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## The Students' Perception Of Edmodo For English Learning

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### Abstract

E-learning is used for information and communication technologies to enable access to online learning/teaching resources (Arkorful & Abaido, 2014). Edmodo, as e-learning-based media, could be used as an alternative platform to help the student as a tool in learning. This research was aimed at finding the students' perception of Edmodo. Perception is how someone interprets something based on their senses (Linday & Norman, 1997). It is necessary to know how students' perceptions know how great and successful it is and to know students' views. In this research, the researcher used a descriptive-quantitative approach. The samples were eighty-seven students of the eleventh grade at MAN 2 Model Banjarmasin. The researcher used a questionnaire and interview as the instruments. Edmodo is an optional media for teaching, but students still need face-to-face learning. The results showed that most students chose neither agree nor disagree with the statements, which means it does not cause any significant effect.

**Keywords:** *Edmodo, E-Learning, Students' Perception.*

### INTRODUCTION

In the present, the development of technology is very rapid. Almost every person has things that can't separate from technology, for example, smartphones, television, computer, etc. In every little thing we do, almost everything requires technology. It includes in the education field. We can't deny that technology has a significant impact on developing knowledge because scientists will be able to do research that will be helped by technology. Information and communication technology in the education field are widely used for learning worldwide (Balta & Duran, 2015). Indonesia is a developing country; the availability of technological infrastructure is still minimal, so getting information and knowledge is limited. Technology is developing rapidly in every field, including education. A very significant technological development certainly expect to have a good impact on the education sector and provide convenience for students for the learning process. In Indonesia, the development of technology began to have a positive effect; the distance and time is not a barrier to gaining knowledge. Information, Communication, and Technology as part of science and technology, in general, all technologies related to retrieval, collection, processing, storage, distribution, and presentation of information.

The positive influence of the use of technology in the field of education can be used as a source of knowledge and additional references besides books, the invention of mass media, especially electronic media such as internet networks, computer labs in schools, etc. exceedingly beneficial for both educators and students in conducting the learning process. Consequently, the teacher is not the only source of knowledge, and students not only gain information conveyed by the teacher but also can access the subject directly from the

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internet. Therefore the teacher is not only a teacher but also a student's guide in learning activities. With the development of technology, all of that can be done briefly. There are benefits derived from technological development; it can be more productive and exciting; it can help explain difficult material, the use of time will be more efficient and create a new atmosphere in learning.

Student needs to learn the way to use technology. Indirectly, it will show the teacher how millennium generations are getting used to use technology and practice it. Thus, students will learn and use it at the same time. In the educational field, technology provides a teacher to use the internet as a tool in learning. One of the devices is known as Edmodo. Edmodo is a platform that allowed the user to learn through distance learning. In the previous study about Edmodo, the researcher used Edmodo to teach science to the pre-service teacher. Ekici (2017) stated that Edmodo allows the users to create an online classroom; it can be used by the teacher to connect between theoretical and practical courses. From this statement, Edmodo can be used to connect the teacher and the students when they are in different places. It is advantageous in this era, where students and teachers can have a conversation without have a regular place to meet and make the time more efficient. The teacher could give the theory using Edmodo, and students would be able to learn from the materials or teacher's explanation of the application. Students could practice directly and submit the task due to the time that had been set by the teacher. Ekici (2017) also said in her conclusion that it is possible to create virtual classrooms with international participation that is possible for a teacher to create a classroom outside the class with different students.

Specifically, it is crucial to know the students' views when using e-learning. It is sufficient to understand how students' perceptions during the lesson, but it is also necessary to make sure that they are satisfied with the tool. E-learning has a significant role in the education field. The e-learning system itself should have a good impression by the user to make it meaningful and being more useful. The positive perception leads to an excellent satisfaction of the students. If the students have reasonable satisfaction with this e-learning system, especially Edmodo, means that it is worth being used as a tool in teaching and learning. Based on this study, Edmodo is beneficial in the teaching and learning process, either from the teacher or students' side, because it has many advantages. It is also helpful for teachers and students in using this Edmodo for teaching and learning process because it can be done without a specific time, not like in a classroom that has limited time and place. So, the researcher wants to know what are students' perceptions of Edmodo.

### **Technology**

Technology takes many roles in every human being do, especially in education and spreading information. According to Richey (2008), educational technology is the process of technology used, and it helps the teacher improve the performance. In this way, people can use technology in the education field, such as Edmodo, for the teaching and learning process. In this case, Edmodo needs the internet as the requirements to make it work.

### **E-Learning**

E-learning needs a good connection to make it is useful. Following the statements from Llc (2014), E-learning enables the users to share all kinds of material in all types of formats. According to Arkorful & Abaidoo (2015), E-learning is the use of technologies that enable access to online resources. In other words, it allows the teacher to conduct online material for the students in the class.

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Blended learning is e-learning that provides two opportunities by attending the class or using distance learning. According to Graham (2006), blended learning defines as a mix of face-to-face learning and online learning and create into e-learning environments. Thus, it makes teachers and students being able to keep in touch even when they are not in a specific place.

### **Students' Perception**

According to the statements from Lindsay & Norman (1977), perception is the process of a person interpreting something. The teaching and learning process can not be done without two components, teacher and students. A teacher needs to know students' feelings during the teaching and learning process to evaluate at the end of the teaching and learning. So here, students' perception is needed to measure how good is the use of the treatment by the teacher during the teaching and learning process. When a teacher uses some methods or techniques that could help students to learn, the teacher also needs to know how good the methods or techniques are. If the teacher uses the media such as a computer, LCD, or software (Edmodo, moodle, google classroom, etc.), the teacher needs to know to operate the media before teaching it to students. Thus, the LMS (Learning Management System) makes the teacher understand how to use the media accurately.

It needs to learn those students with complicated learning preferences and need attributes in the classroom to encourage the development of their learning. Besides, it is crucial to recognize how teaching affects learning itself (Smith, Boulton-lewis, Brownlee, & Carrington, 2001). The statement stated that it is necessary to know how the students perfective of what kind of teaching methods and strategies used by the teacher to support students' understanding. According to Mu'in & Amelia (2018), it is worth to be done to find the students perception to know how successful the tool is. It is essential to understand whether the e-learning that is implemented at school or university is running well. In a different case, it may give a different result for each field of research, so it is necessary to recognize the students' perception of using the e-learning during teaching and learning process.

### **Edmodo**

According to Kongchan (2013), Edmodo is a media or tool designed for educational purposes invented by Jeff O' Hara and Nick Borg in 2008 for teachers, students, and schools, and this is available at [www.Edmodo.com](http://www.Edmodo.com). Edmodo is an educational platform that facilitates teachers to connect and communicate with their students and parents. Ekici (2017) also stated that Edmond is handy to be used in the class because it had a positive effect. These days Edmodo can be downloaded on the application store. It is easier to access it from the application, and their account will automatically save, so the user does not have to enter the code of each class. The Edmodo home page is similar to Facebook. It helps the user understand the features because most people know how the home page and element on Facebook. The instructions are also understandable, so the user will be helped when using the application.

According to Ouadoud, Nejjari, Chkouri, & El-Kadiri (2018), said the LMS (Learning Management System) or e-learning platform is software that enables teachers to manage their courses. It is sufficient for the teacher to know the LMS because it allows them to make the media work successfully.

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### **Teaching English in Senior High School**

Effective teaching could be defined as teaching that successfully achieves the learning by the teacher (Kyriacou, 2009). In learning English in the classroom, the teacher's ability to conduct the materials and explain them to students is essential. The teacher should have a suitable method or technic in teaching in the classroom. English as the world's language becomes the most important language that everyone should mastery. In the educational field, it becomes one of the significant studies that should take into the list of the lesson. As a foreign language, it is not easy to learn English, although it already learned since elementary school. The teacher should have a good strategy and method to teach English to students to make students understand what is the teacher is saying. Teaching and learning can be succeeded if the students could understand it clearly. Thus, the teacher should use something to make the teaching and learning process become a success; one of the strategies is using e-learning. In this era, technology is seldom used as a tool in learning, and one of them is in the educational field.

### **METHODOLOGY**

In this research, the researcher used descriptive quantitative approach research. According to Bryman (2012), a quantitative approach was described as involving the collecting of numerical data and reveal some views of the relationship between theory and research as coherent and tendency for the natural science approach and having an objective conception. A descriptive study is more concerned with what rather than how or why something has happened (Nassaji, 2015). Descriptive research is a research method aimed at describing existing phenomena that are happening. The goal of quantitative descriptive is not a deep understanding of the event, but a common understanding of the phenomenon.

### **Respondents**

According to *Investopedia*, "A sample is a set of the characteristics of the population. Samples are used in statistical testing when the respondents are large for the test, including possible member or observation. The sample should not reflect bias and represent all of the population. A population (sometimes called a target population) is the set of all elements. The population is a larger group that allows researchers to generalize their samples (Johnson, R & Christensen, 2014). The sample is a set of the community chosen by the researcher based procedures. In this research, the researcher used random sampling. Random samples can be categorized as unbiased samples because they disposed to represent populations (Johnson, R & Christensen, 2014). The researcher used questionnaires to get the data and interviews to get the information. There were ten classes with 378 students. The samples were three classes of eleventh-grade students in MAN 2 Model Banjarmasin. The data was taken on XI MIPA 5, XI IPS 1, and XI MIPA 1 on 1, 3, and 4 October 2019. In this research, the subjects were chosen randomly of eleventh-grade students in MAN 2 Model Banjarmasin.

### **Instruments**

The questionnaire was adopted and modified from Koohang & Durante (2003) and Brady, Holcomb, & Smith (2010). The questionnaire consists of 20 questions, and they are close-ended questions (appendix). The students were given some questions based on a Likert scale. According to Dorneyei (2007), interviewing is one way to collect data and is used in various forms of situations covering a variety of topics. The interview was done before the researcher collected the data as the preliminary study to find out that MAN 2 Model

Banjarmasin was indeed using Edmodo as a tool in learning and asked students how the teacher taught them used Edmodo.

### Procedures

The source of the data was the students at MAN 2 Model Banjarmasin. The technique of collecting the data was a questionnaire and interview. The researcher gave the students a questionnaire and asked them to fill it. During the session, the researcher stayed in class to void the misunderstanding meaning by students. After it, the researcher collected the data that have been given and put it into SPSS to draw the result.

### Data Analysis

Data analysis is a method of how the data is collected and organized; thus, it can gain helpful information. On the other hand, the primary purpose of the data analysis is to view what the data is trying to tell us. The researcher used SPSS 12.0 to process all of the collected information after collecting the data. To analyze the data, the steps are:

- a. First of all, the researcher observed the location and population. The research was conducted in three classes of eleventh grade.
- b. Then, the researcher distributed the questionnaire.
- c. The researcher put the result of the data into SPSS to determine the mean and percentage to find students' perceptions.
- d. The mean score compared with the interpretation of the mean score as a standard of high and low perceptions.

## FINDINGS AND DISCUSSIONS

### Findings

Statements	Number of Students (Percentage (%))					Mean Score	Interpretation level
	SD	D	N	A	SA		
1. Edmodo berkontribusi secara positif terhadap pengalaman belajar saya.	1 (1.1%)	13 (14.9%)	34 (38.1%)	25 (28.7%)	14 (16.1%)	3.44	High
2. Edmodo membuat saya memahami pentingnya belajar dari berbagi pengalaman dalam hidup.	2 (2.3%)	15 (17.2%)	38 (43.7%)	24 (27.6%)	8 (9.2%)	3.24	Medium
3. Edmodo meningkatkan kemampuan saya untuk memahami dan mengevaluasi beberapa poin.	0 (0.0%)	13 (14.9%)	31 (35.6%)	34 (39.1%)	9 (10.3%)	3.45	High
4. Edmodo tidak membantu saya dalam memecahkan masalah di kelas.	4 (4.6%)	22 (25.3%)	38 (43.7%)	18 (20.7%)	5 (5.7%)	2.98	Medium
5. Edmodo meningkatkan kemampuan saya untuk	3 (3.4%)	10 (11.5%)	51 (58.6%)	13 (14.9%)	10 (11.5%)	3.20	Medium



berpikir secara logis.	)			%)	%)		
6. Edmodo mendorong saya untuk mengembangkan diri dalam bekerjasama didalam tim.	2 (2.3%)	12 (13.8%)	25 (28.7%)	32 (36.8%)	16 (18.4%)	3.55	High
7. Edmodo mempertajam keterampilan diskusi / interaksi saya.	3 (3.4%)	11 (12.6%)	32 (36.8%)	224 (7.6%)	17 (19.5%)	3.47	High
8. Edmodo tidak membuat saya merasa terlibat dengan kelas.	6 (6.9%)	32 (36.8%)	40 (46.0%)	8 (9.2%)	1 (1.1%)	2.61	Medium
9. Edmodo member saya kesempatan untuk menghubungkan pengalaman saya dengan topik yang dibahas dikelas.	2 (2.3%)	12 (13.8%)	44 (50.6%)	25 (28.7%)	4 (4.6%)	3.20	Medium
10. Edmodo meningkatkan kemampuan saya untuk berpikir kritis.	0 (0.0%)	18 (20.7%)	43 (49.4%)	20 (23.0%)	6 (6.9%)	3.16	Medium
11. Edmodo memungkinkan saya untuk membagikan ide-ide dengan teman secara lebih efisien dibandingkan dengan berada dikelas secara tatap muka.	8 (9.2%)	23 (26.4%)	27 (31.0%)	21 (24.1%)	8 (9.2%)	2.98	Medium
12. Edmodo membuat saya merasa lebih nyaman untuk mengerjakan tugas Karen ada pengingat ketika saya belum dan sudah mengerjakan tugas yang diberikan.	2 (2.3%)	8 (9.2%)	21 (24.1%)	28 (32.2%)	28 (32.2%)	3.83	High
13. Edmodo membuat saya merasa lebih mudah utuk bertanya dan berkomunikasi dengan guru dibandingkan dengan kelas tatap muka.	5 (5.7%)	32 (36.8%)	33 (37.9%)	12 (13.8%)	5 (5.7%)	2.77	Medium
14. Edmodo mudah digunakan karena desainnya seperti	3 (3.4%)	16 (18.4%)	44 (50.6%)	20 (23.0%)	4 (4.6%)	3.07	Medium

Facebook.							
15. Edmodo membuat saya terhubung keteman-teman secara lebih mudah dibandingkan dengan kelas tatap muka.	10(11.5%)	28 (32.2%)	29 (33.3%)	15 (17.2%)	5 (5.7%)	2.74	Medium
16. Edmodo mempermudah saya untuk dapat mengakses tugas secara cepat dan mudah.	0 (0.0%)	6 (6.9%)	18 (20.7%)	38 (43.7%)	25 (28.7%)	3.94	High
17. Edmodo membuat saya lebih nyaman karena materi pelajaran yang disediakan oleh guru dapat dengan mudah diakses.	2 (2.3%)	14 (16.1%)	41 (47.1%)	21 (24.1%)	9 (10.2%)	3.24	Medium
18. Saya memiliki masalah di internet ketika saya ingin mengirimkan tugas melalui Edmodo.	2 (2.3%)	9 (10.3%)	41 (47.1%)	14 (16.1%)	21 (24.1%)	3.49	High
19. Edmodo memungkinkan saya berkomunikasi lebih efektif dari pada pertemuan tatap muka.	8 (9.2%)	30 (34.5%)	37 (42.5%)	11 (12.6%)	1(1.1%)	2.62	Medium
20. Edmodo memungkinkan saya untuk mengekspresikan pikiran saya dengan lebih jelas dan terbuka.	7 (8.0%)	22 (25.3%)	47 (54.0%)	11 (12.6%)	0 (0.0%)	2.71	Medium

### *Discussions*

The findings show that students' perception of Edmodo is at a medium level. More than half of the respondents chose neither agree nor to disagree. In this study, seven of twenty statements gained positive perceptions. It means that the other statements gained a medium level, or the students still confuse whether they chose to agree or disagree. It is because of the situations they face when used Edmodo. For example, to communicate with a friend, they decided that face-to-face is more efficient even when they are out of school, and the teacher needs them to discuss Edmodo. Another example is the use of Edmodo itself. If it used in the school, students need stable internet connections, and if it is not, it will quite hard to be accessed.

Students agree that Edmodo contributes to their learning to understand and evaluate viewpoints, as shown in statement number three. Edmodo enables students to access the materials anytime (Drachsler, 2010). Edmodo is a platform that can be accessed from everywhere, thus making students more comfortable to get the materials from it.

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Furthermore, the advantages for the student is, students could understand and have more time to evaluate the materials at school. Also, students mentioned that they feel helped by discussing with their friends and teacher through Edmodo's feature when the documents are uploaded on Edmodo. These statements gained positive perceptions of students' learning experiences when used Edmodo for a year.

Edmodo also helped students develop students' ability to working as a team. According to Umaroh (2012), in Basori (2007), one of the six points of the advantages of Edmodo is "memfasilitasi kerja kelompok yang multi disiplin" if it is translated into English, it can be said that Edmodo facilitates multi-disciplinary group work. It is because students can discuss Edmodo while they are in different places, making their time more efficient. This statement gained high interpretation, which means that Edmodo gives positive perceptions for students. In other words, Edmodo could enhance students to work because they do not take much effort to meet each other to discuss something.

The result also shows that Edmodo sharpens students' discussion and interaction. From Umaroh (2012) in Basori (2007), the sixth point of the advantages of Edmodo is "mendorong pelajaran yang lebih kolaboratif yang membantu pelajaran berbasis proses." If it is translated into English, encourage more collaborative learning, which helps process-based learning. From this point, Edmodo could help students to interact with their friends. Thus, they will have collaborative learning, which could also help them discuss materials related to the topic in the class. These statements gain high interpretation, which means that it has a positive effect on students' English learning. Using Edmodo, students can discuss the materials given by the teacher. It will help students as if they are out of school, but they have to do the assignments. Furthermore, this feature is beneficial because it has no limited time once it is started. So the students feel so help by using Edmodo for this case.

But there are some problems with the internet. According to statements number eighteen with positive perception, it can be said that the students might behave difficulties when they want to access Edmodo because of the internet. According to Gay (2017), Edmodo is a platform designed for the students and teachers to allow them to be connected and sharing materials. From this statement, Edmodo is a platform that needs the internet to make it running as well. Edmodo's user is out of school, and Edmodo is suitable because it connects students and teachers. But it is different if students use it in school. Edmodo is a platform that requires stable internet or Wi-Fi to make it work, so if the school does not has a stable internet connection, it will be quite tricky to use it in the school.

From the results, Edmodo provides students with an easy way to download their assignments from Edmodo. It is shown from statements number sixteenth that has positive perceptions. According to Ekici (2017), sated that Edmodo is a platform that enables users to access the content or uploaded by another user. From this statement, it can be said that Edmodo gives students to download assignments using their smartphones anytime they need it. According to Jones (2010), Edmodo provides quick and easy access to tasks. Teachers can put the materials, and the tasks on the Edmodo and students could download and save it anytime they want. It can be accessed once they want, in case the materials that they downloaded before gone. In other words, Edmodo can be used as media to save assignments and materials.

According to Gay (2017), Edmodo enables the user or the teachers to send alerts and tasks for students that can be viewed by the public. With this feature, students feel more comfortable working on assignments using Edmodo because they are reminded when they

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have not done or have done doing tasks. Based on the students' point of view, collecting assignments through Edmodo is easier and feel saved because it will never lose, unless, their connection is not stable. The assignments that they uploaded are not sent yet. Also, students feel helped to use Edmodo because of this feature, with a lot of activities out of school they might forget about the task and Edmodo gives them alerts for this. This statement gained high interpretations, which means Edmodo gives positive effects positive for students.

As the researcher mentioned before, there were twenty statements, and seven are on high-level interpretations. More than half of the statements are gained at a medium level. It means that the use of Edmodo in English teaching and learning depends on the students and the situation. For instance, students chose face to face to communicate easily rather than using the online flat form. It does not mean that communicating through Edmodo is not good, but students feel freer if they interact face to face in the class. It might be helpful if the students use it out of school.

Furthermore, its design helps students communicate out of class, and thus if the students use Edmodo to use it in the class, it might be no effect. On students' perceptions, as written on the questionnaire paper, they committed that they feel comfortable collecting or downloading their assignments using Edmodo because it prevents the loss of the tasks itself. This situation is one of the beneficial using Edmodo.

## **CONCLUSIONS AND SUGGESTION**

### **Conclusion**

The result shows that students' perception toward Edmodo for English learning is on medium level (neutral). The result indicates that thirteen questionnaires are at the medium level, and seven quizzes are high level. There only seven surveys gaining positive perception toward Edmodo in English learning. It means that Edmodo does not cause any effects on students' English learning. Some features might help students' learning, but the teaching can still be done with or without it. It still can be used as a media for learning given considering there are several points of Edmodo that might help the teacher in the learning process, but being applied or not, it is not a problem.

### **Suggestions**

The result showed that whether uses Edmodo or not; there is no significant effect on students' learning. Thus, for the next researcher, it is essential to find out why it happened. Edmodo could use as an additional option, but students still need face-to-face learning. It is suggested to the next researcher to find out how is the teacher's perception toward Edmodo that can be used as additional information and reference for another researcher.

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## **The Techniques of Teaching Speaking in Intermediate Class at Kampung Inggris (“English Village”) at Argo Politan Karang Indah, Mandastana, Barito Kuala**

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### **Abstract**

The technique of tutoring speaking is the best part of the educational process in speaking class. Many techniques can be implemented in tutoring English at formal school or informal school. This study intended to discover the techniques and techniques implementation in tutoring speaking in intermediate class at English Transmigration Village. The study implemented a descriptive method and a qualitative approach. Two tutors in the intermediate class were taken as the sample. In collecting the data, the researcher implemented observation and interviews. In analyzing the data, the researcher conducted three steps; data reduction (1), data display (2), as well as conclusion drawing (3). The data proved reliable since the researcher implemented two different instruments or referred to as Triangulation. The study findings showed that there were five techniques that tutors implemented and their implementation.

In conclusion, the study result indicated that there were five techniques in tutoring speaking that tutors implemented in intermediate class at English Transmigration Village. The techniques were; drill, group discussion, monologue, communication games with flashcard as the media, question, and answer. Those techniques helped the tutors to teach the EFL pupils and control the situation in the class. The researcher recommends that the EFL tutor should be implemented various techniques of tutoring speaking while tutoring English in the classroom.

Keywords: *English Transmigration Village, Techniques, Teaching Speaking*

## **INTRODUCTION**

### **Background**

The importance of English in the academic and professional domains, as well as the need for communication among people of different cultures and languages to puts pressure on people to learn the language more quickly and efficiently. In Indonesia, English is one of the foreign languages taught in school from primary school, junior school, high school, and the university. Through the tutoring of English subjects in class, it is expected that EFL pupils can develop communicative skills either spoken or written form, possess an awareness of community, as well as to expand EFL pupils comprehending culture and language relationships (Permendikbud No. 22, 2006).

There are four English skills must be mastered by EFL pupils, with one of the major goals of the English tutoring in Indonesia is to equip EFL pupil with speaking skill in English. Speaking as one of the communication aspects is very crucial. This skill belongs to the products that delivering the idea or information in spoken language for communication.

Communication language tutoring aims to develop EFL pupils' communication competences by engaging them in meaningful interaction. Speaking includes some components. They are pronunciation, fluency, grammar, vocabulary, as well as comprehension, which influence the transferring process of certain information from the speaker toward the listener. In tutoring speaking, the EFL tutor required to choose the most suitable media for gaining an effective educational process.

Ramelan (1991, p. 22) declared that the poor mastery of English speaking of EFL pupils is a result of the old ways of tutoring, which conduct not give stress to the mastery of spoken language. It means the poorness of EFL pupils' speaking capability becomes the problem in Indonesia's learning process. It is because some EFL tutors in Indonesia implement the old ways to teach their EFL pupils, as the old methods, technique, and the EFL tutors do not implement the good techniques in the tutoring learning process.

The researcher chooses to speak as the focus skill of this study. Harmer (2007) declared that getting EFL pupils to speak is implement the language they are learning is a vital part of an EFL tutor's job. It means the EFL pupils are the emphasis and the goals of the process in the educational process. It is related that tutoring speaking emphasis not only in voice production but also in meaning delivery toward others. It required a certain way to invite the EFL pupils to speak based on a certain context. The capability to speak always a very crucial thing for EFL pupils in English learning. Hence, the EFL tutor needs to provide situations where they can implement their English capabilities in real contexts effectively.

Improving EFL pupils' Speaking Skill as a foreign language in the classroom is not easy because the EFL pupils conduct not implement their English in their daily activities. The good communication on their process learning speaking occur by those techniques is a goal of this study. The EFL tutor will able to teach speaking skills.

English Transmigration Village is one of the courses that have a short time and a good result in improving EFL pupils' capability in speaking skills by implemented many techniques. The researcher had three times to conduct a preliminary study in the English Transmigration Village. The first is the initial study while social activity in the first semester based on the task from Pendidikan Pancasila class to give free English class for the beginner in the English Transmigration Village.

The second preliminary study is on December 14, 2018, when the English Camp 2019 at the English Transmigration Village. Lately, the researcher conducts the preliminary research is on April 4, 2019, and gave an interview to the two tutors in the English Transmigration Village. Based on the preliminary study, the researcher thought that there are many techniques that tutor use. Both of the tutors explain that in the English Transmigration Village implemented Cooperative Learning as the strategy and some techniques. Those techniques made the EFL pupil's interest and have a good atmosphere in the classroom. The researcher interest wants to know all the techniques that tutor implemented in education, especially in the speaking skill at the English Transmigration Village.

In the English Transmigration Village, they have any classes to distinguish the level and the technique that the EFL tutor used. English Transmigration Village also proves Practice that makes communication in English is better by implemented those techniques. That's why the researcher chooses the English Transmigration Village as a setting of the study. The study aims to know the technique of tutoring speaking in intermediate class at English Transmigration Village at Argo Politan, Gg. Perkutut RT.04 RW.02 Karang Indah, Barito Kuala.

### **Problems of Research**



1. "What are the techniques that EFL tutors implemented in tutoring of speaking at Kampung Inggris ("English Village"), at Argo Politan, Karang Indah Barito Kuala?"
2. "How are the tutoring techniques implemented in the intermediate class at Kampung Inggris at Argo Politan, Karang Indah Barito Kuala?"

### **Objective**

1. to know the techniques that EFL tutors that are implemented in tutoring of speaking at Kampung Inggris ("English Village"), at Argo Politan, Karang Indah Barito Kuala"
1. to analyze the implementation of the techniques of tutoring **implemented in the intermediate class at Kampung Inggris** at Argo Politan, Karang Indah Barito Kuala"

## **REVIEW OF RELATED LITERATURE**

### **Speaking Definition**

It is a negotiating meaning process as well as using common knowledge of the situation in active means (Burns as well as Joyce, 1997) where a genuine reason for giving information and asking questions exists. In other words, in speaking skills context, the EFL tutor must provide the EFL pupil with reasons making them express ideas as well as to exchange information in speaking context.

The tutoring of speaking will enable EFL pupils to realize their progress or maturity in thinking. The tutoring of speaking is vital to the act of expressing oneself to be understood by others. Besides, we are witnessing in our life that no intention meets expected responses, except when it is spoken. Byrne (1984, p. 8) declared that speaking is a two-way process among people involving productive skill and the receptive skill of understanding.

In the speaking process, people try to communicate and implement their language to send their message to the second person. The speaking process required at least two people, one as a speaker who produces information and the other as a listener who receives information. Hence, we can infer that people conduct speaking not only to talk but also to try comprehending the message which is said or delivered by the speaker. There are many definitions of speaking that has been proposed by some experts in language learning:

1. Harmer (2007, p. 284) declared that speaking is the capability to speak fluently. One is not only having language features knowledge but also having the ability to process information orally in varied situations.
2. Kayi (2006, p. 1) presented that speaking as the implementation of language confidently and quickly, with few unnatural pauses (fluent).
3. Harmer (1990, p. 12) declared that when tutoring speaking or producing skills, we could apply three significant stages: Introducing new language, Practice, and Communicative activity.

Therefore, the researcher concludes that speaking is the capability to produce the language, transfer what the speaker thinks about something, or inform someone else and, of course, required feedback as a response.

### **Tutoring Speaking**

The purpose of tutoring speaking is to enhance the oral production of EFL pupils. Richards and Renandya (2005) said that since language tutoring is meant to provide learners with communicative competence. Since classroom activities could be considered as one of the crucial components of a language course, the EFL tutor should consider several aspects in designing and administering such activities, which can make the EFL pupils easier to learn.

Tutoring speaking is one of the crucial parts of using language to talk about language. Some people think that tutoring is a daily activity of the EFL tutor. The EFL tutor always organizes the material and prepares what the EFL tutor wants to bring in the class to give for EFL pupils. It is the same way in other skills, no exception in tutoring speaking skills. Tutoring speaking means to teach people to be able to interact with the other verbally in the right way. Tutoring is the way of an EFL tutor to give the EFL pupil knowledge.

There is two learning approach in tutoring learning of speaking, EFL tutor-centered, and EFL pupil-centered learning. In EFL tutor-centered learning EFL tutors play crucial roles in the learning process. EFL tutors are information-providers or evaluators to monitor them for achieving the right answers, yet EFL tutors viewed them as learners who receive information passively.

According to Acat and Dönmez (2009), EFL tutors usually implement particular textbooks in EFL tutor-centered learning, which are mostly grammar-oriented and compare the language structures of native and target languages. It means in this approach, the EFL tutor as the center of the class and the EFL pupil just follow the rules and the way EFL tutor teaches. In EFL pupil-centered learning, the EFL pupil activities are crucial indicators, whether for learning process or quality (Zohrabi et al., 2012).

Pardiyono (2010) declared that the EFL tutors have to prepare all of the material that will be given to the EFL pupils. A various number of techniques speaking tutoring are utilized and implemented in the classrooms for many circumstances.

.Tutoring speaking also produces English speech sounds and sound patterns. Implement word and sentence stress, intonation, and expression. It means that in tutoring speaking skills, EFL tutors should recognize the difficulties faced by his/her EFL pupil. The EFL tutors help their EFL pupils develop their knowledge by providing authentic Practice that prepares the EFL pupil for real-life communication situations.

### **Tutoring Speaking Technique**

There are many techniques in tutoring speaking, which is usually implemented in the classroom, according to Harmer (2007, p. 348), as follows:

1. Acting from a script

This activity will make EFL pupils often act out dialogues they have written themselves. Play scripts, it is crucial that when EFL pupils are working on plays or play scenarios, they should treat it as "real" actin. In other words, we need to help them go through the scripts as if we were the directors, drawing, attention to appropriate stress, intonation, and speed.

This means that the lines they give their final performances to ensure that acting out is both learning and a language producing activity. This activity will help EFL pupils to get some expression based on their script with their situation and characteristic.

2. Communication games

There are many communication games, all of which aim to get EFL pupils talking as quickly and fluently as possible. Communication games will help EFL pupils more creative in speaking Practice. Two particular categories are worth mentioning here. There are Information-gap games, Television, and radio games.

3. Discussion

This form of activity can stimulate EFL pupils' responses in speaking. After the content-based lesson EFL tutor can set a discussion activity by making some groups and hold question and answer related to the last lesson they have learned. By using this activity

routinely, EFL pupils will implement their speaking more actively. There is a kind of discussion:

a. Buzz group

These can be implemented for the whole range of discussion. For example, we might want an EFL pupil to predict the content of a reading text, or we may want them to talk about their reactions to it after reading it. We might want them to discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a party.

b. Instant comment

We can also train EFL pupils to respond fluently and immediately to insert "instant comment" mini-activities into lessons. This involves showing them a picture or introducing topics at any stage of a lesson. They can say anything that they think on their head.

2. Formal debates

Formal debate, EFL pupils prepare arguments in favor of or against various propositions. When the debate starts, those who are appointed as "panel speakers" produce well-rehearsed "writing-like" arguments, whereas others, the audience, pitch in as the debate progresses with their thought on the subjects. Formal debate required a time limit, argument, and group.

3. Prepared talks

It is one type of activity that is popular in English courses, where EFL pupils prepare a presentation beforehand regarding a topic they chose. In addition, they can decide the criteria for good performance and give feedback to each other.

4. Questionnaires

Questionnaires are beneficial since we could ensure that both questioners and the respondent will speak interchangeably by being pre-planned.

5. Simulation and role-play

Many EFL pupils derive great benefit from simulation and role-play. Simulation is almost like role play, wherein conducting simulation EFL pupils are asked to pretend as a character and make it as if in real condition. For example, the EFL pupil act as a guitarist, then he must bring property like a real guitarist. While role-play only needs to grasp the situation generally.

### ***Kampung Inggris***

Kampung Inggris is a village in which an English language education institution is developed. According to Hasprabu (2012). Kampung Inggris is a transmigration village with rapid plantation and agriculture potential in the beautiful coral reefs of Mandastana District, Barito Kuala, South Kalimantan. There was a man who was inspired by the English village pare Kediri and also supported by the local Government.

The transmigration village was inaugurated on November 1, 2012. Given that the initial aspirations for the establishment of the English Transmigration village came from the community (PATRI), the Director-General also requested that the English villages remain a community-owned program. In accordance with its duties and functions, the Government will provide facilitation support with the Regional Government.

### **Previous Study**

Some researchers have conducted a study that relates to the researcher's study. There were three previous studies of this study. The first one is from Januhariawan, who aimed to discover the technique of the tutoring speaking at tenth grade of SMKN 3 Banjarmasin.

The second study was conducted by Indah, where the study is aimed to know what are the strategies that EFL tutor implemented by the EFL tutor in tutoring speaking ability. Furthermore, this study also describes the EFL pupil's responses toward the strategies that EFL tutors implemented by the EFL tutor in tutoring speaking ability.

The third was written by Siti, who was intended to describe the tutoring of speaking skills at SMA Negeri 1 Nganjuk. It emphasis on describing the technique implementation using role-play, debate, and discussion in tutoring speaking skill.

There are some differences and similarities from these three previous studies above. The differences are the subject, and the study's place is different between a formal and informal school. The second is their study's aim, their study just to know what the techniques are of tutoring speaking, and this study focuses on the techniques and the implementation.

The similarities are the subject of the study is the techniques that EFL tutor implemented in tutoring speaking. Therefore the researcher believed that study is a new kind of study that is possible to conduct and also interested in discovering the techniques of tutoring speaking in tutoring speaking at the Transmigration Village.

## **STUDY METHOD**

### **Study Design**

The study method implemented in this study was a descriptive qualitative study. This study implemented observation and interviews. The steps were the researcher collected the data and reported it to the findings descriptively. To conclude, the data condition would be natural and becoming representative of the result.

### **Study Setting**

The researcher conducted the study in Intermediate class at English Transmigration Village at Argo Politan, Gg. Perkutut RT.04 RW.02 Karang Indah, Barito Kuala, South Kalimantan, Indonesia.

### **Study Subject**

The study subject is the EFL teacher (tutor) in the English Transmigration Village. There are many classes at different levels, such as beginner, intermediate, and advance. The subject of this study is the intermediate class tutors. Intermediate class EFL pupils consist of the primary, as well as junior high school. Their placement depends on the English capability they possess. In choosing the subjects, the researcher implemented total sampling. There were several steps that the researcher did; the researcher takes the data from the tutors teaching at intermediate. And then, the researcher got two tutors as the subject.

### **Study Instrument**

In conducting this study, the researcher needed some supporting instruments. For collecting the crucial data, the researcher implemented observation and interviews as the study instruments. According to Sugiyono (2012, p. 222), the researcher was the key instrument of the qualitative study. Then, it supported by observation and interviewed those would be explained as follows:

1. Observation

The observation is held during the educational process by filling in the observation sheet. It is conducted at least three times for an intermediate class. The observation emphasis the classroom speaking activities, the techniques that tutors implemented, and the implementation of the technique.

Several factors are observed in the classroom: tutoring speaking process, the techniques in tutoring speaking, materials, as well as media implemented by the tutors. The observation sheet is in the checklist form. It was implemented to investigate the natural phenomena in the study subject. It was implemented to make sure the observation was more suitable for reality.

## 2. Interview

Another instrument implemented in this study is the interview. The interview is a conversation conducted among two people, to gather relevant information on a study. The interview was given to the tutors to get the data and information related to the study problem. The interview was given to the EFL tutor for finding the techniques, material, and other information about tutors. It was implemented to make sure the observation was more suitable for reality. The final method is attempting to write down every detail of the interview immediately after the interview.

### **Data Collection**

#### ***Observation***

The data was collected from August 24 until August 31, 2019. The data collection in descriptive qualitative conducted not have treatment. The data is about tutoring English speaking activities in Intermediate class at English Transmigration Village. This data comes from the observation result. The supporting data were taken from documents of the Institution of Kampung Inggris. The data were needed to see the EFL tutor's educational background, the technique which is implemented in tutoring speaking composition.

The data collection should be conducted until crucial data is saturated. When the education process was started, the researcher came to the classroom and observed the classroom activity. After getting the necessary data, the researcher wrote the transcript from the record to make the analyzing proses easier, and it contained certain forms of techniques that the EFL tutors used. The last, the researcher analyzed the data based on types of the techniques of tutoring speaking theory by Harmer (2007).

#### ***Interview***

The interview was done on August 29, 2019. The researcher has interviewed the subjects in order to conduct confirmation and to get more information. The researcher became the interviewer by giving the question and marking the answer; the researcher took note and recorded the answer using the recorder. There are ten questions related to the techniques and the implementation of the techniques of tutoring speaking in the process of tutoring speaking in the class.

The interview took some information related to the data to complete the observation sheet. The interview was done to get more information on the techniques that EFL tutors implemented tutoring speaking in the classroom from the EFL tutor's thought. The researcher took the interview result to reinforce the study findings from the observation result.

### **Data Analysis**

The analysis of the data in this study implemented a qualitative approach to describe techniques implemented by the researcher in the tutoring speaking at English

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Transmigration Village. In analyzing the data, the researcher conducted three steps in analyzing the data for a qualitative study based on the Miles and Haberman theory.

### ***Observation***

There were major phases of data analysis in observation:

1. Data Reduction

It refers to the selection, focus, simplification, abstraction, and transformation process of the data that appeared in written transcription or field notes. The data from the observation was transcribed into the written transcript to be an observation sheet. Then, the data that support the researcher findings were taken by the researcher.

2. Data Display

After the data from the observation was transcribed into the written transcript, the next step in analyzing the data was to display the data to be meaningful. The researcher analyzed the result from observation. Then the data were organized and arranged in a pattern so that they will be understood easily.

In this case, the data which were reduced by the researcher then was described as the study data contained in the technique of tutoring based on Jeremy Harmer theory. The analysis was done based on data gathered by each supported instrument, which is observation. The observation consisted of main points to be found. They were the techniques of tutoring speaking implemented by the EFL tutors.

3. Conclusion Drawing

After analyzing the data, the researcher concluded the techniques of tutoring speaking at Transmigration Village from the observation.

### ***Interview***

There were 3 major phases of data analysis of

1. Data Reduction

Based on the data reduction, the findings were showcased in the data display from the interview guide form.

2. Data Display

After displaying the data from observation, the researcher made some questions in the interview sheet and interviewed each tutor. Next, the researcher compared the data from observation with the data from the interview for discovering the better data for each EFL tutor

3. Conclusion Drawing

After analyzing the data, the researcher concluded the techniques of tutoring speaking in tutoring the English process in the intermediate class.

### **Data Triangulation**

Even a qualitative study is a subjective study. The researcher should serve the data as real as possible or make the data was reliable and valid. According to Setiyadi (2006, p. 246), Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the study. There are six kinds of triangulations which proposed by Sugiyono (2005, p. 346) such as:

1. Triangulation of time: Triangulation of time has two forms, there are cross-sectional and longitudinal. Cross-sectional data collection was applied at the same time with the different groups, while in the longitudinal, data collection was carried out by the same group at different times.
2. Triangulation of place: In Triangulation of place, making the data collection more accurate can be done by using different place for similar data.
3. Triangulation of theory: The data collection is collected based on different theories or by analyzing the same data with a different theory.
4. Triangulation of method: The researcher implemented different methods for collecting similar data.
5. Researcher triangulation: Some people did the technique for collecting the same data.
6. Triangulation of methodology: The researcher collected the data from the same learning process with a qualitative study, so the researcher collected it.

In this study, the researcher implemented triangulation time, triangulation theory, and the triangulation method to get more accurate data to be analyzed. The researcher conducted observation for two times for each EFL tutors. In the triangulation method, the researcher implemented observation and confirmed the observation result by interviewing each EFL tutor. The researcher expected this study result was accurate because the data was collected more than one time and more than one data method. In this study, the instrument is proven reliable because the researcher implements a variety of instruments to collect data or referred to as Triangulation.

## FINDINGS AND DISCUSSION

### Data Description

This study focused on the techniques of tutoring speaking in intermediate class at English transmigration village. Twenty tutors teach in the transmigration village, and only two tutors are teaching in the intermediate class. The intermediate class consists of primary as well as junior high school EFL pupils. Therefore, the researcher had observed the tutors three times.

It has been declared that the aim of this study is to discover the kind of techniques and to describe techniques implementation implemented by the tutor in tutoring speaking of the intermediate class in Transmigration village. The data in this study was obtained by doing observation during the educational activities with the purpose to determine how techniques are implemented by the EFL tutor of the tutoring speaking in the intermediate class and also doing the interview.

### Findings

Data of the study were divided into observation and interview. From the observation that conducted in three times and the interview for once, several things were found in the tutoring speaking process in the classroom covering the techniques, materials, and the situation.

Table 1. The Observation Schedule

Meeting	Date	Class	Tutors	Materials
I	August 24, 2019 15.45 – 16.45		Agus Supriadi	Greeting & Introduction

II	August 25, 2019 15.45 – 16.45	Intermediate Class	Pipit Amilia	Cardinal Number
II	August 31, 2019 15.45 – 16.45		Agus Supriadi	Time

### Observation Results

The observation conducted from August 24 until August 31 in the intermediate class at English Transmigration village.

Table 2. Observation Result for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> meeting

EFL tutor : Agus Supriadi (Meeting I and III) Pipit Amelia (Meeting II) Class : Intermediate Class Topic : Techniques of Tutoring Speaking					
<ul style="list-style-type: none"> <li>• Meeting I/Date : Saturday, August 24 2019</li> <li>• Meeting II/ Date : Sunday, August 25 2019</li> <li>• Meeting III/Date : Saturday, August, 31 2019</li> </ul>					
Techniques	Indicators	Meeting			Remark
		I	II	III	
1. Acting from a script	1.1 EFL tutor ask to act out dialogues they have written themselves	-	-	-	
	1.2 Treat it as “real” acting: The directors, drawing, attention to appropriate stress, intonation and speed	-	-	-	
	1.4 This activity will help EFL pupil to get some expression based on their script with their situation and characteristic	-	-	-	
2. Communication Games	2.1 EFL tutor ask to EFL pupil talking as quickly and fluently as possible	√	√	√	The games that EFL tutor implemented is guesing with the flashcard as a pointer to motivate the EFL pupil to speak up
	2.2 Communication games will help EFL pupil more creative in speaking Practice	√	√	√	
	2.3 There are Information-gap games, Television and radio games and so on.	-	-	-	
3. Discussion	3.1 The content-based lesson EFL tutor can set a discussion activity by making some groups and hold question and answer	√	√	√	The discussion was just in an informal small group



	related to the last lesson they have learned				discussion.
	3.2 Discussions range from highly formal (whole-group staged event) to informal (small-group) interaction	√	√	√	
	3.3 This activity form can stimulate EFL pupils' response in speaking	√	√	√	
	3.4 There are kind of discussion: Buzz Group and Instant Comment	√	√	√	
4. Formal debates	4.1 In a formal debate, EFL pupils prepare arguments in favour or against various propositions	-	-	-	
	4.2 Formal debate required a time limit, argument and group	-	-	-	
	4.5 The debate progress with their own thought on the subjects	-	-	-	
5. Prepared talks	5.1 EFL pupils make their own presentation choose the topic by themselves	-	-	-	
	5.2 EFL pupils speak from notes rather than a script	-	-	-	
	5.3 Whole class (including EFL tutor) can decide criteria of good presentation, as well as give feedback interchangeably	-	-	-	
6. Questionnaires	6.1 Both questioner, as well as respondent, communicate with each other	-	-	-	
	6.2 Certain repetitive language patterns can be situated in the middle of the communication	-	-	-	
	6.3 EFL pupil can design questionnaires for any appropriate topic	-	-	-	
7. Simulation and role-play	7.1 EFL pupil is asked to pretend as a character as well as make it as in the real condition	-	-	-	

	7.2 Simulation and role-play can be used for encouraging general oral fluency or to train them for the specific situation	-	-	-	
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From the table above, the researcher found two similar techniques that tutors also implemented in the intermediate class, that are discussion and communication game. And then, by observing the intermediate class, the researcher found that the tutor implemented some techniques during the educational process. There are some techniques; as follow:

1. Monologue

Monologue here in other word is one person speaking. The tutor asked the EFL pupil to conduct Practice to one person speaking or monologue. In this case, the material was about introduced their self. Monologue technique, in which the tutor gives the example how to greeting and introduce him or herself at the front. The tutor gave the EFL pupil opportunity to say and practice by themselves to monologue at the front interchangeably.

2. Drill

The drill is one of the fluent techniques that tutor implemented in the process of tutoring learning about all the materials. The tutor implemented a drilling technique as a way of pronunciation standardization for language item as well as developing fluidity. A drill is also a classroom technique implemented to practice a new language. It involved tutors in modelling a word or a sentence and learners in repeating it.

Drilling has some advantages, including allowed EFL pupils to pay attention. The EFL tutor read after that the EFL pupils followed. Tutor implemented a drilling technique to allowing EFL pupils to pay attention to materials presented by the tutor in the classroom. The tutor asked the EFL pupils to drill the word and the sentence, while all the EFL pupils pay attention to the picture or media.

The tutor implemented a flashcard as an excellent learning and tutoring tool especially when introducing new vocabulary or drilling familiar words, in this case, is a cardinal number. Besides being implemented by the tutor, they can also be implemented in a variety of activities and even posted around the classroom for EFL pupils to reference. During the educational process, the researcher found the tutor implemented flashcard, in which the EFL pupil was asked to listen and replay the word that tutor read from the flashcard.

3. Question and answer

The tutor gave the EFL pupils some questions related to the material about the cardinal number, and the EFL pupils answer the question. The tutor implemented this technique to make the EFL pupils confident and more understandable. Question and answer also can make the EFL pupil for paying attention to EFL tutor.

4. Group Discussion

The tutor implemented discussion as an excellent tool for developing EFL pupils' skills because it gives them access to their thought processes and an opportunity to guide EFL pupils to think in a higher level. A small discussion group can be helped the tutors and the EFL pupils in the learning situation in which EFL pupils learn both through instructions from their tutors and interaction with each other. The group also provides opportunities for individuals to speak in front of others and to receive feedback from EFL tutors and peers.

#### 5. Communication Games

The tutor implemented the game as the last technique. A game that activity with rules, a goal, and a reward. The game is guessing games with a flashcard. The games were implemented to develop or reinforce the concept, add diversion to regular activities, or just break the ice. In other words, this game is interesting for EFL pupils to be implemented for learning, which also motivates them to practice with fun in the outdoor class. The researcher found that during the educational process, the tutor implemented a picture, the EFL tutor implemented picture-telling game or picture describing. The EFL tutor implemented a picture describing in tutoring speaking learning process and the material about time. Picture time is worth a thousand words, as well as this is particularly true for tutoring English as a second language about time.

Moreover, by implementing the pictures, EFL pupils can focus on the picture to get the idea and it also gives motivation for EFL pupils to implement their capability in speaking skill. The tutor asked the EFL pupils to guess and telling about the picture. And then from the picture the EFL tutor drill the word and the EFL pupil repeat after that. After all the EFL pupils repeated the word, the EFL tutor divided the EFL pupils into some groups and asked them to discuss. Techniques implementation that tutors implemented in the class were helped the tutors to control the class, limit the time and make a good situation for the EFL pupil, so the EFL pupils enjoyed the class.

#### *Interview Results*

From the interview conducted on Sunday, August 29, 2019, in the intermediate class. There are two tutors that the researcher was interviewed. The EFL tutors said all English Tutoring materials were taken from the module "Acces-ES Center for International language and cultural studies ". Then the tutors said that they implemented some techniques to increase EFL pupils' speaking ability.

The interview divided into two EFL tutors. The first EFL tutor said that he implemented some techniques, such as drill, communication games with flashcard as the media, monologue, informal debate, discussion, question and answer, and implemented some media like a picture. All techniques are implemented in accordance with the learning material being studied at this time. For example material about greeting and introduce implemented drill technique, monologue.

The tutor also said that when EFL pupils implemented drill and group discussion, they can easily construct the material. In short, it can be summed up that using drill and group discussion can help EFL pupils in developing their speaking skill. It also motivates EFL pupils in the learning process. He also implemented a game, the game is guessting with the flashcard.

The second tutor said that she implemented some techniques, such as drill, flash card or a picture describing, discussion and question answer. It is because the tutor taught about the cardinal number, so she implemented a flashcard and picture describing as the main technique. The tutor said that flashcard also makes the EFL pupils interested. From that technique, she implemented the question and answer section to know the EFL pupils understanding.

The techniques that tutors implemented in Intermediate class at the English Transmigration Village based on the interview result.

1. Drill
2. Group Discussion
3. Monologue

4. Question and answer
5. Communication Games with the media

The EFL tutors declared that all the techniques helped the EFL pupil easier in comprehending the material in tutoring speaking class. The EFL tutors said that while they were tutoring speaking, all the EFL pupils were excited if the EFL tutor implemented a media or some games for the EFL pupils, it made the EFL pupils enjoyed. The EFL tutor said that an explanation process he implemented gesture as well as expression.

The EFL tutor also said that in tutoring speaking in English must implement simple technique but also can control the class and limit the time. The crucial thing, the EFL tutors make the EFL pupil happy and enjoy the class. The EFL tutor told that if the situation was boring, he asked the EFL pupils to stay out of the class for studying or play some fun games in nature.

### **Discussion**

This part presents the discussion of the study findings. This study is about the techniques of tutoring speaking in intermediate class at English Transmigration village. This study uses qualitative study as the study design. This study was conducted for discovering the techniques and techniques implementation in tutoring speaking process on three observations done an interview before.

In general, data from observation show that the techniques implemented by the tutor in tutoring speaking were so various with the EFL tutor-centred interaction. Tutors are information providers or evaluator to monitor EFL pupils to get appropriate answers, yet EFL pupils are viewed as learners who receive information passively. In EFL tutor-centred learning, EFL tutors usually implement particular textbooks, which are mostly grammar oriented and to compare the language structures of native as well as target languages.

EFL tutors also implemented cooperative activities. It also provides EFL pupils with the aid of others, meaning that EFL pupils can discuss problems with their partner. As mentioned above, the implementation of cooperative activities can instigate language item negotiation. There were some techniques found by the researcher implemented by the tutors in which the EFL tutors are dominant in the classroom.

There were seven techniques of tutoring speaking by Harmer (2007, p. 348). As mentioned previously, this study identifies five techniques implemented by the tutors in tutoring speaking skill at intermediate class at English Transmigration Village. The techniques are a drill, group discussion, monologue, communication games with the media, question and answer; each will be discussed in the subsequent sections.

From the responses given by the EFL pupils to the techniques implemented by their EFL tutor to teach them speaking. Hence, those techniques can motivate EFL pupils for leaning English and facilitate them to speak. Those techniques were monologue and discussion. The most commonly implemented technique that tutors implemented in the intermediate class are the drilling technique. The drill is one of the techniques that could be implemented by the EFL tutor in tutoring speaking to improve the EFL pupils' capability in speaking.

Drilling is a way to fine-tune articulation, as well as to improve pronunciation. Another technique is group discussion. Group discussion was a technique that made EFL pupil to conduct work together and they were doing interaction with the member. It was exposed to language item as well as oral production emphasizing on contextually meaningful activities.

It also had the EFL pupils deliver their work in front of their peers, discuss with other groups and at the end, get feedback not only from the tutor but also from other groups. The other techniques are flashcard and describing the picture. The techniques were visual tutoring method and have a positive effect on the visual learning process in tutoring speaking. Flashcard and describing picture can be implemented for any subject or material as the media in the tutoring learning process. Appropriate feedbacks are delivered after EFL pupils' performance and without pointing out to the individual is a good way. Besides, constant interruption to EFL pupil is not recommended when they are speaking in front of their peers since it can cause speaking loss.

Meanwhile, in games techniques the EFL tutor conducted, they could not focus on certain pupils since they need to treat them fairly. Employing the techniques, the EFL tutor added some expressions to make the activity look real. As Thornbury (2005) stated, speaking should be conducted with situations where EFL pupils can show understanding, interest, and make comments or ask questions.

Other ones are question and answer. The tutor gave some question and the EFL pupil answer, it is to know the error that the EFL pupil made in comprehending about the material, the tutor immediately discuss the correct answer when the EFL pupil made an error in pronouncing and fluency in speaking, the tutor immediately gave the correct pronunciation then all the class drilled it.

Furthermore, the tutor had the intention for making EFL pupils interested in lesson by adding expressions and choosing topics related to EFL pupils. Based on the theory of kinds of techniques of tutoring speaking in chapter II above, the researcher got point that the techniques of tutoring speaking are relevant to support the EFL pupils' speaking skill mastery. These techniques include the seven kinds of tutoring techniques based on Harmer (2007). They are acting from a script, communication games, group discussion, formal debate, prepare talks, role-play or simulation.

Some techniques are not implemented by the tutor to be taught intermediate class, such as acting from a script, formal debate and prepare talk, role-play or simulation. From the discussion above, we can see that the tutor's technique in tutoring speaking is very crucial for the EFL pupils. The tutor implemented more than one technique. These techniques helped the tutors control the class and the EFL pupils more enjoyable ways to comprehend the material with some media.

The study that had been done by the researcher indicated the techniques that tutor implemented in the Intermediate class at English Transmigration Village. The other uniqueness that the researcher explains in this discussion is about a place, and the English Transmigration Village implemented open space or outdoor class like gazebo as their class. Another discussion is while tutoring the EFL pupils ideally the implement native language, Indonesian, should be minimal that English. The tutor tried to implement English very often than Indonesian. The most problem that they faced while giving explanation and instructions in English is that not all the EFL pupils could get what they were saying or even respond their utterance to mix the target language, English with Indonesian.

Therefore, the study result showed that tutoring speaking techniques could help tutors and EFL pupils. Another could be viewed from observation and an interview that showed the EFL pupils were active and spirit in the education process.

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## CONCLUSION AND SUGGESTION

Having done exploring the discussion of the study findings which focus on the explanations of techniques in tutoring speaking implemented by EFL tutor in tutoring English, the researcher can draw some conclusions and suggestions as follow.

### Conclusions

This study was conducted in the Intermediate class at English Transmigration Village. It was carried out on August 2019. This study involves one variable that is the tutor's techniques in tutoring speaking of the intermediate class at English Transmigration Village. It has the objective of describing the techniques implemented by the tutor in the tutoring speaking process. Regarding the study findings that were obtained by applying observation and interviews to get the data, two conclusions are presented.

1. For tutoring speaking skills, the tutor has five techniques in order to develop EFL pupils' speaking skill ability; drill, group discussion, monologue, communication games with flashcard as the media, question and answer. The five techniques implemented by the tutor in tutoring speaking. There are:
  - a. The tutor implemented a drill technique by asking the EFL pupils to follow what the tutor has said word and sentences.
  - b. The tutor implemented group discussion to let the EFL pupil solve their problem by discussing with their friends.
  - c. The tutor implemented monologue by asking the EFL pupil to show their capability in-person speaking in front class.
  - d. The tutor implemented communication games to create the EFL pupils' excitement by playing flashcard. The tutor implemented describing picture by showing the picture about the material and then ask the EFL pupil for guessing the meaning and the explanation as a game.
  - e. The tutor implemented exercise on questioning and answering by asking the EFL pupils some questions related to the material and the EFL pupils answered.
2. The implementations of five techniques in tutoring speaking were helped the tutors and the EFL pupils. The tutors can control the class and the situation by applied those various techniques. The EFL pupil accepted to be taught by using those techniques. The situation in the class was so excited and lots of fun.

In addition, due to the importance of techniques implemented in tutoring, it is suggested to EFL tutors to apply various techniques in tutoring speaking to make EFL pupils able to learn easily. An appropriate technique is not only helped the tutors and EFL pupils in the tutoring learning process but also helped EFL tutors to achieve tutoring goals.

Furthermore, EFL tutors should also be creative to prepare and choose materials for tutoring, be wise to group EFL pupils, be careful to select EFL pupils to answer the question, and be sensible to allocate the time. Moreover, to the next researchers interested in conducting a study on tutoring techniques, it is suggested that they carry out the study on other language skills, such as reading, listening, and writing.

### Suggestions

Based on the conclusion above, the researcher knows the real condition and situation, the researcher has some suggestions as follows:

1. For the EFL tutor, It is crucial for the educational process, not only in Reading, Writing, as well as Listening but also Speaking. It can be done by applying the variety of techniques in tutoring speaking so that the EFL pupils will be motivated and interested

- in the educational process of speaking. The EFL pupils can experience speaking practices joyfully with good techniques. One of the techniques is the drill.
2. For The Next Researchers, Speaking is one difficult skill to be mastered. This study may still have many weaknesses. Thus, the researcher suggests to the next researchers to actively explore many techniques of tutoring speaking in a different place. Related to the focus of the study, the finding of this study can be implemented as information about the tutoring technique who conducted similar studies related to the techniques of tutoring speaking.

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## **Analysis on an English Textbook for the Eleventh Grade Students Entitled “Bahasa Inggris” Used in High School**

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### **Abstract**

The textbook is an essential component that supports the educational process. EFL tutors can find a suitable and appropriate textbook in the educational process by analyzing the textbook. This research is intended to discover whether the materials in the English textbook implemented in SMA Negeri 1 Banjarmasin fulfil the good textbook criterion based on rubric assessment from Cunningsworth. This research applied a mixed method. The object of this research was an 11th grade EFL pupils textbook entitled “*Bahasa Inggris*.” The writer implemented herself, rubric assessment of textbook analysis that has adapted, and documentation as the instrument. In analyzing the data, the writer applied descriptive elucidation and interpreted it into a numerical percentage form. The result indicated that 70.58% of the materials and exercises in the 11th grade EFL pupils textbook entitled “*Bahasa Inggris*” fulfilled the rubric assessment of textbook analysis by Cunningsworth (1995) that has adapted. Based on the result, the writer categorized the “*Bahasa Inggris*” textbook as “fair” with an average score of 70.58%. The score did not reach up to 100% because the textbook was a lack of listening material. There were no materials or exercises in terms of listening skills for EFL pupils to practice. In conclusion, the textbook content was suitable to be implemented in the educational process. In terms of listening skills, EFL tutors should use another source to add additional elucidation to complement listening material or exercise in the textbook.

*Keywords: Analysis, Textbook, Cunningsworth Rubric Assessment.*

### **INTRODUCTION**

#### **Research Background**

Most of the EFL tutors use instructional materials as the primary teaching resource. It means that the materials provide the basic content of the lesson, the language skills that will be taught, the kinds of language practice that EFL pupils can take part in, and the end of all the chapters where there will be the evaluation. For EFL pupils, materials as another source besides the teacher. Therefore, the role of materials is a significant aspect of the educational process.

Instructional materials consist of two (Richards, 2001), authentic materials, and created materials. Authentic materials mean a real thing, which not only served educational purposes, like photos or videos, while created materials refer to one that made specifically for education.

Based on the teaching practice the writer has done, most EFL tutors prefer to use created materials rather than authentic materials since it contains simpler vocabulary, which makes EFL pupils comprehend the materials easily. Created materials usually designed in an attractive way of making EFL pupils interested in learning it. Created materials generally arranged according to the syllabus, and it suitable for the latest situation in teaching-learning.

Hence, one of the instructional materials in the educational process that can be the main component to support and help EFL tutors is the textbook. According to

Cunningsworth (1995), educational text implemented for educational purposes was provided by textbooks. It means that textbooks provide the materials for EFL pupils as well as EFL tutors. Hence, the textbook helps teachers to achieve the learning objectives in the educational process.

Based on the previous elucidation, it is important for the teacher to first analyze the textbook before class starts. Hence, EFL tutors can find a suitable and appropriate textbook in the educational process by analyzing the textbook. Thus, the result of analyzing the textbook may be implemented for EFL tutors as evaluation. In this context, evaluation means if there is no necessary material or assignment that does not contain in the textbook. Therefore, EFL tutors could prepare material needed before class start. EFL tutors can find or add the material or assignment from other sources, like the internet, another book, magazine, or CD.

Many publishers compete to issue the textbook which suitable to the educational situation in Indonesia. Even the Ministry of Education and Culture of Indonesia provides an English textbook for each degree of education from elementary school until upper secondary education and distributes it to schools in Indonesia as well. Nowadays, unfortunately, EFL tutors cannot decide which textbook they want to use in their class because it has been set by the Ministry of Education and Culture of Indonesia.

Even though the government has set the textbook that EFL tutors have to use in the educational process, EFL tutors need to analyze the textbook itself before class starts. Those mean although the textbook has been set by the government, EFL tutors need to look carefully whether it is textbook appropriate or good enough to be implemented in the educational process. Through textbook analysis with using rubric assessment, EFL tutors can evaluate the textbook and decide whether the textbook is good or not to be implemented in the educational process. Therefore, if in the middle analyzing the textbook, EFL tutors find the materials from the textbook were not suitable or complete enough, then EFL tutors can find or add materials from another source.

Based on the writer's experience when did teaching practice, the writer felt the materials in the textbook which implemented by that school were not complete enough also there was no any special listening material in "*Bahasa Inggris*" textbook. The writer also found that many EFL pupils grumbled about the content of the textbook, they said the materials in the textbook were not complete and difficult to understand. Therefore, it made them lazy to research English or repeat the lesson through that textbook at home. As a result, the writer needed to look for the materials from other sources then added it with the materials in the textbook for making EFL pupils become interested in the lesson and comprehend the materials easily and clearly whereas Richards (2001) stated that textbook is the key component in the language program. It means that the textbook is important in the educational process. The textbook is an essential thing for EFL pupils and EFL tutors as well. Hence, EFL tutors need to discover deeper toward the content of the textbook they use in the educational process.

Therefore, the writer wants to research analyzing the textbook which has been distributed by the government and implemented by public schools in Banjarmasin. It is because the writer found the materials from the textbook were not complete enough and difficult to comprehend for EFL pupils.

In this research, The writer implemented adapted Cunningsworth's (1995) textbook evaluation checklist to analyze "*Bahasa Inggris*" textbook instead of using other experts' textbook evaluation checklist. It is because many experts provide different ideas toward the good textbook criterion. Even the Government through Education National Standard Board, *BSNP*, also proposed the criterion of a good English textbook for helping EFL tutors choosing the appropriate textbook. All of the textbook evaluation checklist mentioned above explain the name of each criterion differently. However, whatever the term that they use for

each criterion, all of them refer to the same ideas that are Cunningsworth's (1995) textbook evaluation checklist. Therefore, in this research, the writer decides to adapt Cunningsworth's (1995) textbook evaluation checklist because it has covered all criteria that will be implemented and needed in this research. In this research, the writer applies seven out of eight criteria of a good English textbook proposed by Cunningsworth (1995) in analyzing "*Bahasa Inggris*" textbook.

Several studies relate to this research. The writer takes two relevant studies from Rani (2015) and Linda (2018). First, Rani researched to discover whether the themes and materials of the English textbook conform to the basic competencies of the 2013 curriculum. The result of her research indicated that not all themes and materials in every chapter in that English textbook are appropriate for the 2013 Curriculum's basic competencies. As for Linda (2018), she measured the quality of a textbook by good textbook criterion proposed by experts (Skierso (1991), Garinger (2001), Miekley (2005), Sheldon (1988), Jahangard (2007), and Cunningsworth (1995)). The analyst combined it to get which aspects have similarities in the material evaluation as her research. There are four aspects implemented in this research. They are objective, facilitate the teaching-learning process, exercise, and vocabulary. The result of the research indicated that the objectives of the lessons in textbooks meet the criterion of a good English textbook.

Both of the previous studies above are related to textbook analysis, which tends to know the quality of the English textbook by analyzing the textbook, referring to the several theories proposed by experts.

Based on the previous elucidation, the writer is interested in researching analyzing the textbook implemented for the 11th grade EFL pupils in Chosen upper secondary education. The textbook implemented in Chosen upper secondary education is an English textbook provided by said Ministry (2014).

### **Research Question**

"Do the materials in English 11th grade EFL pupils textbook entitled "*Bahasa Inggris*" fulfil the good textbook criterion based on rubric assessment from Cunningsworth?" is the research question implemented as the core of this research.

### **Objective**

of the Research

This research is meant to discover whether the materials in the English textbook fulfil the good textbook criterion based on rubric assessment from Cunningsworth or not.

### **Research Significances**

This research is expected to give a valuable contribution to the EFL tutors, publisher, and next analysts.

1. For EFL tutors, this can be a reference in choosing an appropriate textbook which conforms with the objectives of the latest learning or teaching situation for the next academy year.
2. For the publisher, this can be as input and guideline in compiling the next English textbook to make it a good English textbook for EFL pupils and EFL tutors in the future.
3. For the next analysts, it is also expected this research can be implemented as a reference in doing similar research or conducting further research in the future.

## Research Scopes

To make the research-focused, the analyst wanted to focus on:

- a. This research aims to analyze the textbook content with the rubric assessment from Cunningsworth that have adapted.
- b. This research deals with analyzing the content of materials (chapter 1-8) in English 11th grade EFL pupils textbook entitled “*Bahasa Inggris*” as the sample of the research.

## RESEARCH METHOD

### Research Approach and Type

Mixed method research is implemented as an approach for this research. This approach implemented due to its' capability of applying both qualitative and quantitative. It analyzes the materials in an English textbook for the eleventh-grade EFL pupils entitled “*Bahasa Inggris*” using Cunningsworth rubric assessment that has been adapted. Then, the result of the textbook analysis interpreted in numerical percentage form.

### Research Object

The textbook implemented in this research is an English textbook entitled “*Bahasa Inggris*” for the 11th grade EFL pupils of upper secondary education published by *Kementerian Pendidikan dan Kebudayaan Indonesia* and implemented in Chosen upper secondary education. This English textbook has eight chapters. The writer decides to research all chapters in the chosen English textbook. This English textbook is implemented by the EFL tutors in Chosen upper secondary education who teach English in the 11th grade EFL pupils as the main textbook.

### Instrumentation

The instrument is a device data gathering in the research. It helps the writer data gathering from the object of the research. In this research, the writer is the main instrument in the research. The writer has to comprehend the problem that wants to be solved in the research to get a reliable and valid result. The writer does not work alone without any other instruments. To get reliable and valid data, the writer is helped with rubric assessment of textbook analysis by Cunningsworth (1995) that has adapted and documentation. Documentation here implemented because this research analyzes recorded material like a textbook. Hence, the analyst implemented documentation that can help in data gathering.

### *Rubric Assessment of Textbook Analysis*

In this research, the writer was helped by the rubric assessment of textbook analysis by Cunningsworth (1995). This rubric assessment has been validated by the writer's lecturer for making the data valid. The use of this rubric is for helping the writer in deciding whether the textbook fulfils the requirement of an excellent textbook proposed by Cunningsworth (1995) or not, by analyzing each criterion that is contained in “*Bahasa Inggris*” textbook. Each criterion in this rubric was measured using a Likert Scale. To reduce the number of invalidity of the result of the research, the writer only uses 4 scales instead of 5 scales. The writer implements 4-Point Likert Scale:

- a. Score 4 is given if the textbook materials fulfil 76%-100% from the rubric assessment criteria.

- b. Score 3 is given if the textbook materials fulfil 51%-75% from the rubric assessment criteria.
  - c. Score 2 is given if the textbook materials fulfil 26%-50% of the rubric assessment criteria.
- Score 1 is given if the textbook materials fulfil 0%-25% from the rubric assessment criteria.

### **Documentation**

The documentation here consists of the textbook itself and the English syllabus for the 11th grade EFL pupils. This research deals with analyzing the content of materials in English 11th grade EFL pupils textbook entitled “*Bahasa Inggris*”.

### **Data Collection**

The analyst gathers the data through documentation. Documentation consists of English 11th grade EFL pupils textbook entitled “*Bahasa Inggris*”, English syllabus of curriculum 2013, and the rubric assessment.

### **Data Analysis**

After data collection, the data are identified based on a rubric assessment from Cunningsworth (1995). The rubric assessment of textbook analysis adapted from the evaluation checklist by Cunningsworth (1995) will be the main guideline to determine whether the textbook is good. The procedures in analyzing “*Bahasa Inggris*” 11th grade EFL pupils textbook are:

1. Reading the English textbook.
2. Identifying the content of materials (8 chapters) in the textbook based on the rubric assessment from Cunningsworth (1995).
3. Scoring each criterion based on analysis of the content of materials and interpreting the data using descriptive elucidation.

In deciding the score of each criterion in rubric assessment, data classified based on the following categories (4-Point Likert Scale):

Score	Qualification
4	fulfil 76%-100% from the rubric assessment criteria
3	fulfil 51%-75% from the rubric assessment criteria
2	fulfil 26%-50% from the rubric assessment criteria
1	fulfil 0%-25% from the rubric assessment criteria

4. Summing up the suitability, the content of the textbook's material in the textbook is quantitative, showing the result in the numerical percentage form. The writer will use this following formula to help to present the qualitative data in the form of numbers:

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

Note:

P : Percentage

F : Frequency

N : The Sum of the Frequency

(Bluman, 2009:38)

That formula implemented for calculating the percentage score of the result after analyzing the textbook by using a rubric assessment from Cunningsworth (1995). Data interpretation needed to describe the significant meaning of data. Thus, the analyst could decide the quality of the textbook itself according to Likert Scale as follows.

**Final Calculation of Textbook Analysis**

Range of Fulfillment Score	Category
76% - 100%	Good
51% - 75%	Fair
26%- 50%	Sufficient
0% - 25%	Poor

5. Concluding the result of the research.

**RESEARCH FINDINGS AND DISCUSSION**

**Description of the Data**

The approach of this research is the mixed-method research. Through content analysis, data were analyzed for identifying specified characteristics of the materials. Then, the result of textbook analysis interpreted in numerical percentage form. The analyst analyzed the textbook implemented in SMA Negeri 1 Banjarmasin for discovering whether the materials in the English textbook fulfil the good textbook criterion based on rubric assessment from Cunningsworth or not.

**Research Findings**

The textbook has analyzed to find whether the textbook fulfils the good textbook criterion based on rubric assessment from Cunningsworth (1995). The process of data analysis has done through analyzing the textbook with the rubric assessment from Cunningsworth (1995) by scoring each criterion based on analysis of the content of materials and interpreting the data using descriptive elucidation. 17 categories have been analyzed by the writer. Then, conclude the suitability the content of the material in the textbook in quantitative output to show the result in the numerical percentage form.

**Aims**

Through this criterion, Cunningsworth wants to emphasize the textbook has to correspond with teaching aims itself and with EFL pupils’ needs. Besides, the textbook should be suitable for an educational situation.

No.	Item	Score			
		1	2	3	4
1	The aims of the textbook correspond closely with the aims of the teaching program in the syllabus				√

Remarks:

Chapter 1, covered the stated requirement. EFL pupils are expected to compose whether transactional or interpersonal interaction text of giving and asking information about offering help and giving suggestion; through the appropriate general structure, language feature, as well as social function either spoken or written. For the second chapter, the

lesson material was complete based on basic competence list, EFL pupils expected to compose whether transactional or interpersonal interaction text: giving and asking information relates to opinions and thoughts; using its appropriate general structure, social function and language feature. In chapter 3, it is included the requirement stated in the basic competence, EFL pupils expected to comprehend the social function, general structure and language feature, as well as compose spoken and written special text in form of formal invitation text about school activity or workplace activity. For the next chapter, it covers the material as proposed in the basic competence; comprehend the social function, general structure and language feature, and composes spoken and written exposition analytical text about the actual issue. In chapter 5, the material as proposed in the basic competence, was covered. EFL pupils expected to comprehend the social function, general structure and language feature, as well as compose spoken and written special text in the form of personal letter related to self-activity and others' activity. Chapter 6, This chapter covered the stated requirement; compose whether transactional or interpersonal interaction texts about asking and giving information related to cause and effect through the appropriate general structure, language feature, as well as social function, either spoken or written. Chapter 7, The basic competence for this chapter is for EFL pupils be able to comprehend social function, general structure and language feature of contextual meaning from song lyrics about teenage life. The songs which provided are a little bit complicated because the songs are about teenage life like about love, motivation, fear, choice and dream. Lastly, chapter 8, the material was complete based on the table of basic competence. EFL pupils are expected to be able to compose whether transactional or interpersonal interaction text: asking and giving information about an activity without mentioning the subject through the appropriate general structure, language feature, as well as social function either spoken or written. Also, EFL pupils are expected to comprehend the social function, general structure and language feature of elucidation text in spoken and written related to natural or social phenomena. Those basic competences are related to each other and it was revealed in elucidation text.

No.	Item	Score			
		1	2	3	4
2	The textbook allows different educational styles	√			

Remarks:

Chapter 1, this chapter did not fulfil this criterion. The textbook delivered the materials according to the latest educational style in Indonesia, scientific approach. For chapter 2, the chapter's material presented with the latest educational style, scientific approach. It emphasizes on how EFL pupils be a centre in the class. The material presented based on steps of scientific approach. They are observing, formulating the question, collecting data, analyzing data, and the last is communicating the conclusion. Chapter 3, this chapter did not fulfil this criterion. This chapter presented only with one educational style. The textbook delivered the materials according to the latest educational style in Indonesia, scientific approach. Chapter 4, the chapter's material presented only with one educational style namely scientific approach. It emphasizes on how EFL pupils be a centre in the class. The material presented based on steps of scientific approach. Chapter 5, this chapter did not fulfil this criterion. The textbook delivered the materials according to the latest educational style in Indonesia, scientific approach. The material of this chapter delivered according to each step in the scientific approach. This educational style encouraged EFL pupils to be responsible in the class' educational process. Chapter 6, this chapter did not fulfil this criterion. This chapter presented only with one educational

style. The textbook delivered the materials according to the latest educational style in Indonesia, scientific approach. Chapter 7, the chapter's material presented only with one educational style namely scientific approach. It emphasizes on how EFL pupils be a centre in the class. In this approach, the teacher is not to be a centre anymore. Therefore, it encouraged EFL pupils to be responsible for the educational process. Chapter 8, the chapter's material presented with the latest educational style, scientific approach. It emphasizes on how EFL pupils be a centre in the class. The material presented based on steps of scientific approach.

### *Design and Organization*

In this point, it can be seen that the textbook should be organized well according to structure, functions, topic, and skills.

No.	Item	Score			
		1	2	3	4
3	The textbook is delivered the content in each chapter systematically (starting with introduction, body, and closing)				√

Remarks:

All chapters have compiled systematically. Chapter 1, this chapter is started with the examples in the form of conversations talk about offering help and giving suggestions. It is provided to stimulate EFL pupils to guess what the topic will be discussed in this chapter. Then, there was a lesson material elucidation about the topic in this chapter. Finally, at the end of the lesson, there are exercises that EFL pupils can do to evaluate them to measure whether they could comprehend the lesson material or not. Chapter 2 started with the conversation between Siti and Jane about the expression of giving opinions and thoughts on page 19. In this page, there is pre-activity; they have partner discussion to give them a bit of comprehension about the lesson material in this chapter. Afterwards, on page 20 to 24, there is the elucidation of the material in this chapter. In page 25 to 30, there are several exercises given to check their understanding about the lesson material and at the end of this chapter, there is a formative assessment which makes EFL tutors can monitor EFL pupils' progress in the educational process, gives the feedback to EFL pupils and evaluate the learning process. Chapter 3 has an example as the reference for EFL pupils in starting to learn the lesson material in this chapter on page 33. The example is a short invitation text that can give a piece of general information about what the invitation is. Then, there is material elucidation regarding invitation (page 34). At the end of this chapter from page 39 till 43, there are several exercises EFL pupils can do an evaluation. It is for measuring them whether they could comprehend the material or not. Chapter 4 started with an analytical exposition text entitled "Global Warming" as EFL pupils' pre-activity on page 46. In this part, there are several questions given they have partner discussion for making them more familiar with the material in this chapter. Then, there is the elucidation of the material about elucidation text on page 47. Furthermore, there are some exercises from page 52 until 59 for EFL pupils as their evaluation toward the material. Chapter 5 begins with the example of a personal letter which relates to the material of this lesson on page 62. Afterwards, on page 63 to 67 there is the elucidation of the material in this chapter. At the end of this chapter on page 68 to 72, there are exercises that EFL pupils have to do as the evaluation in learning the material. Chapter 6 started with pre-activity on page 75. In this pre-activity, there is the conversation relates to the lesson material that is cause and effect. Also, there is a discussion that EFL pupils have to do with their partner. After that, there is the elucidation of the



material on page 76 to 78. At the end of this chapter, there are several exercises on page 79 to 84 as an evaluation for EFL pupils in order to check their understanding of the lesson material. Chapter 7 only has one exercise as EFL pupils' evaluation and it is in the form of group exercise. At the beginning of this chapter, there are several pre-activities that EFL pupils can do, those were revealed on page 87 to 95. Unfortunately, all pre-activities task had the same pattern. All of them are in the form of pair, they have to discuss several questions related to the song lyrics. The lesson material is only on page 96. At the end of this chapter on page 97, there is only one exercise as already mentioned above. Chapter 8 started with the elucidation text entitled "Earthquakes" and EFL pupils have to discuss several questions related to that text with their partner on page 100. Furthermore, there is the lesson material on page 101 until 106. At the end of this chapter on page 107 to 112, there are several exercises exist as EFL pupils' evaluation.

No.	Item	Score			
		1	2	3	4
4	The textbook is provided with the content of the chapter as equal as possible (number of pages, exercise, and illustration within each chapter)				√

Remarks:

- **Chapter 1**  
It was revealed from the illustration of the examples of conversations on page 2 to 3. There are illustrations of the figures in the conversations. In the first conversation, there are two figures, Jane and John. In the second conversation, there are two figures as well, Siti and Jane. Also, the presentation of the lesson material is appealing because they provided in the colourful box which makes EFL pupils become not bored in reading and understanding the lesson material. The illustrations and the presentation of the material colourfully in this chapter help EFL pupils become more interested in researching the lesson material in this chapter.
- **Chapter 2**  
This chapter fulfilled this criterion. The chapter presented in the form of text, communicative action (like discussing the answer for the exercise given with partner) and illustration in balance. It was revealed that every conversation had illustration beside them. Also, some exercises ask EFL pupils to discuss the questions with their partner or perform their result in front of the class.
- **Chapter 3**  
This chapter fulfilled this criterion. This chapter presented in the form of text, communicative action and illustration in balance. It can be seen that the invitation texts provided along with an illustration that makes the presentation of it like the real one. Furthermore, there are exercises that make EFL pupils can do communicative action by discussing the exercise.
- **Chapter 4**  
This chapter fulfilled this criterion. It was revealed that there are several texts relate to the lesson material. On page 46, there is an analytical exposition text entitled "Global Warming" and at beside the text, there are two pictures which illustrate the effects of global warming itself. Furthermore, the elucidation of the chapter's material provided in the diagram that makes EFL pupils be more comprehensive to the material. Also, there

are exercises that make EFL pupils can communicate actively with their classmates.

- **Chapter 5**  
This chapter fulfilled this criterion. It was revealed that there are texts relate to the lesson material. On page 62, there is a personal letter which is that is the topic of this chapter. The lesson material is provided in a simple diagram makes EFL pupils easier to comprehend the material. There is one section from several exercises given, that encourage EFL pupils to interact with their classmates.
- **Chapter 6**  
This element covered in this chapter. This chapter provides the example of a conversation which relates to the topic of this chapter. It helps EFL pupils to interact with one of their classmates. In this chapter, EFL pupils have more encouragement to have and make conversation with their partner instead of answering the questions based on the text given. The material also served with colourful diagrams which make EFL pupils can comprehend the material easily. But, there is also one illustration in one exercise that can make EFL pupils be more comprehensive to the material The material is illustrated as a tree with its' branches. The stem of the tree is causing. Meanwhile, the branches of the tree are the effects. From that illustration, it makes EFL pupils easier to comprehend that the cause is the main topic that will talk and its only one sentence and the effects are the sub-topic and can be consist of several sentences.
- **Chapter 7**  
This element covered enough in this chapter. In this chapter, the lesson material is about finding meaning through music. Therefore, many lyrics found in this chapter for making EFL pupils know the meaning of those songs. The lesson material is simple due to only explaining how to figure out a song's meaning. At the end of this chapter, there is an active conversation part as EFL pupils' exercise for making them interact with their classmates.
- **Chapter 8**  
This chapter fulfilled this criterion. In this chapter, we can find an elucidation text whereas the topic of this chapter is elucidation text. The material of this chapter served with the diagrams that make EFL pupils easily to comprehend the lesson material.

***Language and Content***

In a textbook, the material of grammar itself has to be appropriate to each level of EFL pupils. The vocabularies that implemented also have to be adjusted to each grade of the EFL pupils.

No.	Item	Score			
		1	2	3	4
5	The textbook includes the main grammar items that appropriate to the 11th grade EFL pupils				√

Remarks:

- **Chapter 1**  
Each chapter in this textbook has covered the main grammar items that appropriate to the 11th grade EFL pupils which is suitable for the basic competence in English syllabus of the 11th grade EFL pupils. In this chapter, the main grammar that discussed is about the expressions of offering help and giving suggestion.
- **Chapter 2**  
This chapter includes the requirement as stated in the rubric assessment. This chapter is talking about the grammar in expressions of giving and asking information relate to opinion and thought.
- **Chapter 3**  
The lesson material in this chapter is suitable as listed in basic competence. The material is about formal invitation text. The grammar in this chapter is about making a good formal invitation.
- **Chapter 4**  
Each chapter in this textbook has covered the main grammar items that appropriate to the 11th grade EFL pupils which is suitable for the basic competence in English syllabus of the 11th grade EFL pupils. In this chapter, the main grammar that discussed is about analytical exposition text.
- **Chapter 5**  
This chapter includes the requirement as stated in the rubric assessment. This chapter is talking about grammar on how to make a good personal letter.
- **Chapter 6**  
The lesson material in this chapter is suitable as listed in basic competence. The material is about formal invitation text. The grammar in this chapter is about the expression of asking and giving information related to cause and effect.
- **Chapter 7**  
This chapter includes the requirement as stated in the rubric assessment. This chapter is talking about the general structure and language feature of contextual meaning from song lyrics.
- **Chapter 8**  
Each chapter in this textbook has covered the main grammar items that appropriate to the 11th grade EFL pupils which is suitable for the basic competence in English syllabus of the 11th grade EFL pupils. In this chapter, the main grammar that discussed is about elucidation text.

No.	Item	Score			
		1	2	3	4
6	The textbook includes material for pronunciation works (individual sounds, word stress, sentence stress, intonation)	√			

Remarks:

All chapters did not cover the requirement of this criterion since mostly only focused about how EFL pupils able to produce the dialogue about the expressions of giving and asking information related to opinion as well as a thought or how EFL pupils able to

comprehend the material about elucidation text.

No.	Item	Score			
		1	2	3	4
7	The textbook content has values in social function in its relation with EFL pupils daily life				√

Remarks:

- **Chapter 1**  
This chapter includes the element of interpersonal and transactional communication. EFL pupils are exposed to have interaction with their classmates through the interpersonal and transactional text by offering help and giving suggestion in their daily lives with the exercises given in this chapter, like the exercise on page 14. This exercise wants to give EFL pupils a picture of social life and wants EFL pupils to have the social value from the task on this exercise.
- **Chapter 2**  
This chapter includes the element of interpersonal and transactional communication. EFL pupils are exposed to explore their opinions and thoughts about something or someone. EFL pupils required to give their opinions in the dialogue form as instructed in the exercise on page 27. All the topics in making the dialogues relate to EFL pupils daily lives and encourage them to have interaction with their classmates to obtain their opinions.
- **Chapter 3**  
In social function, this chapter includes formal and informal invitation text. EFL pupils are taught to comprehend the types of invitation along with how to accept and decline the invitation. Through the act of accepting and declining the invitation or through the act of making the invitation, EFL pupils hoped to be able to acquire the social value on it.
- **Chapter 4**  
This chapter includes functional communication in the form of analytical exposition text. EFL pupils are required to compose analytical exposition text. The topic of analytical exposition text itself has to be related to the issues around them, like smoking, learning English, zero-waste lifestyle, greenhouse effect, etc.
- **Chapter 5**  
This chapter includes the element of interpersonal communication in the form of a personal letter. The task in this chapter specifically required EFL pupils to make a personal letter. The EFL pupils are asked to tell their activity to their friend in the personal letter itself. Later the exercise on page 72 requires EFL pupils to write a personal letter to their parents. This exercise makes EFL pupils show their thankfulness to the parents.
- **Chapter 6**  
The element of interpersonal and transactional communication are covered in this chapter. EFL pupils are required to explore their opinions relate to the cause and effect. EFL pupils asked to make the dialogue about giving their opinions toward something which shows it's cause and effect as shown on page 81. Through those exercises, it

makes EFL pupils develop the social situation in their daily lives.

- **Chapter 7**  
The chapter includes interpersonal and transactional communication. Even though this chapter deals with contextual meaning through lyric songs, but there is a little element of social function in term of transactional communication. It can be seen from the exercise on page 97 that makes EFL pupils interact with their classmate to discuss each other's favourite songs or singers which the discussion itself still relates to student's daily lives.
- **Chapter 8**  
The element of functional communication is covered in this chapter. This element is in the form of elucidation text. The tasks in this chapter require EFL pupils to produce the elucidation texts by paying attention to the usage of information which relates to the activity or situation without mentioning the subject. It can be seen from page 108, there is an exercise in making elucidation text with given topics. The exercise requires EFL pupils to present it in front of the class. Through that kind of activity, it makes EFL pupils have interaction with their classmates and create a social situation in their daily lives.

### *Skills*

The textbook has to cover all four skills (LSRW) which correspond to the syllabus. All the activities that include all four skills have to suit to EFL pupils' levels, interests, and background knowledge.

No.	Item	Score			
		1	2	3	4
8	All four English skills adequately covered in the textbook (the aims of the course and syllabus requirements)			√	

Remarks:

- **Chapter 1**  
The chapter's material did not cover all four English skills. This chapter only covered three English skills; speaking, reading, as well as writing. There was no material or exercise in terms of listening skill for EFL pupils to practice within this chapter. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. All four skills in English should have been presented here since they have a strong relation to each other.
- **Chapter 2**  
This chapter did not cover the requirement of this criterion because it only focused on three English skills; speaking, reading, and writing. In this chapter, EFL pupils did not give the opportunity to learn the listening skill in terms of material or exercise.
- **Chapter 3**  
The lesson material in this chapter did not include all four English skills. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. All four skills in English should have been presented here since they have a strong relation to each other. This chapter only focused on speaking, reading, as well as writing skills.
- **Chapter 4**

This chapter did not cover the listening skill. This chapter only focused on speaking, reading, as well as writing skills. There was no material or exercise in terms of listening skill for EFL pupils to practice within this chapter.

- **Chapter 5**

The chapter's material did not cover all four English skills. This chapter only covered three English skills; speaking, reading, as well as writing. There was no material or exercise in terms of listening skill for EFL pupils to practice within this chapter. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. All four skills in English should have been presented here since they have a strong relation to each other.

- **Chapter 6**

This chapter did not cover the requirement of this criterion because it only focused on three English skills; speaking, reading, and writing. In this chapter, EFL pupils did not give the opportunity to learn the listening skill in terms of material or exercise. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. By way of presenting four English skills in a balanced way, it helps EFL pupils to learn English easily and it can reach the target of the educational process.

- **Chapter 7**

The lesson material in this chapter did not include all four English skills. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. All four skills in English should have been presented here since they have a strong relation to each other. This chapter only focused on speaking, reading, as well as writing skills.

- **Chapter 8**

This chapter did not cover the listening skill. This chapter only focused on speaking, reading, as well as writing skills. There was no material or exercise in terms of listening skill for EFL pupils to practice within this chapter. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. By way of presenting four English skills balanced, it helps EFL pupils learn English easily and can reach the target of the educational process.

No.	Item	Score			
		1	2	3	4
9	The textbook provides well recorded (as authentic as possible) listening material accompanied by questions and activities that help EFL pupils to comprehend it	√			

Remarks:

All chapters did not cover any listening material. Chapter 1, this chapter only emphasized three other English skills; speaking, reading, and writing. Chapter 2, there was no listening material existed in this chapter. Chapter 3, this chapter did not cover the requirement of this criterion. Chapter 4, this chapter did not fulfil this criterion. Chapter 5, this chapter did not cover any listening material. Chapter 6, there was no listening material existed in this chapter. Chapter 7, this chapter did not fulfil this criterion. This chapter only

emphasized other three English skills; speaking, reading, as well as writing. Chapter 8, this chapter did not cover the requirement of this criterion.

No.	Item	Score			
		1	2	3	4
10	The textbook provides reading texts and associating activities suitable for their levels				√

Remarks:

All chapters provide reading texts and associating activities suitable for their levels. In chapter 1, reading the text was presented in the form of conversation. In this chapter, EFL pupils can find two dialogues there on page 2 and 3. The dialogues are about expressions of giving and asking information about offering help and giving suggestion. After the dialogues, there are comprehension questions. The use of comprehension questions after reading text is to check EFL pupils' comprehension of the text, whether they comprehend the text or not. Chapter 2, reading the text was presented in the form of conversation as well. In this chapter, EFL pupils can find two dialogues there on page 19 and 20. The dialogues are about expressions of giving and asking information relates to opinions and thoughts. After the dialogues, it was revealed that there are comprehension questions there. It is for checking EFL pupils' comprehension toward the text, whether they comprehend the text or not. Chapter 3, there were three formal invitation texts can be found. But, there was only a formal invitation text on page 33 which presented along with comprehension questions. Chapter 4 there were two analytical exposition texts can be found. But, there was only a formal invitation text on page 46 which presented along with comprehension questions. Chapter 5, there was a personal letter was revealed on page 62. The letter also presented along with comprehension questions. The use of comprehension questions after reading text is to check EFL pupils' comprehension of the text, whether they comprehend the text or not. Chapter 6, reading the text was presented in the form of conversation. In this chapter, EFL pupils can find a dialogue there on page 75. The dialogue is about expressions of asking and giving information related to cause and effect. After the dialogue, it was revealed that there are comprehension questions there. It is for checking EFL pupils' comprehension toward the text, whether they comprehend the text or not. Chapter 7, reading the text was presented in the form of song lyrics. In this chapter, EFL pupils can find several song lyrics on page 87, 89, 91, 93, 94, 95. It was revealed that there are comprehension questions thereafter the song lyrics. The comprehension questions are presented for checking EFL pupils' comprehension of the song lyrics. Lastly, chapter 8, there were two elucidation texts can be found. But, there was only an elucidation text on page 100 which presented along with comprehension questions.

No.	Item	Score			
		1	2	3	4
11	The textbook provides well designed spoken material to equip EFL pupils for a real-life situation				√

Remarks:

All chapters were provided with "active conversation". For Chapter 1, it was

revealed on page 14. In this section, there is an exercise that suitable to the topic. Through active conversation, EFL pupils asked to be active in making dialogue with their friends. After that, they have to perform it in front of the class. Performing it in front of the class, it helps EFL pupils to practice their ability in speaking skill. Chapter 2, we could find “active conversation” on page 27. In this section, there is an exercise asked EFL pupils to complete the dialogues about the expressions of giving and asking information relates to opinions and thoughts with their friends. Thus, discussing the dialogue with friends, it makes them become active in using their ability in speaking skill. Chapter 3 we could find “active conversation” on page 41. In this section, there is an exercise that suitable to the topic. Through active conversation, EFL pupils asked to be active in making dialogue with their friends. The dialogue is about accepting and declining invitations. After that, they have to perform it in front of the class. Performing it in front of the class, it helps EFL pupils to practice their ability in speaking skill. Chapter 4, we could find “active conversation” on page 53. In this section, there is an exercise asked EFL pupils to make the analytical exposition text with their friends. Thus, discussing their work with friends, it makes them become active in using their ability in speaking skill. Chapter 5, we could find “active conversation” on page 70. In this section, there is an exercise that suitable to the topic. Through active conversation, EFL pupils asked to be active in making dialogue with their friends. The dialogue is about the personal letter. Thus, discussing their work with friends, it makes them become active in using their ability in speaking skill. Chapter 6, we could find “active conversation” on page 82. In this section, there is an exercise asked EFL pupils to make the conversation which relates to cause and effect with their friends. Thus, discussing their work with friends, it makes them become active in using their ability in speaking skill. Chapter 7, we could find “active conversation” on page 97. In this section, EFL pupils were told to form groups of five and after that, they asked to discuss each other's favourite songs, poems, singers, and poets with their friends. Thus, discussing their opinion toward the songs or poems, it makes them become active in using their ability in speaking skill. Lastly, we could find “active conversation” for chapter 8 on page 108. In this section, there is an exercise that suitable to the topic, elucidation text. Through active conversation, EFL pupils asked to make elucidation text based on the topic provided. After that, they have to present it in front of the class. With presenting it in front of the class, it helps EFL pupils to practice their ability in speaking skill.

No.	Item	Score			
		1	2	3	4
12	Writing activities in the textbook are suitable for their levels				√

Remarks:

Chapter 1, 2, 3, 4, 5, 6, as well as 8, were provided with “writing connection”. In Chapter 1, “writing connection” asked EFL pupils with their partner to write a dialogue using suggestions and offers. In chapter 2, “writing connection” section that was revealed on page 28. In this section, EFL pupils asked to choose the topics provided and create a dialogue about EFL pupils’ opinion toward the chosen topic. Chapter 3, “writing connection” section was revealed on page 42. In this section, EFL pupils asked to write a formal invitation for their brother’s wedding. Chapter 4, “writing connection” section was revealed on page 56. In this section, EFL pupils asked to write an analytical exposition text on any of the recent issues in the media. Chapter 5, “writing connection” section was revealed on page 71. In this section, EFL pupils asked to write a personal letter. Through



that section, it helps EFL pupils be able to produce something in writing form and develop their ability in writing skill. Chapter 6, “writing connection” section was revealed on page 83. In this section, EFL pupils asked to create a dialogue about causes and effects. Chapter 8, “writing connection” section was revealed on page 109. In this section, EFL pupils asked to write an elucidation text. Through that section, it helps EFL pupils be able to produce something in writing form and develop their ability in writing skill. As for chapter 7, we could find pre-activity on page 88 that asked EFL pupils to answer the questions. In this section, EFL pupils asked to answer the questions based on the song lyrics provided.

### Topic

In choosing a textbook, the teacher also has to consider the topics that exist in a textbook itself. The textbook should has varies topics for making EFL pupils interest in learning the material and to help them to gain the new material.

No.	Item	Score			
		1	2	3	4
13	The textbook provides enough variety and range of topic				√

Remarks:

Chapter 1, this chapter talked about the expressions of offering help and giving suggestion. Chapter 2, this chapter provided the material about the expressions of giving and asking information relates to opinions and thoughts. Chapter 3, this chapter presented the lesson material about formal invitation text about school activity or workplace activity. Chapter 4, this chapter presented the lesson material about exposition analytical text about the actual issue. Chapter 5, this chapter talked about personal letter related to self-activity and others’ activity. Chapter 6 provides the material about the expressions of asking and giving information related to cause and effect. Chapter 7, this chapter presented the lesson material about song lyrics about teenager life. Lastly, chapter 8, this chapter talked about elucidation text.

No.	Item	Score			
		1	2	3	4
14	The topics in the textbook help expand EFL pupils’ awareness and enrich their experience				√

Remarks:

The material and the exercises in all chapters encouraged EFL pupils to be responsible for the educational process. For chapters 1, 2, 3, 4, 5, 6, as well as 8 they need to comprehend the material well, for making them able to deal with several exercises whether it is in form of individual or in pair. Hence, they need to comprehend the material for making them able to deal with the exercises well. As for chapter 7, they need to comprehend the material given in the textbook, then they are asked to do the exercise in the form of group and it still relates to the topic of the lesson.

### Methodology

The teacher has to consider what approach is implemented by the textbook and whether that approach suitable or not to the teaching or learning situation.

No.	Item	Score			
		1	2	3	4
15	The textbook is suitable for the latest teaching program				√

Remarks:

Chapter 1, this chapter fulfilled this criterion. This chapter has met the requirements the steps of scientific approach in the educational process, the presentation of this chapter is good because it represents every step in the scientific approach. Chapter 2, this chapter fulfilled this criterion. This chapter has met the requirements the steps of scientific approach in the educational process. There are exercises require EFL pupils to convey their thoughts and outcome for making EFL pupils with EFL pupils, or EFL pupils with the teacher to exchange the information about the lesson material. Hence, the presentation of this chapter is good, because it already represents each step in the scientific approach. Chapter 3, this chapter fulfilled this criterion. There are exercises that require EFL pupils to do that exercise with their partner for making them exchange information about this lesson material. Therefore, the presentation of this chapter is good, because it is already represented each step in the scientific approach. Chapter 4, this chapter already met the requirements the steps of scientific approach in the educational process. There are exercises that require EFL pupils to convey their discussion result which make class members exchange the information about this lesson material. Chapter 5, 6, as well as 7, fulfilled this criterion. It is similar to the previous chapter which requires EFL pupils to convey their discussion result to the others. Chapter 8, this chapter fulfilled this criterion. There are tasks require EFL pupils to observe, discuss, and then convey their results. Therefore, the presentation of this chapter is good, because it is already represented each step in the scientific approach.

### *Practical Consideration*

Through this point, the teacher has to consider the price of the textbook itself, is the price appropriate or not? Furthermore, the textbook should be strong enough for making it long-lasting.

No.	Item	Score			
		1	2	3	4
16	The textbook is strong and long-lasting		√		

Remarks:

This textbook is not quite strong. The glue in its body is not secure enough to be stick to the paper. Therefore, there is some paper that already apart of its book. Thus, it makes EFL pupils be difficult to carry it. Furthermore, EFL pupils can be lazier to learn the textbook because it is scattered.

No.	Item	Score

		1	2	3	4
17	The textbook is obtained by EFL pupils easily				√

Remarks:

EFL pupils obtained this textbook easily. Nowadays, almost all of the public schools in Banjarmasin already provided this textbook for their EFL pupils in a different grade. They can borrow as well as return it from the library. Meanwhile, if EFL pupils want to buy this textbook themselves, they can go to the bookstore, because it is available there. They can go and find it easily whether in a traditional bookstore or modern bookstore like *Gramedia*.

### *Interpretation of Feasibility of the Content toward Rubric Assessment*

From the qualitative descriptions of the remarks toward each criterion, the textbook analysis has done. Here is a table that shows the research findings from the feasibility of the content toward rubric assessment.

**Feasibility of the Content Frequency Table**

No.	Item	Score
<b>A. Aims</b>		
1	The aims of the textbook correspond closely with the aims of the teaching program in the syllabus	4
2	The textbook allows different educational styles	1
<b>B. Design and Organization</b>		
3	The textbook is delivered the content in each chapter systematically (starting with introduction, body, and closing)	4
4	The textbook is provided with the content of the chapter as equal as possible (number of pages, exercise, and illustration within each chapter)	4
<b>C. Language and Content</b>		
5	The textbook includes the main grammar items that appropriate to the 11th grade EFL pupils	4
6	The textbook includes material for pronunciation works (word stress, individual sounds, sentence stress, intonation)	1
7	The textbook content has values in social function in its relation with EFL pupils daily life	4
<b>D. Skills</b>		
8	All four English skills adequately covered in the textbook (the aims of the course and syllabus requirements)	3
9	The textbook provides well recorded (as authentic as possible) listening material accompanied by questions and activities that help EFL pupils to comprehend it	1
10	The textbook provides reading texts and associating activities suitable for their levels	4
11	The textbook provides well designed spoken material to equip EFL pupils for a real-life situation	4
12	Writing activities in the textbook are suitable for their levels	4

E. Topic		
13	The textbook provides enough variety and range of topic	4
14	The topics in the textbook help expand EFL pupils' awareness and enrich their experience	4
F. Methodology		
15	The textbook is suitable for the latest teaching program	4
G. Practical Considerations		
16	The textbook is strong and long-lasting	2
17	The textbook is obtained by EFL pupils easily	4

Based on the feasibility of the content frequency table above, from the total 17 criteria has analyzed, there are 12 criteria which obtain score 4 and fulfil the requirement of a good textbook based on the rubric assessment. The criterion that got score 3 is only one as same as score 2. Meanwhile, there are three criteria that got score 1.

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

$$P = \frac{12}{17} \times 100\%$$

$$P = 70.58\%$$

Therefore, it can be concluded that 70.58% of the materials and exercises in “Bahasa Inggris” textbook fulfilled the rubric assessment of textbook analysis by Cunningsworth (1995) that has adapted. Based on the result, the writer categorized “Bahasa Inggris” textbook as “fair” with an average score of 70.58%. That category based on 4 points Likert Scale.

#### Final Calculation of Textbook Analysis

Range of Fulfillment Score	Category
76% - 100%	Good
51% - 75%	Fair
26% - 50%	Sufficient
0% - 25%	Poor

#### Discussion of the Findings

Analyzing the lesson materials from the textbook was necessary. Analyzing the textbook is crucial because it is one of the necessary components that can support the educational process in the school. This research has analyzed the materials of the lesson with the rubric assessment from Cunningsworth. According to Cunningsworth (1995), textbook analysis is useful in teacher development and helps EFL tutors to gain good and useful insights into the nature of the material. Thus, it means that EFL tutors have the concept about what they will teach to EFL pupils from analyzing the materials. EFL tutors also can decide whether the textbook is suitable to be implemented or not and whether the textbook is a good textbook or not for EFL pupils in the educational process. This is related to Cunningsworth (1995) that said there are some criterion need to be included in a good textbook. The criterion consist of the general criterion in analyzing the textbook, like textbook should correspond to learners'

needs, the textbook should match with language learning program's aims as well as objectives, the textbook should reflect the uses that learners will make of the language, and textbook should have a clear role as a support for learning.

In this research, it found that the textbook corresponds to the aims and objectives of the language learning program that set in the syllabus of curriculum 2013. This textbook contains the material that EFL pupils will use it in their real-life situation. The materials of the lesson in this textbook help EFL pupils to practice language effectively in their daily life. This textbook acts as a media that help EFL pupils in facilitating and supporting their learning process.

The research findings indicated that 11th grade EFL pupils textbook entitled "*Bahasa Inggris*" has fulfilled enough the good textbook criterion based on a good textbook criterion by Cunningsworth. It can be said like that because the percentage of the feasibility of the content does not reach up to 100%. The percentage of the feasibility of the content does not reach up to 100% because it found that the textbook is the lack of listening material. There are no materials or exercises in term of listening skill for EFL pupils to practice. The research findings are pursuant to Cunningsworth (1995), who stated no coursebook which created for distribution to general market will be absolutely ideal, since students have their own peculiarity, therefore the aim is to discover the best possible fit, along with trying to adapt or supplement inadequate or unsuitable parts.

Thus, EFL tutors should not depend only with the textbook as teaching material. To overcome the deficiencies of this textbook in the aspect of listening material, EFL tutors should have to look the material or exercise from other sources like internet or cassette for helping EFL pupils to fulfil EFL pupils' needs toward listening skill. It is important for EFL pupils to practice their listening skill from now on because when they promoted to the next grade, twelfth grade, they have to take the National Examination as their graduation requirements. There are listening section that EFL pupils have to do in that exam. Therefore, it is necessary to present four English skills (listening, speaking, reading, as well as writing) in a balanced for helping EFL pupils to prepare themselves in facing the National Exam.

## CONCLUSION AND SUGGESTION

### Conclusion

It can be concluded from the result of data analysis that 11th grade EFL pupils textbook entitled "*Bahasa Inggris*" is good enough to be implemented although the writer categorized the textbook as "fair" because the percentage of the feasibility of the content did not reach up to 100%. This textbook only got score 70.58%, Even though the textbook did not get score 100%, the textbook has fulfilled all the core and basic competence of curriculum 2013. The textbook also applied a student-centered educational method that is the main concern in curriculum 2013.

The percentage of the feasibility of the content did not reach up to 100% because it found that the textbook is the lack of listening material. There were no materials or exercises in term of listening skill for EFL pupils to practice. Whereas it is important for the textbook to present four skills (listening, speaking, reading, as well as writing) in a balanced way.

In conclusion, to overcome the deficiencies of this textbook in the aspect of listening material, EFL tutors should have to look the material or exercise from other sources like internet or cassette for helping EFL pupils to fulfil EFL pupils' needs toward listening skill.

### Suggestions

EFL tutors should not depend only with the textbook as teaching material. It is because the percentage of the feasibility of the content only got a score of 70.58% and it does not reach up to 100%. In order to overcome the deficiencies of the textbook in the aspect of listening

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material, EFL tutors can find it from other sources like the internet or cassette. While the publisher has to consider well toward the changing of the curriculum in publishing a textbook especially the textbook that will be used by the school. The publisher also has to provide the materials or exercises in the textbook that present four English skills in a balanced way.

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## **Factors of Students' Anxiety in Speaking in Basic Speaking Class**

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### **Abstract**

This study was conducted to find out the factors that contribute to EFL students' anxiety by implementing the descriptive-qualitative method. The subjects were three classes of Basic Speaking Course of English Language Education Study Program in the academic year 2018/2019. The data was collected through questionnaires, observation, and interviews. The result showed several factors that contribute to EFL students' language anxiety in the three of Basic Speaking Class. They are frightened of making mistakes, frightened of negative evaluation, kinds of tasks, deficiency of confidence, deficiency of speaking practice, and self-perception. The anxiety occurred in forms of having quite many pauses, going blank, making unnecessary body movements, playing with objects, and avoiding eye contact.

Keywords: *Factors, Anxiety, Speaking*

### **INTRODUCTION**

#### **Study Background**

English has been a challenging subject for Indonesian EFL students, in any level of education, due to its complexity. EFL students are required to master all the four skills to master English, along with additional capabilities. Speaking is one of the skills that is taught in an integrated way in Indonesian schools. During English class, EFL students are expected to be able to perform well using English. However, during teaching training that the researcher had done in a senior high school, several EFL students showed rejection when they were called out to perform speaking in the presence of peers. Therefore, the EFL students were unable to showcase their ability in speaking optimally.

Such a situation experienced by the EFL students in speaking activity indicated as "anxiety." Anxiety occurs in many ways; for instance, self-doubt, worry, and less or passive participation. Horwitz (1986) states that some EFL students may claim to have a mental block against learning a second or foreign language. In some other cases of foreign language classroom activities, EFL students show the behavior that indicates they are anxious during the speaking activities. Some of them get nervous, avoid questions and eye contact, and stutter. From various cases in foreign language classroom activities, it is noticeable that anxiety makes EFL students unable to perform successfully in an EFL classroom.

Such experience, which is explained previously, caught the researcher's interest in investigating why EFL students did so. However, instead of investigating schools, the researcher is interested in examining university EFL students. Specifically, those who take English Language Education Program because they are the future English EFL tutors who are highly expected to be fluent in English; thus, they make excellent role models for EFL students.

In the English Language Education Study Program of Lambung Mangkurat University, the four fundamental skills are taught as required courses in the first two years before taking other courses affiliated with the educational process. In a speaking course, there are some continual speaking classes which are compulsory, namely Basic Speaking,

Intermediate Speaking, and Advanced Speaking. In each class, the lecturers implement different strategies in teaching the language to develop EFL students' speaking skills.

Since anxiety can have effects on EFL learning, it is necessary to address and explore the EFL students' anxiety. Therefore, the researcher is eager to investigate what factors contribute to EFL students' anxiety in an attempt to understand the issue of anxiety in learning English.

### **Study Questions**

Based on the background above, the writer formulated a study question; "What factors do EFL students believe in contributing to their anxiety in speaking?"

### **The Study Objective**

The study objective is to investigate what factors are most likely to contribute to EFL students' anxiety in speaking during classroom speaking activities.

### **Limitation**

This study will focus on factors that EFL students believe in contributing to their anxiety in speaking activities in the Basic Speaking Class of English Language Education Study Program at Lambung Mangkurat University.

## **STUDY METHODOLOGY**

### **Approach and Types of Study**

This study implemented a qualitative method since the study's goal is to investigate factors that may contribute to EFL students' anxiety from both EFL students' and lecturers' beliefs on speaking anxiety. The design implemented in this study was descriptive.

In conclusion, the researcher implemented a descriptive-qualitative study to find out factors that are likely to contribute to EFL students' anxiety when performing orally in the Basic Speaking Class of English Language and Education Program at Lambung Mangkurat University.

### **The Subject and Object of Study**

#### ***The Subject of Study***

The subject in this study is a total of 60 EFL students from Basic Speaking Class A1, A4, and A5 at the English Language Education Study Program. The researcher selected the subject in purpose to seek information and understand the phenomenon being studied.

#### ***The object of study***

The object of this study is speaking anxiety, which is present within EFL students during speaking activities in the classroom.

### **Instrumentations**

#### ***Questionnaire***

The researcher distributed the questionnaire to EFL students to complete to collect the data needed for this study. It was a five-point Likert scale questionnaire. Each item was given a score from 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, and 5= strongly agree. The questionnaire contained 12 statements adapted from Nasir (2015), which were related to Foreign Language Anxiety. These items were implemented to investigate whether EFL students experience speaking anxiety. The researcher translated the items into Bahasa Indonesia before being administered to the EFL students. This meant to prevent the students' understanding of the content of the questionnaire.



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### ***Observation***

The observation was done in the three classes to get more information to support the primary data. The observation sheet consisting of four indicators of speaking anxiety behavior was adapted from Horwitz & Cope (1986), Young (1991, and Oxford (1999).

### ***Interview***

To support the data, the researcher held interview sessions, not only with EFL students but with lecturers as well. The interview was done to get in-depth data or more details of what causes anxiety in EFL students during the speaking. The interview guidelines consisted of 10 open-ended questions for EFL students adapted from Tanveer (2007) and eight open questions for EFL tutors suited from Ibrahimovic (2016). The interview was conducted in Bahasa Indonesia to prevent any misunderstanding and help express the ideas better. The interview was also recorded by using a voice recorder.

### **Data Collection**

To get the data, the researcher firstly observed the classes. The observation was done first because the researcher needed the class to be in a natural setting; thus, there would be no bias. During the observation, the researcher took notes of the activities done in the classroom. After the observation was done, then the researcher distributed the questionnaire to collect the data needed. The items in the questionnaire were statements related to factors that probably contribute to the existence of EFL students' anxiety in speaking.

Furthermore, to verify as well as to support the data, the interview was conducted. It was implemented by the researcher to gain insight into the participants' feelings, difficulties that they encountered, anxiety, and other factors associated with their performance in speaking activities. It was held after the researcher collecting data from the questionnaire. The interview session was recorded and done face-to-face.

### **Validity**

Validity is essential for researchers when preparing or selecting the instruments that they are going to use. To get the valid data from the instruments, the researcher implemented validity judgement. Expert validation was performed in the validation of the questionnaire and the interview guidelines. The validator of the instruments was Mrs. Raisa Fadilla, M.Pd.

### **Reliability**

Triangulation was implemented for testing the instruments' reliability. The kind of triangulation that the researcher performed was methodological triangulation.

### **Data Analysis**

Data analysis is the process of searching patterns systematically and arranging data in specific ways; thus, the data will be understandable.

After collecting the data, the researcher then analyzes the data. In analyzing the data, the researcher implemented Data Analysis Spiral by Creswell (2007). The procedures are as in figure 1, followed by the descriptions of those procedures.

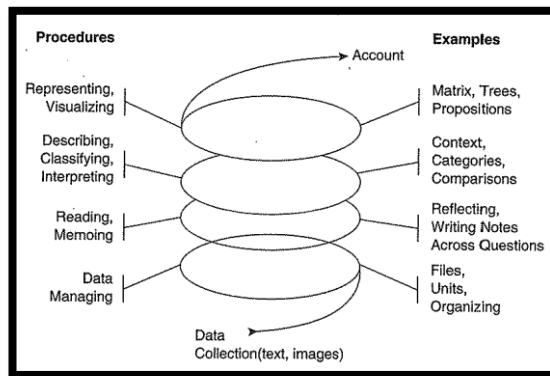


Figure 1 Data Analysis Spiral

a. Data Management

In this first loop, the researcher organized the data collected from the questionnaire, observation, and interviews. As for the survey, the researcher conducted calculations on it for achieving the mean score of each item. The mean score refers to the sum of all participants' scores divided by the number of participants,  $[X = \Sigma X/n]$  (Seliger & Shohamy, 1989, p.215), as cited in Nasir (2015). Item 1 to 12 was measured based on the following range of points in table 1.

Table 1  
 Options of Questionnaire

Options	Points
Strongly Disagree	1
Disagree	2
Not Sure	3
Agree	4
Strongly Agree	5

The mean score obtained from the calculation was implemented for interpreting the data in the upcoming phase. As for the interview, the researcher wrote the transcript of the interview session based on the recording on the computer then printed them out.

b. Reading and Memoing

After organizing the data, the researcher reread the observation sheets and interview transcripts while taking notes of some necessary details that occur to the researcher in the form of short phrases.

c. Describing, Classifying, and Interpreting

In this process, code or category formation represents the core of qualitative data analysis. In this process, the researcher developed categories and sort texts that were noted previously into those categories. After the categorization was done, the researcher began to interpret the data. Interpretation is the process when the researcher makes the data coherent. For the questionnaire, the researcher implemented a specific interpretation key, as in table 3.2.

Table 2  
 The interpretation key

Interpretation key	Range of scores
Not acceptable	1.00 -2.25
Less acceptable	2.26 – 3.00
Acceptable	3.01 – 3.75
Completely acceptable	3.76 – 5.0

d. Representing and Visualizing

In the final phase of the spiral, the researcher represented the data, packaging of what was found in the three instruments. Then, the researcher created a visual image of the

result obtained from the questionnaire in tables to make the data more comprehensible. As for the observation and interview, the researcher represented the result in comprehensible and detailed paragraphs. Finally, the researcher composed the entire study.

## STUDY FINDINGS AND DISCUSSIONS

### Description of study Findings

#### Result of Questionnaire

The researcher collected the data through a questionnaire that consisted of 12 statements related to speaking anxiety and had been marked by EFL students.

After the data obtained through the questionnaire was analyzed, the result was presented in form of tables. The number on top shows the number of scores for each option. The figure at the bottom shows the score after conversion. The mean score is attained from the total of bottom ratings divided by the total number of EFL students.

Table 2  
EFL students' response to item 1  
"I feel nervous while speaking in English in front of the class."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	2	5	17	34	2
Total scores	2	10	51	136	10
Mean	3.483				

Based on the table above, 34 EFL students marked "agree," and 2 EFL students ticked "strongly agree" that they feel nervous while speaking in English in front of the class. On the contrary, 2 EFL students marked "strongly disagree" and 5 EFL students "disagree" with the statement. Among participants, 17 EFL students marked "not sure."

The mean score for item 1 is 3.483. According to the interpretation key, item 1 is an acceptable source for creating anxiety in speaking activities.

Table 3  
EFL students' response to item 2  
"I feel shy speaking in English because my EFL tutor and classmates monitor my speech."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	3	10	16	26	5
Total scores	3	20	48	104	25
Mean	3.333				

In the table above, 26 EFL students marked "agree," and 5 EFL students agree with the statement. However, 3 EFL students marked "strongly disagree," and 10 EFL students disagree with the statement. Furthermore, among participants, 16 EFL students marked "not sure."

The mean score is 3.327. It shows that item 2 is an acceptable source for creating English oral anxiety.

Table 4  
EFL students' response to item 3  
"I feel afraid during the class test and quizzes and make mistakes even though my preparation was good."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	4	13	16	24	3
Total scores	4	26	48	96	15
Mean	3.081				

From the table above, 24 EFL students marked “agree,” and 3 EFL students answered “strongly agree” that they feel afraid during the class test and quizzes and make mistakes although their preparation was proper. On the contrary, 13 EFL students disagree, and 4 EFL students ticked “strongly disagree” with the statement. Meanwhile, 16 EFL students are not sure.

The mean score of item 3 is 3.081, which shows that it is an acceptable cause for creating English oral anxiety on EFL students.

Table 5  
EFL students’ response to item 4

“I feel anxious speaking in English when my EFL tutor evaluates my performance and compares it with others.”

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	5	7	12	27	9
Total scores	5	14	36	108	45
Mean	3.466				

Based on the table above, 27 EFL students marked agree, and 9 EFL students entirely concur with the statement. On the opposite, 7 EFL students marked disagree, and 5 EFL students strongly disagree with the statement. Meanwhile, 12 EFL students are not sure about the statement.

The mean is 3.466, which means that item 4 is an acceptable source for creating English oral anxiety according to the interpretation key.

Table 6  
EFL students’ response to item 5

“My low self-esteem makes me worried because my friends are better in speaking in English than me.”

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	4	11	11	24	10
Total scores	4	22	33	96	50
Mean	3.416				

From the table above, 24 EFL students marked “agree,” and 10 EFL students agree entirely with the statement. Contrarily, 11 EFL students marked “disagree,” and 4 EFL students strongly disagree with the statement. Meanwhile, “not sure” is marked by 12 EFL students.

The mean score is 3.416. It indicates that item 5 is an acceptable cause for creating anxiety among EFL students.

Table 7  
EFL students’ response to item 6

“In EFL class, I feel anxious because I never got motivation from my family and friends to speak in English.”

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	17	27	11	2	3
Total scores	17	54	33	8	15
Mean	2.116				

The table shows that 27 EFL students disagree, and 17 of them strongly disagree with the statement saying that they feel nervous because they never earn motivation from family as well as friends to conduct English speaking activity in their environment (i.e.,

School & Neighborhood). Nevertheless, 2 EFL students marked “agree,” and 3 EFL students agree entirely with the statement. Meanwhile, 11 EFL students ticked “not sure.”

The mean is 2.116, which means that item 6 is not an acceptable source for creating English oral anxiety.

Table 8  
EFL students’ response to item 7  
“I feel anxious while speaking in English because I do not have an excellent tone of speaking.”

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	3	22	16	17	2
Total scores	3	44	48	68	10
Mean	2.883				

In the table above, 22 EFL students answered “disagree,” and 3 EFL students marked “strongly disagree” with the statement saying that they feel anxious when speaking English because their tone of speaking is not excellent. On the opposite, 17 EFL students agree, and 2 EFL students answered “strongly agree” with the statement. “Not sure” option was ticked by 16 EFL students.

Item 7 has a 2.833 mean score, which indicates item 7 is a less acceptable source for creating anxiety on EFL students’ English oral.

Table 9  
EFL students’ response to item 8  
“I get worried while answering my EFL tutor’s questions as he/she corrects my mistakes in front of the class.”

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	5	18	25	11	1
Total scores	5	36	75	44	5
Mean	2.75				

Surprisingly, based on the table above, 25 EFL students marked “not sure” as their response to the statement. However, 11 EFL students agree, and 1 EFL pupil completely disagrees with the statement. Furthermore, 18 EFL students ticked “disagree” as well as five students strongly disagree that that they get worried about answering the lecturer’s question as he/she corrects their mistakes in front of the class.

The mean is 2.75, which makes item 8 is a less acceptable source for creating anxiety in oral activities.

Table 10  
EFL students’ response to item 9  
“I feel anxious to participate in class because my EFL tutor is not friendly, rather a controller.”

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	18	23	9	7	3
Total scores	18	46	27	28	15
Mean	2.233				

From the table above, 23 EFL students answered “disagree,” and 18 EFL students marked “strongly disagree” that they feel anxious to participate in class because their lecturer is not friendly, rather a controller. However, 7 EFL students ticked “agree,” and 3 EFL students agree entirely with the statement. Among the participants, 9 EFL students are not sure.

The mean score of item 9 is 2.233. It signifies that item 9 is a less acceptable source for creating English oral anxiety on EFL students.

Table 11  
EFL students' response to item 10  
"I feel nervous speaking in English because of the formal classroom setting."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	9	21	15	13	2
Total scores	9	42	45	52	10
Mean	2.633				

In the table above, 21 EFL students answered "disagree," and 9 EFL students ticked "strongly disagree" to the statement saying that they feel nervous because of the formal classroom setting. On the contrary, 13 EFL students agree, as well as 2 EFL students marked "strongly agree" with the statement. Meanwhile, 15 EFL students are not sure about the statement.

The mean score is 2.633. Thus, item 10 is a less acceptable cause for creating EFL students' English oral anxiety.

Table 12  
EFL students' response to item 11  
"I feel frightened during oral test or practice and sometimes do not understand my EFL tutor's instructions."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	5	18	25	12	0
Total scores	5	36	75	48	0
Mean	2.733				

From the table above, 25 EFL students are not sure whether they feel frightened during oral test or practice or/and sometimes do not understand instructions from the EFL tutor. However, 12 EFL students marked "agree" with the statement. Conversely, 18 EFL students answered "disagree," and five ticked "strongly disagree" with the statement. In addition, no one marked "strongly agree."

The mean score is 2.733, which signifies that item 11 is a less acceptable source for creating EFL students' English oral anxiety.

Table 13  
EFL students' response to item 12  
"English oral anxiety plays a negative role in learning the language."

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
EFL students who choose	5	7	12	19	17
Total scores	5	14	36	76	85
Mean	3.6				

In item 12, 19 EFL students picked "agree," and 17 EFL students ticked "strongly agree" as responses to the statement saying that English oral anxiety plays a negative role in learning the language. However, 7 EFL students answered "disagree," and 5 EFL students marked "strongly disagree" with the statement. Meanwhile, 12 EFL students responded, "not sure."

The mean is 3.6. Thus, item 12 is an acceptable cause for EFL students to create English oral anxiety.

In conclusion, items 1 to 5, and 12 were acceptable to cause EFL students' anxiety while the rest were less acceptable. EFL students felt some kinds of feelings when speaking English, such as nervous, afraid, shy, worried, and anxious. They felt anxious because of some factors, such as frightened of making mistakes, frightened of evaluation from lecturers, and low self-esteem. By agreeing to item 12, that means they acknowledge their anxiety and agree that it has a major impact on their performance in speaking.

### ***Result of Observation***

The first observation was done on April 10<sup>th</sup>, 2019, in Basic Speaking Class A5. The topic was about describing people. In this topic, the EFL students were expected to be able to describe someone's appearance. The classroom activities were mostly directed to the EFL students to speak in front of the class individually. The lecturer or the peers could ask one of them to go to the front of the class to deliver the speech. Anxiety behavior occurred in many forms. The anxiety behavior that was mostly noticed was avoiding eye contact. EFL students were rather looking at the other direction than the audience's eyes when speaking. Other anxiety behaviors that occurred during the speaking performance were playing with their clothes, moving their body uncomfortably, and laughed excessively. Some EFL students were found to have difficulties in recalling vocabulary. They sometimes faced the lecturer, implicitly looking for confirmation whether the vocabulary they implemented was appropriate, or immediately asked for the correct words. The time that they spent on speaking in the presence of peers was around 3 to 10 minutes.

The next class observation was done on April 18<sup>th</sup>, 2019, in Basic Speaking Class A4. The topic was about describing people. In this class, their lecturer divided them into several groups to have participated in a game. The game was about guessing the person that a representative of each team described. The anxiety was present on each team's representative member as he or she had to describe the person in front of the class. The anxiety behavior that occurred was avoiding eye contact and making excessive body movement. Some EFL students had several pauses in their performance because they had little information about the person they were describing. They had problems recalling vocabulary as well. When they forgot or did not know the words, they were prone to be silent or asked their peers in their mother language. The time that each EFL pupil spent when speaking in the presence of peers were around 3 to 10 minutes.

The last observation was done on April 26<sup>th</sup>, 2019. This observation was conducted in the Basic Speaking Class A1. The topic was still about describing people. The activities done in this class were mostly in pairs and groups. In this class, only a few EFL students experienced anxiety. The anxiety was found in the form of avoiding eye contact. This happened when the lecturer challenged EFL students to describe their friends who were sitting next to them. EFL students reacted to the command by being silent and looking up or down. However, after given some motivation, they raised their hands and spoke. Some students seemed to talk in a low voice, although it was done in a group. During speaking activities, EFL students seemed to have problems in choosing appropriate diction when speaking. It can be seen as they looked up to the ceiling while thinking of the next words. In this class, EFL students spent around 3 to 15 minutes to perform in front of the class.

From this class observation, the researcher found that EFL students experienced anxiety mostly because they had to speak in front of the class individually. The anxiety became more apparent because they seemingly did not have sufficient vocabulary and had very little information about the topic or the subject that they were talking about. The anxiety behavior that occurred was avoiding eye contact, making unnecessary body movements, playing with objects, and laughing excessively.

### **Result of Interview**

The interview was implemented to dig more detailed information about factors that caused EFL students' anxiety in speaking, which had not been mentioned nor described previously, and support the data that had been obtained. The factors and their descriptions are shown in the following explanations.

#### **1. They are frightened of making mistakes.**

During the interview, almost all of the interviewees said that they were afraid of making mistakes.

From the collected data, the researcher found three language aspects that were EFL students' main concerns when speaking in the target language, namely, vocabulary, grammar, and pronunciation. The explanation of those aspects is shown in the following data.

##### **a. Vocabulary**

To be able to express an idea, the ability to choose proper dictions is needed. EFL students must be able to recall vocabulary items. The situation below shows how possessing limited vocabulary affects students when speaking.

R: *Selama belajar Bahasa Inggris, kesulitannya apa aja?* (R: What are your difficulties as long as you have learned English?)

Rt: *Di speaking ka.* (Rt: I have problems in speaking.)

R: *Kesulitannya apa?* (R: What are they?)

Rt: *Mungkin karena nggak banyak tahu vocabularynya. Apalagi kalau udah gugup, vocab yang udah pernah dipelajari jadi hilang gitu, akhirnya bingung ngomongnya gimana.* (Rt: Maybe because I don't have much vocabulary. Moreover when I'm nervous, the vocabulary that I have gained is just gone so I don't know what to say.)

R: *Biasanya kamu ketika gugup ngapain?* (R: What do you usually do when you're nervous?)

Rt: *Biasanya mainly tangan ka atau diem dulu karena mikirin apa yang mau diucapkan.* (Rt: Usually, I fidget or having some moments to think of what I'm gonna say.)

(Resource: interview 22)

The data above shows that having a limited vocabulary affects her speaking performance. Because of that, she felt nervous, which led her to forget all the vocabulary items that she had gained. When she feels nervous, she tends to fidget and take some moments to think about what she is going to say. Therefore, she was not able to deliver her ideas well.

R: *Selama belajar bahasa Inggris, kesulitannya apa aja menurut kalian?* (R: What are your difficulties as long as you have learned English?)

Hr: *Di grammar sama minim vocabulary ka.* (Hr: I have problems in grammar and have limited vocabulary.)

R: *Apakah kesulitan-kesulitan itu bikin kalian takut untuk ngomong bahasa Inggris?* (Do they make you nervous about speaking in English?)

Hr: *Iya ka. Padahal di dalam kepala sudah tau apa yang mau disampaikan, cuma ketika harus menyampaikan gugup terus tiba-tiba hilang aja gitu ka. Atau kadang kan mentahnya dalam bahasa Indonesia, jadi di dalam kepala itu harus diterjemahin ke bahasa Inggris dulu, karena minim vocabulary tadi jadi blank. Bingung harus gimana menyampaikannya supaya audience paham maksud aku.* (Yes, they do. Actually, I know what I'm gonna say, but because of nervousness, it's just gone. Sometimes I already have the template inside my head, but I still need to translate it to English. Because I have limited vocabulary, I just go blank and confused about how to convey my idea for making the audience gets my point.)

(Resource: interview 24)



The data above shows when he feels nervous, he tends to forget all the things he has to say. He also admitted that he actually had the template already, but he still needed to translate it to English. Because of having a limited vocabulary, he had trouble while translating, which eventually made him much harder to deliver his ideas. This shows that having a few ranges of vocabulary impedes him from developing his target language proficiency.

b. Grammar

Another difficulty that the EFL students have is grammar. They were confused about how to produce a sentence with proper grammar use. Most of the EFL students said that they have problems with the use of tenses and word orders. The explanation related to the case is shown in the following data.

R: *Menurut Ridho, selama belajar bahasa inggris, apa kesulitannya?* (R: What is the difficulty that you have as long as you have learned English?)

Ro: *Grammar ka.* (Ro: I have a problem with grammar.)

R: *Apakah kesulitan di grammar bikin kamu takut untuk ngomong bahasa inggris?* (R: Does your problem in grammar make you afraid to speak English?)

Ro: *Iya ka.* (Ro: Yes it does.)

R: *Alasannya?* (R: Why is that?)

Ro: *Takut terbolak-balik kata-katanya atau penggunaan tensesnya. Takut jadi nggak nyambung.* (Ro: I'm afraid that I put the words in the wrong order and the tenses I use is wrong. I'm afraid that the sentence I make will make no sense.)

R: *Ketika kamu lagi merasa gugup, gelagat kamu gimana?* (R: when you are nervous, what do you do?)

Ro: *Biasanya liat ke arah lain sambil mikir-mikir apa aja yang mau disampaikan.* (I usually look at the other direction while thinking of what I'm gonna say.)

(Resource: interview 18)

The situation above shows that he was burdened by the use of correct tenses and word order. He was confused about where to put the words correctly and what tenses he should use to make the sentence grammatically correct, and the message that he wanted to convey was well delivered. As the reaction to his nervousness, he avoided eye contact and took some moments to arrange the sentence. Therefore, the problem he has in grammar impedes him from speaking English fluently and inhibits him from developing his speaking skill to the higher proficiency level.

c. Pronunciation

The third mistake that the researcher encountered in the field was pronunciation. The EFL students admitted that they have problems with pronunciation, which influences them when they practiced speaking. The following data shows the situation in which pronunciation provokes anxiety.

R: *Selama ini, apa kesulitan dalam belajar bahasa inggris?* (R: What difficulties do you have as long as you have learned English?)

At: *Pronunciationnya susah ka. Kadang aku tau tulisannya gimana, cuma mengucapkannya susah ka.* (At: I have problem with pronunciation. Sometimes I know the word in written form, but I struggled on conveying it.)

R: *Apakah kesulitan itu bikin kamu takut untuk ngomong bahasa inggris?* (R: Does that problem make you afraid to speak English?)

At: *Iya ka.* (At: Yes it does.)

R: *Ketika kamu gugup, biasanya kamu melakukan apa?* (When you are nervous, what do you do?)

At: *Kadang bergerak-gerak atau mengalihkan pandangan ke arah lain.* (At Sometimes I just move my body or shift my sight toward another direction.)

(Resource: interview 20)

The situation above shows that she had a problem when it came to pronouncing the words that she knows in written form. The problem she has in pronunciation makes her anxious to practice her speaking skills. When she was nervous, she shifted her attention to something else. This situation proves that pronunciation can provoke their anxiety and thus impedes EFL students to perform well.

Moreover, the lecturers who taught Basic Speaking realized and noticed that anxiety was present within EFL students. When the researcher asked what causes might contribute, the lecturer said that frightened of making mistakes is one of many factors. Situations regarding this case are shown in the following data.

*R: Apakah Anda pernah menemukan mahasiswa dengan tanda-tanda anxiety di dalam kelas?* (R: Have you ever found any anxiety signs within EFL students in the classroom?)

*L1: Tanda-tandanya mungkin dalam bentuk penolakan. Jadi ketika mahasiswa disuruh berbicara mereka tidak mau. Penolakannya secara halus, biasanya mereka bilang "Nggak berani, Bu."* (L1: (yes, I have) The sign might be in the form of rejection. When EFL students are asked to speak, they reject. The rejection was polite, though; usually, they say, "I'm nervous, Ma'am.")

*R: Apa yang Anda lakukan ketika mahasiswa menolak?* (R: What do you do when EFL students reject?)

*L1: Biasanya saya tanya "Kenapa?" lalu mereka menjawab "Takut salah, Bu." atau "Takut temen tidak paham apa yang saya katakan bu karena pengetahuan kosakata saya sedikit." Pada saat itu, saya coba untuk memberikan motivasi dengan cara mengatakan "Nggak apa-apa. Namanya juga belajar dan mencoba. Salah itu wajar." (L1: I usually ask them, "Why is that?" then they answer "I'm afraid that I make mistakes, Ma'am." or "I'm afraid that my friends will not understand what I'm saying because I do not have much vocabulary."*

.....  
*R: Menurut Anda apa alasan mereka merasa cemas untuk berbicara dalam bahasa inggris?* (R: In your opinion, what are the reasons that EFL students feel anxious when speaking English

*L3: Kelas ini kan sudah hampir pertemuan terakhir nih, setelah mid-test saya adakan review tentang apa saja kesulitan mereka. Berdasarkan apa yang mereka share, pertama mereka khawatir dengan grammar. Jadi saat itu saya tekankan bahwa fluency itu lebih penting daripada accuracy dalam speaking. Saya kasih contoh orang-orang di negara yang menggunakan bahasa inggris sebagai bahasa kedua, dan mereka ngomong aja dulu, accuracynya belakangan. Yang terpenting lancar dan paham dulu. Yang berikutnya adalah pronunciation. Saya bilang caranya kalian bisa banyak-banyak lagi listening karena kalau kurang listening berarti kurang banyak juga pengetahuan mengenai how to pronounce the words. (L3: Actually, it is almost the end of the meeting, after midterm test, I held a review session about difficulties they encountered during learning basic speaking. Based on what they shared, first, they are worried about their grammar. At that time, I emphasized that fluency was more necessary than accuracy. I gave them examples of people living in countries where English is the second language speaking without accuracy. I emphasized on fluency and understanding. The second reason was pronunciation. I told them that the way to get a good pronunciation was to listen more because listening less means you have very little knowledge on how to pronounce the words.*

Based on the situations above, we can conclude that the lecturers acknowledged EFL students' anxiety. The factor that they shared is from EFL students' confessions, which make it more convincing that frightened of making mistakes is the primary cause of EFL students' anxiety in speaking. We can as well see that the lecturers gave EFL students assurance that it is acceptable to make mistakes to help EFL students feel less anxious.

## 2. Frightened of negative evaluation

It occurred that frightened of making mistakes leads to another factor of speaking anxiety, which is frightened of negative evaluation. It can come from those of lecturers and/or EFL students. The situation of the related case is shown in the following.

R: *Situasi di kelas yang seperti apa yang bikin kamu gugup?* (R: what kind of situation is it that makes you feel nervous?)

H: *Kalau disuruh maju ka.* (H: when being asked to perform in front of the class)

R: *Alasannya?* (R: Why is that?)

H: *Karena temen-temen ngeliatin gitu.* (H: Because my friends are watching me.)

R: *Merasa gak nyaman ya kalau diliatin?* (R: Do you feel uncomfortable when being watched by your friends?)

H: *Iya ka. Soalnya takut kalau salah dikoreksi mereka gitu ka. Kaya mereka mikir "Ah banyak salahnya." Begitu lah ka.* (H: Yes. It's due to the frightened feeling I had regarding afraid that they will evaluate me like they think I make a lot of mistakes.)

.....

R: *Terus ketika kamu udah mulai gugup, kamu biasanya ngapain?* (R: When you start to get nervous, what do you do?)

H: *Jadi gagap ka. Bicaranya banyak berhentinya, banyak "eee".* (H: I will stutter. I will make lots of pauses, and so many "eee".)

(Resource: Interview 12)

The data above portrays the situation that the EFL pupil was afraid of making mistakes because he thought his friends would think that he is not smart. The frightened of friends' negative assumptions or reactions are most likely to interfere with his performance in speaking. When he was nervous, he would make pauses and stutter. Thus, his anxiety inhibited his development of target language proficiency.

Besides frightened of negative evaluation from peers, some of the EFL students said that they are afraid of being negatively scored by the lecturers. The situations are shown in the following data.

R: *Kalo pas lagi belajar di kelas, apa yang biasanya bikin kamu gugup?* (R: When in class, what makes you nervous?)

S: *Hmm...* (terlihat bingung) (S: \*she seems confused\*)

R: *Gini deh, yang lebih bikin nervous di kelas itu siapa? Dosen atau temen-temen?* (R: Let me put it this way, who makes you nervous more? The lecturer or your friends?)

S: *Dosen ka.* (S: the lecturer)

R: *Kenapa?* (R: Why is that?)

S: *Karena takut salah.* (Because I'm afraid of making mistakes.)

R: *Emang kalau salah kenapa?* (R: What would happen if you make mistakes?)

S: *Takut pengaruh ke nilai ka* (S: I fear that it will impact my score.)

(Resource: interview 4)

.....

R: *Situasi di kelas yang seperti apa yang bikin kamu gugup?* (R: What kind of situation is it that makes you nervous?)

Ro: *Ketika melihat dosen memperhatikan sambil nulis-nulis gitu ka waktu lagi ngomong. Kaya dinilai gitu. Jadi mikir performanya bagus atau nggak, ada peningkatan atau justru malah turun.* (When the lecturer conduct note taking she looks like scoring me. Because of that, I wonder if my performance was good or poor and if there's an improvement or, worse, deterioration.)

(Resource: interview 18)

Based on the data above, the EFL students were not only afraid of their friends' negative assumptions but also afraid of being negatively scored by the lecturers. They

thought if they made mistakes, the lecturer would give them bad scores and judge that their abilities in English speaking are not sufficient. Having this kind of thought inhibits EFL students to develop their target language proficiency. They could not speak freely and perform their ability well in speaking because they were afraid of bad scores and negative judgment. Additionally, the lecturer admitted as well that they realize this particular factor within their students. Situations regarding this case are shown in the following data.

*R: Apakah Anda meyakini bahwa siswa takut membuat kesalahan karena mereka berpikir nilai mereka jelek nantinya? (R: Do you believe that EFL students are afraid to make mistakes because they think they will get bad scores?)*

*L1: Iya. Mereka itu takut pada saat mereka ngomong dan mereka salah, mereka berpikir nilai mereka otomatis akan merosot juga. (L1: Yes, I do. They look worried when they speak and make mistakes, and they think their marks will automatically be bad or downgrading, too.)*

.....  
*R: Apakah Anda yakin kalau rasa takut mereka membuat kesalahan itu disebabkan karena mereka takut nilainya akan jelek nantinya? (R: Do you believe that their frightened of making mistakes is because they're afraid that they will get bad scores?)*

*L3: Mungkin pada saat latihan, rasa cemas itu kurang berpengaruh ke performance mereka seperti yang saya bilang tadi. Mungkin rasa cemas itu muncul pada saat mid-test, sudah takut karena berpikir kalau membuat kesalahan akan jelek nilainya, ditambah harus face-to-face dengan saya. (L3: During practice, the anxiety probably did not influence them that much like I just said. Perhaps, the anxiety rises on midterm test. They have already thought that making mistakes will be badly scored, the anxiety is doubled by having to do it face-to-face with me.)*

Based on the situations portrayed above, the lecturers acknowledge that such factors existed in the classroom, especially during quizzes or tests, which probably requires EFL students to face the lecturer directly. Such fear can hinder EFL students from delivering their ideas or performing well because they focus more on the scores.

### 3. Kinds of task

In speaking class, there were some tasks given by the lecturer, such as roleplay, storytelling, dialogue, or speech. The tasks were usually done in front of the class or their seats. When EFL students were asked to perform in front of the class, they became anxious. Performing in front of the class becomes something that triggers their worry and anxiety, which then affects their performance. The situation of related cases is shown in the following data.

*R: Situasi di kelas yang seperti apa yang bikin kamu gugup? (R: What kind of situation is it that makes you nervous?)*

*J: Waktu disuruh maju ke depan. (J: When asked to speak in front of the class.)*

*R: Alasannya? (R: Why is that?)*

*J: Diperhatikan orang ka. Bikin gugup jadinya kualitas aku menurun. Kalo sendiri face to face aja sih nggak apa-apa. (J: Because people pay attention to me. It makes me feel nervous so my ability to speak English become decreasing. I feel well when I was asked to speak face to face.)*

(Resource: Interview 14)

The situation above shows that he lost his confidence to speak when he faced his friends and the lecturer directly. The nervousness affects his performance negatively. He could not perform excellently because the anxiety impeded him to focus on the idea that he tried to express. On the contrary, he felt comfortable when he practiced speaking in pairs on their seats.

Ra: *Uhmhhh apa ya... Oh itu ka... Ketika disuruh maju dadakan. Gugup banget karena nggak tau apa yang harus disampaikan. Tapi kalau sudah ada persiapan sebelumnya sih mungkin rasa gugupnya sedikit aja.* (Uhmhhh what is it... When asked to perform spontaneously. I feel very nervous because I do not know what to say. But if I have prepared in advance, I might feel less nervous.)

(Resource: Interview 25)

Based on the data above, being called on or pointed to perform in front of the class, spontaneously made her feel very nervous. She did not have much background knowledge about the topic that was being discussed. Therefore, her anxiety rose then it inhibited her from giving her best performance. It indicates that anxiety interferes with EFL student's fluency. To make them less anxious when performing in front of the class, the EFL students need sufficient time to prepare.

R: *Apakah Anda menemukan tanda-tanda anxiety di dalam kelas?* (R: Do you find any signs of anxiety in the classroom?)

L3: *Iya. Ketika mereka diminta untuk work in pairs or groups, mereka kelihatan santai dan menikmati apa yang mereka bicarakan. Tetapi ketika mereka harus berhadapan dengan the whole class, nampak sekali kalau mereka itu gugup dan bingung memilih kata-kata. Rasa cemas mereka juga nampak ketika harus berhadapan dengan dosen face-to-face seperti pada saat mid-test. Pada saat latihan, mereka terlihat bisa dan cukup fluent, tapi pada saat mid-test, mereka jadi gugup. Beberapa dari mereka mengakui "Saya gugup, Ms." "Saya takut salah, Ms."* (L3: Yes, I do. When they are asked to work in pairs or groups, they seem comfortable and to enjoy what they are talking about. However, when they have to face the whole class, it is clearly visible that they are nervous. During practices, they seem to be able to perform well and fluent enough, but during midterm test, they become nervous. Some of them confessed "I'm nervous, Ms." "I'm afraid that I may make mistakes, Ms.")

Based on the insight above, it is proved that kinds of tasks play a part in EFL students' anxiety in speaking. The anxiety seems to be low when EFL students work in pairs or groups during practices. However, the anxiety rises when they have to perform or speak in front of the class or during tests, which sometimes requires them to face their lecturers directly. Thus, it is acceptable to conclude that certain kinds of tasks can provoke EFL students' anxiety

#### 4. Deficiency of confidence

The deficiency of confidence was reported to be one of the factors that made EFL students feel anxious during speaking activities in the classroom. EFL students admitted that they were too shy to speak. The following data showed the situations regarding the related case.

R: *Kesulitan apa yang kamu hadapin di speaking?* (R: What difficulties do you face in speaking?)

S: *Malu buat ngomong ka. Takut banyak salahnya juga.* (S: I'm shy to speak. I'm afraid that I make a lot of mistakes too.)

(Resource: Interview 16)

R: *Di bahasa Inggris kan ada beberapa skill tuh, salah satunya ada speaking. Menurut kamu, kesulitan dalam speaking apa?* (R: There are several skills in English that should be mastered, one of them is speaking. What are difficulties in speaking?)

K: *Kurang lancar. Kurang pede. Kosakata terbatas.* (K: I'm not really fluent. I deficiency of confidence. I do not know much vocabulary.)

(Resource: Interview 11)

Based on the situations above, besides being afraid to make mistakes, she also said that she was shy to speak. In addition, a report from another EFL pupil said that he is not

confident enough to speak English in the classroom. The deficiency of confidence itself might be caused by having little knowledge of language aspects which then makes them hesitate or shy to express their ideas.

Regarding this situation, one lecturer acknowledged this factor as one of many other factors that cause anxiety within EFL students. The data regarding this case is shown in the following description.

*R: Apakah Anda menemukan mahasiswa yang memiliki kecemasan ketika berbicara dalam bahasa inggris? (R: Do you find any EFL students who are anxious when speaking English?)*

*L2: Ada beberapa yang terlihat memang punya High Anxiety mungkin karena mereka pada dasarnya memiliki sifat pemalu. Ada juga yang memiliki Low Anxiety mungkin karena mereka sifatnya juga lebih open pada orang lain, lebih gampang merespon, dan tahu cara untuk menutupi rasa cemas mereka. (Rf: There are some who seem to have anxiety, probably because they are naturally shy. In the other hand, there are some who seem to have low anxiety, probably because these people are more open to others, responsive, and know how to cover their anxiety well.*

Based on the data above, the lecturer acknowledged that some EFL students were naturally born shy; thus, i shyness can generate anxiety rapidly.

### **5. Deficiency of speaking practice**

To speak English fluently, EFL students need to speak English and be exposed to an environment where English is regularly spoken and used. However, having limited practice in their environment inhibits the development of their communicative competency. The situation regarding the related case is shown in the following data.

*R: Ada topik tertentu yang menurutmu sulit sejauh ini? (R: Is there any difficult topic in basic speaking class?)*

*N: Rata-rata susah sih ka. (tertawa) karena kan latihannya jarang. Nggak ada.. apa tuh.. latihan di lingkungan sendiri. Kan kita terbiasa pake bahasa indonesia, jadi susah untuk ngomong bahasa inggris. (N: mostly difficult. Maybe it is because we rarely practiced. We're so implemented to speaking Bahasa Indonesia in our environment, so it is difficult for us to speak English.)*

(Resource: Interview 3)

Based on the data above, one of the reasons that EFL students feel anxious when performing in English is because they do not use the language regularly. EFL students' deficiency of experience to speak English made them feel stress and burdened during speaking activities in class, which require them to speak English frequently. Additionally, the lecturer, along with the lesson's objective, expect them to speak English fluently. It becomes a severe problem for EFL students who have minimal experience in speaking English since, in most cases, EFL students tend to speak English only in class or when the lecturer asked them.

### **6. Self-perception**

Self-perception is also one of the reasons that make EFL students feel anxious. Self-perception occurs in the form of underestimating their abilities to speak English, which then degrades their confidence to perform. EFL students' belief in language learning and their unrealistic expectation likely triggers frustration or anger towards their poor performances. The following data shows the condition when self-perception impedes EFL students' ability to speak English.

*E: Merasa nggak PD ketika disuruh ngomong karena vocabularynya masih kurang ka. (E: I dont feel confident when asked to speak bcs I deficiency of vocabulary.)*

*R: Apakah kesulitan itu bikin kamu takut untuk ngomong bahasa inggris? (R: Does it make you afraid to speak in English?)*

*E: Iya ka. Karena di kepala itu udah diatur kalau mau ngomong bahasa inggris itu harus sempurna. (E: Yes it does, since it has been set in my perception that if you want to speak English, you must speak perfectly.)*

Based on the data above, she was burdened to speak English because she thinks that when learning a new language, one must speak in the target language correctly. Such belief degrades her confidence and impedes her from showing her ability to speak.

## Discussion

As mentioned in the previous chapter, the objective of this study was to find out what factors may contribute to EFL students' anxiety in speaking during speaking activities in the classroom. After all of the data had been collected and analyzed, the researcher found several factors, they are 1) Frightened of making mistakes 2) Frightened of negative evaluation 3) Low self-esteem 4) Kinds of tasks 3) Limited exposure to English 4) Self-perception.

The first and significant factor that causes anxiety is frightened of making mistakes. The frightened of making mistakes occurred because EFL students reported that they did not have sufficient knowledge of some language aspects, namely vocabulary, grammar, and pronunciation. They feared if they made inappropriate use of those aspects, their friends and lecturers would not understand the ideas that they were trying to express. This finding is coherent with the result of a study by Mukminin (2015), which states that low speaking skill due to deficiency of vocabulary and grammar causes anxiety in speaking.

Additionally, their anxiety was generated from frightened of negative evaluation. EFL students reported that they worried their friends would think poorly of them when they could not perform speaking very well or when they made mistakes. This finding is coherent with the result of Ansari's (2015) study, which reported that frightened of being laughed at or negative evaluation from peers is one of the factors that cause anxiety. Not only that, but they also feared of being poorly scored by the lecturers. They are frightened that the lecturers would score them poorly for every mistake they made; thus, their score would automatically below. Adding to those of EFL students, lecturers reported that EFL students' anxiety rose rapidly during quizzes or tests.

The next factor is the kinds of tasks. EFL students' anxiety became more significant when they were asked to perform individually in front of the class or being pointed directly by the lecturers. Item 1 of the questionnaire, which was agreed by 34 EFL students, indicated that EFL students felt anxiety when performing in front of the class. EFL students reported that they forgot the ideas that they would like to deliver because of overwhelming nervousness. Such a situation was relevant to Horwitz & Cope's (1986: 126) study, which mentioned that EFL students would have difficulty concentrating, become forgetful, sweat, and have palpitation when they feel anxious.

The deficiency of confidence plays a role in EFL students' anxiety. EFL students reported that they feel shy and not confident to speak in English. Item 5 of the questionnaire, which was agreed by 24 EFL students, proved that that low self-esteem makes them worried about speaking. This finding is consistent with Toubot *et al.*'s (2018) result of the study, though they implemented different phrases, where low self-confidence was found to be one of the factors that contribute to anxiety.

Furthermore, deficiency of speaking practice is reported to be another factor of EFL students' anxiety. EFL students reported that they did not use English in their environment regularly. In a study that Normazidah, Koo, & Hazita (2012) conducted, having insufficient exposure to English outside of the classroom and not perceiving English as a communication media causing low English proficiency among Malaysian EFL students. Hence, creating an

English environment and optimizing it is needed in order to develop EFL students' skills in using English as a medium for communication.

The next factor that caused EFL students' anxiety in speaking was self-perception. EFL students reported that they had set their minds to think that when learning a foreign language, one must have an absolute native-like skill. This result was congruent with what Horwitz (1986) said about EFL students' belief in language learning that contributes to their tension and frustration in the classroom, especially in speaking activities.

In conclusion, the anxiety in speaking a foreign language was present within the EFL students. The factors that caused EFL students' anxiety were frightened of making a mistake, frightened of negative evaluation, kinds of tasks, low self-esteem, limited exposure to English, and EFL students' self-perception about learning a foreign language. These factors are much linked to one another. Hence, the anxiety hinders EFL students from showcasing their ability to speak.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The researcher found several factors that may contribute to the subjects' language anxiety. The first factor is due to frightened of making mistakes. The major mistakes that commonly happened in the classroom were vocabulary, grammar, and pronunciation. The second one is frightened of negative evaluation, either from peers or lecturers. EFL students fear that if they made one small mistake, it would be negatively evaluated by their friends and poorly scored by the lecturers. Another factor that contributes to EFL students' anxiety was kinds of tasks. EFL students feel anxious when they have to speak individually in front of the class and when they are called on or pointed spontaneously. The next one is a deficiency of confidence. EFL students feel shy and not confident to speak in the classroom. Such feelings hinder EFL students from performing well.

Additionally, factor like speaking practice sparseness was present as well. EFL students have a deficiency of practices and experiences in speaking, which then affect their speaking performance. The last factor is self-perception. EFL students often put unrealistic goals in mastering speaking skills, which then can influence their speaking performance.

### **Suggestions**

#### **a. To EFL students**

It is necessary for EFL students who suffer anxiety to analyze their lack of speaking performance. Hence, they could discover ways of overcoming or reducing their anxiety. They can ask their lectures or friends to feedback about their speaking performance in the hope that they can develop their foreign language proficiency.

#### **b. To lecturers**

Lecturers must acknowledge EFL students' anxiety before dealing with it or giving EFL students some treatments. The lecturers are responsible for providing a less stressful classroom atmosphere and building enjoyable learning activities. Also, the lecturers should be open to positive feedback and allow EFL students to tell their problems in learning a foreign language.

#### **c. To other researchers**

This study is expected to provide contributions for other researchers to conduct further research about speaking anxiety. For the new research, there could be some methods to cope with anxiety. Various strategies to improve EFL students' speaking performance is also needed to be discovered.



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## **The Students' Perceptions on the Engagement of Using Small Group Discussion Technique in English Learning at High School**

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### **Abstract**

Perceptions are interpreting the information process. The study subject was 11th grade EFL students, SMKN 1 Banjarmasin. Therefore, 108 EFL students were taken as the sample by implementing a purposive sampling method. This study was aimed to analyze the EFL students' perceptions of the engagement of applying the technique of Small Group Discussion (SGD) in learning English. It is crucial to know how EFL students' perceptions of engagement during the implementation of the method of SGD for helping the EFL teacher evaluate their learning strategy. To solve the study problem, the researcher implemented a descriptive method and a qualitative approach.

Meanwhile, the researcher implemented the three instruments, namely observation, documentation, and the questionnaire in data collection. In analyzing the data, the researcher did three stages; data display, data reduction, as well as conclusion drawing. The study findings showed that the EFL students had a good perception of the engagement of implementing methods of SGD in learning English. The EFL students believed that the technique of SGD was suitable to be implemented in learning English. They stated that their collaboration with the EFL teacher and classmates become closer. Small group discussion method also impacted their self-efficacy, self-regulation, and their motivation in learning English. However, this method still had a weakness during its implementation. The EFL students were complaining about the passive member of the group and the noise, which made the learning activity no longer conducive. Therefore, the EFL teacher was suggested to be more active in handling the class.

Keywords: *Engagement, Perceptions, Small Group Discussion Method*

### **INTRODUCTION**

#### **Study Background**

Learning strategy is one's approach to learning and using the information. The strategy aims to help the students understand information and solve problems. One of the strategies in English education is small group discussion. It is a method that lets some EFL students can cooperate to make a decision, give and share their opinions, create something, and solve problems. (Amy, 2007). In the small group discussion, EFL teachers must have a good command of strategies and apply them in studying the English process because if the EFL teacher uses a lot of right approaches, the EFL students will get success in learning. Education will be useful if the EFL teacher and EFL students have good collaboration, spirit, effort in the process. EFL students feel that they belong in school when EFL teachers express involvement and warmth by treating EFL students with care and affection and showing EFL students that they enjoy having them in class (Martin & Dowson, 2009).

In the learning process, there are some methods that EFL teachers usually use. One of them is the Small Group Discussion (SGD) method. This method is applied almost in all subjects on class activity. It is needed to see how EFL students can cooperate and share their opinions with their friends in the group. SGD might be one of the ways of the EFL teachers for helping the EFL students in their learning process. WBI Evaluation Group (2007) mentions that SGD will assist the group members in building comments as well as reactions

from each other. It is a functional method to be implemented in teaching because the EFL students can assist his or her friends in understanding the material via the group discussion.

Some previous related studies showed that work in a group achieved better results and more content with the learning experience, gave positive behavior, and also created a pleasant collaboration among the EFL students and even EFL students with the EFL teacher than work individually. In accordance with (Cooper, Johnson, and Wilderson, 1980, p. 243-252) stated that comparing with individual work, group work typically results in more considerable efforts to achieve, for example, more positive collaboration among EFL students. It proved that EFL students like to cooperate with their friends in solving a problem. Moreover, in a group, they can share their opinion, give emotional support, and they can listen and talk to each other. Therefore, it might affect their engagement and motivation to learn. Gomleksz (2007, p. 613-625) shows that cooperative learning experience showed positive consequence on directing EFL students' views regarding English learning significantly, as well as fostered better interaction among their peers.

The researcher has done a preliminary study in SMKN 1 Banjarmasin when the researcher does the PPL 2. Firstly, the researcher observed the EFL teacher, then found that the EFL teacher implemented the same method in English teaching in some meetings. The EFL teacher implemented the Method of SGD, and the researcher found that the EFL students were more interested in English learning. The EFL students did not hesitate to participate in any activities provided in the class. Secondly, when the researcher spent three months upon PPL 2 in SMKN 1 Banjarmasin, the researcher also implemented the Small-Method of group discussion in some meetings toward some classes where the researcher did the training. Furthermore, the researcher found the same result.

In the other opportunity, the researcher was called to be a substitutional EFL teacher in SMKN 1 Banjarmasin due to the real EFL teacher has some other activities outside of the school. Via this opportunity, the researcher took a chance to implementation Small-Group Discussion as to the method in the education process. The final result of those activities was the researcher found that the EFL students were more engaged while they are working in a group.

Since knowing that the learning activities did not always depend on the EFL teacher, but also the active participation of the EFL students and the cooperation between the EFL teacher and EFL students become one of the crucial impacts on the education process effectiveness. Based on the explanation above, the researcher studied EFL students' perceptions of the engagement of implementing methods of SGD in English learning to know how the SGD itself in EFL students' point of view. Therefore, the EFL teacher could evaluate their teaching strategy if the method is effective or not be implemented in the class in the case of enhancing EFL pupil engagement. Finally, this study was conducted at SMKN 1 Banjarmasin because this school might provide the data needed by the survey.

### **Study Problem**

“How are EFL students' perceptions on the engagement of implementing the method of SGD in English learning at SMKN 1 Banjarmasin?” is the study question formulated by the researcher

### **Study Objective**

The researcher formulated one purpose of the study is to analyze the EFL students' perceptions on the engagement of implementing the method of SGD in the English class.

### Study Scope and Limitation

1. The eleventh grade EFL students class Vocational TKJ A, B as well as Akuntansi B of SMKN 1 Banjarmasin as study subjects
2. EFL students' perceptions of the engagement of implementing Method of SGD in English learning as study stress.

### RELATED LITERATURE

#### Perception

Everyone has their own way of seeing, viewing, and perceiving things. The ways of seeing, viewing, and understanding things are called as perception. Everyone might have a different perception of something. The following part will discuss more in-depth about some aspects related to perception.

#### *Definition of Perception*

The understanding of perception can be derived from some sources. Altman et al. (1985, p. 85) define it as the way stimuli are grouped as well as selected by a person; hence they can be interpreted meaningfully. It shows a person's view of reality in his/her environment. According to Worchel and Shebilske (1998, p. 117), perception is the interpreting process of information. Huffman et al. (1997, p. 79) stated that perception is selecting, organizing, and interpreting the process of sensory data into useable world's mental images. According to Szilagy and Wallace (1980, p. 70) define perception as a process where individuals process the incoming stimuli, organize, then interpret them into messages that indicate appropriate behaviors or actions.

From the definitions, perception can be viewed as a conscious mental and cognitive process of observing, comprehending, and responding about a particular thing, in which a person tries to translate the stimuli that he or she receives. Those responses occur in people's awareness via their sensory receptors. Then, these responses will be interpreted as meaningful information about the stimuli and so-called perception.

Everyone has their own way to percept something even though it is the same object to analyze. It is because of people percept something based on their feeling about something and influenced by their own past. Mouly (1973, p. 93) stated that people looking at the same phenomenon but might percept different things from each other. It is supported by Wick and Pick (1978, p. 171-208), who said that the way people percept something and their experience is connected. This phenomenon shows that perception is someone's responses result regarding their experiences.

#### *Factors Influencing Perception*

Several factors can influence someone's perception. Altman et al. (1985, p. 86) state that four of the most crucial factors are (1) selection of stimuli, (2) organization of stimuli, (3) the situation, and (4) the person's self-concept.

##### 1. Selection of Stimuli

Many stimuli will come up to our surroundings. We must stress on only a small amount of all the stimuli. This process is called selection. In this process, people try to select certain stimuli and filter out the others. As a result, people will perceive things differently because each person might choose specific signals.

In this study, the EFL students stress on their engagement. How the way EFL students catch the stimuli and percept SGD towards their participation in learning English.

## 2. Organization of Stimuli

The second factor that can influence perception is organization. The stimuli that have been selected must be arranged. The stimuli are arranged into a screening process. Therefore, it will be meaningful information. The arrangement of the stimuli affects perception.

After the EFL students have collected the stimuli, the next process is to organize the stimuli into valuable things. But, the organization's result would be different from each other and varied. In this case, the target of perception is a small group discussion; thus, the researcher will analyze how the way EFL students organize the stimuli they got from SGD toward their engagement.

## 3. The Situation

Another factor influencing perception is the situation. A person's familiarities, expectations, and experiences might affect what that person perceives about a particular thing. Moreover, understanding the condition is also related to the way how well a person adapts his or her behavior to the situation. For example, a person who is just graduated from college might find difficulty in understanding the norms and values in a new place due to he or she has no experience yet in which he or she works. In this case, the EFL students deal with the way they adjust the behavior to the situations.

## 4. The Person's Self-Concept

The last factor influencing perception is self-concept. The way people see and perceive themselves are usually called perception. These ways can affect their perception of things in the world around them. The self-concept is crucial because the person's mental picture might change much of what they see and perceive in their life.

## Group Discussion

Group discussion is one of the methods implemented by the EFL teacher at SMKN 1 Banjarmasin. This method is applied as a course of action for solving problems that one encounters in the classroom activity, especially in a small group discussion. Its' implementation is aimed at helping the EFL students to engage themselves in their learning process. The EFL students try to show their effort during the application of group discussion. The following part will be discussing deeper about some aspects related to group discussion strategy.

### *Definition of Group Discussion*

Group discussion is when a group of people is together to do work, and they are doing interactions with the member of the group and who are psychologically sensible of one another and who are taking part themselves to be a group on a learning process. It is in accordance with Amy (2007). She says that a group discussion is a group where some EFL students can cooperate to make decisions, give and/share their opinions on a given topic, create something, and solve problems.

### *Types of Group Discussion*

There are two types of group discussions. They are "large-group discussion and small-group discussion" (Borrich, 1996, p. 325).

## 1. Large-Group Discussion

The large-Group discussion consists of all EFL students in the class who are discussing a topic. The EFL teacher in the discussion guides the EFL students. Sometimes this type of group discussion is difficult to be handled because many learners are interacting.

As an EFL teacher, we may get challenging to manage the class. In this type, the EFL teachers lead the group discussion process. Hence, the EFL teachers can do, such as teaching, demonstrating, explaining the topic, asking, and answering questions if the EFL students have any.

## 2. Small-Group Discussion

Small-Group discussion is helpful for the EFL students to increase their participation or engagement in the group discussion. The member of the group is usually around five to ten people. The EFL students will have a big chance to speak up their opinions when they are in small numbers in group discussions. The EFL students have much time to participate in the group discussion. Therefore, it can increase their communication skill within each group member. This study will be for implementing to SGD because this type of group discussion is performed by the EFL teacher in SMKN 1 Banjarmasin.

It is a method which can be implemented by the EFL teacher to let the EFL students work with their friends to solve their own problem together. In Small Group Discussion, the EFL teacher divided a large number of EFL students in the class into the smaller one to achieve some objectives such as let the EFL students endure the responsibility for their own learning, develop social and leadership skills, and become involved in the learning activities or engaging EFL students.

Referring to Bany and Johnson (1964, p. 31), the Group discussion might seem to be a success when two or more people have as one quality and interdependence with each other. In Small Group Discussion, the EFL students also have the opportunity to communicate face-to-face to solve the problems and achieve a group goal because the key to fruitful group discussion is communication. It requires the EFL students' participation or involvement in learning activities, and therefore in SGD, the EFL teacher can see the team-working of his/her EFL students.

### *The Activities for Small Group Discussion*

According to Brown (2000, p. 183-186), several types of activities can be conducted in a classroom when the class has an SGD method. Those activities are Game, and second is Role play and simulation, Drama, Projects, Interview, Brainstorming, Information-gap, Jigsaw, Problem-solving and decision making, last is opinion exchange.

#### 1. Games

A game could be any activity that formalizes a method into units that can be scored in some ways. Guessing games are common language classroom activities. The Yes/No question can be played in the group after a demonstration at the front.

#### 2. Role-play and Simulation

Role-play and simulation offer good follow up to allow a lesson in which the class practices a structure with functional value. Role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must be accomplished. A group role-play might engage a discussion of political issues, with each person assigned to represent a particular point of view. Simulations involve a more complex structure and often larger group where the entire group is working via an imaginary situation as a social unit, and solving problems.

#### 3. Drama

Drama is a formalized form of role-playing or simulations, with a storyline and script. The EFL students in small groups may develop their own short dramatization of some event, conduct scriptwriting, and conduct scene rehearsing as a group.

4. Project

For young learners who can significantly benefit from hands-on approaches to language, particular projects can be rewarding indeed. For example, several small groups could each be conducting separate things: Group A creates the environmental bulletin boards for the whole school; Group B develops fact sheets; Group C craft a three-dimensional display; Group D distributed newsletter for the whole school, etc. As learners get absorbed in purposeful projects, both receptive and productive language is used.

5. Interview

A popular activity for group work is the interview, which is functional at all proficiency levels. The goal of the interview could be restricted to implementing a requesting function, learning vocabulary for expressing personal data, producing questions, etc.

6. Brainstorming

Brainstorming is a method whose purpose is to initiate some sort of thinking process. It is often put to exemplary implementation in preparing EFL students to read a text, to discuss a complex issue, or to write on a topic. In brainstorming, no discussion of relative merits of thought takes place; everything and anything goes. This way, all ideas are legitimate, and EFL students are released to soar the heights and plumb the depths, as it were, with no obligation to defend a concept.

7. Information-gap

These activities consist of a wide variety of methods, where conveying or requesting the information is the objective. Learners' primary attention to information and not to form language and the importance of communicative interaction for reaching the objective are two focal characteristics of the information-gap method. The information that learners must seek can be range from simple to complex. For example, each member of the small group could be given the objective of finding out the others' birthday, address, favorite food, etc. And filling it in the little chart with the information they get.

8. Jigsaw

It is an information gap type where each group member is given some specific information, which to pool all information to achieve some objective as the goal. In a large group, "strip-story" is known to be the most popular jigsaw method that can be used. The EFL teacher takes a moderately short written narrative or conversation and cuts each sentence of the text into a large strip, shuffles the strips, and gives to the learner. The goal is to determine which each sentence belongs to the whole context of the story, and to stand in their position once it is identified and to read off the reconstructed story.

9. Problem Solving as well as Decision making



The method of problem solving group stress on the group's solution to the specified issue. They center learners' attention on a significant cognitive challenge and not focus on grammatical or phonological form. Their problem might be relatively simple such as giving direction on maps.

Decision-making methods are simply one kind of problem-solving where the ultimate goal is for EFL students to make a decision. For example, a debate on environmental hazards might reveal several possible causes of air pollution. Still, if decision making is the goal, then the group would have to decide what they would actually do to reduce toxins in our air.

#### 10. Opinion Exchange

The opinion is a belief or feeling, which could not be found on empirical data others could take issue with. Moral, ethical, religious, and political issues are usually "hot" items for classroom debates, arguments, and discussions.

#### *Advantages as well as Disadvantages of Small-Group Discussion*

A method in teaching always has an advantage and disadvantage. Some condition in its practical process causes this. (Harmer, 2001, p. 117)

##### **A. Advantages of Small Group Discussion**

1. It strongly improves EFL students' speaking opportunity
2. EFL students' opinions can be varied, and it will enhance EFL students' contributions.
3. EFL students learn more about the skills of association and deliberation.
4. It increases the independence of EFL students to decide their choice in a group without interference from the EFL teacher.
5. EFL teachers tried to avoid completely passive EFL students in group work. However, the EFL students can take their portion of the contribution in a group.

##### **B. Disadvantages of Small Group Discussion**

1. It is likely to be noisy. Some EFL teacher feels that any control and the whole class feeling, which became exciting may dissipate when the teacher divides groups into smaller entities.
2. Some EFL students enjoy it since they would prefer to be the stress of EFL teacher's attention rather than working with their peers.
3. Individuals may fall into group roles that become fossilized so that some are passive, whereas others may dominate.
4. Groups can take longer to organize, takes time, and chaotic.

#### **Engagement**

The way the EFL students increase their achievement, positive behaviors, and being active in a classroom is called engagement. The EFL students will make a great effort to improve their performance. Moreover, the EFL students are supposed to be able to motivate themselves to participate in the classroom activity, especially in group discussions, to increase their engagement. The following part will discuss more in-depth about some crucial aspects related to EFL pupil engagement.

Martin and Dowson (2009, p. 327-365) stated that EFL students' engagement by origin is said to be multidimensional. Such multidimensional nature into both a strategy for improving educational achievement as an independent outcome which is valuable of schooling. EFL students' engagement is also implemented to describe EFL students'

willingness to participate in routine school activities, such as submitting school work, attending class, as well as following class instructions. It is supported by Chapman (2003, p. 1-7), who considered EFL students' engagement to include EFL students' participation in lesson and curriculum planning, classroom management, and other pedagogical involvement tasks. Other studies even stated that EFL students engage in terms of interest, effort, motivation, time-on-task, the time EFL students spent on a particular learning task.

In this study, the researcher stresses the EFL students' perception of their engagement in their participation and involvement in the learning activities if the EFL teacher implementation Method of SGD in teaching English.

### ***Definition of Engagement***

EFL pupil engagement is primarily and historically about increasing achievement, positive behaviors, and a sense of belonging in all EFL students. Over time, the EFL pupil engagement strategy was further developed and more broadly implemented as a means of generally managing classroom behaviors. EFL pupil engagement has been created around the goal of upgrading all EFL students' capabilities for learning how to become or how to learn lifelong learners in a knowledge-based society.

EFL pupil engagement could become both an accountability outcome unto itself or a strategic learning process. Moreover, Kuh (2009, p. 683) also defines EFL pupil engagement as the time as well as effort EFL students devote for activities which linked empirically to desired outcomes of college as well as what institutions conduct to induce EFL students for participating in these activities. Barkley (2010, p. 6) states that EFL pupil engagement is the product of motivation as well as active learning. It tells that if there is an element missing, the product will not occur.

### ***Factors Influencing Engagement***

There are so many factors influencing EFL students' engagement. According to Barkley (2009), EFL students' perceptions influence EFL students' participation. It was because EFL students' perceptions can identify the engagement of EFL students. If the EFL students perceive the SGD implementation as a method implemented in the classroom activity positively, they will have positive behavior and be engaged enough in the classroom activity automatically. Alternatively, if the EFL students perceive group discussion implementation as a method implemented in the classroom activity negatively, they will also have negative behavior responses and less engaged during the classroom activity in the small group discussion.

Moreover, some experts elaborate on five factors that can influence EFL pupil engagement. Those are collaboration with EFL teachers, collaboration with peers and classmates, self-efficacy, academic self-regulated learning, and motivation as well as interest in learning. These are the more profound explanation of five factors that can influence EFL pupil engagement.

#### **1. Collaborations with EFL teachers**

There are two bases for EFL pupil-EFL teacher collaborations called as interpersonal liking and trust. EFL students feel that they belong in school when EFL teachers express involvement and warmth by treating EFL students with care and affection and showing EFL students that they enjoy having them in class (Martin & Dowson, 2009, p. 327-365). When EFL teachers are dependable sources of emotional and instrumental support in difficult times, EFL students feel connected to their EFL teachers and safe at school.

EFL students also need structured interactions, in which EFL teachers set high standards, clear expectations, and reasonable limits for EFL students' behavior

performances, and consistently follow via on their demands. Stipek (2002) states that optimal structure includes EFL teachers' confidence in EFL students' underlying abilities as well as helping EFL students figure out how to reach high levels of understanding and performance.

The most crucial things are breaking tasks into manageable components that EFL students are ready to master, and the provision of informational feedback so that when EFL students do not meet expectations, EFL teachers explain to them how to improve.

## 2. Collaboration with Peers and Classmates

When EFL students have opportunities for talking as well as listening to each other, providing emotional support, sharing learning experiences, and developing respect, they are more likely to feel that they are cared for and understood by their peers. EFL students also think that they belong to each other. Warm interactions with classroom peers for creating a comforting situation and assist EFL students' need for relatedness.

## 3. Self-efficacy

Tyler and Boelter (2008, p. 29) define self-efficacy as a perceived capability for learning and carrying out a task or set of behaviors at an identified, optimal level of performance. This means that the conviction of each EFL pupil in the group to master the activity in a group discussion is the main factor that can influence their engagement and achievement.

Self-efficacy is related to the prior achievement of EFL students. Those who hold high academic self-efficacy participate in learning activities more actively. They are more diligent and finish tasks more successfully than those who hold lower self-efficacy (Bandura et al., 1996, p. 1206-1222).

## 4. Academic Self-regulated Learning

Academic self-regulation relates to the degree to which EFL students are motivated to learn, think about their own learning, and proactively make self-regulatory processes implementation (strategies and tools) for upgrading their learning. This means that self-regulation is related to the EFL students' motivations to be engaged in the learning process to improve their learning.

This is also in accordance with Rush and Balamoutsou (2006, p. 4). They state that engaged EFL students share the values and approaches to the learning and teaching process. Also, they spend time and energy on educationally meaningful tasks, learn with others inside as well as outside the classroom, actively explore ideas confidently with others, and learn to value perspectives other than their own. When EFL students become part of a learning community, they are positive about their identity as a member of a group. Also, they focus on learning, ask questions in class, feel comfortable contributing to class discussions, spend time at campus, have made a few friends, and are motivated in the classroom activity.

## 5. Motivation as well as Interest in Learning

Motivation is described in terms of "conditions and processes that account for the encouragement, direction, greatness, and preservation of effort" (Katzell & Thompson, 1990, p. 144). To explore motivation is to understand the goal behind the engagement of EFL students and, therefore, what EFL teachers can do to enhance this engagement.

Fostering motivation among EFL students is crucially crucial for short term learning and also for preparing EFL students to be lifelong learners. According to Bong (2004, p. 296), the way that EFL students feel about themselves and learning tasks differs markedly across situations, so that EFL students who are highly motivated in one domain may or may not be enthusiastic in other areas. Furthermore, personal interest is more

lasting and stable than a situational interest in that it emerges as a way of being over time as individuals experience success and pleasure in learning (Harlen, 2006; Tsai et al., 2008). This shows that personal interest in each individual is a more crucial factor to pleasure learners in learning.

Claxton (2007, p. 12) further suggests that activities and curricula must have the following factors to engage learners:

1. Relevancy, the topic connects with EFL students' interests and concern;
2. Responsibility, EFL students have genuine control over what, why, how, and when they organize their learning; and
3. The reality, solving problems, or making progress genuinely matters to someone.

From the theories above, the researcher infers that engagement is the participation of the EFL students in some activities in the classroom. In this research, engagement is a tool to measure the method effectiveness implemented by the EFL teacher that is Small Group Discussion. If the engagement of the EFL students is increasing after the SGD implementation, the method can be stated as one of the practical techniques that could build the engagement of the EFL students.

### **Related Previous Studies**

In this part, the researcher provides a related study about the perception and EFL students' engagement on the SGD implementation, which has been done by the previous studies. Some researchers have conducted research that relates to the researcher's study; some of them are as follows:

Some study indicates that EFL students can be more content and attain better results with their learning experiences in group work in contrast with individual work (Gross 1993; Springer, Stanne & Donovan 1999). Compared with individual work, group work typically results in more considerable efforts to achieve, for example, more positive collaborations among EFL students (Cooper, Johnson, Johnson & Wilderson 1980). Gomeksiz's (2007) study shows that cooperative learning experience had a tremendously positive effect on directing EFL students' views towards learning English and fostered better interactions among EFL students as well.

Alternatively, Li and Campbell's (2008) study dealing with Asian EFL students in New Zealand revealed not only the strength of group work, but also some detrimental factors that affect group dynamics, such as members' views and willingness to cooperate and contribute as a team, the composition of the group, EFL students' competing demands on EFL students' time and attention, heterogeneity from the natural abilities of EFL students, and varying cultural values and beliefs held by group members.

Kagan (1992) argues five basic principles that facilitate group work: positive interdependence, equal participation, individual accountability, simultaneous interaction, as well as group processing. Kagan emphasizes positive relationships as the core of cooperative learning. A commitment to success as each person's efforts gives benefits to the whole group. The second principle, individual accountability, refers to each member being regarded as crucial and must be accountable for contributing his or her share of work. Third, equal participation means that all group members should actively participate in group work. The fourth principle is simultaneous interaction, which is face-to-face interaction and the

promotion of each member's successful learning to encourage sharing resources and to help and praising each other's efforts to learn. Lastly, Kagan argues for the importance of group discussion by suggesting that EFL students should be taught communication skills, effective leadership, decision-making skills, trust-building, and conflict-management skills so that they can discuss and monitor each members' performance and behaviors.

In this study, there were some differences from the previous studies above. First, the perceptions of the EFL students that would be analyzed by the researcher is going to stress only on the engagement. Second, the study subject was 11th grade EFL students, SMKN 1 Banjarmasin. Therefore, the researcher believed that this study is a new kind of research that it is possible to do.

## **STUDY METHOD**

### **Study Design**

The study method is the Descriptive method and qualitative study approach. The reason why the researcher chose this approach was that the approach was suitable for this study, which was trying to analyze the perceptions. Perception is an abstract thing that must be variation and describe-able only in a descriptive form. The most common data collection method implemented in the qualitative study is observation, interview, and document analysis. The researcher gathered the data by implementing the survey method.

The researcher intended to know the perceptions of EFL students on the engagement toward small group discussions, thus the survey method was conducted. Surveys also believed to assist the researcher in summarizing and measuring the characteristics, views, opinions, and feelings of EFL students. In this study, the survey method was implemented to estimate and summarize EFL students' perceptions on the engagement of implementing the SGD method.

### **Study Setting**

The study was conducted at SMKN 1 Banjarmasin. Jalan Mulawarman, Tulak Dalam, Banjarmasin Tengah, Kalimantan Selatan. There were 1558 EFL students at this school with 626 boys and 932 girls. This school has 87 EFL teachers who teach implementing K-13. There were 44 classes at this school, and the average EFL students in each class were 36 EFL students. English subject is taught once a week in every class.

### **Study Subject**

This study subjects were the eleventh-grade EFL students of SMKN 1 Banjarmasin. The researcher took 108 EFL students of vocational class TKJ A, B, and Akuntansi B, which has 36 EFL students in each class. In this case, the researcher employed the Purposive Sampling method in determining the sample. The method was chosen since the researcher had an observation and found that the EFL teacher implemented Small-Group Discussion in those classes.

### **Study Instruments**

In conducting this study, the researcher needed some supporting instruments. To collect the data which is required, the researcher implemented observation and questionnaire as the study instrument.

### **Observation**

The observation was held during the education process by filling the observation sheet. The observation stresses on the EFL students' view and behavior during the SGD implementation method. Several factors were observed in the classroom: the EFL students' collaboration with the EFL teacher, the EFL students' cooperation with peers and

classmates, the EFL students' self-efficacy, the EFL students' self-regulation, the EFL students' motivation as well as interest in learning English.

The observation sheet was in the checklist form. It was implemented to investigate the natural phenomena of the study subject. It was applied to make sure the observation was more suitable for reality. Therefore, the observer should attempt to write their observations, either during or directly, at the end of the lesson.

### ***Documentation***

In this research, the researcher implemented Public records that could be defined as the official, ongoing records of an organization's activities (O'Leary, 2014). The researcher took some pictures during the observation to be the data of documentation.

### ***Questionnaire***

The questionnaire was given to the EFL students of class vocational TKJ A, B, and Akuntansi B as the representative class of the study. The questionnaire was distributed at the end of the meeting. It was distributed to explore EFL students' perceptions of the engagement of implementing methods of SGD in learning English. The researcher made the blueprint of the questionnaire to make the statements in the questionnaire being structured.

### **Data Collection**

#### ***Observation***

In conducting the study, observation is implemented by the researcher. The data was collected on October 22-24, 2019. The data was about the EFL students' engagement in applying methods of SGD in learning English. This data was needed to see the EFL students' views and behavior in English learning via the SGD method. This data was also proved and strengthen the data gotten from the questionnaire.

#### ***Questionnaire***

In this study, the researcher implemented a questionnaire to find out the answer to the question of the formulation problem. It was about what are the EFL students' perceptions on the engagement of implementing methods of SGD in learning English. The researcher distributed the questionnaires, which contained three open-ended questions to the EFL students of vocational TKJ A, B, and Akuntansi B.

In this study, the researcher implemented the open-ended question. In this type, the participants gave their answers in the form of a description. Therefore, the participant could take a chance to share their opinion in a larger space and let the EFL students share and give more detailed opinions, feelings, and suggestions.

### **Data Analysis**

The data analysis in this study implemented a qualitative approach to describe the EFL students' perceptions of the engagement of applying methods of SGD in learning English. In data analysis, the researcher did three steps for qualitative study based on Miles and Haberman's theory. According to Miles and Huberman (1994), there are three crucial phases in analyzing data: data reduction (1), data display (2), as well as conclusion drawing or verification (3).

#### ***Observation***

There were three major phases on analyzing the data on observation; those are:

1. Data Reduction

It refers to stressing, selecting, abstracting, simplifying, and transforming the

process of the data that appear in the written up transcription of field notes. The data from the observation was transcribed into the written transcript to be developed into the observation sheet.

## 2. Data Display

After the data from the observation was transcribed into the written transcript, the next step in analyzing the data was to displaying the data to be meaningful. The researcher explained the result from observation, and then the data were organized and arranged in a pattern so that it would be understood easily.

In this study, the data reduced by the researcher were then described as the study data contained in the factors influencing engagement based on the experts in Chapter II. The observation consisted of main points to be found, which was the EFL students' perceptions of the involvement of implementing methods of SGD in learning English.

## 3. Conclusion Drawing

The last step of analyzing the data is conclusion drawing/verification. After analyzing the data, the researcher concluded the EFL students' perceptions of the engagement of implementing the method of SGD in learning English.

### **Questionnaire**

The data derived from the interview will be integrated and display in descriptive forms. There were significant phases to analyze data from the questionnaire; those are:

#### 1. Data Reduction

Based on the result of data reduction, the data found were displayed in the form of a data display from the questionnaire guide. (*see appendix 2*)

#### 2. Data Display

After displaying the data from the observation, the researcher made some questions in the questionnaire sheet and distributed it by google form. Then, the researcher compares the data from observation with the data from the questionnaire.

#### 3. Conclusion Drawing

The last step of analyzing the data is conclusion drawing/verification. After analyzing the data, the researcher concluded the EFL students' perceptions of the engagement of implementing methods of SGD in learning English.

### **Data Triangulation**

Even the qualitative study is subjective, the researcher should serve the data as real as possible to make the data valid and reliable. Triangulation is the combination of two methods or more in collecting the data.

In this study, the researcher implemented three instruments to gather the data, and those are observation, documentation, and questionnaire. The observation was needed to be applied to see the EFL students' view and behavior during the SGD implementation method. The researcher also implemented documentation to be the evidence of observation results. Then, to confirm the result of the observation, the researcher performed a questionnaire. Via this instrument, the researcher collects the perceptions of EFL students.

## **STUDY FINDINGS AND DISCUSSION**

### **Data Description**

This study stressed on analyzing the EFL students' perceptions on the engagement of implementing the method of SGD in learning English. There were 108 eleventh grade EFL students being the study subject. The data of this study were obtained by doing the observation during the education activities when the EFL teacher implemented an SGD method. The purpose of the observation was to analyze EFL students' engagement in

learning English. Then, the researcher also distributed the questionnaire in terms of analyzing the EFL students' perceptions via a google form.

The data gathering process started on Tuesday, October 22, 2019. The researcher observed the 36 EFL students in class XI B TKJ. It was continued with XI B AKL and XI-A TKJ in the same day on Thursday, October 24, 2019. Then, the researcher continued distributing the questionnaire to all the EFL students via a google form.

### **Study Findings**

The data of the study were divided into observation and questionnaire results. From the observation that conducted once in each class, and the questionnaire which was distributed in the three classes, several things were found in the English education process in the classroom covering the EFL students' engagement, EFL students' perceptions, and the EFL students' perceptions on the engagement.

#### ***Observation Result***

The observation was conducted on Tuesday, October 22, 2019, in the class TKJ B and on October 24, 2019, in the class TKJ A and Akuntansi B. Firstly, the researcher found that in applying the SGD method, the EFL teacher explained the material by giving some example of Direct and Indirect speech and how to change them. The EFL teacher implemented the sentences that made the EFL students interested because it was daily used. Then, the EFL teacher divided them into six groups, which contained six members. The EFL teacher had prepared some sentences which were going to show up on the slide one by one. The EFL students had to change them, and the fastest group with the correct answer got the point.

From the observation sheet that the researcher made by adapting the theory of factors influencing engagement by the experts in Chapter II, the researcher found that the EFL students were engaged in English learning by implementing the SGD method. The following part will discuss more in-depth about the EFL students' engagement in learning English.

#### 1) The EFL students' collaboration with the EFL teacher

The first thing that the researcher found was the EFL teacher assimilated with the EFL students. It could be seen since the EFL teacher explained the material about direct and indirect speech briefly then asked the EFL students to count the number then divided them into eight groups. Then, the EFL teacher gave some direction about what the EFL students had to do in the group.

The researcher also found that the EFL teacher involved in any classroom activities. The EFL teacher taught EFL students in a fun way. She made the class so relaxing and enjoyable by creating some positive energy and behavior. When the EFL students got confused when they were requested to determine the name of their group that is about their favorite boy/girl band, the EFL teacher also gave some suggestions. Moreover, when the EFL students were punished and asked to sing before their peers, the EFL teacher supported the EFL students by singing along with them without any hesitation.

Furthermore, the EFL teacher also treated EFL students with care. It could be seen when the EFL teacher assisted the EFL students when they had some trouble. The EFL teacher appeared at their table and asked their group one by one if they had something they could not understand.

#### 2) EFL students' collaboration with Peers and Classmates.

The second thing that the researcher found that was about the excellent collaboration among the EFL students in the class in English learning by implementing the SGD method. When they were requested to work in a group and asked to do some tasks, the EFL students actively discuss with their friends towards the issues. They were talked and listened to



others' opinions. They also gave a chance to all the members in a group to share and to value others' opinions. The EFL students also support their members' presentation of the discussion result.

However, the researcher also found that some EFL students were passive during the discussion. They did not participate in any classroom activities and enjoyed their work.

3) The EFL students' Self-Efficacy

The third thing that the researcher found that was about the EFL students' self-efficacy by learning English in small group discussion. The EFL students were comfortable with mastering the lesson material. It could be seen from when the EFL teacher asked them to answer the question before their peers, and the EFL students had correct answers. It was also because the members of the group were helping each other. When some of them got some trouble in understanding the material, they were assisted by their friends and got more explanation. Not to mention, the EFL students could extend their creativity by more confident in performing before their peers with their group.

4) The EFL students' Self-Regulation

The fourth thing that the researcher found from the observation was about the EFL students' good self-regulation in English learning via the SGD method. The researcher found that the EFL students set a particular strategy to be the best group in the class by dividing the tasks to every group member. It was proven to succeed because their works were faster to be finished. The EFL students also actively explore ideas with others in determining the best decision. In discussing the tasks, the researcher found that the EFL students were actively shared their opinion and valued the other opinion. The EFL students also proved to have good self-regulation by actively ask some questions. The EFL students did not hesitate to ask for something they did not understand to the EFL teacher.

5) The EFL students' Motivation as well as Interest in learning English

The fifth thing that the researcher found was about the EFL students' highly motivated and interested in English learning via the SGD method. The researcher found that the EFL students were motivated to learn English in an SGD by seeing that most of the EFL students were excited to do the tasks and actively discuss with their group members. They assisted and supported each other. The EFL students also were interested in English learning because they could enjoy every task and perform before their peers excitedly.

6) The Curricula

The researcher found that the curricula that the EFL teacher implemented were proven to influence the EFL students' engagement by implementing methods of SGD in teaching English. From the observation, the researcher knew that the curricula that the EFL teacher implemented connected with the EFL students' interest and concern by served the material with the newest style.

The researcher also found that via small group discussions, the EFL students were asked and had a chance to responsible for their own learning process. It was because a method of SGD was EFL pupil-centered, which let the EFL students explore directly to their learning activity.

The last thing was the researcher found that via the SGD method, the EFL students had some progress in learning English. It could be seen from the engagement of the EFL students that were increasing by actively participated in the discussion, more comfortable to solve the problem, got more confidence, etc.

***Questionnaire Result***

The researcher distributed the questionnaire to all the EFL students in the three classes via a google form. There were three questions contained on the questionnaire; those are:

1) What is your opinion about the SGD method?

The EFL students stated that SGD was an effective and suitable method for increasing EFL students' engagement. They believed that via the technique of SGD, they could share the opinion, knowledge, positive energy, and personal support. It could their social experience and interaction by getting them closer to their classmates. They could assist each other for something they could not understand and in determining the best decision. Thus, they could be more confident with themselves in extending their creativity.

They also believed that the method of SGD could increase their motivation as well as interest in English learning by making the learning process became so enjoyable and relaxing. The EFL students also stated that their collaboration with the EFL teacher became closer so that they could ask some questions without any hesitation.

Alternatively, some EFL students believed that this method is not practical due to they could not feel the significant difference in working individually. They also stated that some passive EFL students did not participate in any discussion. They said that they were working alone, and the other members did not assist them.

2) Could the method of SGD increase your engagement in learning English? Why?

Most of the EFL students believed that the method of SGD could increase their engagement in learning English. It was because, in the group, they could spread the positive energy and make them influenced by their engaged friends in the group. They were reminded by their friends to keep working actively in every classroom activity. SGD also trained them to talk in public and cooperated with the other members.

Somehow, some EFL students stated that the method of SGD made them more passive to work because they gave all the tasks to the other friends in the group. Therefore, the group member was so crucial and became the main factor influencing EFL students' engagement.

3) Does SGD have the benefit of your learning process? Why?

Most of the EFL students believed that the method of SGD had the benefit of their learning process. The method of SGD got them to be more active in the learning process. They believed that they could get closer to their EFL teacher and classmates. It also could increase the EFL students' capability to socialize by discussing with their friends in the group. It built the encouragement of giving and asking the opinion, built confidence, creativity, and innovation. The EFL students also stated that in small group discussions, the tasks were being faster to be finished, and they would be easier to solve the problem.

## Discussion

This part presented the discussion of the study findings. This study was about the EFL students' perceptions of the engagement of implementing the SGD method. The study subject was 108 EFL students of class TKJ A, B, and Akuntansi B. The study subject was chosen based on the recommendation of the English EFL teacher who implemented the method of SGD in English teaching in those classes. This study applied a qualitative approach. In gathering the data, the researcher performed two primary instruments, namely observation, and questionnaire.

Based on the observation and the questionnaire result, the researcher found that the EFL students' had a good perception of the engagement of implementing the SGD method. It could be seen from the EFL students' collaboration with the EFL teacher, the EFL

students' collaboration with peers and classmates, the EFL students' self-efficacy, the EFL students' self-regulation, the EFL students' motivation and interest, and the curricula learning English via SGD method.

Firstly, the EFL students had a pleasant collaboration with the EFL teacher in learning via the SGD method. It was proven by the EFL teacher who wanted to assimilate with the EFL students. There was no barrier between the EFL teacher and the EFL students. The EFL teacher created a warm situation and made the EFL students enjoy the lesson. The EFL students also involved in any classroom activities. The EFL teacher was very kind and humble. She was helping the EFL students to determine the name of the group and sing along with the EFL students. The EFL teacher also treated the EFL students with care. It could be seen from the EFL teacher who always asked the EFL students if they had any trouble by appearing in their table.

From the explanation, the researcher inferred that the active EFL teacher was a very crucial part of making the EFL students' engagement increasing. It is in accordance with (Martin & Dowson, 2009), who stated that "When EFL teachers are dependable sources of emotional and instrumental support in difficult times, EFL students feel connected to their EFL teachers and safe at school. The EFL students feel that they belong in school when EFL teachers express involvement and warmth by treating EFL students with care and affection and showing EFL students that they enjoy having them in class".

Secondly, the EFL students had a pleasant collaboration with their peers and classmates in English learning by implementing the SGD method. It could be seen from the EFL students who were active in participating in any discussion with their group members. The EFL students gave their opinion and also listened to others' opinions. The EFL students also stated that in small group discussions, they got closer to all the EFL students in the class because they had a chance to talk and solve the problems together. Moreover, the EFL students stated that they supported each other if one of them had to present their discussion result before their peers. It is in accordance with Furman & Buhrmester (1985), who stated that warmth is a crucial feature of high-quality peer collaborations as well as highly practical classroom situations.

However, some EFL students also believed that the member of the group was the most crucial factor influencing their engagement. If they got engaged friends in the group, they would be engaged as well by seeing and following their friends' instruction. It was because the positive energy by the engaged friend could stimulate them to be active.

Thirdly, the EFL students' had functional self-efficacy when they were learning via the SGD method. It was proven by the EFL students who were easy to master the lesson material. It was because, in small group discussions, they could ask their friends in the group if they had something they do not understand. The EFL students also stated that in small group discussions, they were discussing the task together in terms of determining the best result or the best decision. Thus, the EFL students were more confident to answer every question and present it before their peers with no doubt. It is in accordance with Tyler & Boelter (2008), who defines self-efficacy as the perceived capability to learn and carry out a task or set of behaviors at an identified, optimal level of performance". Furthermore, the EFL students believed that their confidence was increasing if they were learning English via small group discussions.

Fourthly, the researcher found that the EFL students had good self-regulation in English learning by implementing the SGD method. The EFL students proved it was actively set some strategies to be the best group in class in the case to gain a high score in English subject. The EFL students divided the tasks to every group member so that the tasks would be faster to be finished. In finishing the tasks, the EFL students explore and with the other's opinion to make the answer was variety, and they got the new knowledge from their friends. Moreover, the EFL students were active in asking the question to the EFL teacher if

they had some trouble.

This is also in accordance with Rush and Balamoutsou (2006, p. 4). They state that engaged EFL students share the values and approaches to the process of learning and teaching. Also, they spend time and energy on educationally meaningful tasks, learn with others inside as well as outside the classroom, actively explore ideas confidently with others, and learn to value perspectives other than their own. When EFL students are part of a learning community, they are positive about their identity as a member of a group, stressed on learning, ask questions in class, feel comfortable contributing to class discussions, spend time at campus, have made a few friends, and are motivated in the classroom activity.

Fifthly, the EFL students were motivated and interested in English learning via the SGD method. Most of the EFL students agreed that SGD made their motivation increased by learning in a fun way. In SGD, they asked their friends to explain more, explore the idea, and the willingness to be the best group made them motivated to learn more and discussed the tasks seriously. The EFL students were found interested in English learning with SGD by creating the excitement and fun situation in the class. They have participated in any classroom activity. Katzell and Thompson (1990) define motivation as conditions as well as processes that account for the encouragement, greatness, direction, as well as effort preservation. Additionally, the EFL students admitted that the primary purpose of being engaged in the classroom was because they wanted to get a high score in English subject. Meanwhile, the other EFL students stated that being involved is everyone's responsibility.

Sixthly, the method of SGD assisted the curricula that the EFL teacher implemented to be relevant, responsible, and real. It is proven by the topic which talked about direct and indirect speech connected to the EFL students' interest and concern. Plus, the EFL teacher enjoyably served the lesson material and divided them into the group. It could assist the EFL students in being more active in English learning because they could discuss the tasks together. The EFL students were also responsible for their learning process. They were separated into a group to discuss the task with their friends.

Moreover, the EFL students stated that they got the progress in English learning via SGD method. It could be seen from their collaboration with the EFL teacher and classmates became closer, increase the EFL students' capability to socialize by discussing with their friends in the group. It built the encouragement of giving and asking the opinion, built confidence, creativity, and innovation. The EFL students also stated that in small group discussions, the tasks were being faster to be finished, and they would be easier to solve the problem. It is in accordance with the theory from Claxton (2007), who stated that "another factor influencing engagement is the curricula which had relevancy, responsibility, and reality."

As a conclusion of the observation and the questionnaire result, most of the EFL students' percept positively on the engagement of implementing methods of SGD in learning English. They stated that their collaboration with EFL teachers, peers, and classmates became closer. It has similarities with the result of the previous related study (Cooper, Johnson, Johnson & Wilderson 1980), who stated that "Compared with individual work, group work typically results in greater efforts to achieve, for example, more positive collaborations among EFL students."

The EFL students also added that the method of SGD made their achievement and motivation, and learning English was increasing. It was because, in SGD, they had the responsibility for their learning. The EFL teacher let them discuss the lesson material with their friends in the group. It has a similarity with the previous study from Gross (1993) as well as Springer, Stanne, and Donovan (1999). They mentioned that EFL students can be more content as well as achieve better results with their learning experiences in the group, rather than individually.

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## CONCLUSIONS AND SUGGESTIONS

Having done exploring the discussion of the study findings which stress the explanation of the EFL students' perceptions on the engagement of implementing the method of SGD in learning English, the researcher can draw some conclusions and suggestions, as follow.

### Conclusion

As stated above part, this study was aimed to analyze the EFL students' perceptions of the engagement of implementing the method of SGD in learning English. This study was conducted in eleventh-grade vocational class *TKJ A, B, and Akuntansi B* of *SMKN 1 Banjarmasin*. It was held in October 2019, as stated in the study findings that were obtained by applying observation and questionnaires to get the data.

In conclusion, the majority of the EFL students had a good perception of the engagement of implementing methods of SGD in learning English. The majority of the EFL students stated that the method of SGD is an excellent method to be implemented in learning English. They also indicated that the technique of SGD increased their engagement in English learning by making them discuss and sharing the opinion to make the best decision. The EFL students also said that their collaboration with the EFL teacher and classmates become closer. Small group discussion method also impacts their self-efficacy by helping them increase their confidence. So do with their self-regulation and their motivation to learn English. The EFL students believe that method of SGD made them passionate to be the best group in the class so that they have to set a certain strategy with their group members. Somehow, this method still has the weakness during its implementation. The EFL students complaining about the passive member of the group and the noise make the learning activity no longer conducive.

### Suggestions

Based on the conclusion above, the researcher knows the real condition and situation, the researcher has some suggestion, as follows:

1. For the EFL students, the EFL students should realize the importance of SGD as the method implemented by the EFL teacher. This method has so many positive impacts on the case to increase their engagement. Related to EFL students' engagement, they have to see in the positive way that every method that EFL teachers implemented must have some benefits for their process in learning English. EFL students have to increase their motivation to learn is they want to achieve their goals in learning English.
2. For the English EFL teacher, based on the EFL students' suggestions that have been elaborated on in chapter IV, the EFL teacher should keep the method of SGD considering all the positive impacts on the learning activity. But, to implementation of this method, the EFL teacher should be more friendly and humble in handling the class. Therefore, the weakness of the method of SGD could be reduced.
3. For future studies, the researcher suggests that future researchers should develop further research related to the EFL students' perceptions of the engagement of implementing methods of SGD in learning English. Since this study stress on perceptions, the future researcher can conduct a study about the SGD method implementation, group discussion method effectiveness, etc.

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## **Types Of Lecturer's Corrective Feedback Used In Writing Activities At One Of University In Banjarmasin**

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**Abstract:** Since EFL writing is one of the complicated aspects, writing a lecturer needs to find an effective way to help students develop their writing ability. By giving feedback, the lecturer can help students to correct their errors and mistakes. This research is aimed to find out and describe the types of use corrective feedback, the possible advantages and disadvantages of corrective feedback, and how the students respond to corrective feedback given by the lecturers. The researcher used a descriptive qualitative method. The subject of the research was a lecturer in the writing course of two classes in the fifth semester at UIN Antasari Banjarmasin academic year 2017/2018. The instruments used were observation, interview, and questionnaire. The analysis found that indirect corrective feedback was used more often than direct and metalinguistic corrective feedback. It is used to make the students be more active and participate in the classroom by sharing knowledge with the other students. The advantages of corrective feedback based on the lecturer's opinion were; corrective feedback can make the students aware of the mistakes they made before, and they might able to make fewer mistakes. For the disadvantages, it could make the students have to lack motivation in learning English. As the response toward corrective feedback given, the students thought it helps them to improve their ability and accuracy of writing in English, increases their motivation to write and learn more. For some students, corrective feedback could make them doubt and afraid to write because they would think to repeat the same mistakes in writing.

**Keywords:** *Corrective Feedback, Writing*

### **INTRODUCTION**

Writing has always been famous for professionals and academics to use proper grammar and communicate well. Muthim and Latief (2014) state that helping students to be able to write well is the goal of teaching writing in universities or colleges in Indonesia. Good writing is one that meets all the characteristics of good writing. The good writing should meet (1) unity in the topic discussed, (2) smooth organization of ideas, (3) appropriate use of vocabulary suitable for its context, (4) correct use of language in terms of word choice and correct grammar, and (5) proper use of mechanics such as punctuation and spelling. The purpose of teaching writing in universities or colleges is to help students to be able to write in English well to accomplish their academic writing assignments such as a paper or a thesis. Since EFL writing is one of the complicated aspects, writing a lecturer needs to find an effective way to help students develop their writing ability. By giving feedback, the lecturer can help students to correct their errors or mistakes.

Feedback is needed to inform the students whether their answers are correct or not and provide them enough information and guidance to produce the proper target form. According to Brookhart (2008), in Anggraini (2018) that there are three modes used as a strategy in giving feedback, (1) oral feedback, (2) written feedback, and (3) visual or demonstration. Written feedback tends to be given after a task. It provides students with a record of what they are doing well, what needs to be improved, also suggestions from the teacher.



Lecturers' corrective feedback is one factor that influences the progress of students in learning English (Jarkasi, 2007). Here, the lecturers can correct students' errors and mistakes; therefore, students will know about it and will not make the same errors or mistakes again. In other words, the corrective feedback given is essential since it can reduce the students' mistakes in their writing.

Lindqvist (2011) researched with the title "the use of written corrective feedback." This research found that feedback is used, there are several types of feedback used, but the teacher prefers to give indirect corrective feedback, and the students more prefer direct corrective feedback. The students view feedback as helpful and needed.

Mollestem and Lixia Hu (2016) researched with title corrective feedback on L2 students' writing. The results of this research are teachers used corrective feedback as a teaching method, and all of the types of corrective feedback were used based on the students' needs. The advantage of using corrective feedback was useful for the student who received it must be willing to take it in and wanted to learn. For the disadvantages, in providing young students with corrective feedback, some possibilities make the student down and lose motivation to write.

Anggraini (2018) also conducted research that aimed to describe types of feedback given by teachers and students' perspectives toward teachers' written corrective feedback in their writing. This research refers to Ellis's (2009) model of corrective feedback. The finding showed there were three types were found: indirect, direct, and metalinguistic corrective feedback. Three themes of students' perspective towards teacher corrective feedback classified after interviewed the students: 1. Students' positive responses to having feedback; 2. Students' confusion towards the given feedback, and 3. Students' preferred feedback.

Based on the findings above, the researcher is interested in conducting this research since it is essential for the lecturer to find techniques for the student to reduce their mistakes in writing. By giving corrective feedback, a lecturer should be able to know which type of corrective feedback that can make students produce better writing. The researcher chose the writing lecturer and sixth-semester students of UIN Antasari academic year 2017/2018 as the subject of this research because the students are considered in advance level. They are capable and have enough background knowledge about writing. Moreover, it is easier for the students to receive the lecturer's correction in their writing.

This research aims to find the types of corrective feedback given by the lecturer and to know the possible advantages and disadvantages that the lecturer can identify towards corrective feedback. Then finds out how the students respond to corrective feedback given by the lecturers. In this research, three types of corrective feedback were observed; those are direct corrective feedback, indirect corrective feedback, and metalinguistic corrective feedback.

## RESEARCH METHODOLOGY

Descriptive qualitative was employed in this research. According to Fraenkel and Wallen (2006: 190), descriptive methods was to describe the fact systematically of the characteristic of a particular population or other specific sectors factually and accurately. It could be concluded that the descriptive method was one of the ways that the writer used by describing the data without manipulation. In this research, the researcher is aiming to describe the use of lecturers' corrective feedback in writing activities.

The subjects of this research are one essay writing lecturer and two classes of Essay Writing of fifth semester English Department of UIN Antasari Banjarmasin. Class A consists of 28 students, and class C consists of 35 students. The characteristics of the subjects of this research are the lecturers of advanced writing, in which essay writing

lecturer was chosen as the subject. Class A and C were selected because the students have the lowest score of writing than other classes.

The researcher used three instruments, which are: observation sheet, interview guideline, and questionnaire. To get information about the types of feedback used by the lecturer in the Essay Writing class, the researcher has done the observation in two classes of essay writing use. The results of the activities were in the form of field notes. The researcher also used the students' worksheets to find the types of corrective feedback used by the lecturer.

Interview guidelines used to get in-depth information about the use and possible advantages and disadvantages of corrective feedback in writing activities which lecturer can identify in the classroom. As there is only one lecturer who teaches essay writing classes, the researcher interviewed and gave ten questions about corrective feedback.

The questionnaire is used to find out how the students respond to corrective feedback given by the lecturer. The researcher used open-ended questions to get the data. Open-ended questions are questions needed to be answered more freely as there are no fixed options. However, the answers have to be still related to the topic of the questions. There were ten questions about how the students respond to corrective feedback given by the lecturer. The researcher gave the questionnaire to classes A and C, with a total of 63 students. The researcher used expert validity for validating this instrument.

To get the data, the researcher asked the respondents' opinions regarding the students' respond towards corrective feedback given by the lecturer. The researcher divided the questions into two dimensions, which are student's views towards feedback and student's attention towards feedback. The indicators of questionnaires divided into some parts. The first part aims to know the students' difficulty in English. The second part is to investigate the clarity of lecturers' feedback based on purposes of feedback (Lewis, 2002: 3-4), which are feedback provides students with language input, feedback provides information for teachers and students, and feedback able to lead students toward autonomy. The third part is to investigate the advantages and disadvantages of corrective feedback based on the students' view. Meanwhile, the fourth part aims to know students' opinions in corrective feedback. In a nutshell, those four parts are mainly to investigate the students' responses towards corrective feedback given by the lecturer.

## **RESULT AND DISCUSSION**

### **Research Findings**

#### ***Types of Corrective Feedback used by the Lecturer***

In collecting the data, the researcher observed two classes which are; Essay Writing Class A and Essay Writing Class C. The researcher observed each class twice in two weeks. Students' worksheets also used in collecting the data.

In the first observation on both class A and C, a week before, the lecturer gave students an assignment to write an Essay about Interesting Place in hometown. In the classroom, the lecturer checked ten students' worksheets randomly. In class A, the researcher found that the lecturer used direct and indirect corrective feedback to check ten sheets of the students. The lecturer used indirect corrective feedback to show the indication of student's mistakes in writing but does not correct. Meanwhile, in class C, the lecturer used direct corrective feedback, indirect corrective feedback, and metalinguistic corrective feedback to correct the mistakes. He often circled, crossed out, or underlined the mistakes.

In both classes, the lecturer discussed the mistakes of 10 students made on their writing. He wrote some sentences on the whiteboard that he already checked and let the students figured out the mistakes. After that, the lecturer asked students to make a group that consists of 5-6 students, then distributed the students' worksheet. He asked students to check

their friends' writing in 15 minutes and discussed it together with the group if they find any mistakes. He asked at least one student of every group to write down their friends' mistakes with the correction on the whiteboard and checked it together with the lecturer until the class ended. Some students wrote down the wrong correction, and the lecturer directly provided the right correction. In this case, he used direct corrective feedback.

In the second observation, the lecturer gave students in class A and C a handout of explanation about the comparison essay. He asked the students to read it. He divided students into a group of 5-6 students. He showed two examples of comparison essays and discussed it together. Then, he asked the students to find out the main idea of the passage. Every group came forward and wrote down the main idea of each paragraph on the whiteboard. When the lecturer saw some groups who wrote down the wrong answer, he directly corrected and provided the right answer. In this situation, he used direct corrective feedback. Here is the example of the correction:

The main idea of the first paragraph: My parents' have similarities even though they were different in sexual status.

Student's answer: Everyone has parents. My parents look alike in many things.

Meanwhile, if the students made mistakes in their writing, he asked the class to figure out the mistakes and correct them together. For example, there was a group who wrote down:

"There is a point of similarity in their life."

The lecturer wrote down singular beside the sentence. In this case, the lecturer used metalinguistic corrective feedback. He asked one of the students to come forward and corrected the mistakes. The students wrote down the right sentences: "There is a point of similarity in their life." Some students still didn't understand the sentences. The lecturer gave some explanation about the singular, plural, countable, and uncountable noun.

#### ***The Possible Advantages and Disadvantages of Corrective Feedback***

The interview was held on 11 December 2018. The interviewee was Mr. Ahdi Makmur, who is the senior lecturer of writing class in UIN Antasari Banjarmasin. He has been teaching for almost 30 years since 1986. He used to have a position as the head of the English Department. This semester, he teaches five classes for essay writing.

The researcher asked a question about the use of lecturers' of corrective feedback in the classroom. The analysis found that he always provides corrective feedback in every writing class. They were about 30 students in the class, but he only corrected ten assignments as models or examples of mistakes the students have made. After he provided feedback to students' writing, he gave it back to the students. He made a discussion with the students about the mistakes from the ten assignments that he corrected. The rest of the assignments returned to students, and the lecturer asked them to make groups and fixed it together.

The lecturer used direct corrective feedback to correct students writing, but not too often. Since he did not want students' have a thought that they could make mistakes as much as they can as the lecturer always corrected their writings and provided the right correction. He used indirect corrective feedback as well since it was better for the students to figure out their mistakes by discussing with their friends as they can get or share knowledge. For metalinguistic corrective feedback, he often used error code. He used question mark as the code if they made a mistake in a paragraph, V for the verb, C for conjunction. Sometimes he gave a clear description of the code. He preferred to use indirect corrective feedback to make the students find and correct their mistakes. As the lecturer stated, he did not want to give one-way corrective feedback to the students. Afterward, the students can learn from the mistakes and produce good writing in the future.

After that, the researcher asked the question about whether the corrective feedback was useful for the students. He thought his written corrective feedback was valuable also beneficial for the students' writing. If there were no feedback, students would not know they made mistakes in their writing. The students would consider their writing was already good.

The advantages of giving corrective feedback that he found; students could get more knowledge than before. In the future, when they got assignments, they will be aware of the mistakes they made before, and they might able to make fewer mistakes.

Meanwhile, for the disadvantages of giving corrective feedback that he found, the students have lack motivation in learning English. Moreover, he needed to communicate in the classroom by using mixed language between Bahasa Indonesia, Bahasa Banjar, and English. He thought that if he used full English, students would not understand the feedback that he gave.

### ***The Students' Respond to Corrective Feedback Given by the Lecturer***

The researcher gave a questionnaire on 10 December in Essay writing A and 11 December in essay writing C. There are 28 students in class A and 35 students in class C. The participant in essay writing class A is 22 students and 31 students for essay writing class C. There were ten questions about the students respond to the corrective feedback given by the lecturer.

For most of the students, corrective feedback given by the lecturer could help them to improve their ability and accuracy to write in English. Corrective feedback is constructive, mainly when it is discussed together with the students. After being corrected, they can learn to be more thorough, know more about their weaknesses, and feel motivated to make better writing in the future.

Mostly, the lecturer gives feedback about grammar and word use. For them, as if the lecturer gives feedback clearly, it could help the students easily understand how to make a good essay. It is proven in some students' answers; their scores increased after got feedback from the lecturer. Few students also said sometimes corrective feedback given by the lecturer made them doubts and afraid to repeat the same mistakes in writing.

The lecturer's feedback for students was easy to understand if the lecturer used simple language, not the complicated one, always give a clear and detailed explanation not only written but also orally. It also depends on the topic provided and class situation (for instance: the students did not pay attention, the lecturer have a lower voice, the feedback cannot be read, when it is not enough time).

The researcher asked the students about their follow up activity after getting feedback from the lecturer. The students answered that they would learn from the mistakes; they would take note of what mistakes they had made; and they try their best not to practice more (for instance: read the material about how to make a good essay, write a diary about daily activity, try to use English as much as they can in social media to improve their writing skill).

The benefits that students can find from corrective feedback given by the lecturer are they could know how far their understanding of the material they can reflect also learn from the mistakes of that writing and hope in the future they can produce a better essay. They can be more thorough, know their weaknesses and writing ability. Most of the students answered they did not find any shortcomings in corrective feedback given by the lecturer. They were any other answers from a few students. Since the lecturer gives feedback to 10 random students in the classroom then discuss it at the school, the students tend to think the feedback that the lecturer gave sometimes does not represent all of the mistakes that student made in writing. When the lecturer was having discussions in the classroom, sometimes the

students lose their attention span, and they got distracted easily since the lecturer's voice is so low and not using simple words to explain.

The students feel motivated to write after got feedback from the lecturer since he appreciated the students' work with comments of compliment, and for students' who make many mistakes were motivated by the lecturer to do better the next time. Some students also said about the effectiveness of feedback he gave in front of the classroom. These students think it is less effective as the students did not know whether they already make a good essay or not.

The students hope that the lecturer uses simple language when gives feedback also explains it in detail and clearly. They want the lecturer's voice to be louder and use LCD when they have discussions. They said there was not enough time for question and answer sessions. Therefore, they hope in the future to get more time for discussions.

In conclusion, the students have a positive response towards corrective feedback given by the lecturer. It could help them to produce good writing. The students feel motivated to write, and their score increase after getting corrective feedback. However, there were about five students who have different responses about corrective feedback given by the lecturer. Since the lecturer only gave feedback to 10 worksheets, they think it sometimes does not represent the students' mistakes in writing.

### **Research Discussion**

Based on research findings, there were three types of corrective feedback used in the classroom; direct, indirect, and metalinguistic corrective feedback. The researcher found that the lecturer often used indirect corrective feedback to indicate and locating the mistakes. He underlined, circled, or just crossed out a particular word to point the mistakes. In Lindqvist (2011), indirect corrective feedback with indicating and locating the mistakes was preferred used by teachers. Rahmawati (2017) also found indirect corrective feedback is more effective than direct corrective feedback. Meanwhile, research by Jumariati and Husyana (2018) showed that indirect corrective feedback in the forms of underline, circle, and codes are used by the teacher to engage students to think about the errors and how to revise them.

The lecturer used indirect corrective feedback because he wanted the students to be more active in the classroom. He gave indirect corrective feedback to make the students discussing with their friends so they could get and share knowledge. Ferris and Roberts (2001) suggest that indirect feedback is preferable because it engages students in their learning in a way that direct feedback does not. Since this subject of research is 5th-semester students, they are considered at an advanced level. As advanced students and helped by their language proficiency, they are assumed to be able to monitor any deviance found in their own writing and, at the same time, will be able to correct them altogether (Muth'im and Latief, 2014).

For the advantages of using corrective feedback, the lecturer found that using corrective feedback can make the students aware of the mistakes they have made before. In the future, they might be able to produce a better essay with fewer mistakes. The lecturer found the disadvantages when using corrective feedback that some students did not pay attention to when he discussed the correction in the classroom. Moreover, he needs to communicate in the school by using mixed language between Bahasa Indonesia, Bahasa Banjar, and English to make the students understand the discussions.

Anggraini (2018) researched student's perspectives of corrective feedback. They were classified into students' positive responses, students' confusion, and students' preferred feedback. For a positive response, students found feedback was beneficial and helpful to improve their writing in the future since they can know their mistakes or something that they miss from their writing. The researcher found the same response to the previous research.

After getting corrective feedback, the students mostly answered that they take note of what mistakes they made and practice more (for instance: read the material about how to make a good essay, write a diary about daily activity, try to use English as much as they can in social media to improve their writing skill). Therefore, they can recall the material that had been taught, know their weaknesses, aware of the mistakes, and can be more understanding about it. Thus, they can improve their writing in the future. Beside gave corrective feedback to students' writing, the lecturer appreciated students' work by providing comments as well. The lecturer gave compliment comments for the students who made fewer mistakes, and he also wrote some motivation for students who made many mistakes to make them produce better writing. It made the students feel motivated to write after got the comments from the lecturer.

Cohen (1990: 11) states that so that written feedback results in a positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear. Based on research findings from the questionnaire, the students stated that when the lecturer used full English to explain, they cannot truly apprehend corrective feedback that he gives. Besides, the students stated that the lecturer has a lower voice when delivering and explaining the feedback. It makes the students unable to pay attention during the discussion in the classroom. Some students stated that sometimes after getting corrective feedback, they felt in doubt and afraid to repeat the same mistakes in writing.

In conclusion, the students think that lecturer corrective feedback is easy to understand if he uses simple language and gives a clear and detailed explanation about the feedback. Since the lecturer only checked ten random worksheets as models. Some students said the feedback given by the lecturer sometimes did not represent all of the mistakes that students made in writing. However, the lecturer discussed the mistakes that he found with students in the classroom.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research result and discussion, the conclusion can be drawn as and answers to the research questions, there is the lecturer of Essay Writing in UIN Antasari Banjarmasin often used indirect corrective feedback of indicating and locating the mistakes. The lecturer used this kind of corrective feedback when he corrected the students' mistakes in worksheets and classroom. The lecturer used indirect corrective feedback to make the students active and participate more in the classroom by sharing knowledge with the other students. It also can help them to remember the mistakes easily than can produce a good essay in the next time.

The lecturer said the advantages of using corrective feedback that he found; it can make the students aware of the mistakes they made before, and they might able to make a good essay in the future. Afterward, the disadvantages when using corrective feedback that he found; there were some students not paying attention when he discussed the correction in the classroom. It is because when he used full English to explain, students' will not truly understand the corrective feedback that he gives. Moreover, he needs to communicate in the classroom by using mixed language between Bahasa Indonesia, Bahasa Banjar, and English. He thought that if he used full English, students' will not truly understand the feedback that he gave.

The students respond towards corrective feedback given by the lecturer that it was beneficial to help them improve their ability and accuracy of writing in English. It increases their motivation to write and learn more. Some students also said corrective feedback make them in doubts and afraid to write because they would think to repeat the same mistakes in

writing. After getting corrective feedback, the students mostly take note of what mistakes they had made, will learn from mistakes for not making the same mistakes again in the next time, and practice more (for instance: read the material about how to make a good essay, write a diary about daily activity, try to use English as much as they can in social media to improve their writing skill).

### **Suggestions**

It is suggested for the students to pay more attention to the lecturer when he gives corrective feedback in the classroom. Moreover, there is no time wasted, and the students can use the time to ask questions. Keep learning from the mistakes to produce better writing. For the lecturer, it is suggested to use simple language when giving corrective feedback, explain the feedback in detail and clearly, provide more examples and use LCD when having a discussion. Meanwhile, for other researchers, it is suggested to research students' perspectives in corrective feedback. The researcher expected that this research could be used as a reference for the next researchers who are interested in the same field.

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