scoring rubric, there were five categories of translation ability, which were excellent, very good, good, moderate, and bad translation. After giving score to the students' translation result, the researcher classified the students into these categories.

Table 4.1 and table 4.2 showed the students' ability in translating narrative text from English to Indonesian by both raters.

Table 4.1 Students Ability Rated by the First Rater

No	Category	Frequency	Percentage
1	Excellent	7	10%
2	Very Good	1	1%
3	Good	8	12%
4	Moderate	45	65%
5	Bad	8	12%
Total		69	100%

Table 4.2 Students Ability Rated by the Second Rater

No	Category	Frequency	Percentage
1	Excellent	7	10%

2	Very Good	1	1%
3	Good	8	12%
4	Moderate	45	65%
5	Bad	8	12%
Total		69	100%

Based on the test, meaning distortion was the mistake that was very often found by the researcher. There were 168 meaning distortions found in 227 or 74% of the total mistake. Meaning distortion occurred when a word or a phrase was translated, the meaning in the target language was different from the meaning in source language.

There were eight awkward literal translations found. It was 4% of the total mistake. Awkward literal translation occurred when the word was translated too literally; causing it became unnatural for the reader. Although this mistake made the text seemed unnatural, it did not change the meaning.

Grammatical mistake occurred 17 times or 7% of the total of 227 mistakes found in the test. It was the mistake found on the grammatical structure of a phrase, clause, or sentence. Although the meaning was still understandable, it made the phrase seemed unnatural.

Word choice was the second most frequent mistake found on the students' translation result. This mistake occurred when a word had some similar words in the target language, but the subject failed to choose the one that was appropriate to the context of the text. It was found 28 times or 12% of the total of 227 mistakes.

The least frequent mistake found on the students' translation result was spelling mistake. Spelling mistake occurred when the subject misspelled the word. This mistake might annoy the readers when they read the translation result, but it did not affect the meaning of the text. There were six spelling mistakes found on the translation results. It was 3% of the total mistakes. Although it did not change the meaning, but the word was written in non-standard form.

Table 4.3 and table 4.4 showed students' mistakes in translating narrative text from English to Indonesian by both raters.

Table 4.3 Students' Mistakes Found by the First Rater

No	Students' Mistake	Frequency	Percentage
1	Meaning Distortion	168	74%
2	Awkward Literal Translation	8	4%
3	Grammatical Mistake	17	7%
4	Word Choice	28	12%
5	Spelling Mistake	6	3%
Total		227	100%

Table 4.4 Students' Mistakes Found by the Second Rater

No	Students' Mistake	Frequency	Percentage
1	Meaning Distortion	166	74%
2	Awkward Literal Translation	8	4%
3	Grammatical Mistake	17	7%
4	Word Choice	27	12%
5	Spelling Mistake	6	3%
Total		224	100%

Because there were some differences in the scoring result, then the third rater give the score to the test result where the differences were found, and the result was:

Table 4.5 Students' Mistakes

No	Students' Mistake	Frequency	Percentage
1	Meaning Distortion	168	74%

2	Awkward Literal Translation	8	4%
3	Grammatical Mistake	17	7%
4	Word Choice	28	12%
5	Spelling Mistake	6	3%
Total		227	100%

In order to get the average score, the researcher divided the total score to the total number of the samples. The total score was 4081.4 from the total of 69 samples. The researcher processed the data into mean (average score) by using the formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{4081.4}{69}$$

$$M = 59.15$$

From the result above, the average score of the samples was 59,15. The score in the range of 46-60 was categorized as moderate translation in the translation category by Machali (2009:119). In conclusion, the translation ability of the students of English Language Education Study Program batch 2017 was moderate.

Discussion

Based on the result of the test, the researcher found that there were seven students in excellent category. The excellent category itself had some indicators such as the text seemed natural, not like the result of translation. The text also had no mistake in grammar, word choice, spelling, or punctuation.

The next category was very good. The results of the translation would be put into this category if they had no meaning distortion, awkward literal translation, or word choice mistake. Despite not having those mistakes, there was still one or two grammatical, spelling, or punctuation mistake found in the text. There was only one student in this category. The result of the translation made by this student could carry the message well, but it had a spelling mistake in one word. This mistake did not change the meaning, but it made the word was written in a non-standard form.

The third category was good. The results of the translation in this category had no meaning distortion. The awkward literal translation, grammatical mistake, word choice, spelling, or punctuation mistakes that were found in the text were not more than 15%. The researcher found that there were eight students in this category. Although these mistakes found in the text, it was still categorized as good because it had no meaning distortion. It meant the message from the source language was still understandable.

The fourth category was moderate. In this category, the text had less than 25% of awkward literal translation, meaning distortion, grammatical mistake, word choice, spelling, or punctuation mistakes. There were 45 students in this category.

The last category was bad. The results of the translation were considered bad if they seemed clearly as the result of translation. Awkward literal translation, meaning distortion, grammatical mistake, word choice, spelling, or punctuation mistakes found in the text were relatively more than 25%. There were eight students that were put into this category.

After classifying all of the students into those categories, the researcher calculated the average score of all the students. The average score of the students was 59.15. Based on this score, the ability of the students of English Language Education Study Program batch 2017 in translating narrative text from English to Indonesian was moderate. It meant that the students' answer still seemed as the result of translation or did not feel natural for the reader. Meaning distortion, awkward literal translation, grammatical, word choice, or spelling mistakes found on the text were relatively not more than 25%. This

result also showed that the students often made the meaning distortion when they translated the narrative text. The mistakes themselves were mostly found around less than 25% of the text.

Meaning distortion was the most mistake made by the students. Meaning distortion occurred when the meaning in the target language was different from the meaning from the source language. Machali (2009:25) called this as referential meaning. She stated that referential meaning must be the minimum condition to make the text in target language was accepted as the result of the translation of the text in the source language, because this aspect was the embodiment of the content of the text and the intention of the writer. The translation result would be considered as a wrong translation if it contained this meaning distortion.

The meaning distortion was found in 168 or 74% of the total of 227 mistakes. It meant that the students could not transfer the meaning well from the source language into the target language. In other words, while the form of the text was changed, the message was also changed. This was a big problem because the main purpose of translation was to convey the message in a different form of language. The message should be maintained even though the form changed.

The example of meaning distortion found on the students' result of translation was the word 'proud' that should be translated as 'sombong' but there were students who translated it as 'bangga'. The researcher assumed that the meaning distortion occurred because the students did not pay attention to the context of the whole text. This wrong perception caused the students to mistranslate the words. The examples of meaning distortion can be seen in table 4.6 below:

Table 4.6 Examples of meaning distortion

No.	Text	Students's translation	Desired translation
1	The proud lion	Singa yang bangga	Singa yang sombong
2	One day, a rat walked past a lion sleeping in a deep forest.	Suatu hari, seekor tikus berjalan berjalan melewati seekor singa yang sedang tidur di hutan yang lebat	Suatu hari, seekor tikus berjalan berjalan melewati seekor singa yang sedang tidur di tengah hutan
3	yesterday you were very proud	Kemarin kamu sangat membanggakan	Kemarin kamu sangat sombong
4	You thought I was small and helpless.	Kamu pikir aku terlalu kecil dan kurang membantu	Kamu pikir aku kecil dan tak berdaya.
5	I was able to save your life	Mampu menyelamatkan tubuhmu yang besar.	Mampu menolongmu
6	cried the rat	Teriak tikus itu	Tangis tikus itu
7	repay me	Membayar saya	Membalas kebbaikanku
8	The proud lion	Singa yang hebat	Singa yang sombong
9	Yesterday you were very proud	Kemarin kamu sudah sangat baik dengan saya	Kemarin kau sangat sombong
10	The proud lion	Singa yang berbangga	Singa yang sombong
11	Rat	Tikus tanah	Tikus
12	Rat	Tikus hutan	Tikus
13	Yesterday you were very proud	Kemarin kau sangat berbangga	Kemarin kau sangat sombong
14	The proud lion	Singa yang bijak	Singa yang sombong

Besides the meaning distortion, there were some mistakes that were found on translation results; those mistakes were awkward literal translation, grammatical mistake, word choice, and spelling mistake. Awkward literal translation occurred in 4% of the total mistake. It occurred when the word was translated too literally; causing it became unnatural for the reader. This mistake could make the translation result seemed unnatural when it was read by the reader. Although this mistake did not change the meaning of the translation result, it made the text felt awkward to read.

The awkward literal translation found on the students' result of translation such as 'repay me' which was translated into 'membayarku kembali'. It would be more natural if the word was translated into 'membalas kebbaikanku'. Although this mistake made the text seemed unnatural, it did not change the

meaning. The researcher assumed that this problem occurred because the subjects rarely read the narrative text in the target language so that their translation result felt awkward.

The examples of awkward literal translation can be seen in table 4.7 below:

No.	Text	Students' translation	Desired translation
1	You thought I was small and helpless	Kamu pikir aku kecil dan memerlukan pertolongan	Kamu pikir aku kecil dan tak berdaya
2	What a tasty meal!	Betapa lezatnya makanan!	Sungguh makanan yang enak!
3	How can you ever repay me?	Bagaimana bisa kamu membayarku kembali?	Bagaimana bisa kamu membalas kebaikanku?
4	What a tasty meal!	Betapa hidangan yang enak	Sungguh makanan yang enak
5	It was the lion	Itu ada si singa	Ternyata Itu adalah si singa

Grammatical mistake occurred 17 times or 7% of the total of 227 mistakes found on the test. It was the mistake found in the grammatical structure of a phrase, clause, or sentence. Thornbury in Tandikombong (2016:5) said that grammar was partly the study of what forms (or structure) were possible in a language. Traditionally, grammar had been concerned almost exclusively with analysis of the level of the sentences It affected the result of the translation as it made the result of translation seemed unnatural.

The example of this mistake was the phrase 'the proud lion' that was translated as 'singa angkuh' instead of 'singa yang angkuh'. The word 'yang' here is important because it helped to emphasize that the word 'angkuh' explained the word 'singa'. Although the meaning was still understandable, it made the phrase more natural. The researcher assumed that this problem occurred because the subject lacked the mastery of the target language of the translation, or it could also occur because of the inability of the subject to use the particle in the target language.

The examples of grammatical mistake can be seen in table 4.8 below:

Table 4.8 The examples of grammatical mistake

No.	Text	Students' translation	Desired translation
1	The proud lion	Singa angkuh	Singa yang angkuh
2	But as he was not feeling very hungry	Tetapi singa tersebut tidak merasa terlalu lapar	Tetapi karena singa tersebut tidak merasa terlalu lapar
3	The lion was soon able to climb out of the hole	Singa segera memanjat ke luar lubang tersebut.	Singa pun segera memanjat ke luar lubang tersebut.
4	But as he was not feeling very hungry	Tetapi dia tidak merasa begitu lapar	Tetapi karena dia tidak merasa begitu lapar
5	the rat heard a loud noise in the forest	Tikus mendengar suara keras dalam hutan	Tikus mendengar suara keras dari dalam hutan
6	It was the lion	Ternyata adalah singa	Ternyata itu adalah singa
7	a rat walked past a lion sleeping in a deep forest	Seekor tikus sedang melewati seekor singa sedang tertidur di pedalaman hutan	Seekor tikus sedang melewati seekor singa yang sedang tertidur di pedalaman hutan
8	It was the lion	Ternyata singa	Ternyata itu adalah singa
9	He caught it with his paw	Dia menangkapnya dengan cakar	Dia menangkapnya dengan cakarnya
10	He let the rat go	Dia membiarkan tikus itupun pergi	Dia pun membiarkan tikus itu pergi

Word choice mistake was found 28 times or 12% of the total of 227 mistakes. This mistake occurred when a word had some similar words in the target language, but the subject failed to choose the one that was appropriate to the context of the text. This kind of mistake could make the translation result felt unnatural in the target language.

This mistake could be found when a student translated the word 'paw'. Although it could be translated as 'telapak tangan', the word should be translated as 'cakar' as it would be more appropriate for

the context of the text. The researcher assumed that this problem occurred because the subject lacked vocabulary mastery, or the inability of the subject to understand the context of the text.

The examples of word choice mistake can be seen in table 4.9 below:

Table 4.9 The examples of word choice mistake

No	Text	Students' translation	Desired translation
1	His paw	Telapaknya	cakarnya
2	Walked past	Melintasi	Melewati
3	A loud noise	Bunyi	Suara berisik
4	Mr. Lion	Bapak singa	Tuan Singa
5	Mr. Rat	Bapak tikus	Tuan Tikus
6	A loud noise	Keributan	Suara berisik
7	His paw	Telapak tangannya	Cakarnya
8	But as he was not feeling very hungry	Tetapi sebagaimana dia tidak terlalu lapar	Tetapi karena dia tidak merasa terlalu lapar
9	The lion looked up and saw the rat	Sang singa melihat ke atas dan menemukan si tikus	Sang singa menatap ke atas dan melihat si tikus

The last was spelling mistakes that were found on the translation results. It was 3% of the total mistakes. Spelling mistake occurred when the subject misspelled the word. According to Smedley in Agriani, Nababan, and Djatmika (2018:227) spelling was an important aspect of language knowledge; he said that it was a key functional component of writing. In other words, spelling was the key to both reading and writing of the language. Therefore effective writing depends on effective spelling. Meanwhile, Willet in Agriani, Nababan, and Djatmika (2018:227) stated that spelling Error is defined as an error in the conventionally accepted form of spelling a word

The spelling mistake might annoy the readers when they read the translation result, but it did not affect the meaning of the text. Spelling in the translation result had to be considered because the translated text was seen on its appropriate meaning and its readability.

This mistake could be found when a student translated the word 'thought'. It should be translated as 'berpikir', but the student misspelled it as 'berfikir'. Although it did not change the meaning, the word was written in a non-standard form. This misspelled word affected the reader when they read the translation result, even though the reader would still understand the meaning of the word. The researcher assumed that the subject did not know about the correct spelling of the misspelled word. It might also happen because the subject only heard the word without knowing or paying attention to the correct spelling of the word.

The examples of spelling mistake can be seen in table 4.10 below:

Table 4.10 The examples of spelling mistake

No.	Text	Students' translation	Desired translation
1	Will never forget	tidak akan perna lupa	tidak akan pernah lupa
2	Quickly	Dengan jepat	Dengan cepat
3	Thought	Berfikir	Berpikir

These mistakes made the text seemed unnatural while being read though the text was still understandable. The result of the research showed that these mistakes were not as many as the meaning distortion.

It could be concluded that the ability of the students of English Language Education Study Program batch 2017 in translating narrative text from English to Indonesian was moderate. They still had problems in translating the text such as meaning distortion, awkward literal translation, grammatical mistake, word choice, and spelling mistake. Meaning distortion appeared as the most frequent problem made by the students.

CONCLUSION AND SUGGESTION

Conclusion

The average score of the test was 59,15. Based on the translation category by Machali (2009:105), the score between 46 and 60 was categorized as moderate translation. Therefore, the ability of the students of English Language Education Study Program batch 2017 in translating narrative text from English to Indonesian was moderate.

The total number of the mistakes made by the students in translating the narrative text from English to Indonesian was 227 mistakes. Those mistakes were meaning distortion, word choice, grammatical mistake, awkward literal translation, and spelling mistake. Meaning distortion was the most frequent mistake made by the students, there were 168 or 74% of the total number of the mistakes. There were 28 word choice mistakes or 12% of the total number of the mistake. There were 17 grammatical mistakes or 7% of the total number of the mistake. There were eight awkward literal translations or 4% of the total number of the mistake. The least mistake made by the students was spelling mistake. There were six spelling mistakes or 3% of the total number of the mistakes.

Suggestion

For Students

It is suggested that the students keep on improving their translation ability and use the mistakes found on the test as a reference to improve their works. The students also need to read more narrative text to make them get used to the language style of the text. Hopefully, it will make their translation work becomes more natural.

For Lecturers

It is suggested to the lecturers to use the result of this research as a consideration to improve their students' translation ability. It is also suggested to them to keep on drilling their students' understanding of the context of the text.

For Other researchers

It is suggested to the other researchers who want to conduct a research about the ability of the students in translating a text to choose another kind of text besides narrative text.

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AN ANALYSIS OF ENGLISH SUMMATIVE TEST OF TENTH GRADE STUDENTS AT A SENIOR HIGH SCHOOL IN INDONESIA

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Abstract

Evaluation is the activity to control and guarantee the education quality due to the teaching and learning process. A good test is known to have main characteristics, such as validity, reliability, level of difficulty, discriminating power, and administration. Item analysis is the answer. The research applied a descriptive quantitative and qualitative approach because it tries to describe content validity, reliability, level of difficulty, and discriminating power of the English summative test made by the teacher. The sample of was the English summative of the tenth-grade student at SMAN 9 Banjarmasin academic year 2019/2020. The findings show that the English summative test was in a low category of validity because test items were not relevant to the content of K-13. The reliability was in the medium category (0,554). The level of difficulty was in the easy class. Lastly, the discrimination power showed that 52% of the test items were in poor category and suggested to be revised. Based on the findings, the test maker should arrange the test item based on the learning objectives of the other English skills and more practice in making good test items to measure the students' ability in the teaching and learning process.

Keywords: Content validity, Reliability, Summative test

INTRODUCTION

Evaluation is the activity to control and guarantee education quality. According to Gay (2000:6), evaluation is a systematic process of collecting and analyzing data to determine whether and to what degree objectives have been or are being achieved. The students and their learning process are the main focus of classroom evaluation while the teachers must hold an evaluation to measure the students' capability in teaching-learning process.

A good test is known to have main characteristics, such as validity, reliability, level of difficulty, discriminating power, and administration. Item analysis is the answer. Generally, analyzing test items seeks to answer the item of how well a test differentiates students based on how well they achieve the learning objectives designed by the teacher.

The researcher chooses that topic because she wants to know the quality of the English summative test made by the English teacher. Based on a preliminary study in SMAN 9 Banjarmasin, it is found that the scores for the summative test in the second semester of tenth-grade students show at the low category with an average score of 50,68, which is calculated from seven classes. More than 50% of students have lower scores than the standard score, which is 65 for the result of the English summative test. Based on this data, it is necessary to analyze the English test items in order to see the content validity, reliability, level of difficulty and discriminating power of test items. Hopefully, the findings of this study give valuable input to the teacher and help them to select better items, and the test gives a good result of the students' achievement.

Review of Literature

A. Summative test

A summative test is a process that is a part of the final evaluation to find out whether the learning objective as outlined in the curriculum is successful. This test is also called the end of semester test or final stage of learning evaluation. For example, determine class progress and school graduation. The scope of the material is wide and the problems include easy medium, and difficult levels.

Content Validity

Content validity in terms of the measuring instrument itself is based on the material that has been taught and is expected to be mastered by students. Krathwohl (2001) stated, "The test must be able to include measurements of all aspects of thinking skills by Bloom's taxonomy". As a teacher, this content validity is the most important thing.

Reliability

A test is said to be reliable if the test is tested on the same object or subject repeatedly, the results will remain the same, consistent, stable or relatively the same (not statistically different). According to Friedenberg (1995), the extent to which an instrument measures stable characteristics of instrument takers is free random measurement error. A reliable instrument provides a relatively consistent measure of instrument taker characteristics.

B. Level of Difficulty

Level of difficulty is the degree of difficulty of the items starting from the easiest, medium, and difficult. Item difficulty level is the percentage of students who answered correctly. A good item if the number of correct answers in a group of high-ability students is greater than the number of correct answers in a group of low-ability students.

C. Discriminating Power

Discriminating power refers to the questions concerning whether a test item can discriminate individuals in line with others or between the high achievers (good or able students or students with knowledge) and lower achievers (poor students or students with less knowledge). Sudijono (2011) explains, "Discriminating power of each item is very important to know because one of the guidelines in arranging the items, the test-makers must realize that each student has different abilities."

METHOD

Respondents

This research applied a descriptive quantitative and qualitative approach because it tries to describe content validity, reliability, level of difficulty, and discriminating power. The subject of this research was an English summative test made by the school teacher in the first semester of tenth-grade students at SMAN 9 Banjarmasin academic year 2019/2020, which consists of 25 multiple choice items.

Instruments

The researcher uses documentation and checklist in collecting the data. This research focuses on the students' answer sheets, the test items, and the syllabus. The researcher analyzed the document of English summative test and students' answer of the tenth-grade students at SMAN 9 Banjarmasin academic year 2019/2020.

Data Analysis

The research uses a quantitative and qualitative approach. Quantitatively is used to analyze the reliability, level of difficulty, and discriminating power. Meanwhile, qualitatively is used for content validity. There are some steps in analyzing the test item. The first step is making a rank tabulation on Microsoft Excel applications. This tabulation is used for classifying the high-ability group and the low-ability group. The second step is making tabulations to find out how many students had chosen the right answer, the wrong answer, and a number of students who had not chosen any choice (abstain). The third step is inputting the formulas to find reliability, level of difficulty, and discrimination power.

FINDINGS AND DISCUSSION

Findings

1. Content Validity

Table 4.1 Content Validity of Multiple Choice Test

No.	English Skills	Related Items	Total Items	Percentage
1.	Speaking	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	15	60%
2.	Reading	0	0	0%
3.	Listening	0	0	0%
4.	Writing	0	0	0%
5.	Structure	16, 17, 18, 21, 22, 23, 24, 25	8	32%
6.	Vocabulary	19, 20	s2	8%

The finding in Table 4.1 showed that the summative test items consist of 60% of the speaking skill test, they were numbers: 1,2,3,4,5,6,7,8,9,10,11,12,13,14, and 15. For structure 32%, they were numbers: 16,17,18,21,22,23,24,25. Then, only 8% for vocabulary, they were numbers: 19 and 20. Meanwhile, there were no items for other skills, such as Reading skill, Writing skill, and Listening skill.

2. Reliability

The result of analyzing the reliability of English summative test used is:

Table 4.3 The Result of the Reliability of Test Items by KR-21 Formula

N	K	M _t	S _t	r _{KR-21}
122	25	20,77	7,516	0,554

Based on Table 4.3, the reliability of the test is 0,554. It is categorized on medium.

3. Level of Difficulty

Based on Brown's formula in calculating the result of level of difficulty analysis of the item shows there are 20 easy items, 5 sufficient items, and 0 difficult items. The items which are recommended to be revised (too many easy test items and no difficult test items) as follow:

- a. The test has 20 easy items, they are number 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 18, 19, 20, 21, 23, 24, and 25.
- b. The test has 5 sufficient items, they are number 3, 11, 14, 17, and 22.

4. Discriminating Power

From the calculation by using Brown's formula, it is found there are 4 very good test items, 4 good items, 4 marginal items, and 12 poor (revised) items in discrimination power of the items which are belong to be very good, good, marginal, and poor (revised) as follow:

- a. The test has 4 very good items; they are number 11, 17, 22, and 23 (16%).
- b. The test has 4 good items; they are number 6, 14, 21, and 23 (16%).
- c. The test has 4 marginal items; they are number 10, 13, 19, and 24 (16%).
- d. The test has 13 poor items; they are number 1, 2, 3, 4, 5, 6, 7, 8, 9, 15, 16, and 18. (48%).
- e. The test has 1 very poor item, it is number 7 (4%).

Discussion

Based on all the findings above related to content validity, reliability, level of difficulty, and discrimination power, it was found that the quality of the English summative test in the first semester of tenth grade used at SMAN 9 Banjarmasin academic year 2019/2020 was in the low category, except in terms of reliability, that was in the medium category.

Concerning content validity, it can be seen that the test item was not representative of the specification of the content of the English curriculum in which any aspect of language should be integrated. In fact the content of the summative test just tested speaking skill, structure and vocabulary, while the other skills were not presented. In addition, the portion of items representativeness was not balanced too. In the test, the speaking item took 15 items or 60%. It was not balanced to Structure and Vocabulary. Structure item just took 8 items or 32% portion. Meanwhile, vocabulary took 2 items or 8% portion.

Concerning reliability, Thorndike (1991:91) also stated reliability refers to the accuracy and precision of measurement procedure. Therefore, English summative test in the first semester of tenth grade used at SMAN 9 Banjarmasin academic year 2019/2020 showed in the medium category. This means that the test had a consistent degree of reliability.

Related to the level of difficulty, Saifudin (2006:129) mentioned that level of difficulty is the proportion between the number of students who answered the questions correctly and the number of students.. Based on the findings, 20 items (80%) of the items were easy, 5 items (20%) were sufficient, and 0 item (0%) was difficult. The level of difficulty of the test is very easy, it can be seen from the number of easy items which are more than 50%. It is not a good test, because good test criteria recommended that the test items are not too easy and not too difficult.

Futhermore, discriminating power refers to the questions concerning whether a test item can discriminate individuals in line with others or whether the test items can discriminate between the high achievers (good or able students or students with knowledge) and lower achievers (poor students or students with less knowledge). Referring to the result of calculating, the result of discriminating power showed that there were 13 items or 50% of the test indicated poor items (less than 0.20). They must be discarded and revised. Thus, the test has poor discriminating power and needs much improvement because many items in this test can not discriminate between high achievers and low achievers.

CONCLUSION

Based on the results of the analysis of the English summative test in the first semester of tenth grade used at SMAN 9 Banjarmasin academic year 2019/2020, it can be concluded that the content validity of the test was not good since the test item was not representative of the specification of the content of the English curriculum and the portion of items representativeness was not balanced too. Secondly, the English summative test in the first semester of tenth grade used at SMAN 9 Banjarmasin academic year 2019/2020 had a quite consistent degree of reliability because the reliability index was 0,554 and in the medium category. Thirdly, 80% of

the 20 items (80%) of the items were easy. This meant that the test had poor level of difficulty and needed to be revised. Finally, the discriminating power of English summative test in the first semester of tenth grade used at SMAN 9 Banjarmasin academic year 2019/2020 has a low category. It was shown by 52% of the test items were suggested to be eliminated and revised.

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DIFFICULTIES IN SPEAKING ENGLISH OF EFL STUDENTS IN INDONESIA

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Abstract

In Indonesia, English is used as a foreign language. Therefore, students face difficulties when trying to speak English. This research was conducted to find the difficulties that influence students' speaking and to know what are the causes of those difficulties in English class. The design of this research was descriptive method. Moreover, the researcher used observation and interview as the instruments in this study. The result of the research showed there are some difficulties and causes of those difficulties that make students difficult to speak English. That difficulty comes from students' psychological aspect such as anxiety, shyness, fear of mistake, and lack of confidence. Moreover, in student linguistic aspect such as lack of vocabulary, poor pronunciation, and mother tongue interference. Furthermore, the researcher found that the causes of those difficulties are not ready to speak, personality, fear of negative evaluation, feel pressured, less reading English literature, less practicing to speak English, and confusion.

Keywords: speaking English, difficulties

INTRODUCTION

As a foreign language in Indonesia, many students encounter difficulty when learning English. Speaking English is one of the aspects that becomes an obstacle for students in learning English. Learning English from junior high school until senior high school does not guarantee that students are able to speak English fluently. There are many students who cannot speak English well in terms of practicing speaking in English class or even in daily life. According to Richards and Renandya (2002), speaking is considered to be an essential language skill. Speaking is one of the skills that students should learn besides listening, reading, and writing skills. Speaking is the most critical skill that students have to master because speaking is a tool to communicate. If learners want to speak to other people, especially to people overseas, learners have to speak English since English is an international language.

However, many students prefer to focus on learning grammar rather than fixing their pronunciation. Proper grammar does not guarantee students to be able to speak English fluently. Some students usually get a high score about grammar lessons but get a low score in speaking lessons. The researcher conducted the study on second-semester students in basic speaking class because they already got exposed and learned about linguistic things such as grammar from junior high school and senior high school.

According to the background of the study, the problem of this research are: 1) what are the difficulties that students face when speaking English, 2) what are the causes of students difficulties. In addition, the aims of this study are: 1) to analyze the difficulties that students encounter when speaking English, 2) to identify the causes of students difficulties.

REVIEW OF LITERATURE

Difficulty in Psychological Aspect

When learning a foreign language especially English, students encounter some impediments. One of them is psychological aspects. There are some psychological aspects that make students hesitate to speak English.

a) Anxiety

According to Horwitz (2001), anxiety is a feeling of tension, apprehension, and nervousness. Anxiety influence students in learning a language. Furthermore, regarding to Zhao Na (2007), communication apprehension, test anxiety, and fear of negative evaluation are the causes of anxiety appear. Communication apprehension refers to the ability of students to communicate by using the target language. In addition, test anxiety refers to students' worridiness of being tested of their spaking English. Furthermore, fear of negative evaluation refers to other students' perception. In this case, as mentioned above, the worry of being evaluated by the teacher gives tension to the students. Moreover, very often that students' evaluation causes anxiety among students themselves.

b) Shyness

According to Baldwin (2011), explains that feeling of shyness makes students mind blank or they will forget what they want to say in front of people. Regarding to Saurik (2011), the causes of shyness is because students think they will make mistake when they talk in English. Moreover, students' natural personality of being shy also become the causes. Students who has personality of being shy found that speaking in front of public is something challenging. They will forget what they want to say.

c) Fear of mistake

Students often feel afraid of making mistakes when they are speaking English. According to Robby (2010), fear of mistake become one of the main factor that influence students hesitate to speak English. It is influenced by the students' fear of being laughed or being criticized by the other students. Furthermore, according to Kurtus (2001), that the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people, and they are concerned about how others will see them. In addition, they worry about how they will sound, they scared sounding silly in front of the class.

d) Lack of confidence

The students lost their confidenceness when their friends did not understand what they are saying in English. According to Dornyei (2002), self- esteem and self-confidence are like the foundations of building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them. It shows that buliding students confidenceness essential to improve their speaking skill. Moreover, according to He and Chen (2010), students' low ability in speaking English become the main cause of students' lack confidence. Due to of their low ability, they do not have the courage to tell what is in their minds. Even though students have been master in grammar it does not guarantee them able to speak English confidently.

Difficulty in Linguistic Aspect

Aside from psychological aspects that prevent students from practicing to speak English, linguistic aspects also influence the students in learning English. Due to linguistic aspects, sometimes students face difficulty in speaking English.

a) Lack of vocabulary

Vocabulary is an essential aspect of speaking. If students do not know any vocabulary in English, it leads to a problem in speaking. According to Thornburry (2004:13), without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It means even students who master in grammar but do not have a lot of vocabularies, they still cannot communicate fluently using English.

b) Poor of pronunciation

In speaking, when someone communicates to express their idea or their feeling, they will produce words. Which someone creates a set of words while pronouncing sound produced by oral. When students pronouncing words unintelligibly, it will lead to misunderstanding. Therefore, the speaker's intention will not well conveyed. According to Gilakjani (2011), the reasons of ESL students have difficulties learning pronunciation are that they are not interested, and not exposed to target language often.

c) Mother tongue interference

According to Mede (2014), there is a high probability of cross-linguistic influence in second language acquisition, and this influence may cause some errors which are caused by negative transfer. Mother tongue interference appears when students want to express their opinion or ideas. They encounter difficulty in gathering the words in their mind. Subsequently, it becomes more complicated to resolve into producing when word orally. Furthermore, according to Manrique (2013) the most common types of interference between the mother tongue and the target language are mispronunciation and grammatical error.

METHODOLOGY

Design

The method used in this research is descriptive method. The descriptive method is used to collect the information about students' condition in the second semester of the English Language Education Study Program at ULM. This research tries to obtain information about difficulties that are influencing students' speaking and find out the causes of the difficulties that influence students' speaking in terms of using English to communicate with each in daily life. The approach used in this research is qualitative research. The researcher focuses to uncovering the phenomena of the research problem that happened in the second semester of English Language Education students at ULM. Moreover, the researcher used qualitative due to the data were in form of words.

Respondent

This research was conducted at Lambung Mangkurat University, located on Jl. H. Hasan Basry Kel. Banjarmasin Utara Kota Banjarmasin. The population in this study included English Language Education students in the second semester at ULM, which were still active in the teaching and learning process. The subject of this study was students in speaking class in the second semester in the English Language Education Study Program at ULM. In this case, the researcher analyzed two classes of basic

speaking class to be selected as the subjects to be interviewed and observed the behavior of the students, students' participation, and students' responses in speaking activity in the teaching and learning process. They are basic speaking class A1 and A5.

Instruments

This study consisted of two instruments: observation and interview. The observation was carried out three times to select students who match the criteria predetermined before the research to be taken as a subject and to find out students participations and responses in English class. After the observation, the interview was conducted to gain further information about the difficulties that hinder students and the causes of difficulties. The interview was addressed to the students who matched the criteria of the subject.

Procedures

The procedures by which how the researcher collected the data were:

1. The researcher observed two classes of the second semester speaking class. They were basic speaking class A1 and A5. The observation was carried out three times by recording device to record the activities of teaching and learning English there. The first observation was conducted on Friday, 6 th March 2020 in basic speaking class A5, the second observation was on Friday, 13 March 2020 still in basic speaking class A5, and the third observation was conducted through observing video in basic speaking class A1. The observation was carried out to select the students' participation and responses in the classroom.
2. The researcher selected students who match the requirements predetermined to conduct an interview.
3. The researcher conducted an interview with the students who match the requirements of the subject. The interview conducted to gain further information about difficulties that hinder students from practicing speaking, and the causes of that difficulties to the students.

Data Analysis

The data of this research were taken from observation and interview. The analysis of this research used is descriptive method. According to Miles and Huberman (1994:22), there are three components in analyzing the data. There are data reduction, data display, and verification.

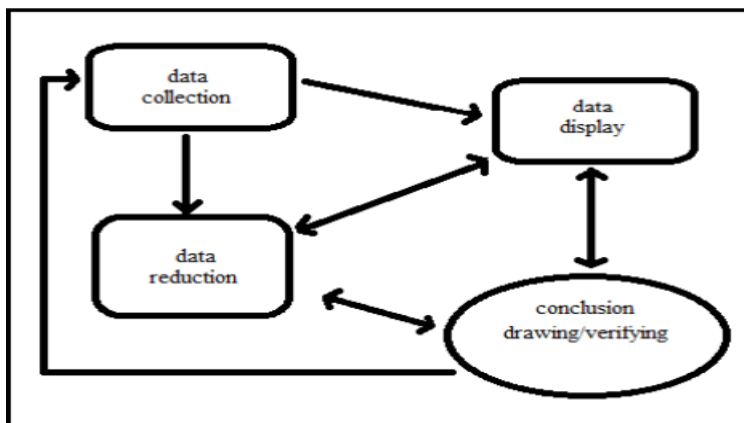


Figure 3.1 Miles and Huberman Interactive Models (1994)

1. Data reduction

Reduction the data refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes and transcriptions. In this research, the research focusing on reducing and transformation of rough data from the field notes of observation and interview. The steps in reducing the data, first is identifying the data obtained (transcript of interview, and field note from observation). Second is choosing the data that has been selected and focusing on the needed data. Last is making summarize of the data. Data reduction is carried out contaniously until the research is complete. The research took the data about the students difficulty, and the causes of the difficulty in speaking English.

2. Data display

The display of the data is an organized, compressed assembly of information that permits conclusion drawing and action. The data display of this study is narrative text. It means the data was drawn and explained in the form of words, sentences, and paragraph. The research presents the data from the students difficulties in speaking skills and the causes of that difficulty.

3. Verification

Verification refers to the process which is able to explain the answer to research questions and research objectives. The researcher as collected and analyzed the data with valid, consistent, and enough of the data. The researcher gave the result of the analysis based on the problem statement, where it concluded the valid data from the entire data. The researcher takes conclusion after presenting the data analysis.

FINDING AND DISCUSSION

The Difficulties in Psychological and Linguistic Aspect

Based on the observation that had been conducted three times by the researcher and after conducting the interview with the students. The researcher found the students face difficulties in a psychological and linguistic aspect. Furthermore, it was possible for one students to have more than one difficulty. Therefore, the researcher found there were some students who had overlapping difficulty in them.

a) Anxiety

When the researcher observed the teaching and learning process in both classes. The researcher found there five students who seems could not relax, and they were trembling

when speaking English. It could be proved from the interview that had been conducted by the researcher:

“saya merasa gugup karena belum terbiasa bicara yang spontan bahasa inggris karena saya tidak ada persiapan itu tadi otomatis saya gugup langsung blank...” (subject 1)

“gugup gitu kalau maju kalau belum siap..” (subject 2)

“saya gugup susah rileks karena saya tidak lancar bahasa inggrisnya” (subject 3)

“... cuma gugup sedikit karena penilaian” (subject 4)

“kalau maju ke depan kelas itu pasti gugup ka soalnya demam panggung” (subject 8)

Based on the interview above, the students feel anxious to speak up using English in front of the class. When those students speaking English in front of the class, the researcher seem they could not relax when speaking English. Moreover, they easily got distracted. They usually lost their concentration when they are standing in front of the class. Moreover, when they speak their voice a little bit shaking because of that nervousness. It was in line with Horwitz’s statement (1986: 129) that the characteristic of students who have anxiety issue are they feeling tension, inability to relax, trembling, difficult to concentrate, showing psychical symptom such as sweaty palm when speaking. The behaviour that students show made the researcher believe they had an anxiety issue. From the researcher’s point of view, anxiety influences students performance when speaking in front of the class.

b) Shyness

There were three students from both classes that felt shy when they asked to perform or speak using English as the researcher observed. When performing in front of the class students’ voice was very low and stuttering, even there was a students who whispering her idea to her friends so her friends delivered their idea to the listeners. Furthermore, they seem avoid eye contact with their friend when speaking. It could be proved from the interview that had been conducting by the researcher:

“... merasa malu kada pede kadang tuh down juga pas liat temen tuh lancar speaking nya, saya merasa kemampuan saya tuh belum bagus jadi itu yang buat saya tidak berani speaking inggris” (subject 5)

“kalau saya nih lebih ke malu ka, soalnya semester ini orang yang di kelas beda juga saya tipe anak yang pasif gitu ka” (subject 7)

“saya malu dikarenakan memang dari sananya saya pemalu ka bawaan ka” (subject 8)

Based on the interview, the students felt shy when they asked to speak English in class. The students admitted that their shy characteristic made them difficult to speak English. The students cannot show up or express their idea or opinion freely when standing in front of the class. When they would talk using English, they suddenly forgot what they would like to say. In line, with Baldwin (2011), he stated that for someone who has feeling of shy, speaking in front of people make their mind go blank and forget what they want to say. From those explanation, it can be said that students’ shyness plays role in speaking performance.

c) Fear of mistake

When the researcher observed the students in both classes. The researcher found there were five students who feel afraid of making mitsake. It could be proved from the interview that had been conducted by the researcher:

“saya takut salah bicara karena memikirkan grammar dan apakah kata yang dipakai sudah tepat” (subject 1)

“sebenarnya cuma takut aja gitu.. bingung soal pemilihan katanya” (subject 2)

“takut salah tuh karena merasa tidak lancar bahasa inggrisnya mau itu pronounciationnya dan lain-lain” (subject 3)

“disamping kada menguasai grammar dan wawasan bahasanya kan ka.. satu kelas dengar ka jadi saya takut kalau salah nanti dikritik (subject 7)

“kalau ada salah temen yang lain memperhatikan ada yang tertawa saat saya salah atau dibicarakan diam-diam” (subject 8)

Based on the interview, they felt they would make a mistake when speaking English. they afraid they would use incorrect grammar or vocabulary. In addition, they afraid they would pronounce that English word incorectly. It was in line with Robby (2010). That stated the fear of making mitsake made the students felt reluctant to participate in classroom activity. They hesitate to use English when doing discussion with their friends.

d) Lack of confidence

According to the observation, there were three students who felt unconfident when talking using English. The students avoided speaking English even though they knew that word in English. It could be proved from the interview that had been conducted by the researcher:

“kada pede kada tuh down pas liat temen sangat lancar speakingnya jadinya kadang minder karna merasa kemampuan saya kurang” (subject 5)

“kurang pede karena takut salah itu tadi makannya kurang pede” (subject 6)

“temen tuh kemampuan speaking nya lebih baik dari saya jadi saya merasa kurang pede” (subject 8)

Based on the interview, the students felt they are not capable enough in speaking English. The students did not have braveness to show their skill. Furthermore, students avoided speaking English without trying. If students did not have self-confidence, their English especially in speaking skill could not improve. According to Dornyei’ s statement (2001) that self-esteem and self-confidence are like the foundation of a building; if they are not secure enough, even the best technology will be insufficient. Therefore, if the students always avoid speaking using the target language in this case English, they would never develop their skill in speaking.

e) Lack of vocabulary

Based on the observation and interview, there were six students who face difficulty in vocabulary. It could be proved that students have this difficulty from the interview:

“kosa kata saya belum memadai sih ka kurang baca-baca gitu dan seperti yang bilang tadi kalau belum dipersiapkan saya ngeblank” (subject 1)

“bingung soal pemilihan kosa katanya ka karena saking gugupnya itu bisa lupa beberapa kosa katanya” (subject 2)

“menurut saya kosa kata saya masih kurang belum memahami banyak kata-kata baru gitu karena kurang belajar ka” (subject 3)

“kalau pronounce nya saya bisa tapi kalau pemilihan kata itu bingung itu karena saya kurang latihan ka” (subject 6)

“vocabulary tuh kan banyak ka dan kita kada bisa semua ingat kecuali kata itu tuh sering digunakan dan familiar ka sama waktu sekolah dulu saya jarang mendengar lagu western dan kurang rajin cari-cari wawasan bahasa inggris” (subject 7)

“vocabulary saya sih masih kurang ka karena kurang membaca literature yang berbahasa inggris soalnya lebih sering membaca buku yang berbahasa indonesia” (subject 8)

Based on the interview, the students had limited vocabulary when they had wiliness to speak fluently. They still thought the word in English in their mind. Furthermore, sometimes students chose inaccurate words when speaking English. in line with Khan (2005), he stated that students who learn English as a foreign language have difficulty to use words to speak. According to that explanation, it can be seen that students have difficulty to express their thought using appropriate or accurate English word.

f) Poor of pronunciation

There were five students who face difficulty in pronunciation according to the observation. From the interview that had been conducted by the researcher, it could be proved that students have difficulty in pronunciation:

“biasanya itu sih penekanannya ka kan penekanan nya itu berpengaruh juga dengan artinya itu...” (subject 1)

“pronunciation itu tepatnya sih lebih ke kata-kata yang sama bunyinya itu ka” (subject 3)

“sulit dikata baru ka karna baru tau jadi bingung mem pronounce nya” (subject 4)

“dipronounce itu karena kurang berlatih jadi saya kadang salah di penekanan jadi kadang disuruh ulang sampai benar” (subject 7)

“dipronounce nya masih sering ketuker kata-katanya salah makna atau salah pengucapannya masih belum memadai dan dipenekanannya juga kadang temen salah paham dengan apa yang saya ucapkan karena kurang penekanan itu tadi dan akhirnya temen menangkap makna yang beda” (subject 8)

Based on the interview, students had a problem in pronouncing words that have a similar sound. Furthermore, they had difficulty in stressing the word. And sometimes, their pronunciation unintelligible. When speaking English word the students speak carefully, in order to the message they would to deliver were conveyed. In line with Burns' statement (2002), that it is important the speaker creates sound in English that are recognizable and understandable for the listener. It seems that intelligibility in pronouncing English word is essential.

g) Mother tongue interference

When the researcher conducted the observation, the researcher found there were four students who have this difficulty. It could be proved from the interview:

“karena belum terbiasa aja ka. Setiap mendengar dosen berbicara bahasa inggris saya mengerti dan saat dosen mengajukan pertanyaan sebenarnya saya mau juga menjawab pakai bahasa inggris tapi belum terbiasa menggunakan bahasa inggris” (subject 1)

“lebih dominan ke bahasa indonesia di kelas karna itu tadi pronounce nya susah” (subject 3)

“lebih sering berbicara bahasa indonesia sih ka. Biasanya itu kalau pakai bahasa inggris saya harus mikir dulu kalimatnya. Tapi kadang saya usahakan berbahasa inggris di kelas kalau bisa” (subject 7)

“untuk bicara dengan teman lebih domina bahasa indonesia tapi kalau dosennya datang dibiasakan pakai bahasa inggris. Kadang waktu dosennya bertanya pakai bahasa inggris saya jawab pakai bahasa indonesia karna pikiran saya blank, kosa kata yang sesuai tidak terpikirkan sadar tidak sadar jadinya pakai bahasa indonesia” (subject 8)

Based on the interview, mother tongue interference become one of the difficulties that students face when speaking English. It because students could not make sentences in correct grammar or pronouncing English word clearly. Therefore, the students use their mother tongue when they did not know what they would talk in English. Moreover, they felt embarrassed to talk in English. It is in line with Zhang and Yin (2009), they stated that when students actually able to speak English they will use their mother tongue even though they are able to speak English.

The Causes of Difficulties in Psychological and Linguistic Aspect in Speaking English

The researcher found there were seven causes that make students difficult to speak English. they are not ready to speak, personality, fear of negative evaluation, feel pressured, less reading English literature, less practicing to speak English, and confusion.

a) Not ready to speak

Based on the students' interview, the causes that make them difficult to speak English because they are not ready to speak. It could be proved from the interview:

“saya merasa gugup karena belum terbiasa berbicara bahasa inggris dengan spontan karena saya tidak ada persiapan...” (subject 1)

“gugup gitu kalau maju karna belum siap” (subject 2)

Based on the students interview, the difficulty appeared because of students not ready to speak. Moreover, they were unprepared the words or sentences that they would like to speak. They said when they unprepared the words or sentences that they would like to say in front, they were getting nervous and had nothing to say. In addition, the students thought they were not capable enough in English especially speaking. It is in line with Zhao Na (2007) that stated students who have low competence in many aspect, particularly in speaking skill making them anxious to speak and causing them not ready to speak when they were asked. In brief, readiness influence the students when spoke English

b) Personality

The students also said in the interview that their personality also becomes the causes those difficulties appeared when they were speaking English. It can be seen on the interview below:

"kalau saya itu malu karna orang yang ada di kelas itu beda lagi jadi saya malu dan juga saya tipe anak yang pasif kurang aktif gitu ka" (subject 7)

"saya malu dikarenakan memang dari sananya pemalu bawaan ka" (subject 8)

Based on the interview, the cause that make difficulty appeared when students were trying to speak English because of their characteristic. The students natural characteristic of being shy to speak in front of people made students could not perform well when they were asked to speak English. they also said they were shy when they made mistake while speaking English. Therefore, they speak with a very low voice. In line with Saurik (2011), he stated that most of students feel shy when they speak English because they think they will make mistakes, while speaking English and it also because of their natural trait. It could be seen that the students' personality affects students performance when speaking English in front of people. Therefore, students' difficulty appear when they were trying to speak English.

c) Fear of negative evaluation

The students also said in the interview that they afraid of other perceptions. It can be seen in the interview:

"... dan satu kelas dengar ka jadi saya takut kalau dikritik gitu" (subject 7)

"kalau ada salah temen yang lain memperhatikan ada yang tertawa saat saya salah bicara ada yang dibicarakan diam-diam" (subject 8)

Based on the interview, fear of negative evaluation became one of the causes that difficulty appeared when students were speaking English . The students afraid their friends will criticize them or making fun of their mistakes. They scared if their friends would tease them. In line with Kurtus' statement (2001) that primary reason of fear of mistake is that students afraid of looking foolish in front of other people, and they are concerned about how others will see them. It can be seen that fear of negative evaluation made the students afraid to try to speak English in front of people. It ended up, they hesitate or never try to speak English to improve their speaking skill.

d) Feel pressured

Based on the result of students difficulties, the researcher found the causes tha made those difficulties appeared when students were trying to speak English. It could be seen in the interview:

"... paling Cuma gugup sedikit karena penilaian" (subject 4)

"...kadang tuh down pas liat temen sangat lancar speaking nya saya merasa kemampuan saya belum bagus.." (subject 5)

"temen tuh punya kemampuan speaking nya bagus jadi saya merasa kurang pede untuk menjadi lebih baik atau setara dengan teman saya" (subject 8)

Based on the interview, the causes that made those difficulties appeared because students feel pressured. They feel pressured by the score they would get. Moreover, they feel pressured because their friends' skill are better than them. It is in line with He and Chen (2010), they stated that the students feel pressured of their friends' ability in

English. students' low ability to speak English make them unconfident to speak English. In brief, feeling pressured influenced students performance when speaking English therefore it made them unconfident.

e) Less reading English literature

According to the interview that the researcher conducted to the students, it can be inferred that the causes of students difficulty in speaking English are related to students less reading English literature. It could be proved from the interview:

"kosa kata saya belum memadai karena saya kurang baca-baca gitu.." (subject 1)

"menurut saya kosa kata saya masih kurang belum memahami banyak kata-kata baru gitu karena kurang belajar" (subject 3)

".. waktu sekolah dulu jarang mendengarkan lagu wertern dan kurang rajin cari-cari wawasan berbahasa inggris" (subject 7)

"...saya masih kurang memadai vocab karena kurang membaca literature yang berbahasa inggris saya lebih sering memebacar literature yang berbahsa indonesia" (subject 8)

Based on the interview, the causes due to students less reading English literature. When the students would like to speak or explain something in English, they could not think in English word because of limited vocabulary they had. In line with Thornbury (2004:13), he stated that without vocabulary nothing can be conveyed. The students could not deliver what they would like to say in English because they have nothing to say. It can be seen that by reading English literature, students would get and know a lot of vocabulary.

f) Less practicing to speak English

According to the interview that the researcher conducted to the students, it can be inferred that the causes of students' difficulty in speaking English are related to the students were less practicing to speak English. It could be proved from the interview:

"pengucapannya saya bisa tapi masih bingung-bingung karna penyebabnya kurang latihan ka" (subject 6)

"... di pronounce nya itu karena kurang rajin berlatih..." (subject 7)

Based on the interview, the students less practicing their pronunciation. The students rarely speak English in daily life and rarely practice it. Therefore, their pronunciation was a little bit of lack. In Indonesia, English is used as a foreign language. It made the students rarely have a chance to use English in daily life. In line with Gilakjani's statement (2011) that among the reason ESL students have difficulty learning pronunciation are they did not interest and did not exposed to target language often. It can be seen that if students are always practicing to speak English, their pronunciation can improve and get better.

g) Confusion

Based on the interview with the students, the causes that make it difficult to speak English because of confusion. It could be proved from the interview:

"..takut salah bicara karena memikirkan grammar dan apakah kata yang dipakai sudah tepat" (subject 1)

"...bingung soal pemilihan kosa katanya..." (subject 2)

"sulit dikata-kata yang baru tau jadi bingung cara mempronounce kata itu" (subject 4)

".... pemilihan katanya itu bingung..." (subject 6)

"bahasa inggris ini saya mikir dulu susunan kalimatnya jadi bingung ka ay" (subject 7)

Based on the interview, confusion became one of the causes that made difficulty appeared. The students thought a lot about grammatical rule before speaking. They confused which grammar that they should use before speaking. They confused to decide whether they should use present or past tense while speaking. Moreover, they confused about the vocabulary. They confused whether that vocabulary irregular or regular verb. In addition, they confused about pronouncing word that unfamiliar. In line with Manrique's statement (2013), that ESL students confused to transfer words from their first language

to the target language therefore, they sometimes mispronounce and made grammatical error.

CONCLUSION

After conducting the research about students' difficulty in speaking English in the second semester of English Language Education students at Lambung Mangkurat University, the researcher found that students face difficulty in psychological aspect and linguistic aspect. First is the difficulty in psychological aspects. They are anxiety, shyness, fear of mistake, and lack of confidence. Second is the difficulty in linguistic aspects, such as lack of vocabulary, poor pronunciation, and mother tongue interference. Moreover, the causes of those difficulties were because students not ready to speak in front of the class, students' personality, fear of negative evaluation, feel pressured, students less reading English literature, students less practicing English and confused to use proper grammar and vocabulary.

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THE STUDENTS' ATTITUDE TOWARDS ENGLISH CLASSROOM SPEAKING ACTIVITIES AT SENIOR HIGH SCHOOL

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Abstract

English as a universal language is now provided in the school curriculum in Indonesia, which includes speaking skills with various classroom activities. However, some people take it for granted in which it is related to attitude. Students' attitude may affect language learning. Thus, it is an important matter if the students have positive or negative attitudes, including three aspects: affective, behavioral, and cognitive. Therefore, after knowing its importance, the researcher researched students' attitude towards English speaking activities in the classroom. To be exact, this research was aimed to describe students' attitudes towards English speaking activities in classroom in which the subjects of this research were tenth grade students of SMA Negeri 2 Banjarmasin with 87 students in total. In this case, the researcher used Descriptive method with qualitative and quantitative approach. In this case, this research used 5-point likert scale questionnaires, structured interviews, and 3 times observation. The result indicated that the students of SMA Negeri 2 Banjarmasin majorly had a positive attitude towards English speaking activities in the classroom, including the three aspects of attitude. Affectively, the students indicated their fondness and enthusiasm towards the English speaking activities in classroom. Behaviorally, they also indicated good behavior as they participated in the English classroom activities well. Cognitively, the students believed that English speaking activities were important and beneficial. In contrast, some students who had a negative attitude affectively, behaviorally, and cognitively indicated the opposite way. As suggestions, the teachers should prepare suitable learning strategies such as discussion, roleplay, or communication games due to the need of the various characteristic of students in the classroom regarding to their attitude.

Keywords: Attitude, English Speaking Activities.

INTRODUCTION

As a universal language, English has purposes in many fields such as education, business, social, and others. In education field, English has influenced schools curriculum especially in Indonesia to provide English as a subject. In learning English, some basic skills should be mastered. One of them is speaking which has various classroom activities such as discussion, roleplay, and others, which is also as the focus of this research. However, Thornbury (2005:1) stated that most people take it for granted which is related to students' attitude. When the students have positive attitude, they will perform well in class and vice versa. Thus, after knowing the importance of attitude, the researcher would like to research students' attitude towards English speaking activities in classroom at SMA Negeri 2 Banjarmasin. This study aims to describe the attitude of the tenth grade students of SMA Negeri 2 Banjarmasin towards English speaking activities in the

classroom. The researcher hopes that this study can help teachers recognize students' attitude towards English speaking activities and as a guideline for the teaching and learning process. Then, the finding of this research hopefully can help readers, especially for the teachers in teaching speaking. Based on this reason, the researcher chooses SMA Negeri 2 Banjarmasin students as the research subjects. Specifically, the researcher chooses 87 tenth grade students of SMA Negeri 2 Banjarmasin year 2019/2020 who are learning English, in terms of speaking activities at class. The reason for choosing this school as a location of the research is that SMA Negeri 2 Banjarmasin is one of the good and well-known schools in Banjarmasin that people mostly prefer to join. A good school may affect its students' attitude. Thus, it will also be proof that either the students in this school have a positive or negative attitude towards English speaking activities in the classroom. In addition, the researcher prefers to choose the tenth grade students because it will be interesting for conducting this research, due to the reasons that these students are freshmen and they will deal with a new curriculum and materials in learning at the first year of senior year high school. Therefore, this research is entitled "The Students' Attitude towards English Classroom Speaking Activities at SMA Negeri 2 Banjarmasin".

Research Problem

- 1) What is the students' attitude towards English speaking activities in classroom at SMA Negeri 2 Banjarmasin?

The objective of the Problem

- 1) To describe the students' attitude towards English speaking activities in classroom at SMA Negeri 2 Banjarmasin.

Literature review

Speaking

Conveying information or expressing one's feeling in speech is known as speaking. According to Thornbury (2005), an activity in real life which speaker carries out to carry out his/ her ideas to interact with listeners is known as speaking. Moreover, the process of building and sharing meaning through the use of verbal and non-verbal in variety of context is also known as speaking. Therefore, it can be inferred that speaking is an activity in which the speaker produces utterances to express his/ her ideas, in order to exchange information, thus, the listener understands what the speaker says.

The Importance of Speaking

Speaking ability is one of the significant elements of interaction process especially in our daily life. According to Luoma (2004), in our spoken performance in the target language, our personality, self-image, knowledge of the world, and our ability to express our thoughts are all reflected. Therefore, speaking skill is essential.

The Functions of Speaking

To be specific, there are three functions of speaking: talks as interaction, talk as transaction, and talk as performance. According to the each function of speaking mentioned, it is quite distinct in term of its form, process, and each of them requires different teaching approaches. (Richards, 2008, p. 24).

The Types of Speaking Performance

Brown (2015) divided several types of speaking performance. There are Imitative, Intensive, Responsive, Transactional, and Interpersonal. Each of these types has distinct characteristics which should be recognized.

Classroom Speaking Activities

There are several types of classroom speaking activities according to Harmer (2001: 348-352). There are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

Attitude

A psychological tendency to view a particular object or behavior with a degree of favor or disfavor is known as attitude (Albarracin, Johnson, Zanna, Kumkale. 2005) or as one of causal factors that builds up people's motivation towards certain goal.

Furthermore in the learning process, attitude belongs to the ability to achieve proficiency. Therefore, people have to know about the concept of attitude in terms of education field, in order to help them to recognize the main factor that leads the students' successfulness in school.

There are positive attitude and negative attitude (Abidin et al. 2012). Positive attitude can be defined as a situation where the students have more enthusiasm or tendency in learning the language. For instance, when the students are being active in classroom activities. In contrast, negative attitude indicates a situation when the students tend to be passive and not being active in classroom activities.

The Components of Attitude

According Abidin (2012) and Hosseini (2013), there are three components of attitude such as affective, behavioral (readiness for action), and cognitive in their research. According to Jain (2014), affective component refers to a person's feelings or emotions towards an object, in a form of like, dislike, with, or against. In contrast, behavioral component refers to an individual response (favorable/unfavorable) of doing something according to the attitude object. Whereas, cognitive component is related to an individual's opinion (belief and disbelief) towards an object.

METHODOLOGY

Participants

This research was conducted at SMAN 2 Banjarmasin. The researcher took tenth grade students of X BAHASA, X MIPA 2, and X IPS 5 students as the research subjects with 87 students in total. These students were from 2019/2020 year who were learning English subject during their semester. Therefore, the researcher used Purposive Sampling to collect the data due to the need of the research.

Technique and Instrument for Data Collection

The descriptive method with quantitative and qualitative approach were adapted. The reason why the researcher adapted descriptive method with mixed

approaches was to ensure the research finding, since this type of research was descriptive and the data which was obtained in this research must be clear and accurate. Therefore, the mixed approaches were adapted to obtain the data quantitatively and qualitatively.

In addition, in order to conduct this research, the researcher needed some instruments to obtain the research data. In this case, the researcher used instruments such as a questionnaire, observations, and interviews.

Data Analysis

In this research, the data analysis that the researcher used was triangulation. In which the researcher firstly collected the data by distributing a set of questionnaire with 60 items in total. Afterwards, the questionnaire result was calculated by using Microsoft Excel to obtain the students' score that could be used to determine their attitude, either it was positive or negative attitude, since there was already a standard provided as a guideline. After analyzing the questionnaires, the researcher continued to conduct interviews to obtain deeper information that would be suited with the questionnaire result. Furthermore, the researcher conducted three times observations to each class. Afterwards, the researcher analyzed the data and withdrawn the conclusion based on research result that had been carefully analyzed.

FINDING AND DISCUSSION

Affective Aspect

First of all, the aspect which would be discussed was affective. The final result of students' attitude towards English speaking activities in terms of affective aspect was positive. The students of X BAHASA, X IPS 5, and X MIPA 2 class majorly showed their emotional response in a positive way as it could be proved by the students' answers from questionnaire, interviews, and observations. For instance, these students had been analyzed through questionnaire and interview about their feeling towards English speaking activities in classroom. Based on the result, the majority of the students showed their fondness, excitement, and interest to English speaking activities like dialogue, speech, discussion, and more. When they were interviewed, most of them also stated that they felt happy, excited, and enjoy the English speaking activities, for it gave them opportunities to channel their ability and broaden their knowledge. In addition, these students stated that it helped them to train their fluency in speaking English and was already as their purpose in learning. Moreover, as the researcher observed the students for three times, it was found out that the students majorly showed their enthusiasm, eagerness, readiness as the teacher was explaining the material at that time.

TABLE 4.2

Items	Statements	Students' Responses				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		N	N	N	N	N
1	I like speaking activities during English class.	11 (13%)	17 (17%)	51 (59%)	7 (8%)	1 (1%)
7	I feel excited when English speaking activities are being taught at class.	15 (17%)	32 (37%)	37 (43%)	2 (2%)	1 (1%)
9	Speaking activities like dialogues, speeches, and discussions are interested to me.	9 (10%)	23 (27%)	43 (49%)	7 (8%)	5 (6%)
17	I have really big interest in English speaking activities.	19 (22%)	22 (25%)	35 (40%)	8 (9%)	3 (4%)
19	I'm fond of spending my time effectively during an English class to practice my English speaking skill.	6 (7%)	16 (18%)	39 (45%)	19 (22%)	7 (8%)

Hence, these findings could be concluded that the students of X BAHASA, X IPS 5, and X MIPA 2 had positive attitude towards English speaking activities in terms of affective aspect. This was compatible with the theory from Feng and Chen (2009) which stated that learning process was an emotional process which was influenced by different emotional factors. The finding of this study also compatible with some previous studies such as from King-fong (2004), Al- Tamimi & Shuib (2009), Chalak (2011), and Yandi (2015) that the students were fond and enthusiastic towards English speaking activities. In conclusion, the students who had positive attitude emotionally or affectively influenced their perspectives towards the object they faced, which was English speaking activities in a good way.

Behavioral Aspect

The second component was behavioral. It could be inferred that the majority of the students class X BAHASA, X MIPA 2, and X IPS 5 had positive behavioral aspect of attitude. For instance, the result of the students' questionnaire that had been analyzed indicated that the students of these classes practiced their English speaking activities which meant that they got involved in it. They also asked questions and gave opinions during the class. As it still was in terms of behavioral aspect, the researcher also found out they stated that they asked a friend who was good at English to practice together during the English class. In addition, they participated in English speaking activities and paid attention to the teacher during the English speaking activities. Based on the result of the questionnaire, the researcher inferred that the students majorly had a good behavior towards English speaking activities in classroom.

TABLE 4.3

Items	Statements	Students' Responses				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		N	N	N	N	N
21	I practice my English during speaking activities at class.	9 (10%)	37 (43%)	33 (38%)	7 (8%)	1 (1%)
25	I always give opinions and ask questions during English class.	4 (5%)	9 (10%)	53 (61%)	18 (21%)	3 (3%)
29	When I meet a friend who is good at speaking in English, I always ask them to practice together with me during English class.	17 (20%)	35 (40%)	29 (33%)	3 (4%)	3 (3%)
30	I always pay attention when a speaking activity is being taught at class.	9 (11%)	34 (39%)	41 (47%)	2 (2%)	1 (1%)
40	I participate in English speaking activities during class.	4 (5%)	16 (18%)	48 (55%)	14 (16%)	5 (6%)

Moreover, since the researcher conducted structured interview, there were several additional data that were able to support the result of the questionnaires, in order to ensure its accuracy. Hence, the researcher found out the students frequency in asking questions and giving opinions was quite often as they had curiosity and tried to be active students at the class. The other reasons were when they did not understand the material, they would also ask questions and gave opinions as if during that time there was something incorrect. They also stated that they would ask questions and give opinions when the teacher guided them to do. Another thing that the researcher found was that the students' frequency of how often they got involve in a class discussion was also quite often as the activities were conducted by the teacher during the class. Whereas, the observations result showed that the students majorly still had good behavior during the English speaking activities class as they participated, asking questions and giving opinion, did not hesitate to speak, and paid attention towards the English speaking activities at that time. As what Jain (2014) stated that the behavioral component was a verbal or overt (nonverbal) behavior tendency by an individual which consisted of actions or observable responses that are as the result of the attitude object. Moreover, as the research finding of behavioral aspect had been discussed, it was found out that the result was positive in which Kara (2009) agreed that positive behavior would lead to positive attitude.

Cognitive Aspect

The third aspect was cognitive. The researcher found out that the students cognitive of X BAHASA, X IPS 5, and X MIPA 2 was positive as it could be proved through the data that had been obtained including students' questionnaires, interviews, and observations. Based on the result of the students' questionnaires, it indicated that the

students believed that English speaking activities were able to make them fluent in speaking English, it was also believed that English speaking activities could improve their speaking skill, it was important and beneficial, and it was believed it made them able to speak in English especially when a conversation activity was being held.

TABLE 4.4

Items	Statements	Students' Responses				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		N	N	N	N	N
41	English speaking activities help me a lot to be fluent in speaking English.	25 (29%)	32 (37%)	27 (31%)	3 (3%)	0 (0%)
51	Speaking activities in English improve my speaking skill a lot.	13 (15%)	35 (40%)	36 (41%)	3 (4%)	0 (0%)
52	In my opinion, speaking activities in class are very important and helpful.	19 (22%)	35 (40%)	27 (31%)	6 (6%)	1 (1%)
54	I am able to speak in English during a conversation at class.	5 (6%)	18 (21%)	53 (61%)	8 (9%)	3 (3%)
58	In my opinion, English speaking activities are beneficial.	29 (33%)	39 (45%)	17 (20%)	2 (2%)	0 (0%)

Furthermore, as the researcher conducted structured interviews to these students, it was found out that the students of X BAHASA, X IPS 5, and X MIPA 2 thought a class performance which was one of English speaking activities was good, for it was able to improve their speaking ability, train their confidence and spontaneity, and to control their feeling of being nervous. They also thought that they were proud if they were able to perform in front of the class during the activity by using English, as long as they had learned the material previously. Moreover, they believed that English speaking activities was important and helpful, since it was a universal language which was used as a means of communication, especially to communicate with foreigners. Its importance was also believed for obtaining a job nowadays, to make them easier to continue their study abroad, and due to the reason that they lived in the millennial era. The observation result also indicated that during the English speaking activities at class, most of the students were active as the teacher explained and asked some questions to them. In addition, it was found out that the students were able to answer the teacher's questions with correct answer and they were also able to correct mistake they made by the teacher guidance after all. An evaluation of the entity that constituted an individual's opinion (belief and disbelief) towards an object including beliefs, ideas, and opinion about the object attitude was known as cognitive component (Jain, 2014). Moreover, Yandi (2015) found out that the students who had awareness towards the beneficial of English language, therefore they had positive attitude and finally they would be more motivated to learn the language. Hence, if the students also had a good belief towards the English speaking activities, it meant that the students of X BAHASA, X MIPA 2, and X IPS 5 had positive attitude in terms of cognitive aspect.

CONCLUSION

Based on the result, it can be concluded that the majority of X BAHASA, X MIPA 2, and X IPS 5 students had positive attitude towards English speaking activities in classroom in terms of affective, behavioral, and cognitive aspect. Affectively, the students majorly indicated their positive response by showing their fondness, enthusiasm, eagerness, readiness, and interest, towards the English speaking activities. Whereas, based on the behavioral aspect, the students participated in English speaking activities by asking questions and giving opinions, they practiced together with their friends during the English class, they also did not hesitate to speak, and paid attention to the teacher's explanation during English speaking activities well, which reflects to the positive behavioral aspect of attitude.

According to the cognitive aspect of attitude, the researcher concludes that the students of X BAHASA, X MIPA 2, and X IPS 5 also had positive attitude. The students believed that English speaking activities were important, beneficial, could improve their speaking skill, as it also helped them to be fluent and to boost their confidence, also to make them able to control their emotion of being nervous . The researcher then also found out that they were able to perform well during the class by responding to the teacher's questions with correct answers as they not being passive. All in all, the final conclusion is that the students of SMA Negeri 2 Banjarmasin had positive attitude towards English speaking activities in classroom that covers the three aspects of attitude.

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STUDENTS' PERCEPTION ON THE ENGLISH IMPORTANCE AS A LOCAL CONTENT SUBJECT

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Abstract

English is the most used language in the world, as it is used in every aspect of life, such as business, politics, economics, and education based on its role as an international communication medium. The previous fact should be the trigger to implement English at the early stage of education, which is called primary school. In fact, the government removes English from primary school as both of core and local content subject. This attracts the researcher to explore more about the importance of it. This research was aimed to analyze the teachers and parents' perception on the importance of English as a local content subject based on consideration of their knowledge, view, and needs. The data then presented in percentages and described in descriptive form. The result of the research indicated that the teachers and parents perceived English as a Local Content subject as an important subject. It implied that English should not be removed from primary school as it is known as an international language, viewed as a preparing action to face the next level of education and world, also needed to be taught and learned as well as possible.

Keywords: Perception, Primary School, Importance of English, Local Content

INTRODUCTION

English in Indonesia primary school education has been applied as a “local content” or “LC” subject. As in a study of Jalal and Musthafa (2001), English should be taught as some portion of curricular space. Listia (2013) finds that its statement has also been cited in SK of Menteri Pendidikan Kebudayaan No. 060/ U/ 1993 on 25th February 1993 which stated that English can be taught as long as it is suitable with the education national purpose. However, some problems have been found within its implementation and it leads to the consideration of whether English as an LC subject in primary school is important or not. It can be tolerated since the position of English as the LC subject itself cannot be equal to the problem that has been created. Therefore, many speculations have been risen and rather than focusing on how to resolve it, the Vice Minister of Education and Culture declares a better and shocking statement that the English should be removed from primary school education since the newest curriculum has been applied (Sindonews, 2012).

The removal of English as an LC subject mostly attracts speculations. Many researchers try to figure out the importance of English and explain it more detail along with the theories as to the evidence to prove whether the removal decision is correct or not. Iskandar (2018) explores the topic deeply and finds that English removal had created pressure for parents because English is always required in highly competitive societies. In this globalized world, many vacancies required a certain condition where the person should be able to speak and understand English, so it cannot be denied that many parents get worried about it. Despite that, Habeeb (2013) clarifies that the students need to be confident

when they face English in junior high school. Similarly, they need to be prepared with at least a basic knowledge of education, and unfortunately, the removal cannot manage it since the students will learn English with zero English basic knowledge. Diem (2009) also adds that the students who learn English earlier have higher proficiency than the adults. It indicates that learn English earlier is good for the students and they will be well mentally prepared to learn English in the next level of education. As the explanation above, it means the removal of English as an LC subject is an incorrect decision, the truths in the field revealed that English is important, as on the opposite side of the policy of the newest curriculum itself which called curriculum 2013 (K13).

Responding to the pressure of the speculations and parents' anxiety, the government presents some statements to affirm its decision about the removal. In 2012, Sindonews notifies the Vice Minister of Education and Culture statement which declares that the Indonesian Language is more important to be taught than English, it is because the Indonesian Language needs a long time to be mastered instead of English. He also states, "English may be a burden to the students in primary school and it will be best if they can focus on the core subject only." Despite of that, some other things such as there is no trained teacher to teach English in primary school and the unavailability of supporting facilities become the main obstacles within the implementation that must be the other reason behind its removal. These statements, however, seems cannot change the perception of English importance in primary school. In fact, many primary schools in Indonesia are still implementing the English as one of their LC subjects disregarding the problems that may appear and the rule of government itself. It can be concluded that perception is important to support the implementation of English as an LC subject, especially the teachers and the parents' perception as the education stakeholders. Hence, it is also needed to improve the implementation of English as an LC subject in primary school as same as Yudhistira's (2019) suggestion, since their perceptions will help them to understand the importance behind its implementation and lead them to hold the urge on implementing English as an LC subject and maximize the implementation.

Based on some ideas mentioned earlier, it attracts the researcher's interest and eagerness to explore more about how teachers and parents' perceptions on the importance of English as LC subject in primary school, about how they can implement it and what stakes they are going to face and how to consider it. In Banjarmasin, since there is a huge gap where this topic has been rarely risen in its area, this research will be taken there and specifically will be taken at SDN Karang Mekar 5 Banjarmasin in Kecamatan Banjarmasin Timur based on its own school's decision to implement English as an LC subject although K13 is being used as the curriculum.

Review of Literature

Definition of Perception

Primawati (2016) in her study, depicts perception as a point of view or assumption that builds someone's thought, opinion, or belief about certain things. Surya (2015) also emphasizes that perception can also be said as the result of thinking process in human's brain, it is referred to the psychological process of education which has been happened in human's mind besides intelligence, emotion, motivation, and thinking process which is caused by the differences of experience, knowledge, and attention.

The Importance of English in Education

English as a language is needed by human beings, it becomes a basic medium to communicate as well as the nature of human beings. It cannot be ignored that English also takes an important role in education. "English has been becoming a major language of education, especially in higher education around the world whether in English speaking countries or non-English speaking countries," (Bushgiokaj, 2013, p. 2). Reddy (2016) also clarifies that most of the resources of knowledge around the world use English as the main

language. In accordance with Listia (2013), all of the previous truths can be seen as the importance of English in the world and its importance as supporting role in the continuation of education, work, and community status.

English in Primary School

Primary school can be said as the basic level of education where the students should be prepared with the basic knowledge of all the subjects that they are going to learn in the next level of education. The students, specifically required to grasp the lesson well within the teaching and learning process, especially in the English classroom where they need to sharpen their memories to remember a certain vocabulary, conversation, etc. However, some considerations on the implementation of English in primary school are needed to be noticed since it deals with young learners.

English as a “Local Content” Subject

English as a local content subject is known as the initial action of English implementation in primary school. It is based on the consideration that English can be implemented as a curricular space only, regarding the imperfect preparation as previously explained. Despite that, Akhlis (2015) discovers that English as a “local content” subject (LC) is recognized as a subject where it has its own school material and approach as cited in Keputusan Menteri No. 060/ U/ 1993. Iskandar (2015) then finds that the initial implementation of English as an LC subject in the primary school itself starts in 4th grade based on Depdikbud’s policy in 1993. Suyanto (as cited in Yudhistira, 2019) also uncovers that English as an LC subject has fewer contact hours than the other core subjects because it can be applied due to the school and local community requirement only.

METHOD

Research Design

The approach of this research was a qualitative approach. A descriptive study would be the type of research as it was aimed to describe, analyze, and classify something (Fraenkel et al., 2012). In short, a descriptive study in qualitative research would be conducted to describe the importance of English as an LC subject in SDN Karang Mekar 5 Banjarmasin. This research carried out to understand about why English as an LC subject was considered as important based on teachers and parents’ perception and why it was still being implemented in SDN Karang Mekar 5 Banjarmasin.

Subject of the Research

In this research, the subject were teachers and parents in SDN Karang Mekar 5 Banjarmasin. In total, there were 130 parents and 10 teachers.

Instrument

Questionnaire

In this research, there were two types of questionnaires based on the subject. Both of them had the same three dimensions as knowledge, view, and needs. Each of the dimensions then separated into different indicators with twenty specific total items.

Interview

In order to get more specific data, this research used an interview as a supportive instrument. The data from the semi-structured interview had been required in this research. This research divided the interview into two types based on the subjects of this research. The first was for the teachers and the second was for the parents.

Data Collection

In order to measure the teachers and parents’ perception through the questionnaire, the researcher used a Likert scale with four options: strongly agree, agree, disagree, and strongly disagree with each score of 1 to 4. Meanwhile, the process of collecting the data from the interview was done by face to face interview. The conducted data than had been recorded in a recording as the way to re-listening and analyzing the result.

Data Analysis

After the data from the questionnaire had been collected, the data was analyzed through the following steps:

a. The researcher got the score of the questionnaire according to the score of each option.

As a result, the researcher got a total score.

b. The researcher categorized the dominant total of subjects' score.

c. The researcher then analyzed and described the findings according to the data specifically.

The interview data was analyzed after the process of recording and noting had been done. In this research, the researcher itself became the recorder by doing descriptive technique of note-taking types. It meant the researcher wrote everything that had been seen or heard. Hence, the following steps of analysis:

a. Organizing the data by observing the interview design.

b. Identifying the transcript by re-listening the recorder and matching the concepts to the related literature.

c. The concept then was distinguished to answer the research objective.

FINDINGS

Teachers' Perception

The findings of this research were divided and described into two parts based on the subject. Each parts consist of the questionnaire and interview result based on the dimensions. The first dimension consist of the teachers' knowledge about the general importance of English. It had two items in number 1 and 2.

Table 1. Teachers' Knowledge

Item	Responses							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
1	2	20	8	80	0	0	0	0
2	5	50	5	50	0	0	0	0

The result showed that it was due to the function of English itself that it was became unavoidable to meet English in daily life. Especially in this modernization era where English had been an essential language as said by a teacher:

"...it still cannot deny the importance of English itself as the students' supporter to enter the next level of education and face the modernization era. Since it is the most essential language nowadays where society requires English to be known by all of communities around the world based on its usage as an international language."

Table 2. Teachers' View

Item	Responses							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
3	1	10	9	90	0	0	0	0
4	1	10	9	90	0	0	0	0
5	1	10	9	90	0	0	0	0
6	2	20	8	80	0	0	0	0
7	2	20	8	80	0	0	0	0
8	1	10	9	90	0	0	0	0

9	2	20	8	80	0	0	0	0
10	1	10	9	90	0	0	0	0
11	1	10	9	90	0	0	0	0
12	2	20	8	80	0	0	0	0
13	1	10	9	90	0	0	0	0
14	1	10	9	90	0	0	0	0
15	3	30	7	70	0	0	0	0

The second dimension was divided into 4 indicators. First indicator discussed about supporting factors to learn English earlier which related to the students' age. It consisted of 2 items in number 3 and 4. Second indicator discussed about teachers' belief. It was divided into item number 5, 6, 7, and 8. Third indicator discussed about the possible effects of learning English earlier as in item number 9, 10, and 11. The last indicator discussed about government' policy as in item number 12, 13, 14, and 15.

By doing further interview, the teachers said that despite the factor of the students' age, it was due to the all of the teachers' agreement that English could be implemented in their primary school. Also, it was due to the nowadays living in the globalization era where technology and its feature taking place. English had been introduced through the technology whether in the learning activity or material of primary school students. However, the students did not required to master it. They just needed to only know the basics.

Table 3. Teachers' Needs on Teaching English

Item	Responses							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
16	0	0	10	100	0	0	0	0
17	2	20	8	80	0	0	0	0
18	0	0	9	90	1	10	0	0
19	1	10	9	90	0	0	0	0
20	3	30	7	70	0	0	0	0

The last dimension discussed about factors needed by the teacher to teach English. It was divided into item number 16, 17, 18, 19, and 20. Hence, it could be concluded that the fact of English was important should be accompanied by preparing a good activity and facility whether from the school or the teacher.

Parents' Perception

As explained before, the next finding focused on the parents' perception as the second subject. The questionnaire for the parents was same as teachers' questionnaire. However, the parents had been asked to fill the questionnaire as the students' representative. Meanwhile, the interview design for the parents was quite different from teachers' interview.

Table 4. Parents' Knowledge

Item	Responses							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
1	45	35	85	65	0	0	0	0
2	53	41	72	55	5	4	0	0

In the first dimension, the question related to the general importance of English in the world. Somehow, this caused a certain insecure for the parents since children who could not speak or even know English was reputed to be left behind or lack of information about recent world' development.

Table 5. Parents' View

Item	Responses							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
3	45	35	78	60	6	5	0	0
4	42	32	78	60	10	8	0	0
5	47	36	81	62	2	2	0	0
6	42	32	85	66	3	2	0	0
7	61	47	68	52	1	1	0	0
8	27	21	96	74	7	5	0	0
9	40	31	84	64	6	5	0	0
10	39	30	86	66	5	4	0	0
11	40	31	89	68	1	1	0	0
12	52	40	74	57	4	3	0	0
13	52	40	76	58	2	2	0	0
14	40	31	71	54	19	15	0	0
15	41	32	85	65	4	3	0	0

In this dimension, there were also 4 indicators. The first indicator discussed about supporting factors to learn English earlier which still related to the students' age and their efficiency on grasping the lesson. Each of them were in item number 3 and 4. The second indicator discussed about parents' belief on the necessity on learning English. There were 4 item in number 5, 6, 7, and 8. The third dimension talked about the possible effects on learning English. It was divided into 3 items in number 9, 10, and 11. As for the last indicator, there were 4 items in number 12, 13, 14, and 15 which discussed about parents' perception towards government' policy. By doing further interview, the parents had a wider view about the necessity of learning English, such as the requirement of recent job, and for the students' further education. In summary, most of the parents disagreed on government policy about English removal. They thought that it would be better for their children to learn English earlier in primary school at least as an LC subject rather than a compulsory subject.

Table 6. Parents' View on the Students' Needs

Item	Responses							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%

16	70	54	60	46	0	0	0	0
17	49	38	80	61	1	1	0	0
18	48	37	81	62	1	1	0	0
19	40	31	82	63	8	6	0	0
20	73	56	55	42	2	2	0	0

The last dimension discussed about factors needed by the students to learn English. It was divided into item number 16, 17, 18, 19, and 20. Hence, different from the teachers, the parents believed that English was more important for the students' habituation on their daily life. Due to the globalized era where English' developed globally, it would be necessary for the students to, at least, know the basic of English. They said it could help them to face society and the future.

CONCLUSIONS

As the result and based on the presented data, the majority of teachers and parents believe that English as an LC subject is important and should be implemented in primary school. It is because of its function as an international language which always be needed in recent years following the world's significant development, and because of its importance as a preparation action before entering the next level of education. But it is specifically considered as important because the teachers and parents believe that English as an LC subject can give some possible positive effects to the students' daily life such as; it can help the students to acquire a status in the society, to face the world's development, and to get a decent job in the future. Considering the perceptions, it can be concluded that it is better for the students to learn English earlier regarding its function, importance, and the possible positive effects.

SUGGESTIONS

For the English teachers

For the teachers, the researcher suggests that it is better to get prepared before teaching English to the students in primary school, considering its importance.

For the parents

Parents' support on the English implementation is already good. But, it will be better to support them in learning English outside the school. They do not need an English private lesson, but just a habit where they can see English in their daily life such as in the feature of smartphone and etc.

For the government

Based on the teachers and parents' perception on the importance of English, it should be better if the government can eagerly considerate their opinions in making future policy and provide a proper facility.

For future researchers

It is suggested to the future researchers to conduct further research related to English as an LC subject in a different school. It will be better to conduct research on a private primary school then comparing the differences from the official primary school.

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